AN ANALYSIS OF OBSERVATIONAL LEARNING PROCESSES

AND DANIEL LARUSSO'S SELF-EFFICACY IN THE FILM

THE KARATE KID (1984)

A FINAL PROJECT

Presented in Partial Fulfillment of the Requirements

for the Degree of *Sarjana Sastra* in English Literature

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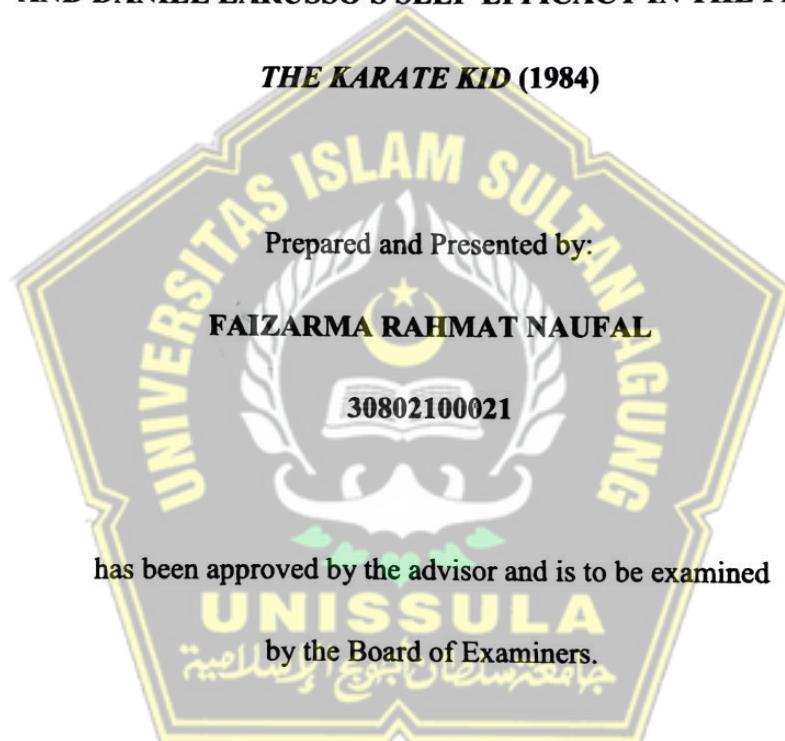
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i

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ii
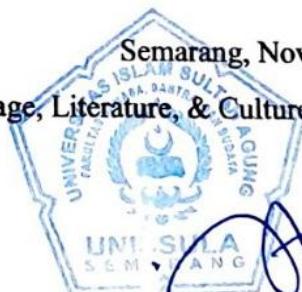
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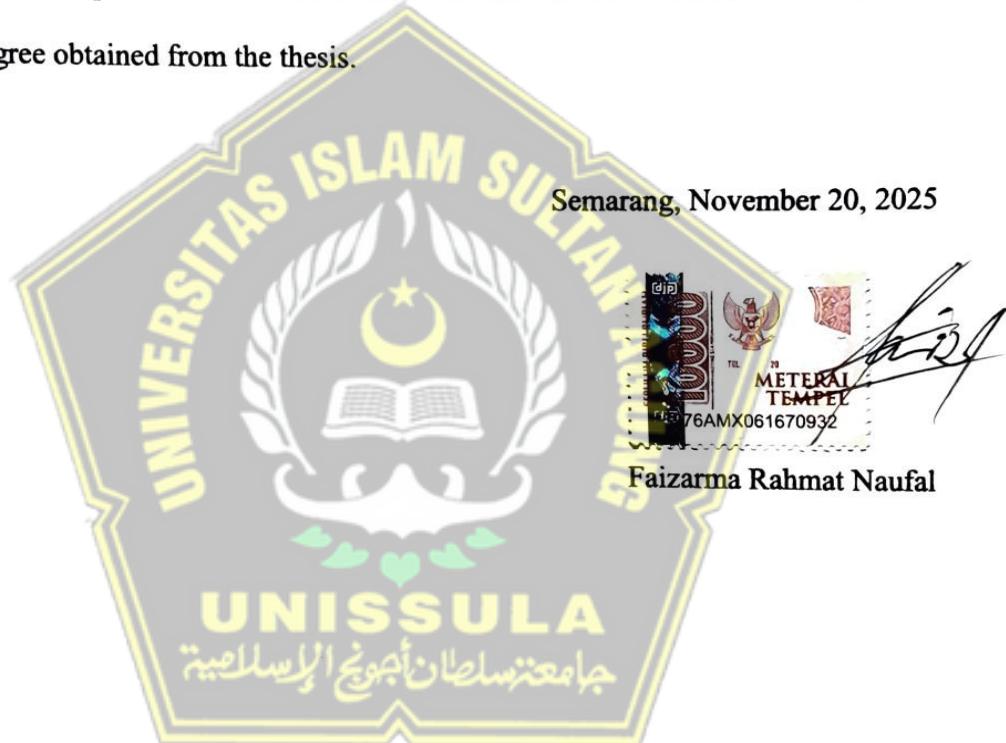
MOTTO AND DEDICATION

MOTTO

Why quit when there is nothing to lose?

− Faizarma Rahmat Naufal

DEDICATION

To Ibu, Bapak, Mbahe, Mbah Kakung, and all my siblings.

To the academics out there who want to learn and deepen the material discussed.

iv
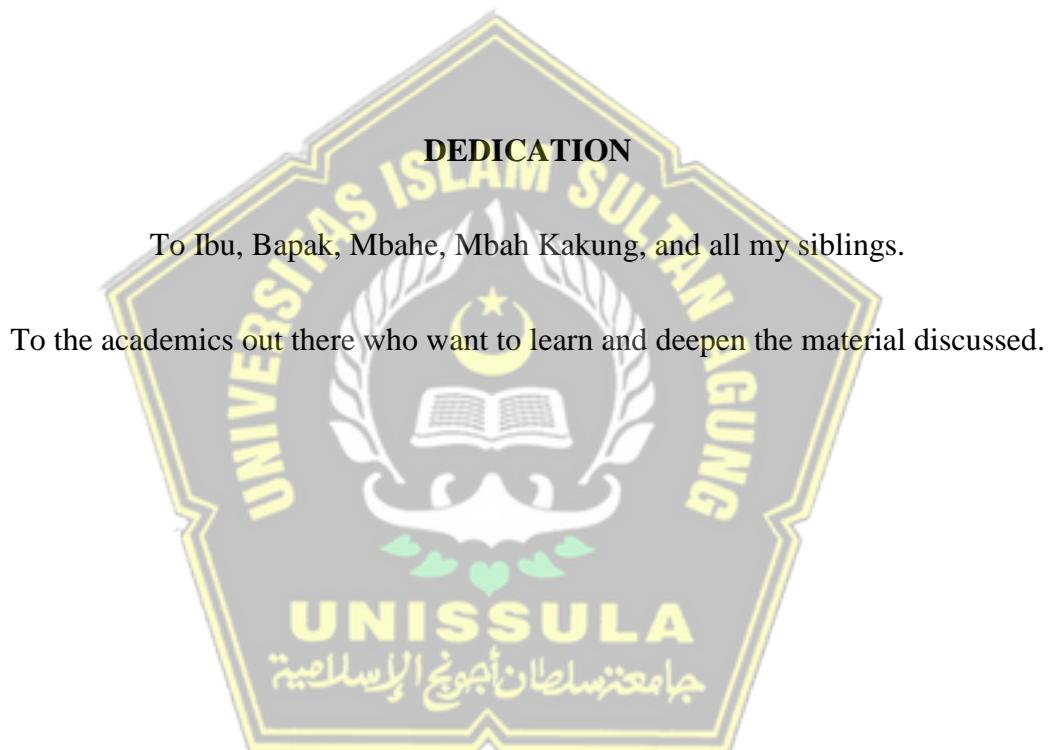
ABSTRACT

Naufal, Faizarma Rahmat. 30802100021. An Analysis of Observational Learning Processes and Daniel LaRusso's Self-Efficacy in the Film *the Karate Kid* (1984). English Literature Department. Faculty of Language, Literature, & Culture. Sultan Agung Islamic University. Advisor: Dr. Didik Murwantono, S.S., M.Hum.

