MRSCHOLAR
Multidisciplinary Research Studies in Social Sciences

UTILIZING BANDURA'S SOCIAL COGNITIVE THEORY IN ENTERTAINMENT-EDUCATION COMMUNICATION DESIGN: A CONCEPTUAL REVIEW

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ABSTRACT

This review is motivated by the complex problems of development and the urgency of effective communication interventions to encourage behavioral change in society. Although edutainment has proven to be a promising communication strategy, there are theoretical, empirical, and practical gaps in its application in Indonesia, often without critical testing of the theory's assumptions and boundary conditions. This paper aims to map the assumptions, key concepts, and propositions of Albert Bandura's Social Cognitive Theory; identify its historical-paradigmatic roots; critically analyze the coherence, hidden assumptions, biases, and boundary conditions of the theory; synthesize empirical evidence from at least three Scopus-indexed articles applying SCT to relevant issues; compare SCT with the Diffusion of Innovations Theory; and test its relevance in real cases in Indonesia. The method used is a narrative-systematic literature review with specific inclusion criteria for Scopus articles. Key findings indicate that SCT excels in explaining individual psychological mechanisms in behavioral change through modeling and self-efficacy, which are highly relevant for edutainment design. However, SCT has limitations in explaining structural barriers or deeply ingrained social norms. The integration of SCT with the Diffusion of Innovations Theory is proposed for a more comprehensive framework.

Keywords: *Social Cognitive Theory, Albert Bandura, Edutainment, Development Communication, Behavior Change, Self-Efficacy*

INTRODUCTION

Development issues such as improving public health and adopting sustainable practices have a significant impact on the socio-economic quality of life, particularly for poor households, young people, and rural communities. In Indonesia, particularly in rural and

remote areas, these challenges are evident in high stunting rates, low child immunization coverage, and the slow adoption of modern, sustainable agricultural practices. Various policies, programs, and development initiatives in the health and agriculture sectors have been launched by the government and stakeholders, involving a wide range of actors, from local governments to media and digital platforms. However, the achievements of these programs often vary across regions and social groups, indicating the need for a deeper understanding of not only the technical aspects, but also the social and communication aspects (Smith, 2002).

In the perspective of development communication, the success of interventions on crucial issues such as healthy behavior change or adoption of agricultural innovations does not only depend on the availability of resources and technology. Effective communication processes in shaping understanding, trust, participation, and social coordination become vital. The desired behavioral change is influenced by various factors, including how messages are framed, the credibility of information providers, the role of cultural norms and power relations, and how local media and institutions facilitate or hinder the change process.

Improving public health and adopting sustainable practices are development issues that affect socio-economic quality of life and have implications for poor households, youth, and rural communities (Cerf, 2023). In the context of Indonesia, and particularly in rural or remote areas, this issue is reflected in indicators such as still high stunting rates (Arief, Yunita, Efendi, & Alamsyah, 2025), low coverage of complete child immunization (Garina, Dewi, Trusda, & Purba, 2024), or slow adoption of modern sustainable agricultural practices.

The government and stakeholders have responded through various policies, programs, and development initiatives in the health and agriculture sectors, involving local governments, extension workers, health cadres, non-governmental organizations, the private sector, local communities, and media and digital platforms. However, program outcomes often vary across regions and social groups, necessitating explanations that are not only technical but also more in-depth social and communicative (Hall, Ibaraki, Huang, & Marti, 2018).

From a development communication perspective, the success of interventions on public health issues and the adoption of sustainable practices is not only determined by the availability of resources and technology, but also by communication processes that shape understanding, trust, participation, and social coordination (Odoom, 2020). Expected changes—for example, healthy behavior change, adoption of agricultural innovations, or participation in Posyandu programs—are influenced by: how messages/knowledge are framed and interpreted by the audience; who are considered legitimate and trusted actors to convey information; how cultural norms and power relations shape individual and group choices and actions; and how media/technology and local institutions facilitate or hinder the change process.

However, gaps exist in three domains. Theoretically, programs/research often assume that providing sufficient information will automatically lead to behavior change, or that communication simply serves to transmit messages. However, the field context reveals structural barriers, sociocultural factors, and power relations that inhibit behavior change even when information is readily available (Faye & Sow, 2025).

The review questions guiding this paper include:
1. Theoretically: Programs or research often assume that providing sufficient information will automatically lead to behavioral change, or that communication only functions as message transmission. In reality, the field context shows structural barriers, socio-cultural

factors, and power relations that hinder behavioral change, even when information is available (Bandura A. , 2001.)

2. Secara Empiris: Studies using Bandura's Social Cognitive Theory often vary in the definition, unit of analysis, and operationalization of key concepts such as self-efficacy. This leads to scattered, inconsistent findings, or findings that are difficult to compare across different contexts, which is also a concern in edutainment studies (Grady, Iannantuoni, & Winters, 2020).

