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Self-Efficacy in *Topeng Malang* Dance Learning Using Modeling Technique

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Abstract—Topeng Malang **dance learning is one of the sub materials in art and cultural subject which self-efficacy is needed in the process of mastering it. The lack of confidence and self skill to do an activity indirectly cause students' potential are not developed in the optimum way, and lead physical or even psychological problems. Self-efficacy takes role as the individual's confidence in doing or coping up with difficult missions using their competences. Modelling technique is one of the learning models that allows students to raise self-efficacy. The goal of this study is to investigate the process of *Topeng Malang* dance learning. The modelling technique focuses on the process of showing and explaining in the pocess of mastering new skills for beginners through the relevant observations and models. The methodology used in this study is qualitative. Subjects of this study are VII graders of SMPN 23 Malang. Interview, observation, and documentation technique were used in collecting the data. Results of this study are the implementation of modelling technique in *Topeng Malang* dance which were developed in a learning media through four steps; (1) Attention, students pay attention on the learning media as the model developed by the teacher; (2) Representation, students write the steps of dance that they see; (3) Imitation, students imitate the observation and take notes; (4) Motivation, students practice the *Topeng Malang* dance as the result of imitating the model given by teacher.**

Keywords: **Topeng Malang** *dance, self-efficacy, modelling*

I. INTRODUCTION

Goals of learning art and cultural subject at school are understanding concepts and the importance of art and culture, showing appreciation, participating and creative in local, regional, and global art and culture. The art learning is effective in constructing an innovative connection and association. It also can accelerate students' motivation in learning or affect students' perseverance to achieve higher academic achievements [1-3]. One of the implementations is by introducing local cultures as part of local wisdom that must be bequeathed to future generations. The proliferation of culture needs a generation that has already understand the culture from the older generations as a mediator to share it to the next generation. According to Sudarto, the mission of Art subject is to be a culture-based education. There are two aspects that are developed in the art education: (1) Art

appreciation; and (2) Art creation. In other hand, there are three aspects developed in the cultural aspects: (1) Multilingual (the diversity of languages); (2) Multidimensional (the diversity of perspectives); and (3) Multicultural (the diversity of cultures) [4].

Teachers as the facilitator, motivator, and innovator are expected to be able to deliver the local cultures toward students through the art learning. Teachers are expected to be more active and creative in the process of learning such as in terms of deciding the strategies and media in their learning. An innovative learning will be able to encourage students in the learning process. In this case, teachers sistematically and intentionally investigate the learning process in the purpose of improving the quality of learning . Teachers' ability in making a learning innovation will be able to change a monotonous and difficult learning to be interesting and easy. A competent teacher and a suitable learning practice allows the education to have role in minimizing the existed gap in the process of achieving learning goals as the basis of experience that give a significant contribution for students. In the same time, it is also important to integrate the learning innovation to the materials [5]. In order to enhance the quality of learning, training and support are necessary for teachers in the implementation of strategies [6,7]. Educational institutions have already done many efforts to improve the quality of education. In other hand, a final test is also conducted in the end of semester to measure students' achievement and teachers' success in delivering the learning materials based on the curriculum.

The art and cultural subject is one of the school subjects that requires teachers' role in developing learning innovations especially in introducing local cultures. *Topeng Malang* dance is one of the local cultures that the existence needs to be preserved. Introducing *Topeng Malang* dance through the art and cultural subjects allows students to enrich students' understanding toward the characteristics of local culture in Malang. Strategies of cultural herritage related to the institutional and human resources aspects.

Topeng Malang dance learning is the elaboration of core competences *(KI)* and basic competences *(KD)* in 2013 curriculum. In the 2013 curriculum for VII grade of Junior High Schools, there is a material about traditional dance such as in KI 3 and KD 3.1 about understanding traditional dance

movement based on the elements of time dimention and power. In the VIII grade KI 3 KD 3.2 there is a material of understanding the uniqueness of practicing traditional dance movement based on the floor pattern using the additional elements based on the accompaniment. Based on those KI and KD, it can be concluded that the learning indicators are describing and practicing *Topeng Malang* dance movement. The goal of learning is to make students to be able to describe and practice *Topeng Malang* dance movement after observing the learning media in the form of interactice learning media.