This study focuses on identifying the observational learning processes and analyzing Daniel LaRusso's self-efficacy in the film *The Karate Kid* (1984) using Albert Bandura's social cognitive theory. The film tells the story of Daniel, who has just moved from New Jersey to Los Angeles, where he experiences bullying from Johnny and his friends. Daniel then strives to learn karate from Mr. Miyagi, and this learning process affects his self-efficacy where he becomes a determined and resilient individual. Using a qualitative descriptive method, the data were analyzed descriptively. For data collection, the researcher watched the film and read the script of *The Karate Kid* (1984). The collected data were identified and classified based on Albert Bandura's social cognitive theory. This study used primary data in the form of dialogues or scenes from the film and the script, and secondary data including books, academic journals, theses and previous studies, and other scholarly references that focused on Albert Bandura's social cognitive theory, particularly on the concepts of observational learning and self-efficacy. The findings show that there are four processes of observational learning experienced by Daniel, namely attention, retention, reproduction, and motivation, which contribute to his personal development. The observational learning with Mr. Miyagi has a positive impact on Daniel's self-efficacy. Daniel becomes an individual who dares to challenge himself, faces failures, and continues to strive toward his goals. Due to his perseverance, Daniel is able to face his opponents and become the karate tournament champion.

Keywords: observational learning, self-efficacy, social cognitive theory, Albert Bandura, The Karate Kid (1984)

INTISARI

Naufal, Faizarma Rahmat. 30802100021. An Analysis of Observational Learning Processes and Daniel LaRusso's Self-Efficacy in the Film *the Karate Kid* (1984). Program Studi Sastra Inggris. Fakultas Bahasa, Sastra, dan Budaya. Universitas Islam Sultan Agung. Dosen Pembimbing: Dr. Didik Murwantono, S.S., M.Hum.

Penelitian ini berfokus pada identifikasi proses pembelajaran observasional dan analisis efikasi diri Daniel LaRusso dalam film *The Karate Kid* (1984) menggunakan Teori Kognitif Sosial Albert Bandura. Film ini menceritakan tentang Daniel, yang baru saja pindah dari New Jersey ke Los Angeles, di mana dia mengalami perundungan dari Johnny dan teman-temannya. Daniel kemudian berusaha belajar karate dari Mr. Miyagi, dan proses pembelajaran ini mempengaruhi efikasi dirinya sehingga dia menjadi individu yang tangguh. Dengan menggunakan metode deskriptif kualitatif, data dianalisis secara deskriptif. Dalam proses pengumpulan data, peneliti menonton film dan membaca naskah *The Karate Kid* (1984). Data yang dikumpulkan diidentifikasi dan diklasifikasikan berdasarkan Teori Kognitif Sosial Albert Bandura. Penelitian ini menggunakan data primer berupa dialog atau adegan dari film dan naskah, serta data sekunder termasuk buku, jurnal akademik, skripsi dan penelitian terdahulu, serta referensi ilmiah lain yang berfokus pada Teori Kognitif Sosial Albert Bandura, khususnya konsep pembelajaran observasional dan efikasi diri. Hasil penelitian menunjukkan bahwa terdapat empat proses pembelajaran observasional yang dialami oleh Daniel, yaitu perhatian, retensi, reproduksi, dan motivasi, yang berkontribusi pada perkembangan dirinya. Pembelajaran observasionalnya dengan Mr. Miyagi memiliki dampak positif pada efikasi diri Daniel. Daniel menjadi individu yang berani menantang dirinya sendiri, menghadapi kegagalan, dan terus berjuang mencapai tujuannya. Berkat ketangguhan dirinya, Daniel mampu menghadapi lawannya dan menjadi juara turnamen karate.

Kata Kunci: pembelajaran observasional, efikasi diri, teori kognitif sosial, Albert Bandura, The Karate Kid (1984)

ACKNOWLEDGMENTS

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Study

Literature and psychology are interrelated, with literature depicting individual behavior through fiction, while psychology studies behavior and its causes. The basis for the correlation between literature and psychology is literary works, as literary works study individuals and psychology describes their behavior or emotions (Emir 49). Psychology explains the mechanisms and cognitive processes underlying individual learning activities in literary works, such as memory, problem-solving, motivation, and cognition (Gerald et al. 303–304).

Learning refers to continuous changes in individual performance, which means that changes in performance must arise as a result of an individual's experiences and interactions with the world (Driscoll 9). Learning focuses on how individuals acquire new knowledge and skills and how they modify the knowledge and skills they have already acquired. Some criteria for defining learning are changes in an individual's behavior or ability to do something that is gained from experience and interaction, as well as changes or abilities that the individual is able to sustain over time (Shuell 412).

The theory that focuses on learning is cognitive theory which emphasizes the role of context and environmental conditions as influential factors in the learning process. Both instructional explanations and demonstrations serve as

input for individuals to construct knowledge, which of course requires practice and feedback. Instructional factors do not necessarily build individual knowledge entirely. In order to construct knowledge, an individual needs to pay attention to, practice, modify, and apply what they have learned. The way individuals process knowledge will determine how they learn and what they will use from that learning (Schunk 24–25).

Social cognitive theory, also known as observational learning theory, was developed by Albert Bandura. Bandura is known as a psychologist whose theories focus on observational learning and self-efficacy. This theory explains individual behavior in the context of interrelated factors between cognitive, behavioral, and environmental, which greatly influence an individual's learning process. The basic principle of this theory is that what individuals learn, especially in observational learning, occurs through imitation and modeling of behavior (Mujahidah and Yusdiana 2132–2133).

Essentially, this theory posits that individuals learn from their interactions with others in a social context. Individuals imitate behaviors from observing the behaviors of others, especially if what they observe includes positive experiences (Nabavi 5). Cognitive abilities enable individuals to learn a behavior simply by observing a model performing that behavior. Bandura explains that individuals can form a representation of the behavior they observe and apply or use that representation later (Cervone and Pervin 451).

The environment influences an individual's behavior, but the individual's personality and behavior also determine their environment (Eysenck 302). Cognitive processes play an important role in mastering new behavior patterns and are a major aspect of learning, which causes many individual behaviors to be developed through imitation. By observing the behavior of others, individuals form concepts about new behavior patterns, and these symbolic concepts serve as guides for action (Bandura, *"Self-Efficacy: Toward a Unifying Theory"* 192).

Observing a model is an experience generated by a cognitive process in observational learning and obtained through the model's actions, which is a source of self-efficacy (Rafiola and Ramli 5–7). Observing a model can increase self-efficacy or an individual's belief in their ability to do something. Vicarious experience is one way to gain self-efficacy through observing the behavior of others who are used as models (Shafizadeh 2490).

The concepts of observational learning and self-efficacy can be seen through the character of Daniel LaRusso in the film *The Karate Kid* (1984). It is an American martial arts drama film directed by John Guilbert Avildsen and written by Robert Mark Kamen. The film tells the story of Daniel LaRusso, who has just moved with his mother from New Jersey to Los Angeles. As Daniel tries to adapt to his new environment, he is bullied by Johnny, who is skilled in karate. Daniel is determined to learn karate for self-defense, and is taught by Mr. Miyagi, a repairman he knows. Mr. Miyagi teaches karate to help him compete in a tournament against Johnny and his bullies. After undergoing a

learning process that he observed from Mr. Miyagi and developing his self-efficacy, Daniel becomes the karate tournament champion at the end of the film.

There are several previous studies or references that the researcher used in this study, namely the first thesis by Soffy Nurira Sukmaningrum Kusnadi in 2022 entitled *"Self-Efficacy Analysis as Reflected on Miguel in Coco (2017) Movie,"* the second thesis by Agfemina Aisyah Firstya in 2022 entitled *"The Portrayal of Self-Efficacy on the Main Character in Wonder Woman (2017) Movie,"* and the third thesis by Riris Akhfiana in 2023 entitled *"Learning Development of the Character Helen Keller through Observational Learning Method Applied in Disabled Child in the Miracle Worker."* To clarify the novelty of the study, the researcher conducted further research and found that *The Karate Kid* (1984) had been analyzed by a previous researcher named Tiara Erlinda Fatimah in 2019 entitled *"The Study of Symbols as Reflected in the Karate Kid by Robert Mark Kamen: A Semiotic Analysis."*

Based on the background above, this study aims to understand the observational learning process and Daniel's LaRusso self-efficacy in the film *The Karate Kid* (1984) using Albert Bandura's social cognitive theory. Therefore, this study is entitled *"An Analysis of Observational Learning Processes and Daniel LaRusso's Self-Efficacy in the Film the Karate Kid (1984)."*

B. Limitations of the Study

This study focuses on identifying the observational learning processes and self-efficacy through the character of Daniel LaRusso in the film *The Karate Kid* (1984). To ensure a clear scope, the discussion and analysis focus on Albert Bandura's social cognitive theory, particularly the concepts of observational learning and self-efficacy. Regarding the process of accurate data collection, the analysis is limited to focusing only on the film and the script.