3. Secara Praktis: Theories are often applied selectively as a list of concepts without critical testing of their propositions and boundary conditions—when the theory works well, when it fails, and why. This becomes crucial in the context of Indonesian society which has unique social, cultural, and communication infrastructure characteristics.

This situation emphasizes the need for a critical-theoretical review of Albert Bandura's Social Cognitive Theory so that its use in development communication, especially through an edutainment approach, can be more appropriate.

Empirically, studies using Bandura's Social Cognitive Theory often vary in conceptual definitions, units of analysis, and operationalization of key concepts such as self-efficacy, resulting in scattered, inconsistent, or difficult-to-compare findings across different contexts (Kelder, Hoelscher, & Shegog, 2017).

In practice, theory is often used selectively as a list of concepts without examining propositions and boundary conditions: when the theory works well, when it fails, and why—especially in the context of Indonesian society, which has unique social, cultural, and communication infrastructure characteristics. This situation emphasizes the need for a critical-theoretical study of Albert Bandura's Social Cognitive Theory so that the use of theory in development communication, especially through an edutainment approach, is more effective.

This paper is a critical-theoretical study of Albert Bandura's Social Cognitive Theory in the context of entertainment-education (edutainment) communication design for development in Indonesia. The objectives of this paper are: to map the assumptions, key concepts, definitions, and propositions of Bandura's Social Cognitive Theory; to place Bandura's SCT within its interdisciplinary roots and the historical-paradigmatic context that shaped its orientation; to conduct a critical analysis of the logical coherence, hidden assumptions, biases, and boundary conditions of the theory; to synthesize empirical evidence from at least three Scopus-indexed articles applying Bandura's Social Cognitive Theory to relevant issues/arenas; to compare Bandura's Social Cognitive Theory with the Diffusion of Innovations Theory to assess explanatory trade-offs and formulate a synthesis; and to test the relevance of the theory in real cases of health or agricultural programs in Indonesia to generate implications for development communication interventions.

The review questions guiding this paper include:

1. What are the basic assumptions, key concepts, definitions, and propositions of Bandura's Social Cognitive Theory for explaining individual behavioral change through edutainment?

2. In what historical-paradigmatic context did Bandura's Social Cognitive Theory develop, and how did that context shape the theory's focus?

3. Under what conditions does Bandura's Social Cognitive Theory explain behavioral change through edutainment well, and under what conditions does it fail in the Indonesian context?

4. How does empirical evidence support/challenge Bandura's Social Cognitive Theory propositions, including issues of concept operationalization and method quality?

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5.   Compared to the Diffusion of Innovations Theory, what are the theoretical and practical consequences of Bandura's Social Cognitive Theory for development communication intervention design?

To answer these questions, this paper uses an analytical framework in the form of a matrix, so that each claim and conclusion is warranted, considers alternatives, and is transparent in reasoning.

In practice, theory is often used selectively as a list of concepts without examining propositions and boundary conditions: when the theory works well, when it fails, and why—especially in the context of Indonesian society, which has unique social, cultural, and communication infrastructure characteristics. This situation emphasizes the need for a critical-theoretical study of Albert Bandura's Social Cognitive Theory so that the use of theory in development communication, especially through an edutainment approach, is more effective

LITERATURE REVIEW

Social Cognitive Theory is a theoretical framework developed by Albert Bandura, which explains how individuals acquire and maintain certain behavioral patterns. SCT is rooted in Bandura's Social Learning Theory, but was later expanded to emphasize the role of cognition, agency, and self-regulation in the learning and behavioral change process. Briefly, SCT states that learning occurs in a social environment through observation, imitation, and modeling, where personal, behavioral, and environmental factors reciprocally interact to influence each other.

The basic assumptions of Social Cognitive Theory include:
1.   Human Agency: Individuals are not only shaped by their environment, but also have the ability to influence their environment and their own behavior through thoughts, beliefs, and goals. Humans are proactive agents, not just reactive (Bandura A. , 2001.).
2.   Observational Learning: Most human learning occurs indirectly, through observing the behavior of others and the consequences they receive (Tsikati & Nsingwane, 2019).
3.   Triadic Reciprocal Determinism: Behavior, personal factors, and environmental factors interact and mutually influence each other. No single factor fully determines the others (da Costa, Fernandes, Albino, & Sampaio, 2022).
4.   Symbolic Capability: Humans have the ability to think abstractly, plan, and learn from indirect experience through symbols (Williams & Cervone, 1998).
5.   Self-Regulation: Individuals have the ability to monitor, evaluate, and regulate their own behavior based on internal standards and goals (Karaca, Bektaş, & Eroğlu, 2024).