Self-efficacy is needed in *Topeng Malang* dance learning. The lack of self confidence and individual skill in doing an activity indirectly hamper students to develop their potential and create physical and psychological problems. Self-efficacy takes role as individual belief to resolve a difficult mission or cope up with difficulties using students' skills. There is a significant correlation between students' satisfaction, self-efficacy, academical performance, and the evaluation of the academical information resources in fulfilling students' needs toward information [8,9].

One of the learning strategies that can be implemented in *Topeng Malang* dance learning is the modelling technique. The modelling technique refers to the process of showing and explaining in mastering new skills for beginner through a relevant observation and model. It is a counseling technique in the behavioral approach coming from social learning theory by Abert Bandura. It is a technique to modify individuals' behaviour through an observational learning to imitate models' behaviour so that the individuals get the new expected behaviour [10]. There are three types of modelling; (1) Live Models are giving a live figure to the admired person as the observed model. The actual model is a person such as teacher, friend, family, or other admired figures. (2) Symbolic Models are figures from movies, videos, or other audio visual medias. Symbolic models can be presented through movies, audio recording, videos, and photos so that certain expected behaviors can be obtained by observing the models. (3) Multiple Models are the modelling from a group to change attitudes and learn the new ones after investigating other members' behaviors [11].

There are several strengths of the symbolic model according to Jones, It can be easily reproduced, reborrowed, replayed, and seen many times [10,12]. The audio recordings or videos are beneficial to demonstrate the thinking skills. Moreover, the observers also able to observe the body language of the recording. In other hand, the weakness of this model is the necessity of listening and watching the videos many times. The audio recordings and videos are also not as spontan as the live models.

There are four steps of modelling technique according to Komalasari, (1) Attention: The process where the observers or individuals put attention on the models. (2) Representation: The process refers to the individual's efforts to record information related to the models in their memory in the form of verbal, picture, or imagination. (3) Imitation of behavior: Related to how individuals able to identify models and achieve the learning goal. (4) Motivation: Imitating models' behavior that allows individuals to learn effectively. Strengtening the

imitation process is more effective in comparison to give punishments [13].

Based on the backgroud above, it can be seen that the goal of this study is to know the steps of *Topeng Malang* dance learning using modelling technique. The type of modelling used in this study is the symbolic modelling by imitating figures through audio visual presented by teachers. In order to strengthen the symbolic modelling, the researcher also uses teachers as the live model.

II. Research Methodology

This study uses a qualitative research as the methodology. A qualitative study produces descriptive datas in the form of written text or the spoken explanation from the observed people. Subjects of this study are teachers and students in SMPN 23 Malang. The teacher is an art and cultural subject teacher named Puji Astuti, S.Pd. There are 30 students from VII B become the subjects in this study.

Techniques of collecting data used in this study were an interview, observation, and documentation. The interview and observation was used to gain information about the learning technique used by teacher in dancing lesson, and also students' interest toward *Topeng Malang* dance learning. The observation was conducted during the learning process, before and during the implementation of modelling technique.

The analysis of data used data triangulation technique. The triangulation used in this study was the triangulation of sources and time. The triangulation of sources was conducted toward the art teacher and students. The triangulation of time was conducted in different time of modelling technique implementation.

III. Results and Discussion

Students have chances to learn effectively by learning the learning style in the class by face to face or autonomous learning. The confidence to hold the lesson was aimed to strengthen the self assurance. The development of students' self-efficacy allows students to confidently identify the academical tasks. These are needed as the parameter of solvency in the important missions and responsibility toward their self-improvement in achieveng goals. The effectivity has alredy found in the choices, efforts, perserverances, and learning achievements. Zhang find that the self-efficacy is directly correlated with classroom through the self management [14]. Teachers and students have several learning strategies aiming to enhance learning effectivity and the ability to undertand learning materials.

Based on the results of this study, there are four steps of implementing self-efficacy in *Topeng Malang* learning using modelling technique. Those four steps are attention, representation, imitation, and motivation, developed in a self-efficacy based learning media. The self-efficacy based *Topeng Malang* learning that was developed by the researcher using modelling technique is expected to improve students' interest in the art and culturak subject. The effective learning can be established from the classroom learning process to create an

attractive learning atmosphere. Thus, it is important to make sure the planning of learning process.

