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## **RELATIONSHIPS SOCIAL ENVIRONMENT AND SELF-EFFICACY OF LEARNING RESULTS OF BUGIS BRIDAL PROCESSES**

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## Abstract

*The purpose of this study was to determine the relationship between social environment and self-efficacy on learning outcomes of Bugis bridal make-up. Using a quantitative approach with a correlation test. Purposive sampling technique is carried out by taking the subject not based on strata, random or regional but based on the existence of a specific goal, namely by involving 34 students who are following the subject of Bugis bridal make-up. Based on the results of the Pearson correlation test, it was shown that the relationship between social environment variables and learning outcomes of Bugis bridal make-up was obtained as  $p$ -Value  $< \text{Sig. } 0.05$  means it can be concluded that there is a relationship. The results of the correlation test for variable X2, namely  $p$ -value  $0.247 > 0.05$ , means that there is no significant relationship, while for the correlation test between social-environmental variables on self-efficacy it is obtained  $p$ -Value  $0.402 > \text{Sig. } 0.05$ , it can be concluded that the social environment variable has no significant relationship to the self-efficacy variable. that the social environment variables and self-efficacy together on learning outcomes of Bugis bridal make-up have no significant relationship because of  $p$ -Value  $0.675 > \text{Sig. } 0.05$ . This means that the social environment and self-efficacy cannot shape students to improve learning outcomes of Bugis bridal make-up.*

*[Tujuan penelitian ini adalah untuk mengetahui hubungan antara lingkungan sosial dan self-efficacy dengan hasil belajar tata rias pengantin Bugis. Menggunakan pendekatan kuantitatif dengan uji korelasi. Teknik purposive sampling dilakukan dengan mengambil subjek bukan berdasarkan strata, random atau regional melainkan berdasarkan adanya tujuan tertentu, yaitu dengan melibatkan 34 mahasiswa yang*

*sedang mengikuti mata kuliah tata rias pengantin Bugis. Berdasarkan hasil uji korelasi Pearson diketahui bahwa hubungan variabel lingkungan sosial dengan hasil belajar tata rias pengantin Bugis diperoleh  $p$ -Value  $<Sig. 0,05$  artinya dapat disimpulkan bahwa terdapat hubungan. Hasil uji korelasi untuk variabel  $X_2$  yaitu  $p$ -value  $0,247 > 0,05$  artinya tidak ada hubungan yang signifikan, sedangkan untuk uji korelasi antara variabel sosial-lingkungan terhadap self-efficacy diperoleh  $p$ -Value  $402 > Sig. 0,05$  maka dapat disimpulkan bahwa variabel lingkungan sosial tidak mempunyai hubungan yang signifikan dengan variabel efikasi diri. bahwa variabel lingkungan sosial dan efikasi diri secara bersama-sama terhadap hasil belajar tata rias pengantin Bugis tidak memiliki hubungan yang signifikan karena  $p$ -Value  $0,675 > Sig. 0,05$ . Artinya, lingkungan sosial dan self-efficacy belum dapat membentuk siswa untuk meningkatkan hasil belajar tata rias pengantin Bugis.]*

**Keywords:** social environment, self-efficacy, bugis bridal, local wisdom, bridal make-up.

## **A. Introduction**

One of the traditions carried out by people in Indonesia is a wedding ceremony. Where each series of wedding ceremonies is carried out based on local customary rules. There are so many series of activities that must be carried out by both parties (between the prospective bride and the groom). One part of the wedding ceremony is the bridal make-up. Bridal make-up is a series of activity processes that change the appearance of the prospective groom and bride, consisting of hair, make-up, wearing clothes and accessories by local customs, tribes, and traditions. The groom and bride are prepared as much as possible to look perfect on their wedding day. This bridal make-up is a form of

cultural preservation of the Indonesian nation.

Based on the results of preliminary observations, it was found that most of the students experienced difficulties in doing Indonesian bridal make-up which included: application of bun making techniques, shaping and tidying make-up "*paes*", fitting bridal clothing and accessories, making proportional "*jabing* and *sunggar*", shaping and tidying up the tasting results, as well as the installation of bun accessories.