The process of learning by observing the behavior of others. This involves four sub-processes:
1.   Attention: The extent to which an individual pays attention to the model (Specht, Wickstrom, & Buck, 2017).
2.   Retention: The extent to which an individual remembers the observed behavior (Specht, Wickstrom, & Buck, 2017).
3.   Motor Reproduction: The individual's ability to replicate the observed behavior (Karaca, Bektaş, & Eroğlu, 2024).
4.   Motivation: The drive to perform a behavior, influenced by outcome expectations and self-efficacy (da Costa, Fernandes, Albino, & Sampaio, 2022).
5.   Self-Efficacy: An individual's belief in their own ability to successfully perform a particular behavior. This is one of the strongest predictors of behavioral change (Bandura A. , 2001.)
6.   Outcome Expectations: An individual's expectations about the potential consequences of a particular behavior. These can be physical, social, or self-evaluative consequences (da Costa, Fernandes, Albino, & Sampaio, 2022)

7. Triadic Reciprocal Determinism: The dynamic interaction among personal factors, behavior, and environment (da Costa, Fernandes, Albino, & Sampaio, 2022).
8. Self-Regulation: The process by which individuals motivate and guide their own behavior. This involves self-observation, self-judgment, and self-reaction (Karaca, Bektaş, & Eroğlu, 2024).
9. Vicarious Reinforcement: Observation of positive consequences received by a model after performing a behavior, which increases the likelihood of the individual imitating that behavior ((Dimopoulou, 2012).
10. Vicarious Punishment: Observation of negative consequences received by a model, which decreases the likelihood of the individual imitating that behavior (Dimopoulou, 2012).

The central proposition of SCT is that individuals will be more likely to adopt a behavior if they: observe a relevant and appealing model performing the behavior; believe they have the ability to perform the behavior; and expect that the behavior will lead to desired outcomes. This process is moderated by cognitive abilities such as retention and motivation, and is continually influenced by the reciprocal interaction between the individual, behavior, and environment (da Costa, Fernandes, Albino, & Sampaio, 2022).

Figure 1. Simple Logical Model of Social Cognitive Theory in Edutainment:
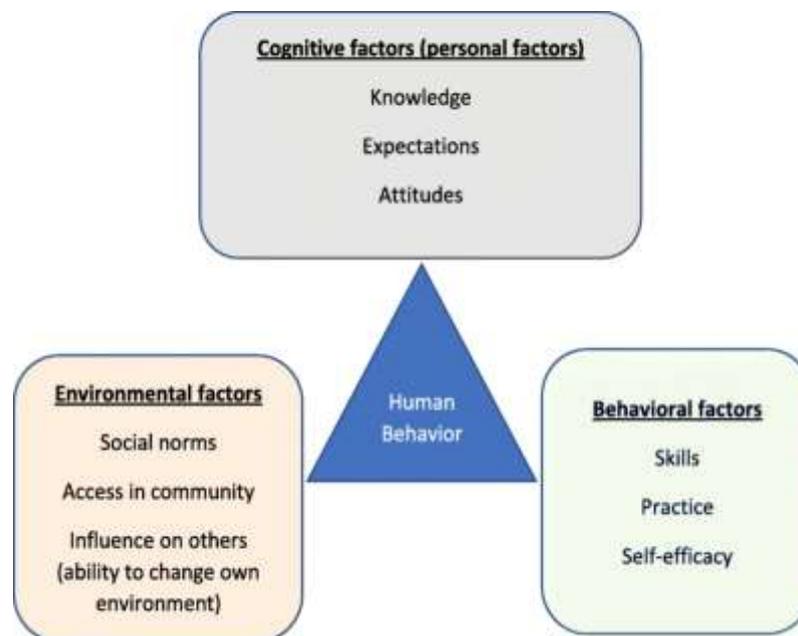
Source: Processed by the author

Social Cognitive Theory is highly relevant for explaining learning and behavioral change in contexts where individuals have the agency to make choices and where observational learning can occur, such as through mass media or social interaction (Kelder, Hoelscher, & Shegog, 2017). The theory is very powerful in explaining voluntarily learned and changed behaviors.

However, the limitation of SCT lies in its ability to explain changes that are predominantly influenced by structural factors, systemic constraints, or deeply ingrained social norms that are difficult to change by individual agency alone (Gomersall, 2018). Although SCT acknowledges the role of the environment, its emphasis on individual agency is sometimes considered inadequate to explain the impact of oppressive social structures or those that fundamentally limit behavioral choices.

It is important to note that Bandura himself argued that SCT also addresses sociostructural determinants of health in addition to personal determinants, emphasizing the need to change social system practices that have widespread detrimental effects on health rather than merely changing individual habits (Bandura A. , 2003).