C. Problems Formulation

Based on the limitations outlined above, this study formulates two research questions as follows:

1. What are Daniel LaRusso's observational learning processes portrayed in the film *The Karate Kid* (1984)?
2. How is Daniel LaRusso's self-efficacy portrayed as the results of his learning in the film *The Karate Kid* (1984)?

D. Objectives of the Study

Based on the two research questions above, this study has the following objectives as follows:

1. To describe the portrayal of Daniel LaRusso's observational learning processes in the film *The Karate Kid* (1984).
2. To analyze the portrayal of Daniel LaRusso's self-efficacy as the results of his learning in the film *The Karate Kid* (1984).

E. Significance of the Study

This study aims to contribute to and enrich the understanding of personality psychology by applying Albert Bandura's concepts of observational learning and self-efficacy to literary works, in this case the film *The Karate Kid* (1984). This study is intended to provide a reference for further research discussing the interaction between psychological theory and film. In addition, this study aims to provide insight into how Albert Bandura's concepts can be used to analyze the learning process and self-efficacy of a character in a literary work, especially films such as *The Karate Kid* (1984), where learning and self-efficacy play a major role in shaping individuals.

F. Organization of the Study

This study is organized into five chapters. Chapter I explains the background of the study, limitations of the study, problems formulation, objectives of the study, significance of the study, and organization of the study. Chapter II contains a synopsis of the film and a review of the theory used in this study. Chapter III details the research methodology, including the type of research, data collection process which includes watching the film and reading the script, data identification, data classification, data reduction, types of data, and data analysis. Chapter IV presents the findings and discussion of the study. Chapter V concludes the study by summarizing the findings and providing suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Synopsis

Daniel LaRusso and his mother have just moved from New Jersey to Los Angeles. In his new apartment, Daniel meets Freddy, who invites him to a party where he meets Ali. At the party, a local bully named Johnny disrupts the party with his motorcycle and gets into a fight with Ali. Daniel tries to defend her but is defeated by Johnny, who turns out to be skilled in karate.

Daniel is bullied by Johnny while in Los Angeles. When returning home from school on his bike, Daniel is disrupted by Johnny and falls down a hill. When he gets home, his mother sees Daniel throw his bike in the trash out of frustration, and he says that he wants to go back to New Jersey.

When Daniel finds out that his school is going to have a Halloween party, he decides not to go. Knowing this, Mr. Miyagi makes a costume for him, and Daniel ends up going to the party. While in the bathroom because someone has cracked an egg on his head during the party, Johnny is also in the bathroom. Daniel sprays water as revenge but is immediately chased by Johnny and his friends. When Daniel is caught and beaten up, Mr. Miyagi arrives and defeats them all.

Daniel then asks Mr. Miyagi to teach him karate, but Mr. Miyagi refuses and chooses to accompany Daniel to Cobra Kai to make peace. There, they meet John Kreese, who rejects the offer of peace. Mr. Miyagi suggests that Daniel

join a karate tournament so he can compete fairly with Kreese's students. Kreese agrees but warns them if Daniel does not attend the tournament, the bullying will continue for both of them.

During training, Daniel feels that his training is only helping Mr. Miyagi's work. When Daniel feels frustrated, Mr. Miyagi says that his training has been helping to strengthen Daniel slowly. The relationship between the two begins to grow and Daniel starts to seriously study karate.

When the day of the tournament arrives, Daniel surprises many by reaching the semifinals. Kreese orders his students to disable Daniel with illegal attacks, which leave Daniel severely injured. Daniel convinces Mr. Miyagi to help him continue the match, he then returns to the match and fights Johnny. Kreese orders Johnny to target Daniel's injured leg, causing further injury.

Unable to stand, Daniel uses a technique he has observed from Mr. Miyagi. Just as Johnny jumps at him, Daniel kicks Johnny in the face, winning the match. At the end of the film, Johnny hands the trophy to Daniel while Mr. Miyagi looks on proudly.

B. Social Cognitive Theory

Through his social cognitive theory, Albert Bandura explains that individuals learn not only through direct experience but also from observing and imitating the behavior of others. This theory emphasizes the role of social interaction and cognitive processes in shaping individual behavior. Bandura

introduced the concept of observational learning, which helps to understand individual behavior (Mandal 265).

Individuals who learn by observing and imitating the behavior of others and the consequences of those actions also depend on their own belief that they are capable of performing various abilities, which is called self-efficacy (Mujahidah and Yusdiana 2135). Bandura emphasizes the importance of cognitive processes in mediating learning and behavior. This theory is also based on several core principles that provide insight into how behavior is influenced by direct experience and observation of other individuals (Mandal 266–267).

1. **Observational Learning**

Bandura argues that by observing others, individuals can learn without performing a behavior themselves. The most important aspect of this theory is the assumption that individuals learn through observing the behavior of others. Bandura argues that this method is more efficient than learning through direct experience. Individuals can learn from the behaviors they see in their social environment, but not all observed automatically cause behavioral changes in individuals. There are several processes that need to be considered after observation that regulate observational learning, namely attention, retention, reproduction, and motivation (Feist et al. 538–539).

a. Attention

Observational learning will not occur unless the individual pays attention to the model. The individual needs to understand the model accurately in order to obtain the information necessary to imitate the model's behavior. The more closely individuals observe the model's behavior, the more likely they are to imitate it. Attention to modeled behavior varies depending on the cognitive and perceptual abilities of the observing individual and the value of the modeled behavior. The higher an individual's cognitive abilities and the more knowledge the individual has about the observed behavior, the more carefully the individual will observe the model and understand their behavior (Schultz and Schultz 348). This reaffirms that the nature of the observed behavior influences an individual's attention. Individuals will observe behaviors that they consider important or valuable (Feist et al. 539).

b. Retention

To utilize the behavior of others that has been observed, individuals must be able to remember what they have seen. After observing a desired behavior that is similar to the model, individuals will undergo the process of retention or remembering by storing memories of the model they have seen and then saving them in their memory (Sarasati 205). To improve memory in this case, there is one method, namely using repetition technique (Nabavi 10).

c. Reproduction

The third process is reproduction, which is the ability to imitate a behavior that has just been demonstrated by a model. After individuals go through the process of attention and retention, they must have the physical ability to imitate or demonstrate that behavior (Astray-Caneda et al. 3). Individuals can and choose to reproduce or imitate the skills or behaviors that have been observed and remembered (Alnoaim 1862).

d. Motivation

The final process required for observational learning to occur is motivation or the individual's desire to demonstrate what they have learned. Because these four processes vary between individuals, it is possible that some individuals will imitate the same behavior but in different ways (Nabavi 10). Observational learning is considered effective when individuals are motivated to perform the imitated behavior. Processes such as attention and retention can lead to mastery of learning, but motivation is necessary to apply the behavior (Feist et al. 540).

2. Self-Efficacy

Some individuals in their lives are inspired by others and try to imitate them. Individuals use other people as models to motivate and develop themselves. Observing the behavior of others is one of the ways to increase self-efficacy. When individuals have someone positive to model, this can

increase their self-efficacy and have a positive impact on outcome expectations and mental motivation (Lee et al. 1–2).

Individuals are not only influenced by the environment, but they also become actors by changing the environment and their own behavior (Rafiola and Ramli 5). Bandura argues that individuals choose to place themselves in certain environments, and those environments then influence their behavior. However, individuals' attributions, goals, and perceptions can guide which environments they choose to be in and the behaviors they exhibit. Their behavior, in turn, can change their environment and the way they think (Pastorino and Doyle-Portillo 485).

How individuals act in certain situations depends on the interaction between individual, environmental, and cognitive factors, especially those related to the belief that they can carry out the behaviors necessary to achieve the desired results in certain situations, which is referred to as self-efficacy (Feist et al. 545). Through the observation process, individuals acquire several personality characteristics such as competence, expectations, goals or standards, and self-efficacy (Cervone and Pervin 462).

