





Interaction Between Buddhist Sunday School Teacher Competence and Student Learning Motivation

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ABSTRACT

Research focused on the important role of teacher competence in shaping individual understandings of learning motivation. 170 respondents used relevant instruments to collect data. Regression analysis is used to test the independent variables, personality competence, competency, social competence, and professional competence, against learning motivation as a dependent variable. The results of the statistical tests show that the regression model has good quality, and there are indications of other factors that also influence it. The analysis shows that the practice of personality competencies, competences, social competencies, and professional empathy has a significant and positive influence on student learning motivation. Implications: teachers' competencies can be factors that support the development of understanding and practice of Buddhist teachings in the learning environment.

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Introduction

In the context of religious education, Buddhist education in weekly schools, the role of teachers is crucial in motivating and shaping the character of students siswa (Zega et al., 2022, p. 47). Buddhist week schoolteachers are claimed to have a variety of competences, namely pedagogical, personal, social, and professional competences. These competences are believed to play a significant role in increasing student learning motivation. However, how the interaction between the four competences affects student learning motivation is still not much explored in depth.

Pedagogical competence includes the ability of teachers to design, implement, and evaluate the learning process effectively. Personality competencies relate to the integrity, emotional stability, and morality of teachers. Social competencies include the ability to communicate, interact, and collaborate with students and parents. Meanwhile, professional competence involves in-depth knowledge of Buddhist



teachings and good teaching skills. Each of these competences is expected to support and enhance student learning motivation, which includes student interest, attention, and effort in learning. Although each teacher's competence is considered important, the interaction between these competences and their impact on student learning motivation has not been much studied. Is pedagogical competence more dominant than personal competence in increasing student learning motivation? How does the social and professional competence of teachers contribute to creating a supportive learning environment? These questions indicate a gap in previous research and underline the need to further explore the relationship between teacher competence and student learning motivation.

Based on the background and the identification of existing problems such as student learning motivation decreasing during learning (Izzatunnisa et al., 2021, p. 9), the research was considered important to carry out. By studying the interactions between the pedagogical, personal, social, and professional competences of Buddha week schoolteachers towards student learning motivation, it is expected to be found a more effective way to enhance learning motivations. This research will also provide deeper insights for Buddhist educators and educational managers to design more holistic and effective learning strategies. The decision to undertake this research was based on the need to enrich academic literature and better educational practices, in order to support the spiritual and academic development of students in Buddhist week schools.

Research Question.

1. How does the pedagogical competence of a Buddha week schoolteacher affect the learning motivation of a student?
2. How do the personality competences of Buddha Week school teachers influence student learning motivations?
3. How do Buddha weeks schoolteacher social competences play a role in increasing student learning Motivation?
4. How do professional competencies of Buddhist week school instructors influence students' learning motivation?
5. How do interactions between the pedagogic, personal, social, and professional competences and the teachers' learning motivated by Buddha's week school students interfere?

Literature Review

Learning Motivation

The teacher's ability to manage the learning of the pupil includes minimum understanding of the educational foundations, understanding the individual students, development of curricula or curriculum, learning planning, implementation of interactive and motivating learning, use of learning technology, evaluation of learning outcomes, as well as development of the potential of students to self-actualization (Sulaki et al., 2019, p. 202). Learning motivation is an important element in the context of education (Kurniadi et al., 2020, p. 2). It covers internal and external factors that encourage students to make behavioral changes (Selvina



Salsabila et al., 2023, p. 1). Students with high learning motivation are expected to better learning outcomes compared to students with low motivation (Sartika et al., 2018, p. 42).

Motivation serves as a driving force for learning activities, so that learning objectives can be achieved (Krismony et al., 2020, p. 251). Motivation is also understood as the force (energy) that generates the will to carry out an activity (Suharni, 2021, p. 178). Learning motivation is an internal impulse that drives a person to engage in learning activities and improve his or her learning outcomes (Nursalma & Pujiastuti, 2023, p. 137). This factor is the key to creating effective learning (Gumala et al., 2023, p. 3906). Learning motivation is also an individual's urge to take action in learning for a specific purpose (Riki & Kusno, 2023, p. 135). In the Buddhist teachings it is explained that a person who is diligent, clever, full of faith, has the enthusiasm to concentrate and investigate the teachings correctly, with the supply of knowledge and perfect behavior and has the consciousness of being avoided from trouble (Dhp.X.144), It is because everything does not happen suddenly or by chance, everything has a reason. The Buddha stated that "if you are trained as a farmer who has to work hard to best cultivate the soil, sow seeds, irrigate and so on, the plant must take time to sow, grow gradually until it finally yields fruit (A.I, n.d., p. 229). Which means without an internal urge and a willingness to learn, one will not the desired results. Thus, learning motivation becomes a key factor in achieving effective and quality learning, just as consistent and conscious effort in Buddhist teachings leads to good results.