Bandura's Social Cognitive Theory is deeply rooted in psychology, particularly from the behaviorist tradition, and later evolved into cognitive psychology. Initially, the theory was known as Social Learning Theory, which sought to bridge the gap between radical behaviorism and cognitive approaches. Bandura recognized the importance of reinforcement in learning, but he argued that learning could also occur without direct reinforcement, namely through observation. This marked a shift from a passive view of individuals towards the recognition of agency and cognitive processes (Bandura A. , 2003)

SCT developed in the post-World War II period, where there was increasing interest in understanding human behavior in broader social contexts. This was a period of transition from the dominant behaviorist paradigm in the first half of the 20th century towards the "cognitive revolution" in psychology in the 1960s and 1970s (Wenzel, 2017). Behaviorism, with its focus on observable behavior and external reinforcement, was considered too simplistic for the complexity of human behavior. Bandura and his colleagues began to highlight that humans do not merely respond to the environment mechanically, but also process information, think, make decisions, and observe others (Manjarres-Posada, Onofre-Rodríguez, & Benavides-Torres, 2020).

In the context of development, SCT became relevant when top-down and technocratic "modernization" approaches began to be questioned. There was a need to understand how individuals in developing countries adopted new practices or ideas, which often involved complex behavioral changes. SCT offered a framework for designing interventions that not only "provided information" but also "inspired" and "built capacity" through modeling and self-efficacy, which was very suitable for communication strategies such as edutainment.

The shift from behaviorism to cognitivism and the recognition of social context had major implications:

1. Recognition of Agency: SCT places individual agency as central, which is important in development communication aimed at empowering communities. This means not just "what to do" but also "I can do it."

2. Importance of Social Environment: Not only the physical environment, but also a social environment rich in models and interactions becomes important. This paved the way for media as a powerful agent of socialization.

3. Focus on Complex Behavioral Change: SCT allows for the analysis of more complex behaviors than mere stimulus-response. This includes the adoption of innovations, health behaviors, or changes in social norms, which are relevant to development problems.

METHODOLOGY

This article uses a systematic literature review methodology to obtain a detailed explanation of Bandura's Theoretical Approach for Entertainment-Education Communication in the context of development communication.

This literature review adopts a narrative-systematic approach. The search strategy was carried out using the Scopus database with main keywords including Social Cognitive Theory Bandura, "edutainment", "entertainment-education", and "behavior change". The search year range was not strictly limited to capture the evolution of the theory and its applications, but priority was given to more recent publications. Articles were identified based on their relevance to the application of SCT in the context of edutainment or development communication.

For in-depth analysis, at least three Scopus-indexed journal articles meeting the following criteria were selected:

1. Explicitly apply or discuss Bandura's Social Cognitive Theory.
2. Are empirical studies or comprehensive literature reviews.
3. Focus on the context of edutainment, development communication, or relevant social behavior change.

Selected articles were analyzed using a structured framework to assess several dimensions: the underlying theoretical assumptions of the research; the key SCT concepts and propositions operationalized; the context of theory application; implicit or explicit comparisons with other theories if any; and a critical evaluation of the findings, including research design quality and reported limitations. This framework allowed for the identification of patterns of findings, inconsistencies, and research gaps.

RESULTS
Critical Internal Analysis of the Theory
Logical Coherence

Social Cognitive Theory has strong logical coherence. Its main premise, triadic reciprocal determinism, logically leads to the consequence that changes in one factor can influence the others (Manjarres-Posada et al., 2020). The process of observational learning, with its four sub-processes, provides a clear mechanism of how individuals learn from models (Nabi & Prestin, 2017). The concepts of self-efficacy and outcome expectations are also logically linked to the motivation to act (Schunk & Usher, 2012). If someone is confident and expects positive outcomes, they will logically be more motivated to perform the behavior.

This overall framework forms a consistent flow from observation to action, with consideration of interacting cognitive and environmental factors (Schunk & Usher, 2012). Nevertheless, some criticisms suggest that the theory sometimes has conceptual looseness and overlap between its concepts (Bergman, Bergman, & Thatcher, 2019). Some also argue that SCT can be too broad and lacks a unified principle or structure, and it is not always clear how much each component of the model contributes to behavior formation.

Problematic/Hidden Assumptions and Their Rationality Testing

One assumption sometimes hidden in SCT applications is that individuals have sufficient freedom and capacity to act based on what they learn and believe (Qakisa, 2022). This rationality can be problematic in development communication contexts where individuals may face severe structural constraints, such as extreme poverty, lack of access to resources, systemic discrimination, or severely oppressive social norms.

In such situations, even if individuals may have high self-efficacy and positive outcome expectations, they may not have the opportunity or physical/material ability to translate those beliefs into behavior. SCT may be too optimistic about the power of individual agency in the face of oppressive structures (Qakisa, 2022). Some critics argue that SCT overemphasizes the role of the environment in determining individual behavior, and the strength of inter-factor relationships is not always clear (Zheng, 2021).

Boundary Conditions: Under What Conditions Does the Theory Work/Fail Well: Works Well:

1. **Actors:** When the target audience has adequate cognitive capacity to process information and imitate behavior, and has a certain level of agency and autonomy.
2. **Institutions:** An institutional environment that supports behavioral change, for example, health institutions that provide affordable services, or educational institutions that facilitate learning.
3. **Power Relations:** In contexts where power relations allow individuals to make behavioral decisions without severe social or economic sanctions from more powerful parties.
4. **Culture:** In cultures that value innovation, learning from others, and where individuals feel motivated by personal or collective aspirations.