Bandura describes several processes by which individuals observe the behavior of others, starting with individuals imitating the actions of others, the actions that have been observed are processed through cognitive processes, individuals translate what has been observed into real actions,

and individuals will be motivated if they receive positive feedback on their actions. These processes increase the individual's self-efficacy, individuals with high self-efficacy tend to perform better when achieving something (Koutroubas and Galanakis 316–317).

Self-efficacy is defined as an individual's assessment of their ability to achieve a certain level of performance (Shaterian Mohamadi et al. 426). An individual's self-efficacy influences their efforts in perseverance, the interest they show, and the level of difficulty they choose (Gist 472). Self-efficacy is also defined as the belief that an individual is capable and can do something; the belief that an individual can achieve what they want to achieve is an important factor for success. Therefore, an individual's belief that they will succeed is a powerful asset when they are striving to achieve something (Schultz and Schultz 351).

Individuals who believe that they are capable of doing something that has the potential to change an environmental event are more likely to act and are more likely to succeed than individuals with low self-efficacy (Feist et al. 545). Individuals with high self-efficacy tend to decide to try difficult things, are able to persevere and remain calm in their attempts to do so, and manage themselves in an analytical manner. Conversely, individuals with low self-efficacy will question their ability to do something, tend to give up easily when faced with difficult situations, and often fail to act calmly and analytically (Cervone and Pervin 436–437).

Bandura argues that past experiences can foster a strong sense of efficacy in completing a similar task in the future (Shaterian Mohamadi et al. 427). Previous successful experiences provide a direct indication of an individual's level of mastery and competence. Achievements or successful experiences demonstrate an individual's abilities and strengthen their self-efficacy. Conversely, past failures, especially repeated ones, will lower self-efficacy. The more individuals achieve something, the more they believe that other things can be achieved, and the more competent and in control they feel (Schultz and Schultz 352).

By observing the successes or failures of others, individuals gather information that contributes to their assessment of their own abilities. This has a significant influence when the model is considered similar to the observing individual and in situations where the individual has minimal personal experience (Shaterian Mohamadi et al. 427). An individual's self-efficacy increases when they observe models with equivalent abilities, but decreases when they see those models fail. When others are different from the observing individual, modeling will have little effect on their self-efficacy (Feist et al. 547).

Self-efficacy can also be gained or weakened through verbal or social persuasion. Although the impact is limited, persuasion from others can increase or decrease self-efficacy in certain conditions. Advice or criticism from credible sources or models has a higher persuasive effect than that from non-credible people (Feist et al. 548). Verbal persuasion involves

simple reminders from others to an individual that they have the ability to achieve whatever they want, which can increase that individual's self-efficacy. For verbal persuasion to be effective, it must be realistic (Schultz and Schultz 352).

Strong emotions such as anxiety can effectively change an individual's beliefs about their abilities. An individual may view their emotional state as a factor that strengthens them in contributing to successful performance, or they may view their emotional state as something that weakens their self-belief (Shaterian Mohamadi et al. 427). Strong emotions, such as intense fear, acute anxiety, and high stress levels, generally decrease performance and tend to lower self-efficacy (Feist et al. 548). The calmer and more in control an individual feels, the higher their self-efficacy. The higher an individual's physiological and emotional levels, the lower their self-efficacy. The more fear and anxiety an individual experiences in a situation, the less capable they feel of coping with it (Schultz and Schultz 353).

In setting goals, individuals are influenced by their self-assessment of their abilities. The higher the level of self-efficacy, the higher the goals individuals set for themselves and the stronger their commitment to achieving those goals (Bandura, *Self-Efficacy: The Exercise of Control* 116). Individuals will perform better when they have reasons to increase their self-efficacy. An individual's level of motivation to do something depends on how they view the potential results; individuals tend to be highly motivated if they expect their behavior to produce positive results.

Individuals who have goals and are aware of those goals will also be motivated to continue striving to achieve them (Xiao 6).

Individuals with high self-efficacy view themselves positively, which also triggers positive thoughts. In other words, individuals who believe they have the ability to solve problems rarely have thoughts that disturb them. Conversely, individuals with low self-efficacy tend to have pessimistic mindsets and high levels of anxiety (Xiao 6–7). When an individual's ability to cope with a problem is strengthened through guided mastery experiences, they will be able to handle difficult situations without experiencing stress (Bandura, *"Perceived Self-Efficacy"* 132–133). The stronger an individual's self-efficacy, the more courageous they are in facing stressful situations and the greater their success in shaping those situations according to their wishes (Bandura, *Self-Efficacy in Changing Societies* 9).

Individuals with high self-efficacy not only choose difficult activities, but also show high resilience in carrying out these activities (Bandura, *Self-Efficacy: The Exercise of Control* 160). A high level of self-efficacy gives individuals the ability to accept challenges in their lives. Even if their potential is insufficient, a high level of motivation or perseverance enables individuals to overcome their weaknesses and achieve their goals successfully. Conversely, individuals with low self-efficacy tend to avoid difficult situations and even decide not to do something if they are unsure of their ability to succeed (Mehmood 41).

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This study used a descriptive qualitative approach, in which data was presented and explained descriptively. Qualitative research was used to describe, explain, and interpret the data that had been collected (Williams 67). In this study, the researcher organized the data, looked for patterns, and presented the findings clearly. The use of a descriptive qualitative approach required the researcher to collect, organize, and describe data as part of the analysis process.

B. Data Collection

In the data collection process, the researcher took several steps as described below:

a. Watching the Film

Since the object of this study was a film, the first step in the data collection process was to watch the film *The Karate Kid* (1984) repeatedly. This allowed the researcher to gain a deep understanding of the characters, the development of the storyline, and the observational learning processes and Daniel LaRusso's self-efficacy as the main character.

b. Reading the Script

After watching the film, the next step was to read the script to ensure accuracy and identify relevant dialogue. The script served as a written reference to help the researcher identify and confirm dialogues that reflect Daniel LaRusso's observational learning processes and self-efficacy.

c. Identifying the Data

Once familiar with the film and the script, the researcher began identifying data relevant to the topic of the study. This involved marking and noting scenes and interactions that reflected Daniel LaRusso's observational learning processes and self-efficacy. The data identified included dialogues, actions, and scenes that were contextually significant and relevant to the topic of the study.

d. Classifying the Data

After identifying the data, the researcher grouped the data into categories based on Albert Bandura's social cognitive theory. The grouped data were presented in a table in the appendices.

e. Reducing the Data

To keep the analysis in this study focused and manageable, only the most relevant and representative data were selected to answer the research questions. Repetitive or insignificant data were excluded to ensure that the final analysis remained accurate and consistent with the topic of the study.

C. Types of Data

This study used primary and secondary data. The primary data consisted of dialogues or interactions between characters and scenes taken directly from the film *The Karate Kid* (1984) and the script. The secondary data included books, academic journals, theses and previous studies, as well as other scientific sources that discuss Albert Bandura's social cognitive theory, particularly regarding the concepts of observational learning and self-efficacy.

D. Data Analysis

In this study, the data were analyzed using descriptive qualitative methods. The data in the form of selected dialogues and scenes from the film *The Karate Kid* (1984) and the script were then interpreted through the framework of Albert Bandura's social cognitive theory. Each piece of data was analyzed to identify indicators of observational learning and self-efficacy, focusing on Daniel LaRusso's observational learning processes and self-efficacy. The data found consisted of direct quotations from the film and the script and were presented in Chapter IV in a descriptive and theoretical interpretation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Portrayal of Daniel LaRusso's Observational Learning Processes

Albert Bandura states that individuals can learn not only through direct experience, but also by observing and imitating the behavior of others, where social interaction and cognitive processes shape individual behavior (Mandal 265). According to Bandura, the most important aspect of social cognitive theory is that individuals learn by observing the behavior of others, which he argues that this method of learning is more efficient than learning through direct experience (Feist et al. 538). However, not all behaviors observed by individuals automatically change their behavior; there are several processes after observation in observational learning, namely attention, retention, reproduction, and motivation (Feist et al. 539).

a. Attention

As portrayed in the film, Daniel LaRusso as the main character undergoes a process of observational learning. The first process Daniel engages in is attention, where he observes Mr. Miyagi as a mentor or model during his learning.

> MIYAGI
> *"First make sacred pact. I promise teach karate. That's my part. You promise learn. I say, you do, no questions. That's your part. Deal?"*
>
> DANIEL
> *"It's a deal."*

20

Daniel goes to shake hands. Miyagi unceremoniously slaps the soapy sponge into it.

MIYAGI
"First wash all the cars, then wax."