The various opinions of experts drew an understanding that learning motivation is a crucial element that is inseparable from education, an internal and external impulse that encourages students to engage in learning activities, enables behavioral change, and is expected to produce better learning outcomes, as well as a key factor for effective learning and achieving learning goals (Sartika et al., 2018, p. 42).

Teacher's Competence

The teacher is enlightened, his teaching is true, well-defined, useful in comforting, the clan brings light, and leads his disciples, after he has refined them, trained them, correctly, and nurtured them, and after he hears them, the disciple also practices harder, and obtains great service and reassuring, so that the highest light is attained (D.III, 2009, p. 121). Teacher competence includes a combination of knowledge, behavior, and skills mastered by a teacher or educator to a learning goal (Hana et al., 2021, p. 169). (Syania Furi, 2023, p. 109). Teacher competence has several aspects that are important support for teachers, among others.

Personality Competence

Teachers are human beings who have personality as individuals (Wandini & Abdurakhman, 2018, p. 54), whereas personality competence is an aspect related to the personal character of an educator, which is reflected in behavior and actions (Masnur et al., 2023, p. 65; Waluyo et al., 2023, p. 522). Teacher personality



competences include traits such as integrity, honesty, maturity, conviction, morality, as well as the ability to develop oneself with discipline, responsibility, sensitivity, objectivity, flexibility, broad insight, and communication skills, including the capacity to develop professionalism such as creative thinking, critical, reflective, and lifelong learning spirit and decision-making ability (Safitri & Refinaldi, 2021, p. 78). Personal competence becomes the foundation for teachers to have teaching skills, professionalism, and social interaction, by incorporating resilience, motivation, and innovation skills (Aoetpah, 2022, p. 137).

A strong, moral, wise, empowered personality that serves as an example for students (Hakiki, 2020, p. 634). Teacher personality competence can then be understood as a representation of personal character that is reflected in behavior and actions, including attributes such as integrity, honesty, maturity, morality, and the ability to develop and interact effectively. It is also a foundation for the resilience, motivation, and innovation of teachers in the performance of teaching duties, professionalism, and social interaction, while being a solid and authoritative model for learners. Indicators of personality competence; Acting in accordance with religious, legal, social, and cultural norms; Presenting yourself as an honest person, noble morality and an example to the society; Present yourself as a stable, steady, mature, educated, and authoritative person; Demonstrating work ethos, high responsibility, pride in being a teacher, and confidence; Visiting the high code of teacher ethics (Kartika & Ambara, 2021, p. 384 ; Sibulo et al., 2023, p. 218).

Pedagogical Competence

Buddhist teachings provide an explanation that Buddha does not want an education that produces a line of blind people leading each other (M.II., n.d., p. 170), meaning a description of situations in which people who do not have adequate knowledge or insight try to guide each other. In the context of education, it criticizes teaching methods that do not give in-depth understanding to its students. Similarity of meaning exists in the concept of pedagogical competence which includes the ability of teachers in mastering the theory and practice of learning. This includes the ability to manage learning, plan and implement learning, evaluate learning outcomes, and develop the potential of learners to update their abilities (Jajat Sudrajat, 2020, p. 104). The ability to plan a teaching curriculum includes several different abilities (May Andini & Supriadi, 2018, p. 151). The capacity to plan an teaching course includes a variety of abilities, such as managing learning with the concept of teaching readiness demonstrated through the mastery of knowledge and teaching skills (Indrawan & Marvida, 2023, p. 2). Teachers must be able to prepare learning tools, implement learning, and evaluate learning (Asih et al., 2022, p. 4582).