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5. **Media/Technology:** When edutainment media can effectively reach audiences with relevant models and clear messages, and when there is an opportunity for audiences to practice the learned behaviors (Stewart & Walters, 2024).

Fails/Limited:
1. **Actors:** When the audience has cognitive limitations, or is in a psychological state that inhibits motivation and self-efficacy (Widodo & Astuti, 2024).
2. **Institutions:** In corrupt, dysfunctional, or unsupportive institutional environments for implementing new behaviors (Odoom, 2020).
3. **Power Relations:** When there are highly hierarchical or oppressive power relations that directly inhibit individual agency.
4. **Culture:** In very rigid cultures, those that reject innovation, or where there is strong stigma against certain behaviors even if proven beneficial (Qakisa, 2022). Some studies show that not all observed behaviors can be internalized, and factors such as cultural differences and individual backgrounds can influence whether a behavior will be imitated or not (Widodo & Astuti, 2024).
5. **Media/Technology:** When media access is limited, or edutainment messages are irrelevant, incredible, or incomprehensible to the audience, or when there is no opportunity to practice the modeled behavior.

Risk of Bias and Its Consequences

SCT, especially in edutainment applications, risks having a top-down bias and a technocratic bias. Although the theory emphasizes agency, in practice, edutainment models and messages are often designed by "experts" from above, who may unconsciously impose values, norms, or solutions that are not entirely appropriate for the local context. The consequence is that edutainment programs may be irrelevant or even counterproductive if the models presented cannot be identified with or trusted by the audience (Grady, Iannantuoni, & Winters, 2020).

There is also a risk of cultural bias, where ideal behavioral models or desired consequences may be based on dominant or Western cultural values, which are not always compatible with local cultures (Qakisa, 2022). For example, models of individual financial independence may clash with strong communal or familial values in some societies. The consequence is that messages can be rejected, misinterpreted, or create value conflicts in society. Therefore, it is important to conduct in-depth contextual research and involve audience participation in edutainment design. Some researchers highlight the importance of cultural tailoring to make SCT-based interventions effective across different ethnic and cultural groups. SCT is also criticized for focusing too much on individual-based determinants rooted in a Eurocentric perspective, and sometimes ignoring environmental determinants such as stress, poverty, or educational and health facilities that may be more influential than individual motivation (Qakisa, 2022).

Empirical Evidence of Theory Application

Cross-article synthesis: Three relevant Scopus articles identified for SCT theory analysis are as follows:
1. Grady, C., Iannantuoni, A., & Winters, M. S. Influencing the means but not the ends: The role of entertainment-education interventions in development. Studies in Comparative International Development, 55, 303–322. (Grady, Iannantuoni, & Winters, 2020)
2. Alawode, S. O., Atofojomo, O., & Fatonji, S. S. Home Video Depictions of Health and Moral Decadence as Correlates of Entertainment – Education in Nigeria. African Communication Research, 8. (Alawode, Atofojomo, & Fatonji, 2015)
3. Smith, D. The theory heard 'round the world. Monitor on Psychology, 33, 48. (Smith, 2002)

Journal Article 1
Context and Research Question

This article reviews existing literature to understand the types of entertainment-education interventions most effective in promoting new behaviors in development contexts. They seek evidence for whether Entertainment Education programs succeed in changing behavior by providing information related to the audience's personal behavior or about social norms. Specifically, they investigate how edutainment influences the *means* to achieve existing goals, not the *ends* themselves.

Method and Data

This study is an empirical literature review analyzing existing evidence on edutainment interventions. They use "social learning theory" as the dominant theory motivating entertainment-education programming. The data used are findings from various empirical studies on edutainment interventions. The quality of the design depends on the quality of the reviewed studies. Its limitation is that as a review, it synthesizes findings but does not generate new primary data.

Operationalization of Theory Concepts

Social Learning Theory concepts are operationalized through the idea that individuals choose behaviors to achieve desired outcomes and learn about the consequences of potential behaviors by observing their social environment, including behaviors presented in broadcast media. In the context of edutainment, this means characters and storylines serve as models and demonstrate the consequences of actions. This operationalization is consistent with SCT principles of observational learning and outcome expectancy.

Main Findings

This review found extensive evidence that entertainment-education programs successfully persuade audiences to adopt new ways of achieving existing goals. This is done by providing information related to the audience's personal behavior or by providing information about social norms. The article concludes that edutainment is successful in changing behavior by linking desired behaviors with individuals' existing goals. However, the literature does not provide much evidence that media causes behavioral change by persuading individuals to adopt new goals.