DANIEL
"Why do I have to…"

MIYAGI
"Remember deal. No questions."

DANIEL
"Yeah, but…"

Miyagi makes small circles, clockwise, on the fender with his right hand. He repeats the motion with his left hand, counter-clockwise.

MIYAGI
"Wax on right hand. Wax off left hand. Wax on, wax off. Breathe in through nose, out through mouth. Wax on, wax off. Don't forget to breathe. Very important. Wax on, wax off. Wax on, wax off."

Miyagi turns and re-enters the house. Daniel watches him go and then turns glumly to the task at hand.

(54:54–55:56/pp. 67–68)

In the scene above, Daniel is determined to learn karate from Mr. Miyagi, who becomes his mentor or model. Both make an agreement that Daniel will observe and imitate everything Mr. Miyagi does. The nature of the behavior modeled by an individual will also influence the individual's attention (Feist et al. 539). In this case, as someone who is skilled in karate, Mr. Miyagi becomes a model for Daniel throughout the film, and this is what influences Daniel's attention. According to Bandura, observational learning occurs when individuals observe the behavior of a model. The higher an individual's cognitive ability, the more carefully they will observe and understand the model's behavior (Schultz and Schultz 348). This scene

shows Mr. Miyagi demonstrating a technique and instructing Daniel to wash

his car using the technique, which Mr. Miyagi calls the "wax on, wax off"

technique. Daniel's subsequent attention process occurs when he is in Mr.

Miyagi's yard.

> Daniel picks up a wooden block with a strap on it.
>
> DANIEL
> "What are these?"
>
> MIYAGI
> "Japanese sander."
>
> DANIEL
> "What do you do with them?"
>
> MIYAGI
> *"Funny you should ask. Right circle. Left circle."*
>
> *He attaches the sander to Daniel's hand and helps him make perfect circles, starting counter-clockwise, the paper rubbing hard against the rough, wood deck.*
>
> DANIEL
> *"It'd be easier going back and forth."*
>
> MIYAGI
> *"But you go circle. Right circle. Left circle. Right circle, left circle. Breathe in, breathe out. Right circle, left circle. Right circle, left circle. Breathe in, breathe out. Whole floor. Right circle, left circle. Right circle. Left circle. Breathe in, breathe out."*
>
> Half a dozen discarded sandpaper pads. Daniel, sweating profusely, has almost finished.
>
> (01:06:30–01:07:42/pp. 72–73)

In this scene, Daniel sees a Japanese sander and asks Mr. Miyagi about

its function and how to use it. Just like in the previous attention process, Mr.

Miyagi demonstrates a technique he calls "sand the floor" using the sander.

Daniel pays attention to what Mr. Miyagi is doing, and then tries to do what

he has observed from Mr. Miyagi. This is in line with Bandura's opinion that an individual's attention is influenced by the nature of a model's behavior and that individuals will observe behaviors that they consider important (Feist et al. 539). Daniel's attention was focused on what Mr. Miyagi did and instructed for two reasons: Mr. Miyagi is someone who is skilled in karate and this influences Daniel's attention, and Mr. Miyagi's behavior modeled by Daniel is the karate technique he is currently learning. Daniel's subsequent attention process is evident when Mr. Miyagi teaches him a technique for painting his fence.

> Daniel exits. Miyagi before six cans of paint, neatly stacked. Miyagi has opened a seventh and is stirring it with a brush.
>
> DANIEL
> "I guess that means I can accomplish anything, right? No sweat."
>
> MIYAGI
> *"First you accomplish paint fence. All in wrist. Wrist up. Wrist down. All in wrist. Up, down, long stroke. Very good. Up, down. No look me, look fence. Up… down. Bend the wrist. Downstroke, you bend. See? Good. Long stroke. Up, down. Very good. Bend your knees. Down. Up. Very good, Daniel-san. Don't forget to breathe. In, out. Up… down. Up, down. Up… down. Up… down. Very good, Daniel-san. Up, down. Up… down. Small board, left hand. Big board, right hand."*
>
> DANIEL
> *"I'm almost done."*
>
> MIYAGI
> *"All of fence. Big board, right hand. Small board, left hand. Up, down. Up, down."*
>
> Daniel complies. Miyagi walks back to the house, repeating the words over and over, tickled by their sing-song cadence.
>
> (01:09:59–01:12:09/p. 76)

23

This scene takes place in Mr. Miyagi's yard, where Mr. Miyagi teaches Daniel a technique called "paint the fence," and is another example of Daniel's observation of Mr. Miyagi during training. Mr. Miyagi shows Daniel his hand position and posture, then asks Daniel to demonstrate what he has seen. This scene emphasizes that Daniel always follows Mr. Miyagi's instructions as he undergoes the process of observational learning. For example, when Daniel has almost finished painting several fences using the technique Mr. Miyagi has taught him, Daniel is asked to use both hands alternately, which he does until he has finished painting all the fences. The final attention process is seen when Daniel and Mr. Miyagi are at the beach.

The surf crashes onto the shore. Daniel stands with Miyagi at the water's edge. Daniel puts his foot forward to test the temperature of the ocean. He withdraws it just as fast and looks at Miyagi beseechingly. Miyagi's expression does not change. Like a man condemned, Daniel walks into the water. Almost immediately, he is capsized by a wave. He stands and looks back at Miyagi.

With that, the old man turns and walks down the beach toward a line of wooden pilings jutting out into the sea. Daniel stands again bracing himself against the onslaught of the ocean. He begins to throw front kicks into the waves to his own cadence. A wave hits hard. Daniel weaves unsteadily until the undertow pulls him down. He struggles to regain his footing, finally succeeding and resumes kicking until another wave wips him out. *When he stands again, he looks down the beach to where Miyagi is left standing on the last piling calmly balanced on his left leg. A wave looms towards him but just as it breaks, the old man leaps over it. He fires a kick with his left leg and lands perfectly balanced on the piling in the same position as when he started.*

DANIEL
"What were you doing on those stumps?"

MIYAGI
"Called crane technique."

DANIEL
"Does it work?"

MIYAGI
"If do right, no can defence."

DANIEL
"Could you teach me?"

MIYAGI
"First learn stand, then learn fly. Nature rule, Daniel-san, not mine."

(01:18:32–01:20:31/p. 92)

In this scene, Mr. Miyagi tells Daniel to learn about balance, where Daniel must maintain his balance even though he is constantly being swept away and tossed about by the waves. Daniel then sees Mr. Miyagi standing on a pole using one leg and performing a kicking technique similar to the movements of a crane. Daniel is paying attention to Mr. Miyagi, he carefully observes what Mr. Miyagi is doing. As Bandura states, the more carefully individuals observe the model's behavior, the more likely they are to imitate it (Schultz and Schultz 348). Daniel then asks Mr. Miyagi to teach him the technique he has just performed. What Daniel observed became an important moment because he ultimately demonstrated and used this technique at the end of the film, even though Mr. Miyagi never taught it to him. The process that individuals experience after observing the model's behavior in observational learning is retention, or remembering what they have seen and learned.

b. Retention

Bandura explains that in order to use or utilize observed model behavior, individuals must be able to remember what they have seen. After observing