The Indonesian Bridal Makeup course is a lesson about the application of traditional bridal make-up from various tribes in Indonesia. The many types of bridal make-up in Indonesia mean that this course must be divided into 3 types of subjects, including Western Indonesian bridal make-up, middle Indonesian bridal make-up, and eastern Indonesian bridal make-up. Every bride from various tribes has a variety of fashion styles, a large number of accessories, different shapes, and characteristics of each accessory, various fashion and accessories installation techniques, different forms of "*paes*", different hair and bun styling techniques. differences make students have to remember and memorize in detail the various types of diversity.

Based on the results of interviews with several students who were practicing Bugis bridal make-up, there were several difficulties experienced by students including; 1) Shaping and tidying the village, 2) Forming and tidying the "*sempolong tattong*", 3) shaping and tidying the results of the salami, 4) forming and tidying the "*sunggar* and *jabing*". The results of the Bugis bridal make-up practice can be described as follows

The following is the acquisition of the learning outcomes of Bugis bridal make-up for 4 students in the class of Expert Class Program D-III Semester 109 Makeup Study Program, 2018-2019 Academic Year. It is known that the UAS value of the Bugis bridal make-up material is only 25% who get an A value, 25% get an A-, 0% get a B + grade, 25% get a B grade and 25% get a B-. Whereas for 15 students of Class 2015 Semester 109, Academic Year 2018-2019, it is known that the scores for Bugis bridal makeup

UAS are as follows: no one gets an A, 7% gets an A-, 27% gets a B +, 40% got a B grade, 27% got a B- and 7% got a C +. On the other hand, there was a drop in practical assignment scores compared to other scores, namely when students practiced Bugis bridal make-up (Task VI), namely: no one got an A, 67% got an A-, and 33% got a B +. the value of learning outcomes of Bugis bridal make-up.

Several factors influence learning outcomes, both from within and from outside oneself. Sunaridja (2016) states that the learning outcomes achieved are influenced by two factors that come from outside themselves or environmental factors (Sunarijah et al. 2016). One of the factors that influence learning outcomes is the economic condition of the family. Social status or status determines a person's position in the social structure, namely determining relationships with other people. (Haworth 2016). The status or position of an individual who comes from the upper or lower class can affect the role. The role is a consequence or consequence of position. But the way a person carries out his role depends on the personality of each individual because individuals are different from one another.

Another factor that affects learning outcomes is self-efficacy. Self-efficacy is the ability and competence to help individuals adapt emotionally. Self-efficacy is not related to the skills they have but is related to an individual's belief in actions that can be taken with the skills he has no matter how big (Mirzawati, Neviyarni, and Rusdinal 2020). This means that in the concept of self-efficacy, individual success, and the abilities it has. A person who has high self-efficacy that he can change the events around him by involving his actions and efforts. In the field of education, especially the Make-Up Study Program, which this program focuses on graduates to become professional beauticians and teaching staff so that taking part in lectures requires self-efficacy in applying bridal make-up and socio-economic support which is of course very much needed during the learning process at Makeup Education Study Program.

There is self-efficacy so that students can measure and estimate how much and effort they need to make to achieve success by their belief in their abilities. Self-efficacy is a result of cognitive processes in the form of decisions, beliefs, or expectations about the extent to which individuals estimate their ability to carry out certain tasks or actions needed to achieve the desired results. Bugis bridal make-up is work or skill in which this expertise is obtained from student learning outcomes. In carrying out Bugis bridal make-up, there must be guidance from educators and parents in improving student abilities and meeting all the needs in learning Bugis bridal make-up. In the end, socio-economic support and self-efficacy play an important role in maximizing the learning outcomes of Bugis bridal make-up. The purpose of this research is to determine the relationship between the social environment and self-efficacy on learning outcomes of Bugis bridal make-up.

A literature review mentions various factors that appear to influence the social environment, the most important of which are environmental knowledge, attitudes towards the environment, and responsible environmental behavior (Goldman, Yavetz, and Pe'er 2006; Liu et al. 2015; D Saribas 2015; Tuncer Teksoz et al. 2014; Yavetz, Goldman, and Pe'er 2009). Research notes that responsible environmental behavior correlates with knowledge of more responsible environmental behavior and a more positive attitude towards the environment (Yavetz, Goldman, and Pe'er 2009; Liu et al. 2015). At the same time, attitudes seem to influence responsible environmental behavior (Pe'er, Goldman, and Yavetz 2007). According to the survey, attitudes are mostly influenced by environmental knowledge, environmental measures, family income, and demographic factors such as gender, age, and education level (Boubonari, Markos, and Kevrekidis 2013).