Pedagogical competence is the ability of teachers to master the theory and practice of learning, including in managing, planning, implementing, and evaluating learning, as well as in developing the potential of learners to optimal abilities. While the indicators of pedagogical competency are to master student characteristics; master learning theories and learning principles that educate; curriculum development; educational learning activities; development of student potential; communication with learners; and Assessment and evaluation (Jannah & Na'imah, 2022, p. 107).



Social Competence

The social competence of teachers, which includes the ability to be motivators and sources of inspiration for learners, can influence the learning motivation of students (Saparuddin & Iskandar, 2017, p. 61). This involves ability to communicate effectively, using communication and information technology, as well as effective interaction with students, peers, parents/students, and the community around them (Sulaki et al., 2019, p. 202; Hana et al., 2021, p. 169; Hariani et al., 2022, p. 418). Teachers' social competences also include collaboration for the benefit of the school, participation in community activities, and social sensitivity to individuals or other groups. (Wahyuni et al., 2021, p. 174). It is a set of skills that teachers need to interact effectively with all stakeholders in the educational context (Saparuddin & Iskandar, 2017, p. 66).

It can be understood that the social competence of teachers includes the ability to be motivators and sources of inspiration for students, as well as the capacity to communicate and interact effectively with various stakeholders in the educational context, which includes students, fellow teachers, parents / parents of students, and the community around them. Pedagogical competence indicators include teachers' ability to manage learning, teachers' ability to understand students (the emotional, characteristic, and moral characteristics of students), teachers' ability to plan learning (to conduct), the ability of teachers to conduct educational and dialogue learning, the ability to utilize learning technology (the learning media), and the teacher's ability to evaluate (process) learning outcomes openly and democratically (Hidayat et al., 2022, pp. 219–220; May Andini & Supriadi, 2018, p. 151).

Professional Competence

Effective teachers are able to manage and carry out their daily duties as professional educators, who are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating pupils from early childhood education to secondary education. (Jajat Sudrajat, 2020, p. 103). Professional competence is conceptualized as the mastery of a particular situation formed through learning knowledge, skills, attitudes, and motivational variables (Firmadani, 2022, p. 194). Which is also understood as a set of abilities that teachers must possess in order to perform their teaching duties (Kurniadi et al., 2020, p. 9).

Attracting an understanding that the professional competence of the teacher, includes the ability to manage and carry out daily tasks as a professional educator, which includes educating, teaching, guiding, directing, training, assessing, and evaluating learners of effective teaching. Professional competence of teachers has indicators as follows; mastery of the material, structure, concepts and thinking of science that support the subjects enabled; mastering of the standards of competence and basic competences of the subject enabled, the development of learning materials creatively; the continuous development of professionalism; and the application of information and communication technologies for self-development; understanding in the field of educational psychology; Ability in carrying out learning evaluation; Ability in conducting research and scientific thinking to improve performance (Novitasari & Fitria, 2021, p. 69; Yulmasita Bagou & Sukung, 2020, p.



124). Teacher competence, which is one of the factors driving student learning motivation is external will have a positive impact for students in motivating themselves in learning other than internal factors that originate from within (Susilawati, 2021, p. 159).

Research Method

Research Design

According to Sugiyono (2013:110), research design can be understood as comprehensive planning needed to answer research questions and address potential difficulties that may arise during the research process. Research design plays a key role in designing strategies for obtaining the data needed to test hypotheses or answer research questions, as well as a means to control variables that can affect research results. This research uses the type of field research aimed at studying the impact of Personality Competence, Pedagogical Competence and Social Competence on teachers of Buddhist Education in the Province of Lampung. In an effort to a goal, research covers a sequence of steps, covers observations, develops the background of problems, identifies problems, formulates problem statements, establishes theoretical foundations, designs research methodologies, defines research variables, creates a set of research instruments, conducts research, validates tools, collects data through surveys, analyzes data, and advances through the discussion phase, draws conclusions, and presents recommendations.

Participants

The participants in this study were 170 Buddhist Sunday School Teacher in Lampung.

Instruments

1. Personality Competence

Representations of personal character that are reflected in behavior and deeds, include attributes such as integrity, honesty, maturity, morality, and the ability to develop and interact effectively. It is also a foundation for the resilience, motivation, and innovation of teachers in the performance of teaching duties, professionalism, and social interaction, while being a solid and authoritative model for learners. With indicators; Acting in accordance with religious, legal, social, and cultural norms; Presenting yourself as an honest person, noble morality and an example to society; Presenting yourself as a solid, stable, mature, educated, and authoritative person; Demonstrating work ethos, high responsibility, pride in being a teacher, and confidence; Visiting the high code of teacher ethics (Kartika & Ambara, 2021, p. 384 ; Sibulo et al., 2023, p. 218).