a model behavior, individuals will undergo a process of retention or remembering the model behavior they have seen and store that behavior in their memory (Sarasati 205). Some of the techniques taught by Mr. Miyagi to Daniel include "wax on, wax off," "sand the floor," and "paint the fence." Bandura says that to improve memory after observing a behavior, there is one method, namely the technique of practice or repetition (Nabavi 10). An example of retention through practice in the film occurs when Daniel begins to feel frustrated with his learning with Mr. Miyagi.
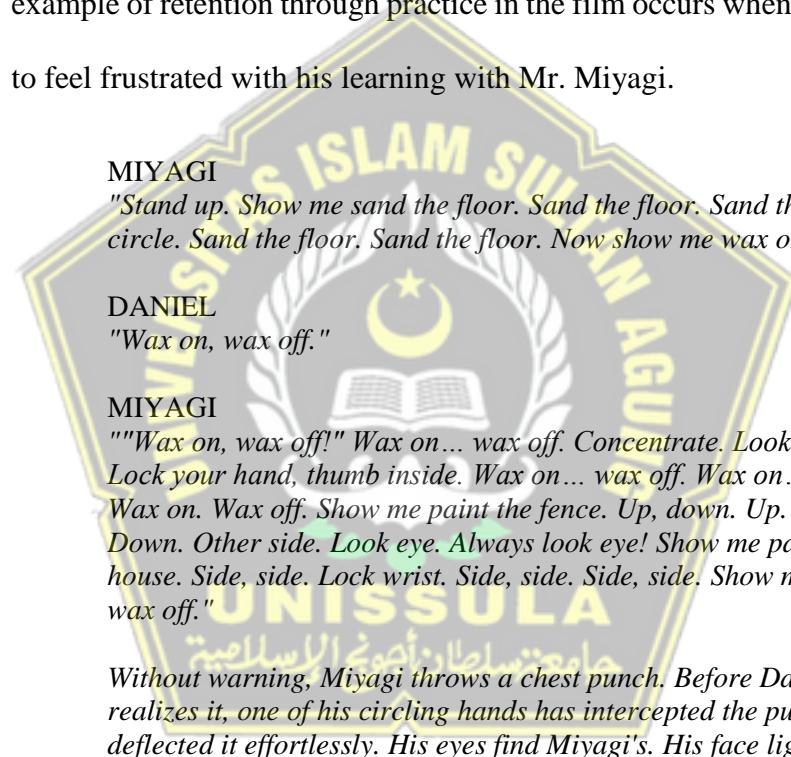
> MIYAGI
> *"Stand up. Show me sand the floor. Sand the floor. Sand the floor. Big circle. Sand the floor. Sand the floor. Now show me wax on, wax off."*
>
> DANIEL
> *"Wax on, wax off."*
>
> MIYAGI
> *""Wax on, wax off!" Wax on… wax off. Concentrate. Look in my eyes. Lock your hand, thumb inside. Wax on… wax off. Wax on… wax off. Wax on. Wax off. Show me paint the fence. Up, down. Up. Down. Up. Down. Other side. Look eye. Always look eye! Show me paint the house. Side, side. Lock wrist. Side, side. Side, side. Show me wax on, wax off."*
>
> *Without warning, Miyagi throws a chest punch. Before Daniel realizes it, one of his circling hands has intercepted the punch and deflected it effortlessly. His eyes find Miyagi's. His face lights up. Miyagi remains emotionless.*
>
> MIYAGI
> *"Show me paint the fence."*
>
> *Now Daniel is eager, quick to comply. Miyagi makes a small adjustment, Daniel keeps painting. Miyagi throws a head punch. On the upstroke, Daniel's bent wrist catches Miyagi's punch. Miyagi throws a stomach punch. Daniel's downstroke deflects it perfectly.*
>
> MIYAGI
> *"Show me side, side."*

Daniel needs no prompting. As he draws his hand from side to side across his body, he deflects two rapid hook punches thrown by the stone-faced old man.

MIYAGI
"Show me sand the floor."

Daniel sweeps two kicks out of the way. The punches come faster. The blocks are right there. Suddenly, at the height of the exercise, Miyagi stops.

(01:15:20–01:17:27/pp. 88–90)

Before this training scene, Daniel felt frustrated because his training so far has only been helping Mr. Miyagi with his chores. Daniel feels that he is not really practicing karate, until Mr. Miyagi suddenly tests him on what he has learned so far. Mr. Miyagi instructs Daniel to demonstrate the techniques he has learned. The retention process is related to individuals' memories of what they have observed during the attention process, to which Bandura adds that repetition or practice techniques help to improve memory (Nabavi 10). Mr. Miyagi helps Daniel remember the techniques he has observed by suddenly punching and kicking him, which Daniel manages to block. This scene shows that Daniel has successfully gone through the attention process during training because he is able to remember what he has seen before. The next process Daniel experiences is reproduction. After Daniel realizes that his training has helped him develop karate skills, Mr. Miyagi teaches him punching techniques.

c. Reproduction

According to Bandura, an individual's ability to imitate behavior that has just been demonstrated by a model is called reproduction. Individuals must have the physical ability to imitate or demonstrate the behavior (Astray-Caneda et al. 3). After realizing that his training has helped him strengthen his muscles and reflexes, Daniel asks Mr. Miyagi to teach him punching techniques. This scene emphasizes Daniel's ability to directly imitate and demonstrate what Mr. Miyagi instructed him to do.

> MIYAGI
> *"Secret to punch… make power of whole body… fit inside one inch, here. Power, whole body, one inch, here. Now punch. Hard."*
>
> *Daniel does so, lightly, cautiously. Miyagi corrects his fist. Daniel punches harder, nothing happens.*
>
> MIYAGI
> *"You some kind of girl or something? Punch! Drive a punch. Not just arm. Whole body. Hip, leg, drive a punch. Make kiai. Give you power. Now drive punch."*
>
> DANIEL
> *"Kiai."*
>
> MIYAGI
> *"Once more."*
>
> DANIEL
> *"Kiai."*
>
> MIYAGI
> *"Once more. Very good, Daniel-san."*
>
> DANIEL
> "Hey, pretty good? Look at this."
>
> MIYAGI
> "Wait. Daniel-san."
>
> DANIEL
> "What do you think?"

MIYAGI
"I tell you what Miyagi think, I think you dance around too much. I
think you talk too much. I think you no concentrate enough. *Lots of
work to be done. Tournament just around corner. Come, stand up.
Steady, concentrate. Focus power. Drive a punch. Drive a punch,
Daniel-san.*"

(01:34:14–01:35:43/p. 106)

Bandura emphasizes that in order to reproduce or imitate the behavior
of a model, individuals must have the physical ability to perform the
observed behavior (Alnoaim 1862). With only a few days left before the
tournament, Mr. Miyagi finally decides to teach Daniel punching
techniques. Mr. Miyagi demonstrates and explains to Daniel how to punch
an opponent in a karate match. Mr. Miyagi becomes the target so that Daniel
can demonstrate what Mr. Miyagi has just taught him. Because Daniel has
enough physical ability, he manages to punch as Mr. Miyagi wants, despite
being given repeated advice at first. The reproduction process is seen when
Mr. Miyagi demonstrates the punching technique and Daniel imitates what
Mr. Miyagi has shown him. The next reproduction process occurs at the end
of the film when Daniel fights Johnny.

Daniel gets up slowly, in pain. Blood trickles from a split lip. His limp
is more pronounced. Johnny's eyes go to Kreese. He nods tersely at
Johnny, commanding him to continue the barrage.

REFEREE
"Are you okay? Can you go on? Warning for illegal contact to the
knee."

Johnny sets low, menacing, ready for the footsweep, again. *Daniel
takes his eyes off Miyagi and raises one leg, his bad leg, up in the air.
He puts his hands out in front of him, setting in a perfect crane stance.*

KREESE

"Finish him!"

Johnny takes a deep breath and lunges. *Daniel leaps straight up with all his strength, his leg tucked in. His kick catches Johnny in the jaw. Johnny goes down. The crowd erupts, having never seen such technique.*

REFEREE
"Winner!"

Ali and Lucille are all over Daniel. Miyagi stands proudly by his side accepting kudos as well. The trophy is thrust into Daniel's hands by Johnny.

JOHNNY
"You're all right, LaRusso."

DANIEL
"Thanks a lot. Mr. Miyagi, we did it. All right!"