Identified four components of the social environment: environmental knowledge, environmental attitudes, perceptions of environmental behavior, and environmental awareness (Tuncer et al. 2009) The human social environment includes the direct physical environment, social relationships, and the cultural en-

environment which defined groups of people function and interact. The social environment component includes built infrastructure; industrial and office structures; labor market; social and economic processes; wealth; social, human and health services; power relations; government; racial relations; social gap; cultural practices; artworks; religious institutions and practices; and beliefs about place and community. The social environment includes many aspects of the physical environment, given that contemporary landscapes, water resources, and other natural resources have at least been partially configured by human social processes (Barnett and Casper 2001). Embedded in the social environment are social relations and historical power which have been institutionalized over time. The social environment can be experienced on multiple scales, often simultaneously, including households, networks of relatives, neighborhoods, small towns, regions, and cultures. The social environment is dynamic and changes over time as a result of human interaction.

Self-efficacy is generally defined as "... belief in a person's ability to organize and carry out the actions necessary to manage a prospective situation (Bandura 1997). While other factors can serve as guides and motivators, they are ultimately embedded in fundamental beliefs about one's ability to produce the desired effect. Belief in one's ability in turn influences a person's feelings, thoughts, and actions from birth to death (Schulz and Heckhausen 1996). Self-efficacy beliefs regulate function through cognitive, motivational, and affective processes, and these beliefs, in turn, influences whether people see themselves in a positive or negative light (Salanova, Lorente, and Martínez 2012).

In school, a high sense of self-efficacy has been associated with higher overall academic achievement and a greater desire for school (Skinner et al., 1998). Conversely, students with a low sense of self-efficacy often doubt their abilities and are more likely to avoid difficult tasks, give up easily when faced with difficulties, generally have low aspirations, and a weak commitment to choosing their own goals (Zimmerman and Schunk 2015). In higher education, learning outcomes are one of the most impor-



tant factors in the learning environment; it encourages student learning by providing insight into learning outcomes and information about the intended learning objectives and how they can be achieved (Leeuwenkamp, Brinke, and Kester 2019).

That learning outcomes are all skills and outcomes achieved through the teaching and learning process in schools that are expressed by numbers or scores based on test learning outcomes (Gagne, Briggs, and Wager 2005). This is in line with Rasyid who argues that when viewed from the measurement process, a person's ability can be expressed in numbers. Thus, student learning outcomes can be obtained by teachers by first giving a set of tests for students to answer them ((Karo-Karo and Rohani 2018). The learning results of the test will provide an overview of information about the students' competence and mastery of the subject matter which is then converted into numbers. Learning outcomes also show a high correlation between environmental attitudes and environmental perceptions of behavior. Also, they found a small, but significant relationship between attitudes and concerns and between concern and perceived behavior (Deniz Saribas, Teksoz, and Ertepinar 2014).

Nowadays, to beautify one's appearance is inseparable from makeup techniques by using several cosmetics to hide flaws in facial appearance (Zhang et al. 2019). At the same time, facial makeup can also make someone appear more attractive (Dantcheva and Dugelay 2011). Evidence of the effectiveness of using cosmetics for a person has shown an increase in one's attractiveness when using cosmetics (De Canha et al. 2020). The Buginese people in South Sulawesi have local knowledge and expertise regarding fashion. Fashion in the Bugis community is an important part of their life and traditions. Currently, for example, in South Sulawesi, there are Indo Botting (bridal make-up artists) who are agents of change in Bugis culture, especially in matters of make-up. This shows that this make-up tradition has undergone a fairly rapid development process in society (Sumiani 2016). Based on the above opinions, it can be synthesized that the social environment and self-efficacy correlate with the learning



outcomes of Bugis bridal make-up.