2. Pedagogical Competence

Pedagogical competence is the ability of teachers to master the theory and practice of learning, including in managing, planning, implementing, and evaluating learning, as well as in developing the potential of the learners to optimal abilities. Indicators of pedagogic competence are: mastering the characteristics of learners; mastering learning theories and learning principles that educate; curriculum development; educational learning activities; development of student potential; communication with pupils; and Assessment and evaluation (Jannah & Na'imah, 2022, p. 107).

3. The Social Competence

The social competence of teachers includes the ability to be motivators and sources of inspiration for learners, as well as the capacity to communicate and interact effectively with the various stakeholders involved in the educational context, which includes students, fellow teachers, parents / parents of students, and the community around them. Indicators of pedagogic competence include teachers' ability to manage learning, teachers' ability to understand students (the emotional, characteristic, and moral characteristics of students), teacher's ability to design learning, teacher' s ability to implement educational and dialogue learning, their ability to utilize learning technology (learning media), and their capacity to evaluate (processing) learning outcomes openly and democratically (Hidayat et al., 2022, pp. 219–220; May Andini & Supriadi, 2018, p. 151).

4. Professional Competence

The professional competence of teachers includes the ability to manage and carry out day-to-day tasks as a professional educator, which includes educating, teaching, guiding, directing, training, evaluating, and assessing learners of effective teaching. Professional competence of teachers has indicators as follows; mastery of the material, structure, concepts and thinking of science that support the subjects enabled; mastering of the standards of competence and basic competences of the subject enabled, the development of learning materials creatively; the continuous development of professionalism; and the application of information and communication technologies for self-development; understanding in the field of educational psychology; Ability in carrying out learning evaluation; Ability in conducting research and scientific thinking to improve performance (Novitasari & Fitria, 2021, p. 69; Yulmasita Bagou & Sukung, 2020, p. 124).

5. Learning Motivation

Learning motivation is a crucial element that is inseparable from education, an internal and external impulse that encourages students to engage in learning activities, enables behavioral change, and is expected to produce better learning outcomes, as well as key factors for effective learning and achieving learning goals (Sartika et al., 2018, p. 42).

Result and Discussion

Data Collection

A questionnaire is a data collection method that presents a number of questions or written statements to respondents, in the hope that they can provide answers (Asim



et al., 2023, p. 19; Kumar, 2021, p. 9). Terminology presented by (Sugiyono, 2021, p. 192), a research instrument made to evaluate the values of the variables being studied. To obtain accurate quantitative data, each research instrument must be accompanied by a scale. The data collection process can be carried out in a variety of contexts, coming from different sources, and involving different methods, as described by (Sugiyono, 2013, p. 187). As for data collection techniques, such methods may involve interviews, questionnaires, observations, or even a combination of three approaches.

Data analysis

Validity Test

Table 1. 1 Validity Test Variable

Case Processing Summary		
Variabel	N	Valid
Motivasi Belajar	30	Valid
Kompetensi Kepribadian	30	Valid
Kompetensi Pedagogik	30	Valid
Kompetensi Sosial	30	Valid
Kompetensi Profesional	30	Valid

a. Listwise deletion based on all variables in the procedure.

Tests were carried out on the learning motivation variables (Y variable), personality competence, pedagogical competency, social competence and professional competence. (Variabel). A summary of data processing shows between variables Y and Variable X that out of a total of 30 respondents, all items (100%) are considered valid and none are excluded in the analysis. An instrument is said to be valid when it can effectively measure what is meant and accurately capture data related to the variable being studied, according to (Arikunto, 2006, p. 168). In determining the validity of an item in the elevator, the researchers performed a validity test using the SPSS 26 Computer Software (Priyatno, 2008, hlm. 21) which states that an item can be declared valid when its correlation value exceeds 0.05.

Reliability Test

Reliability is a guarantee that an instrument is reliable and worthy of use as a data collection tool, especially if the instrument has been well constructed, as presented by (Arikunto, 2006, p. 178). In this study the reliability test was performed using a scale of 1-5. The degree of significance used in this test was set at 7% or 0.07.