Consistency of Findings with Theory Propositions

These findings support the SCT proposition that observational learning and vicarious reinforcement through media can influence behavior. In particular, it shows that edutainment can be effective in facilitating the adoption of new *means* to achieve goals, which aligns with SCT's mechanism in demonstrating how certain behaviors can produce positive outcomes. It also supports the role of self-efficacy, where individuals who see models succeed in new ways may feel more capable of doing so themselves. These findings conditionally suggest limitations of SCT in changing individuals' fundamental goals.

Journal Article 2: Alawode, et al.
Context and Research Question

This study examines the depiction of health and moral decadence in Nigerian home videos as an example of entertainment-education. It asks to what extent home videos, widely available and used for entertainment purposes, have been utilized to advance educational interests in Nigeria.

Method and Data

This study adopted a content analysis method, using Social Cognitive Theory and Agenda Setting Theory as theoretical frameworks (Alawode, Atofojomo, & Fatonji, 2015). The sample consisted of fifty Yoruba and English-language home video films. The quality of content analysis design allows for the identification of themes and patterns in media content, but its limitation is that it does not measure direct behavioral impact on the audience.

Operationalization of Theory Concepts

SCT is operationalized by analyzing how character and storyline depictions in home videos serve as models for health and moral behaviors. This involves identifying modeled behaviors, the consequences experienced by the models, and how this can influence audience knowledge, attitudes, and potential behaviors. Although details are not provided, the use of content analysis to look at "depictions" implicitly includes the identification of elements of observational learning, vicarious reinforcement/punishment.

Main Findings

This study found that Nigerian home videos show depictions of health behaviors and moral decadence. These films often present positive consequences for behaviors deemed moral and healthy, and negative consequences for decadent behaviors, thus potentially serving as an entertainment-education tool. Consistency of findings with theory propositions.

Consistency of Findings with Theory Propositions

These findings support the SCT proposition that entertainment media can present models that, through observational learning, influence audiences. The clear depiction of behavioral consequences directly supports the concepts of vicarious reinforcement or vicarious punishment in SCT.

Journal Article 3: Smith, D.

Context and Research Question

This article highlights the central role of Albert Bandura's Social Cognitive Theory in television and radio dramas aimed at preventing unwanted pregnancies, reducing HIV spread, promoting literacy, empowering women, and increasing self-efficacy in third-world countries. Specifically, it refers to the drama "Twende na Wakati" in Tanzania which aimed at HIV prevention and population growth reduction. The underlying question is how Bandura's theory underlies the success of such dramas.

Method and Data

This article appears to be a review or descriptive article focusing on the application of SCT in real-world edutainment cases. Although not a primary empirical study, it refers to studies evaluating the effects of dramas such as "Twende na Wakati." Its limitation is that it presents a summary of findings from other studies without in-depth methodological analysis of those studies.

Operationalization of Theory Concepts

SCT is operationalized through the design of dramas that feature "role models" whose behavior the audience is intended to imitate, as well as mechanisms for increasing self-efficacy (Smith, 2002). This directly reflects the SCT concepts of observational learning and self-efficacy.

Main Findings

The "Twende na Wakati" drama positively contributed to HIV prevention and population growth reduction, largely thanks to Bandura's theory (Smith, 2002). The drama successfully encouraged behavioral change in viewers, showing that people learn from role models whose behavior they want to imitate. The article also emphasizes the increase in viewers' self-efficacy as a result of the intervention.

Consistency of Findings with Theory Propositions.

These findings strongly support the SCT propositions. The case of "Twende na Wakati" demonstrates how observational learning through appealing role models and increased self-efficacy can effectively trigger significant behavioral change in complex health and social issues. This confirms that edutainment design based on SCT can be a powerful tool in development communication.

Table 1. Cross-Article Synthesis

Article	Context & Research Question	Method & Data	Operationalization of SCT Concepts	Main Findings	Consistency with Theory Propositions
(Grady et al., 2020)	Review of edutainment in development; effectiveness in promoting new behaviors (means, not ends).	Empirical literature review on edutainment interventions.	Individuals learn from media observation; choose behaviors for desired outcomes.	Edutainment programs succeed in adopting new ways for existing goals, especially through personal behavior info & social norms.	Supportive.
(Alawode et al., 2015)	Depiction of health & morality in Nigerian home videos as edutainment; extent to which it advances education.	Content analysis of 50 Yoruba & English home video films.	Depiction of characters/storylines as models for health/moral behavior.	Depictions in home videos can provide behavioral models that potentially influence audiences.	Supportive.
(Smith, 2002)	Role of SCT in radio/TV dramas for HIV, population, literacy in developing countries.	Review/descriptive of "Twende na Wakati" drama effects based on other studies.	Drama design features role models; increased audience self-efficacy.	"Twende na Wakati" drama contributed to HIV prevention & population reduction through role models & increased self-efficacy.	Strongly Supportive.