(02:01:58–02:02:58/pp. 130–131)
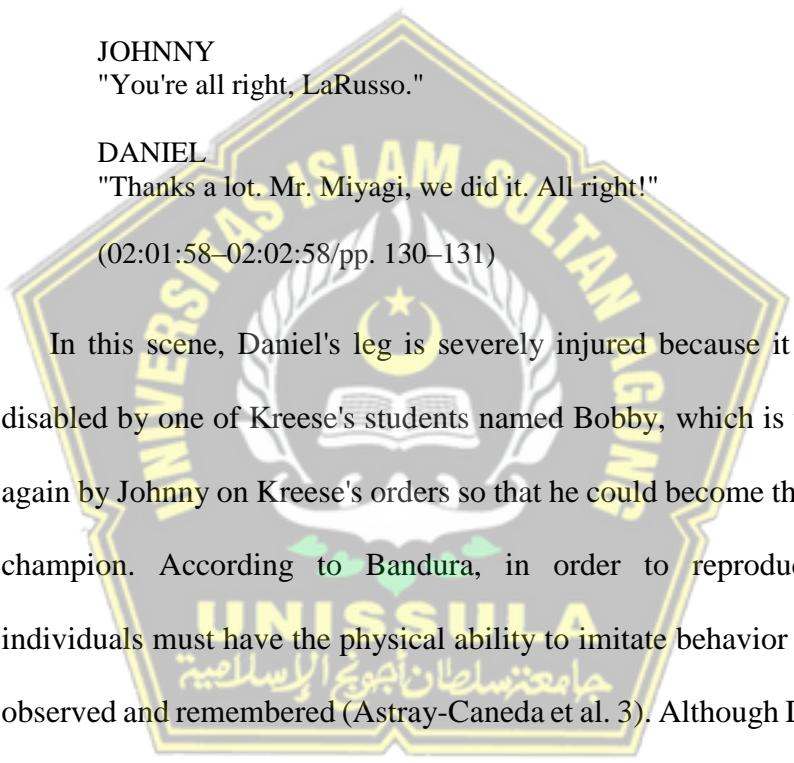
In this scene, Daniel's leg is severely injured because it was initially disabled by one of Kreese's students named Bobby, which is then disabled again by Johnny on Kreese's orders so that he could become the tournament champion. According to Bandura, in order to reproduce behavior, individuals must have the physical ability to imitate behavior that has been observed and remembered (Astray-Caneda et al. 3). Although Daniel suffers a severe injury that makes it difficult for him to stand and continue the match, he gets up and performs the crane technique that he has seen Mr. Miyagi do on the beach during his attention process. This moment is crucial and determines who will become the tournament champion. The reproduction process that occurs in this scene is the result of Daniel seeing and remembering the technique that Mr. Miyagi has demonstrated earlier in the film. Because Daniel has enough physical ability despite his leg injury,

he is able to reproduce the technique in the match. The final process in Daniel's observational learning is motivation which is seen as his desire or motivation for why he is serious in learning karate and winning the match.

d. Motivation

Bandura argues that motivation is the final process in observational learning, where motivation is the individual's desire to demonstrate what they have learned (Nabavi 10). Bandura considers observational learning effective when individuals are motivated to perform the behavior they have observed. Motivation is necessary in order to apply observed and remembered behavior (Feist et al. 540). Daniel's motivation is evident after he was examined by a doctor because his leg was injured by Bobby during the match. Daniel tells Mr. Miyagi to heal his leg so that he could continue and win the match against Johnny.
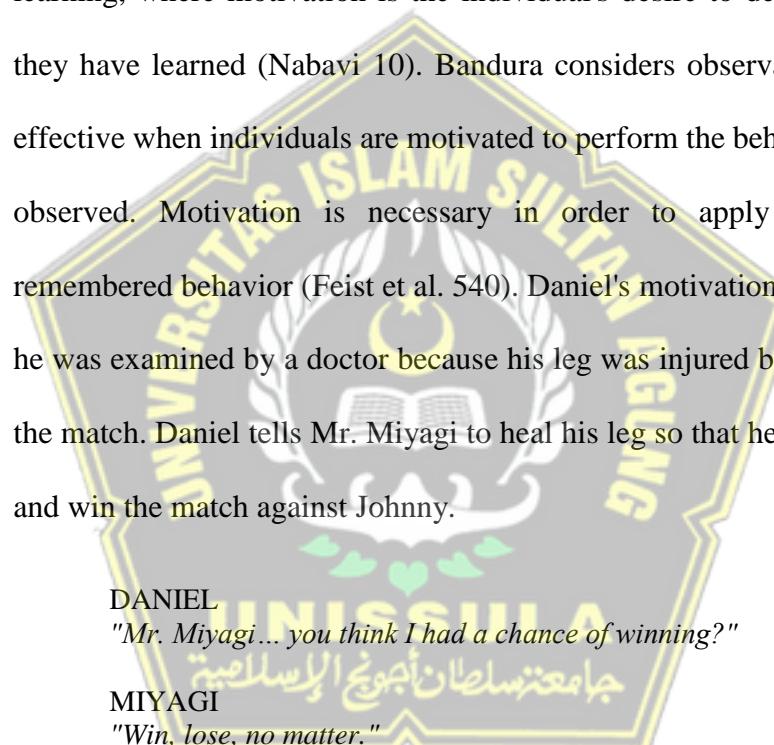
> DANIEL
> *"Mr. Miyagi… you think I had a chance of winning?"*
>
> MIYAGI
> *"Win, lose, no matter."*
>
> DANIEL
> *"That's not what I mean."*
>
> MIYAGI
> *"Had good chance."*
>
> DANIEL
> *"Can you fix my leg with that thing you do?"*
>
> MIYAGI
> *"No need to fight anymore. You proved a point."*
>
> DANIEL

"What, that I can take a beating? Every time I see those guys, they'll know they got the best of me. I'll never have balance that way, not with them, not with Ali… not with me. What?"

MIYAGI
"Close eye."

Miyagi standing, rubbing his hands together so quickly that smoke seems to rise from them.

(01:56:47–01:57:59/p. 128)

The main focus of the film is that Daniel is bullied by Johnny and his friends, which motivates him to learn karate in an effort to show them that he does not deserve such treatment. The scene above occurs after Daniel's leg is injured because Bobby made an illegal attack on Kreese's orders, causing the match to be stopped temporarily. Daniel then asks Mr. Miyagi to heal his leg because he still wants to continue the match. Although Mr. Miyagi initially refuses, he eventually heals Daniel's leg after knowing that Daniel only wants to prove to his bullies that he deserves to be treated well, as well as his motivation to have a peaceful romantic relationship with Ali as his girlfriend. This shows the effectiveness of Daniel's observational learning because it motivates him to take his training seriously and ultimately demonstrate what he has learned in the tournament.

B. The Results of Observational Learning on Daniel LaRusso's Self-Efficacy

In life, individuals inevitably have someone who inspires them and ultimately tries to imitate their behavior. Individuals look to others as role models to motivate and develop themselves. Observing role models is one

way to increase self-efficacy. Having positive role models to emulate can have a positive impact on mental motivation and self-efficacy (Lee et al. 1– 2). Through the process of observing role models, individuals acquire several characteristics, one of which is self-efficacy (Cervone and Pervin 462). This can be seen in the film when Daniel sees Mr. Miyagi trying to catch a fly with chopsticks in his house.

Daniel enters to find Miyagi seated at a low table trying to catch flies with chopsticks. *Daniel sits down next to the old man, watching him for a moment.*

DANIEL
"Wouldn't a fly swatter be easier?"

MIYAGI
"Man who catch fly with chopsticks, accomplish anything."

DANIEL
"Did you ever catch one?"

MIYAGI
"Not yet."

DANIEL
"Could I try?"
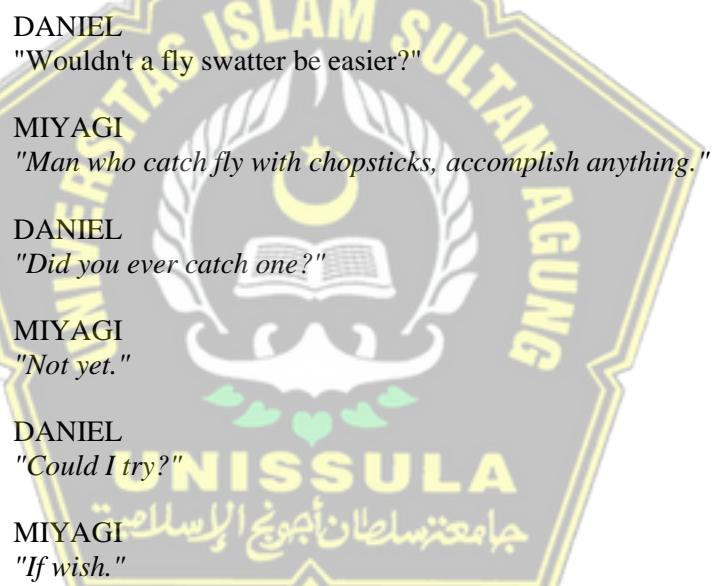
MIYAGI
"If wish."

Daniel picks up an extra pair of chopsticks, snaps them together once or twice to get the feel, and begins looking for a fly. Miyagi glances at him from the corner of his eye. Just then, Daniel's hand shoots out at a buzzing sound. The sticks snap. The buzzing stops. Daniel's eyes go wide. The sticks, a fly pinioned between them. Daniel looks at Miyagi excited. Miyagi lays his own sticks and rises.

DANIEL
"Hey, Mr. Miyagi, look!"

MIYAGI
"You, beginner luck."

Daniel exits. Miyagi before six cans of paint, nearly stacked. Miyagi has opened a seventh and is stirring it with a brush.