Tabel 1. 2 Reliability Test Variable

Reliability Statistics	
Cronbach's Alpha	Variabel
0,751	Motviasi Belajar
0,753	Kompetensi Kepribadian
0,765	Kompetensi Pedagogik
0,741	Kompetensi Sosial
0,753	Kompetensi Profesional

Based on statistical analysis of reliability, Cronbach's Alpha value for the five variables studied indicates a good level of internal consistency. The "Learning Motivation" variable has a Cronbach's Alpha value of 0.751, indicating that the instruments used to measure learning motivation are fairly reliable. Similarly, both "Personal Competence" and "Professional Competency" have the same Cron Bach's Alfa value of 0,753, which also indicates a good reliability. "Pedagogical Competition" obtains a score of 0.765, which is the highest value among all variables, which indicates that this instrument is highly reliable; finally, "Social Competence", has a 0.741 Cronbach' s Alpha value, which also reflects a good internal consistency. Overall, the five variables indicate that the measuring instruments used are reliable for this research.

Normality Test

Tabel 1. 3 Normality Test

One-Sample Kolmogorov-Smirnov Test		
Variabel	N	Unstandardized Residual
Motivasi Belajar	170	0,081
Kompetensi Kepribadian	170	0,200
Kompetensi Pedagogik	170	0,048
Kompetensi Sosial	170	0,200
Kompetensi Profesional	170	0,081
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Analysis results in Table 1. 3 The normality test showed no symptoms. Sig. (2-tailed) is an asymptomatic significance value for a two-way test, and the value is about 0.052. This value is greater than the significance level. (0,05). A normality test was performed to assess whether the data collected came from a normal-distributed population or not, as described by Noor. (2013:174). In this study, the normality test



was performed using SPSS 26 software, using a test of one Kolmogorov-Smirnov sample with a certain degree of significance of 0.05.

Homogeneity Test

Table 1. 4 Homogeneity Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2665,303	1	2665,303	21,636	.000 ^b
	Residual	8746,450	71	123,189		
	Total	11411,753	72			

a. Dependent Variable: Motivasi Belajar

b. Predictors: (Constant), Kalyāṇamitta

Data processing is understood that independent variables make a significant contribution in explaining variations in Personality Competence, Pedagogical Competency, Social Competence and Professional Competence. The predictor variable "Learning Motivation" can provide useful information in understanding the differences in competence between different individuals or groups. The homogeneity test is a method used to determine whether variants of several populations are identical or not. The basic assumption in variance analysis (ANOVA) for populations is the same variance. If the test result exceeds 0.05, it can be concluded that the variance of both data groups is similar, as stated by (Priyatno, 2008, hlm. 31).

Descriptive Analysis

Table 1. 5 Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Motivasi Belajar	69,19	10,980	170
Kompetensi Profesional	69,21	9,276	170
Kompetensi Sosial	68,99	8,746	170
Kompetensi Pedagogik	69,05	11,138	170
Kompetensi Kepribadian	71,11	7,956	170

Descriptive analysis is the approach used to give a comprehensive picture of the free variable (X) namely Kalyāṇamitta and the bound variable(Y) which is the discipline of learning. The purpose of the description analysis is to explain and address the problem concerning the impact of kalyanamiitta on the learning discipline among young people. In doing this analysis, the researchers used a percentage scale, with the help of SPSS Computer Software 26, to present their findings.



Regression Linear

The results of the data test obtained a determination coefficient (R Square) of about 0.622=62.2% of the personality competence variable, of 0.754=75.4% of the pedagogical competency variable influenced, social competence gave 0.477=47.7% in contributing, while Personality Competence contributed to the learning motivation of 0.562=56.2%. Obtains a conclusion that the four predictor variables influence the criterion variable.