A. *The Attention Process*

The attention process related to how students able to put more attention toward the media used by the teacher. The attractive media makes students more interested in following the next lesson. The self-efficacy learning media was presented in a form of flipbook media. This flipbook media is accessible for students by using android or laptop. Thus, it is expected that students can read or learn the material of *Topeng Malang* everywhere.
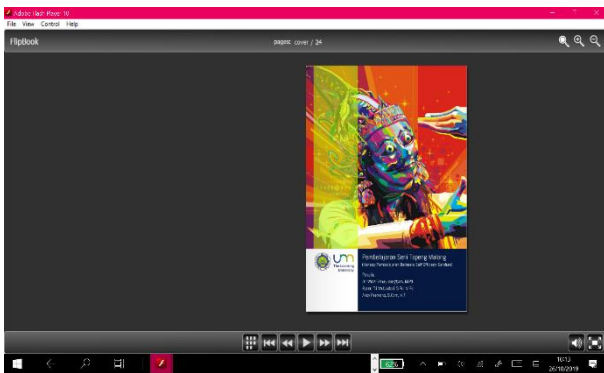

Fig. 1. Cover.

Figure 1 above is the front cover of *Topeng Malang* dance flipbook. The attractive cover will make students more passionate in learning the materials.
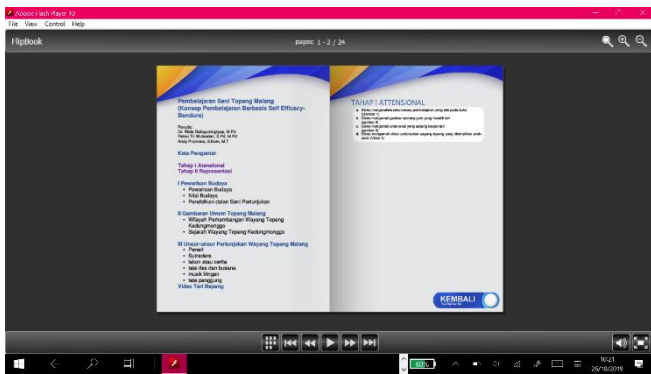

Fig. 2. Table of content.

Figure 2 shows the table of content page in *Topeng Malang* flipbook. In this page, students are provided with several prior knowledge related to the proliferation process of *Topeng Malang* dance, its history, and also the additional elements. In the next pages, there are some attentional steps that must be followed by students in *Topeng Malang* learning. Those steps are:

- Students analyze the learning mind map presented in the book (Figure 1).
- Students observe a picture of a teacher teaches dancing (Figure 2).

- Students observe a picture of children having dancing lesson (Figure 3).
- Students observe a video of *wayang topeng* performance by children (Video 1).

Steps of learning in the attentional step are expected to encourage students to learn the next learning step. The next learning step is representative. The presentation of models in the form of examples of students learning dancing and also a video of *Topeng Malang* performance will motivate students to learn.

Fig. 3. Students having a dancing practice.

Fig. 4. Students perform a dancing.

Learning by observing is one of the beginning processes for students to learn something new. By observing, individuals can decide whether they like or dislike the new things. The interest of learning something especially a traditional art that most people think as something old cannot be forced. The interest to learn the art of *topeng* can be happened when the individual strated to like it. The learning process could happen directly or by only seeking information about *Topeng Malang*. The social interaction between teachers and students also affect the learning process. A good social interaction between the teacher and students effectively attracts students' interest to a learning material [15].

The representation is the second step in the modelling learning technique. In this step, students input the information about the model in their memory. It can be in the form of verbal information, pictures, or imagination.
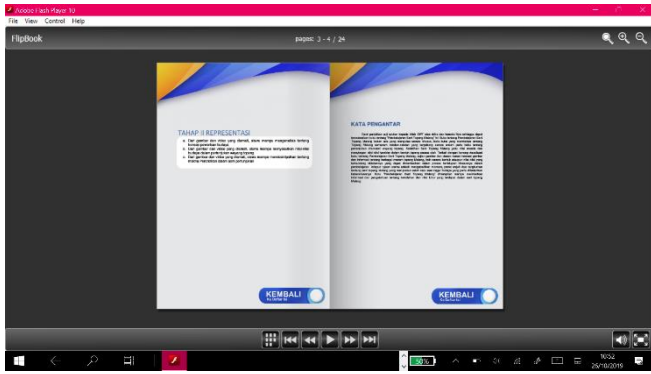
Fig. 5.   The representation page.