## **B. Research Methodology**

The research design used in this research is this research method is a type of ex post facto with correlational design. Namely to investigate the effect of parental environmental social support and self-efficacy on the learning outcomes of Bugis bridal make-up among students of the Jakarta State University Makeup Study Program. The population in this study was 161 students of the S-1 Makeup Study Program at the State University of Jakarta, a total of 161 people. 35 students are consisting of Class 2016, Class 2017 as many as 37 people, Class 2018 as many as 34 people, and Class 2019 as many as 55 people. Because the population of this study amounted to 161 people, a purposive sample technique was used. Purposive sampling technique (sample aims) is done by taking the subject not based on strata, random, or area but based on the existence of certain goals. This technique is usually carried out for several considerations, for example, reasons for a limited time, energy, and funds so that it cannot take large and distant samples. Based on the purposive sample technique, in this study, the number of samples involved was 34 students of class 2017 with the reason that the class was studying material about Bugis bridal make-up.

In this study, using an instrument in the form of a closed questionnaire, namely a questionnaire prepared by providing complete answer choices so that respondents only choose one available answer using a Likert scale.

## **C. Results and Discussion**

### **1. Results of Hypothesis**

The data analysis technique used in this study was the Pearson Rank correlation test to examine the relationship between the two variables studied, namely the relationship

between the social environment (X1) and the learning outcomes of Bugis bridal styles (Y) and the relationship between self-efficacy (X2) and results. studied Bugis bridal make-up (Y), and used the Pearson Rank Correlation test to examine the relationship of the three variables studied, namely the relationship between social environment (X1) and self-efficacy (X2) together on learning outcomes of Bugis bridal racial systems. (Y).

Table 1: Hypothesis Test Results

<b>Correlations</b>				
		Self_Eff	Social_Ev	Outcome_L
Self_Eff	Pearson Correlation	1	-.149	.204
	Sig. (2-tailed)		.402	.247
	N	34	34	34
Social_Ev	Pearson Correlation	-.149	1	-.394*
	Sig. (2-tailed)	.402		.021
	N	34	34	34
Outcome_L	Pearson Correlation	.204	-.394*	1
	Sig. (2-tailed)	.247	.021	
	N	34	34	34

Based on the results of the Pearson correlation test as shown in the table above, the relationship between social environment variables and learning outcomes of Bugis bridal make-up was obtained by  $\rho$ -Value  $< \text{Sig. } 0.05$  means that it can be concluded that the social environment variable has a significant relationship to the learning outcomes variable of Bugis bridal make-up. The results of the correlation test on the self-efficacy variable (X2) on the learning outcomes variable of Bugis bridal make-up were obtained for X2, namely  $\rho$ -value  $0.247 > 0.05$ , which means that it can be concluded that the self-efficacy variable has no significant relationship to the learning outcomes of the Bugis bridal make-up. , while for the correlation test between social-environmental variables on self-efficacy, it was found  $\rho$ -Value  $402 > \text{Sig. } 0.05$ , it can be concluded that the social environment variable has no significant relationship to the self-efficacy variable.

Whereas for the correlation test results of environmental variables and self-efficacy together on the learning outcomes variable of Bugis bridal make-up can be seen in Table 2.

Table 2: Results in Correlations Variable

Control Variables			Correlations	
Outcome_L	Self_Eff	Correlation	1.000	-.076
		Significance (2-tailed)	.	.675
		df	0	31
	Social_Ev	Correlation	-.076	1.000
		Significance (2-tailed)	.675	.
		df	31	0

Based on the correlation test in Table 2 above, the social environment variables and self-efficacy together on learning outcomes of Bugis bridal make-up have no significant relationship because of  $\rho$ -Value  $0.675 > \text{Sig. } 0.05$ . This study seeks to answer the research problem regarding the relationship between social environment and self-efficacy on the results of the study of Bugis bridal make-up at the State University of Jakarta students.

## 2. First Hypothesis

The relationship between the social environment and the learning outcomes of Bugis bridal make-up at Jakarta State University students. Based on the results of the calculations that have been done, the results of hypothesis testing using Pearson Rank showed that there is a significant relationship between the social environment and the learning outcomes of Bugis bridal make-up for students at the State University of Jakarta, which is shown by obtaining the results of  $\rho$ -Value  $< \text{Sig. } 0.05$  and obtained a correlation coefficient = 0.394 which shows the low relationship between the social environment and the learning outcomes of Bugis bridal make-up, as a guideline for providing an interpretation of the correlation coefficient can be seen in Table 3 below.