Table 1. 6 Regresi Linier

Model Summary			
	R Square	Adjusted R Square	Std. Error of the Estimate
Kompetensi Kepribadian	0,622	0,619	6.774
Kompetensi Pedagogik	0,754	0,752	5.465
Kompetensi Sosial	0,477	0,474	7.962
Kompetensi Profesional	0,562	0,559	7.292
Simultan	0,775	0,770	5.271

Discussions

The Influence of Pedagogical Competence on Students' Learning Motivation

A good mastery of pedagogical competence by a lecturer will have an impact on optimal learning outcomes (Rahman et al., 2019, p. 384). Pedagogical competence includes the ability of teachers to plan, implement, and evaluate the learning process effectively. Teachers who are strong and steadfast in their teaching duties, as well as never neglect their responsibilities in quality training, will make a useful contribution to education (A.IV.3). Understanding the influence of this pedagogical competence emphasizes the importance of training and pedagogical development for teachers, which in turn can increase student learning motivation. Knowledge and skill are the greatest blessings (Sn.261). Understanding the influence of this pedagogical competence emphasizes the importance of training and pedagogical development for teachers, which in turn can increase student learning motivation. Knowledge and skill are the greatest blessings (A.I.103).

Impact of Personality Competence on Student Learning Motivation

Personality competencies include personal characteristics of teachers such as patience, empathy, and integrity that can affect the relationship between teacher and student. Teaching driven by love, learning is not aimed at personal gain, learning without harm to yourself and others (D.III, 2009, p. 184). By knowing the impact of personality competencies, they are most effective in encouraging student learning motivation. The plant must take time to sow, grow gradually until the end of the seed is seeded (A.1:229).



The Role of Social Competence in Increasing Students' Learning Motivation

Social competence involves the ability of teachers to communicate, collaborate, and build positive social relationships with students and learning environments. A teacher must be able, be calm when speaking in front of the crowd, keep his speech directed, without hiding anything, and not confused or angry when faced with questions (A.IV, n.d., p. 196). Even someone who has a good friend, Kalyāṇamitta, or a good brother, can be expected to develop and train his will, as well as perfect his way of speaking, acting, living, struggling, giving attention, and focusing (S.V.2). The importance of having social skills in creating a conducive and motivating learning environment for students.

Impact of Professional Competence on Students' Learning Motivation

Professional competences include knowledge and specialized skills in the field of Buddhist education as well as the ability to continue to develop themselves professionally. Through this research, it is expected to be revealed how much the influence of professional competence on the learning motivation of students and the importance of improving the professionalism of teachers.

Interaction between pedagogical, personal, social, and professional competencies in influencing student learning motivation

This research will examine how the interaction between the pedagogical, personal, social, and professional competences of Buddha week schoolteachers affects student learning motivation. The focus is on understanding whether a combination of these four competences has a synergistic effect in stimulating student learning motivation. By identifying these interactions, research is expected to provide a holistic overview of the factors that contribute to the motivation of students and how teachers can optimize their competence in various aspects to better results.

The interaction between the pedagogical, personal, social, and professional competences of Buddha Sunday School teachers in influencing student learning motivation

The interaction between the pedagogical, personal, social, and professional competences of Buddha week schoolteachers is very influential in influencing student learning motivation. Pedagogical competence ensures that teachers are able to deliver material effectively and interestingly, which makes students more interested and enthusiastic to learn. The teacher's friendly, patient, and inspiring personality creates a positive and supportive learning environment, so that students feel comfortable and motivated to attend lessons. The social aspects of teachers, such as the ability to communicate and interact with students and parents, strengthen relationships and build mutual trust, which encourages student active involvement. Professional competence, which includes in-depth knowledge of Buddhist teachings and sustainable self-development, provides an example for students and motivates them to continue learning and dig deeper into the values taught. The combination of these four competences creates a holistic and inspiring learning experience, which significantly increases the learning motivation of Buddha week school students.



Conclusion

In conclusion, the pedagogical, personal, social, and professional competence of Buddha Week school teachers has a significant influence on student learning motivation. Good pedagogical competence enables teachers to plan, implement, and evaluate learning effectively, thus creating an optimal learning environment. Personality competencies, which include traits such as patience, empathy, and integrity, strengthen positive relationships between teachers and students and encourage the intrinsic motivation of students. Social competences, which involve communication and collaborative skills, help teachers create a conducive and supportive learning environment. Professional competence, which includes in-depth knowledge and specialized skills in Buddhist education, as well as a commitment to sustainable self-development, ensures that teachers are always ready to provide the best for students. The synergistic interaction of these four competences creates a holistic educational ecosystem where student learning motivation can grow and develop to the maximum. Thus, the training and development of these four competencies is crucial to optimizing student learning outcomes.

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