Source: Processed by the author

Overall, the pattern of findings from these three articles consistently supports the strength of Social Cognitive Theory in explaining and guiding the effectiveness of entertainment-education interventions for behavioral change in development contexts. These articles show that edutainment, based on SCT, is successful in helping audiences adopt new ways to achieve existing goals, affirming the role of observational learning and outcome expectations. They indicate that depictions in entertainment media can serve as behavioral models, consistent with SCT's concept of modeling.

Inconsistencies or research gaps that may arise are that most studies tend to focus on individual behavioral change, and less on how SCT can explain change at systemic or structural levels, or how larger power dynamics influence the reception of models and self-efficacy (Zheng, 2021). There is also a need for further studies that explicitly test all SCT concepts in edutainment design in the Indonesian context in depth.

Comparison with Other Theories and Synthesis

As a comparative theory, we can use the Diffusion of Innovations Theory by Everett Rogers. Reason for selection: It is a fundamental theory in development communication that also explains the process of adopting new ideas or practices. Diffusion of Innovations focuses on how innovations spread through communication channels over time among members of a social system. Both SCT and DOI address behavioral change, but from different perspectives. DOI emphasizes the characteristics of the innovation, communication channels, time, and social system, while SCT focuses more on individual psychological processes and social learning. Comparing the two will provide a richer understanding of how individuals adopt innovations and the role of communication.

Table 2. Structured Comparison: Assumptions, Unit of Analysis, Mechanism of Change, Role of Communication, Role of Power/Structure, Intervention Implications:

	Social Cognitive Theory	Diffusion of Innovations Theory
Basic Assumptions	Individuals are proactive agents; behavior is shaped by reciprocal interaction of personal, behavioral, & environmental factors; observational learning is the primary mechanism.	Innovations are beneficial and will be adopted; communication spreads knowledge; society has adopter categories.
Unit of Analysis	Individuals and micro social interactions.	The innovation itself, individuals, communication channels, social system.
Mechanism of Change	Observational learning, vicarious reinforcement, increased self-efficacy, outcome expectations, self-regulation.	Five stages of the innovation-decision process; role of innovation characteristics (relative advantage, compatibility, complexity, trialability, observability).
Role of Communication	Providing behavioral models through media or social interaction; shaping beliefs and self-efficacy; conveying behavioral consequences.	Spreading information about innovations through mass media and interpersonal channels; reducing uncertainty.
Role of Power/Structure	Power and structure influence the environment that shapes behavior; but individual agency and self-efficacy can modify responses to structure.	Power and structure can inhibit or accelerate diffusion; opinion leaders have significant influence.
Intervention Implications	Edutainment design with positive, relatable models, showing positive consequences, and designed to increase audience self-efficacy.	Identifying appealing innovation characteristics; using mass media for awareness and interpersonal channels for persuasion; identifying and utilizing opinion leaders.

Source: Processed by the author

SCT excels in explaining how and why individuals decide to adopt or change behavior after exposure to messages or models. It provides detailed psychological and social mechanisms underlying such changes, especially important in edutainment design where learning through stories and characters is key (Kelder, Hoelscher, & Shegog, 2017). DOI, on the other hand, excels in explaining how an innovation spreads within a social system and the factors influencing the speed of adoption (Iqbal & Zahidie, 2021). DOI is excellent for understanding the dynamics of adoption at community or systemic levels, and the important role of communication channels and opinion leaders.

For comprehensive development communication design, the integration of SCT and DOI is highly recommended. SCT can be used to design edutainment messages that effectively encourage individuals at the "knowledge" and "persuasion" stages in the DOI model, focusing on creating credible models, increasing self-efficacy to overcome innovation "complexity," and demonstrating "observability" of benefits. Meanwhile, DOI can help in planning strategies for disseminating such edutainment messages through appropriate channels, identifying change agents (opinion leaders) who can serve as social models, and understanding how social norms within the system affect compatibility and acceptance of innovations (Łuszczyńska & Schwarzer, 2020). Reconception can involve combining SCT's "model" concept with DOI's "opinion leaders," and integrating "self-efficacy" into DOI's "persuasion" stage as a key determinant of individual decision-making.

Relevance Test in Real Cases of Development Communication in Indonesia
Brief Case Description

A campaign to increase mothers' participation in Posyandu for complete child immunization in rural areas of Kabupaten X, Indonesia. The problem is low coverage of complete immunization due to circulating myths, distrust of modern health services, and mothers' busy farming schedules. Government programs have organized Posyandu, but participation has not been optimal.

Theory Application
1. Actors: Young mothers, Posyandu cadres, village midwives, religious/traditional leaders, husbands/families.

2. Messages: Benefits of immunization for child health, safety of immunization, importance of mother's participation.
3. Channels: Posyandu meetings, cadre home visits, mothers' WhatsApp groups, local radio dramas, short videos on social media.
4. Institutions: Puskesmas (community health centers), Posyandu, PKK, religious/traditional groups.
5. Power Relations: Husbands or in-laws have significant influence over mothers' decisions; religious/traditional leaders have strong legitimacy.
6. Cultural Context: Respect for elders, local myths and beliefs, communal culture.