Table 3: Interpretation Guidelines for Correlation Coefficient

Interval Coefficient	Level Correlation
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Moderate
0,60 - 0,799	Strong
0.80 -1.000	Very strong

These results suggest that there is a relationship between

perceptions of the social environment and learning outcomes since intermediate levels appear to be detrimental to learning, as explained by behavior. The social intermediate level is characterized by increased agency, but a lack of goal-directed behavior and planning (Verstege et al. 2019). Correlations were identified between improved student attitudes in the social environment and higher academic achievement when compared to cognitively impacting student learning experiences, engagement, and academic outcomes (Byers, Imms, and Hartnell-Young 2018). This analysis also reveals the potential uses of the above interactions in virtual learning environments in terms of downloading materials, improvements in learning efficiency and content usability, functionality, and other complementary ICT learning tools. The findings reveal that the implementation of educational policies allows adapting the virtual learning environment to the required preferences of students (García-Álvarez, Novo-Corti, and Varela-Candamio 2018).

### **3. Second Hypothesis**

The relationship between self-efficacy and learning outcomes of Bugis bridal make-up at the State University of Jakarta students. Based on the results of the calculations that have been done, the results of hypothesis testing using Pearson Rank showed that there was no significant relationship between self-efficacy and learning outcomes of Bugis bridal make-up at the Jakarta State University students, as indicated by the  $p$ -value of  $0.247 > 0.05$ . and obtained correlation coefficient = 0.204 which indicates a low relationship between self-efficacy on learning outcomes of *Bugis* bridal make-up.

Based on the results of the questionnaire analysis distributed, the Jakarta State University students have very low self-confidence, according to the results of the correlation test which has a very low relationship. The results of this study are supported by the results of research by Raghavendra et.al., (2018) that self-efficacy has a very low relationship with outcome

learning because they do not have self-confidence in their competencies and do not dare to take risks (Raghavendra et al. 2018). Self-efficacy is a prerequisite for interaction in improving learning outcomes (Van Gasse et al. 2020). Self-efficacy is considered a major determinant in influencing student achievement (Sum et al. 2018). Self-efficacy has a positive relationship with learning outcomes (Chu and Chu 2010).

This is inversely proportional to the results of research conducted by researchers that the self-efficacy and learning outcomes of UNJ students are at low criteria. Self-efficacy has three aspects, namely outcome expectancy, efficacy expectancy, and outcome value. A student must have a high efficacy expectancy, that he can increase competence because he has gained knowledge and has skills that can be honed at UNJ. However, the outcome expectancy estimates can be low because the results achieved miss individual estimates due to unexpected and unplanned external factors such as natural disasters, economic crises, the unproven commitment of other parties, global economic influence, and as a result. By having a high outcome value students will not experience mental stress or stress if the predicted results are missed, because from the start students already know all the consequences if entrepreneurship will fail so that students can anticipate all the possibilities that will occur, students will not feel sinks when he fails in learning outcomes.

#### **4. Third Hypothesis**

The mutual relationship between the social environment and self-efficacy on learning outcomes of Bugis bridal make-up at the State University of Jakarta. Based on the results of the calculations that have been done, the results of hypothesis testing using Pearson Rank showed that there was no significant relationship jointly between the social environment and self-efficacy with the learning outcomes of Bugis bridal make-up at the Jakarta State University students, which was shown by obtaining the value of  $\rho$ - Value  $0.675 > \text{Sig. } 0.05$ . and obtained a correlation coefficient =

-.076 which indicates a very low relationship between the social environment and self-efficacy on the learning outcomes of the Bugis bridegroom.

#### **D. Conclusion**

From the results of the research conducted, the researchers made conclusions that were adjusted to the determination of the objectives of this study. The relationship between social environment and self-efficacy on learning outcomes of Bugis bridal make-up at the State University of Jakarta students does not have a significant relationship. This means that the social environment and self-efficacy cannot shape students to improve learning outcomes of Bugis bridal make-up. From the results of this study it can be concluded as follows; the social environment has a low strong relationship with the learning outcomes of Bugis bridal make-up and self-efficacy has no low relationship with learning outcomes because students have very low self-confidence.

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