DANIEL
"I guess that means I can accomplish anything, right? No sweat."

(01:08:58–01:10:03/pp. 74–76)

In the dialogue, Mr. Miyagi says that if someone can catch a fly using only chopsticks, they are capable of achieving anything they want. This motivated Daniel to try to do what Mr. Miyagi said. Daniel is portrayed as an individual with high self-efficacy because he dares to challenge himself by trying to do something difficult.

Individuals with high self-efficacy tend to try difficult things and persevere when doing so (Cervone and Pervin 436–437). Daniel's high self-efficacy is illustrated by how he watches Mr. Miyagi use chopsticks and then tries to catch a fly. Although this seems difficult and even impossible, Daniel keeps trying until he finally succeeds. This shows that observing models has an impact on an individual's self-efficacy. Daniel, who had never tried this before, was motivated to do so because of Mr. Miyagi. Daniel's self-efficacy is also evident when he and Mr. Miyagi go fishing.

DANIEL
"Karate's fighting, you train to fight."

Miyagi looks at Daniel with a piercing eye.

MIYAGI
"That what you think?"

Daniel ponders the question for a long moment. When he gives his answer, it is with a certainty borne of experience.

DANIEL
"No."

34

MIYAGI
"Then why train?"

DANIEL
"So I won't have to fight."

The answer brings a smile to Miyagi's face. It is something he has been waiting to hear. He pats Daniel's knee.

MIYAGI
"Miyagi have hope for you."

(01:23:44–01:24:05/pp. 104–105)

Bandura emphasizes that individuals with high self-efficacy view themselves positively, which triggers positive thoughts (Xiao 6–7). In several previous scenes in the film, Daniel actually wanted to learn karate to take revenge on his bullies, but Mr. Miyagi said that karate should be used to protect oneself. In this scene, Mr. Miyagi asks Daniel about his reasons for learning karate.

At first, Daniel says that when someone is skilled in karate, they are also capable of fighting. However, Mr. Miyagi doubts Daniel's true intentions because Daniel's words contradict the positive teachings Mr. Miyagi has given him. Daniel changes his intention for learning karate from wanting to take revenge on his bullies to protect himself, not to fight. This proves that observational learning from a positive role model will have a positive impact on an individual (Lee et al. 1–2). In the tournament scene, Daniel's self-efficacy is evident when he is almost defeated by his opponent.

REFEREE
"Face. Bow. On guard. Fight."

Rufus opens with an explosive back kick which catches Daniel in the shoulder and lifts him right out of the ring. The Referee summons him back.

REFEREE
"Back on your line."

ALI
"Be tough, Daniel. Come on, be tough."

Rufus charges, throwing a barrage of punches, none of them landing effectively. Daniel is driven back out of the ring again. The Referee signals him back impatiently.

MIYAGI
"Remember your defence. Points coming. Concentrate. Focus power. Remember balance. Make good fight."

REFEREE
"Run out of the ring once more, it'll cost you a point. On guard. Ready?"

Rufus charges again, this time with a front punch. Daniel hops to the side and snaps a roundhouse kick to the stomach. He makes enough contact to stop the charge and deflate a little air from the bigger boy.

ALI
"That's one, Daniel, come on. One more!"

REFEREE
"Move back on your line. That's one point, round kick."

Daniel's opponent charges in with a sidekick. Daniel sidesteps, mid-blocks and fires a reverse punch to the spine.

ALI
"Daniel, you're the best!"

Ali breaks into applause, Daniel is very pleased.

(01:48:37–01:49:37/pp. 122–123)

Self-efficacy can be obtained through verbal persuasion from a model, which has a high persuasive effect on individuals (Feist et al. 548). During the observational learning process with Mr. Miyagi, Daniel received a lot of encouragement and support from Mr. Miyagi as his model, especially before

the day of the tournament arrived. In the scene above, Mr. Miyagi and Ali, his girlfriend, provide Daniel with verbal persuasion to keep going when he is repeatedly defeated by his opponent. The support from Mr. Miyagi and Ali allows Daniel to remain calm even though he is in a difficult situation.

According to Bandura, individuals with high self-efficacy are capable and brave enough to accept challenges in life even though they do not have sufficient potential. However, high levels of motivation and resilience enable individuals to overcome these weaknesses and achieve their goals successfully (Mehmood 41). Daniel is not yet very skilled in karate, but his motivation and resilience enable him to continue advancing and defeating his opponents. The presence of Mr. Miyagi as his role model also plays an important role in motivating Daniel to demonstrate the techniques he has learned during observational learning. Daniel's self-efficacy is also evident when he manages to win several points that take him to the semifinals.

> Johnny, beating an opponent into the ground with multiple techniques. *An elimination board serves to keep us current on the tournament's progress.* Bobby, scoring with a flying wheel kick. *Daniel scoring on a counter-punch.*
>
> REFEREE
> *"Point! Winner!"*
>
> Johnny, annihilating another opponent viciously, as Kreese looks on. *Daniel scoring with a front kick.*
>
> REFEREE
> *"Winner!"*
>
> MIYAGI
> "It must be tight."
>
> DANIEL
> *"Yeah, right there. I never thought I'd get this far."*

MIYAGI
"Make two of us."

DANIEL
"Wouldn't it be great if I won?"

(01:50:34–01:52:40/p. 124)

One of the things individuals gain through observational learning is self-efficacy, or the belief that they can do and achieve something, which is also an important aspect of success (Cervone and Pervin 462; Schultz and Schultz 351). This can be seen where Daniel repeatedly defeats his opponents until he reaches the semifinals. The scene in the film shows the elimination board where Daniel scores and advances to the semifinals, where he will compete against Kreese's students, especially Johnny.

According to Bandura, successful experiences indicate an individual's ability to master what they have learned. The more individuals achieve something, the more they believe that something else can be achieved, and the more competent they are when trying to achieve their goals (Schultz and Schultz 352). Because Daniel has previously been mentored by Mr. Miyagi and taught several karate techniques during observational learning, this makes it easier for him to defeat his opponents during the competition. His consecutive victories reinforce his self-efficacy and demonstrate that Daniel has sufficient karate skills.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The results of this study show that Daniel LaRusso in the film *The Karate Kid* (1984) goes through four observational learning processes, which have a positive impact on his self-efficacy. During his karate training with Mr. Miyagi as his model, Daniel observes and imitates the techniques he is taught. The techniques that Daniel observes are then constantly practiced by Mr. Miyagi so that Daniel can remember them, which Albert Bandura calls this as a retention process. The reproduction process is seen when Daniel learns punching techniques and when he fights Johnny at the end of the film, where Daniel reproduces the crane technique he observed while learning balance on the beach with Mr. Miyagi. In the end, Daniel's motivation is proven by his goal, which is that he learns karate so that he will not be bullied again by Johnny and his friends.

Observational learning has an impact on an individual's self-efficacy. The observational learning with Mr. Miyagi has a positive impact on Daniel. As someone who initially does not believe in and is unsure of his own abilities, Daniel becomes a brave individual who is able to persevere in difficult situations. He chooses and finds a supportive environment, which includes Ali as his girlfriend who always supports him and Mr. Miyagi who is willing to teach him karate. Daniel becomes a person who dares to challenge himself,

faces many failures, but continues to try until he succeeds in achieving his goals. Despite being in a difficult life situation, Daniel always tries to remain calm and view himself positively. Due to his nature and personality that never gives up, Daniel is able to persevere until he finally defeats Johnny and becomes the karate tournament champion.

B. Suggestions

To analyze the film *The Karate Kid* (1984) using another theory, the next researcher can apply Psychosocial Development Theory by Erik Erikson, specifically the Identity vs. Role Confusion stage. While this theory still focuses on exploring Daniel LaRusso's transformation, it focuses on who he becomes rather than how he learns. After moving from New Jersey to Los Angeles and facing bullying from Johnny and his friends, Daniel looks for a supportive environment for himself and finally finds his identity as a disciplined and courageous individual who perseveres in difficult situations.

However, if the next researcher wishes to apply Albert Bandura's concepts of observational learning and self-efficacy to a different film, an alternative film that has the potential to be analyzed through these two concepts is *Finding Forrester* (2000). This film centers on the character Jamal Wallace, a young writer who develops his skills and self-efficacy through the guidance of William Forrester. Theoretically, Jamal Wallace's learning process and self-efficacy, as well as the context of the film which focuses on the dynamics between mentor and learner, align with Social Cognitive Theory by Albert Bandura.

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