What the Theory Explains Well vs. What It Does Not Explain Well

Explained Well by SCT:

1. Observational Learning: SCT can explain how mothers can learn from models who bring their children to Posyandu and see positive results. Radio dramas or short videos can feature relatable mother characters who face doubts, seek information, and eventually successfully immunize their children (Kelder, Hoelscher, & Shegog, 2017).
2. Self-Efficacy: SCT can explain the increase in mothers' belief in their ability to bring their children to Posyandu, especially if they see models who successfully overcome similar barriers. Edutainment design can show practical strategies that can be imitated to overcome these barriers (Manjarres-Posada, Onofre-Rodríguez, & Benavides-Torres, 2020).
3. Vicarious Reinforcement: Mothers who see models in stories receive praise or positive outcomes after immunization will be more motivated to imitate that behavior.

Not Explained Well by SCT:

1. Structural Barriers: SCT is less able to explain how lack of access to transportation, hidden costs for Posyandu visits, or uneven availability of vaccines affect participation.
2. Deeply Ingrained Social Norms: Although SCT touches upon the environment, changes in strong cultural norms or social pressure from traditional/religious figures opposing immunization might be better explained by intercultural communication theories or social norm change theories.
3. Power Structure: SCT does not explicitly address how power dynamics within families or communities affect mothers' agency.

Implications for Communication Intervention Design

Here are the implications for SCT communication design:

1. Message Framing Strategy: Messages should be framed not only on health benefits, but also on social and practical aspects. Edutainment should present narratives that subtly erode myths and offer realistic solutions (Kelder, Hoelscher, & Shegog, 2017).
2. Selection of Actors and Channels: Use relatable model characters in radio dramas/videos. Involve Posyandu cadres and village midwives as discussion facilitators. Use religious/traditional leaders as supporting communicators if possible, to address power relations and cultural norms (Rismawati, Pamungkasari, & Novika, 2024).
3. Participation/Knowledge Governance Design: In addition to edutainment, facilitate mothers' discussion groups where they can share experiences, motivate each other, and collectively strengthen self-efficacy. This also allows for interpersonal validation of information.
4. Relevant Evaluation Indicators: In addition to immunization coverage, evaluation should include increased self-efficacy of mothers, changes in perceptions of immunization and health services, and changes in social norms that support immunization.
5. Ethical Risks: Avoid inducing shame or stigmatization of mothers who have not been immunized. Ensure that models in edutainment do not create unrealistic standards. Maintain the confidentiality of audience personal information.

Brief Comparison: What is the Difference in Recommendation if Using the Comparative Theory?

If only using DOI, recommendations would focus more on identifying "innovator" or "early adopter" mothers and using them as change agents to disseminate information about immunization. Strategies would be more about diffusing information through interpersonal and mass channels, and highlighting the relative advantages of immunization. However, DOI might provide less guidance on how messages should be designed to effectively motivate individuals, or how to overcome psychological barriers such as low self-efficacy or strong myths. SCT, with its focus on psychological mechanisms, complements DOI by providing deeper content design guidance.

CONCLUSIONS

Here are some key conclusions in this article:

1. Bandura's SCT explains behavioral change through edutainment with mechanisms of triadic reciprocal determinism, observational learning, and self-efficacy, which interact to form beliefs, expectations, and actions.
2. SCT developed from the roots of behavioristic and cognitive psychology in the post-World War II era, in the context of a paradigm shift towards recognizing individual cognition and agency, aligning with the need for more participatory development communication.
3. SCT works well in edutainment when there are relevant and credible models, and a supportive environment. However, it fails to explain structural barriers or deeply ingrained social norms that severely limit individual agency.
4. Empirical evidence from Scopus articles consistently supports SCT in edutainment for behavioral change, demonstrating the effectiveness of modeling and self-efficacy enhancement. However, further operationalization of concepts and studies in non-Western contexts, including Indonesia, are still needed.
5. Compared to the Diffusion of Innovations Theory, SCT excels in explaining individual psychological mechanisms in adopting behavior, while DOI is better at explaining the spread of innovations at the social system level. The integration of both can provide a more holistic framework for development communication intervention design.

Paper Contribution

This paper provides a clarified conceptual map of SCT in the context of edutainment for development communication, explicitly identifying its assumptions, key concepts, and propositions. It also clarifies SCT's boundary conditions and potential biases in the development context, and offers a synthesis that integrates SCT with DOI for a more comprehensive understanding of behavioral change.

Paper Limitations

The limitations of this paper lie in the narrative-systematic nature of the literature review, which may not be as comprehensive as a full systematic review with meta-analysis. Other limitations include the author's reliance on interpretation of the reviewed articles and the lack of primary data collected directly from edutainment contexts in Indonesia.

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