There are several steps of learning that students need to pass in the representation step regarding the information about *Topeng Malang.* By understanding the concepts of *Topeng Malang,* students can know it even closer. Thus, the sense of belonging and intention to safe the cultural herritage will be growth. The steps of learning are:

- By observing the pictures and videos, students able to analyze the concept of cultural herritage.

- By observing the pictures and videos, students able to mention the cultural values in *wayang topeng* performance.

- By observing the pictures and videos, students able to describe the educational value in the performance art.

The process of learning which is started from the delivered materials by the teachers allows students to obtain information and interact to achieve certain goals. It is inline with the social construction theory by Berger where the valuing process of each individual consist of externalization, internalization, and objectification process. The externalization is a self-adaptation with the sociocultural world as the human product [16]. Objectification is a social interaction in the intersubjective context that pass an institutionalization and internalization process. It is a process where an individual identify themselves as the member among social institutions.

B. *The Imitation Process*

The imitation of models related to how individuals to identify the models to achive learning goals. The imitation process was conducted by observing the movement composition of *Topeng Malang.* In the practice, students stood behind the teacher to imitate until they can show the standard of movement based on certain aesthetic demands of dancing such as *wiraga, wirama,* and *wirasa.* The assignment given by the teacher was memorizing the materials presented in the media.
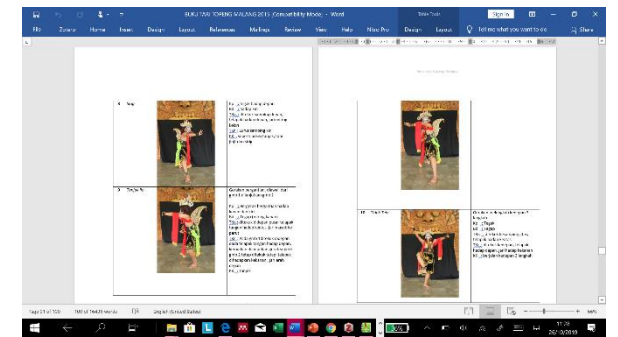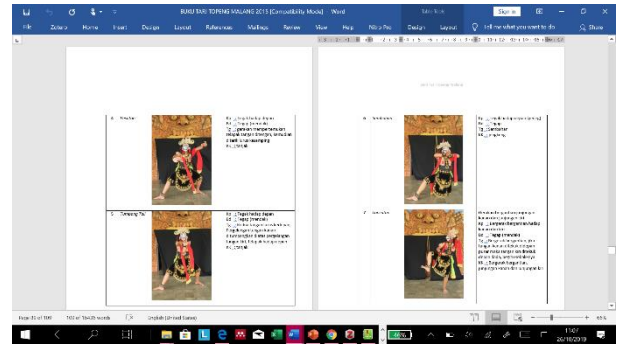

Fig. 6.   Steps of movement and the name.

The presentation of movement in the form of pictures, the name, and how to count it in the flipbook allows students to imitate the movements easily.

C. *The Motivation Process*

Motivation is needed in acquiring models' behavior to make an individual learns effectively. The enforcement approach will be more effective compared to punishments. It is inline with the behavioral models learning concept which the orientation is the ability to master the facts, concepts, skills, and ability to decrease solicitudes by emphasizing the behavioristic aspects. By mastering the imitation materials, students will be more confident and encouraged to learn.

IV. CONCLUSION AND SUGGESTION

The *Topeng Malang* learning using self-efficacy based modelling technique is a learning tecnique that can be used as the media to introduce local culture art toward students. The steps of learning consist of attention, representation, imitation, and motivation that allow students to learn *Topeng Malang* easily. The learning that is presented in the form of flipbook can be accessed through laptop of android. Thus, students can learn everytime and everywhere without the presence of teachers when they find difficulties related to the materials. The learning process of Topeng Malang dance becomes more effective and efficient and provide students convenience in learning.

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