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The Effect of Technology-Based Learning on Learning Motivation of Buddhist Sunday School

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ABSTRACT

The purpose of this study is to identify the effect of technology-based learning on the learning motivation of students at Buddha Dharma Jaya Sunday School. The issues faced by children at the Sunday school include a lack of active participation in the monastery, insufficient motivation or encouragement from parents to engage in monastery activities, and a lack of concentration in learning. This research employs a survey method involving 48 respondents who are children from Buddha Dharma Jaya Sunday School at Jina Marga Dipa Vihara in 2024. The results of the data analysis indicate that the learning motivation variable is categorized as high. Through simple linear regression analysis, it was found that technology-based learning has a positive effect on the learning motivation of Sunday school children. These findings suggest that the integration of technology in the learning process can enhance student engagement and motivation, which in turn can contribute to better learning outcomes. This study provides important insights for educators and monastery administrators in designing more effective and engaging learning strategies for children.

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Introduction

Education can be understood as a process of learning and teaching aimed at honing individual potential to its peak through a series of interactions between teachers and students. Its primary purpose is to assist each individual in optimally developing their intellectual, social, emotional, and physical abilities, while also shaping the skills, insights, and norms necessary for everyday life (Marzuki et al., 2024). Education plays a vital role in human development, as it helps individuals understand their environment, recognize their social roles, and prepare themselves to face future challenges (Indy et al., 2019). Educational institutions also serve as the main foundation for the social and economic progress of a nation by improving the quality of its human resources and preparing its citizens to actively participate in various social, economic, and political aspects (Awaluddin, 2021).

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The development of science and technology, particularly Information and Communication Technology (ICT), has brought transformative impacts on nearly every aspect of life, including formal education. These technological advancements not only open new access but also demand a paradigm shift in the delivery of educational content. In response, the education sector must actively integrate technology into the learning process to maintain its relevance and appeal, in line with the goal of developing high-quality human resources in Indonesia (Purwanto et al., 2025). One element of technology that is highly adaptable is learning media. Through a technological approach, media can become an attractive feature that enriches the learning experience and enhances the effectiveness of educational communication (Arikarani & Amirudin, 2021).

Media is the plural form of the word medium, defined as an intermediary or an introduction to communication from the sender to the receiver. The limitation of media in education is the media used as tools and materials for learning activities. Education is very important in an individual's life, as it enables people to understand things they previously did not. Education is also a segment of human life. The purpose of life for humans is the purpose of education itself (Rachmad et al., 2018). Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential for self-development, form personality, intelligence, noble character, and possess the skills needed for themselves in society, nation, and state (Isnaini & Fanreza, 2024). T The development of increasingly modern technology in the current era of globalization requires quality human resources (Desmi et al., 2023).

Learning motivation is a key factor influencing the success of the educational process. This motivation can be defined as the drive that encourages students to actively engage in learning activities, both intrinsically and extrinsically. Students with high motivation tend to be more enthusiastic about learning, find it easier to understand the material, and are better able to overcome challenges encountered during the learning process. According to (Azhar & Wahyudi, 2024), intrinsic motivation, which originates from within the student, can enhance engagement and learning satisfaction, while extrinsic motivation, stemming from external factors such as rewards or recognition, also plays a significant role in encouraging students to achieve their academic goals.

Insufficient learning motivation among students represents a significant challenge within the educational landscape. This is understandable, as students with low motivation tend to lack dedication and seriousness in participating in the learning process. Consequently, the amount of knowledge or curriculum material they absorb is likely to be limited or minimal (Fauzan & Yulianti, 2022). Furthermore, low learning motivation also poses a risk of discouraging students from pursuing education at higher levels.

In the context of technology-based learning, learning motivation can be enhanced through the use of innovative and interactive media. Engaging and relevant learning media can create a more enjoyable learning experience and stimulate students' curiosity. The use of technology in learning, such as educational apps, instructional videos, and online learning platforms, can enhance student motivation by providing broader access to information and diverse learning resources (Munawir et al., 2024).

However, the effectiveness of media and technology in enhancing motivation is not solely dependent on the tools themselves, but also on how they are implemented within the specific learning context (Wahyuni et al., 2023). Factors such as the age group of learners, the subject matter, the design of the learning activities, and the overall pedagogical approach employed by educators play crucial roles. For instance, in religious or moral education contexts, like Sunday schools, the integration of technology must be carefully

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considered to ensure it aligns with the values and objectives of the institution, avoiding potential conflicts between modern methods and traditional teachings. Therefore, understanding the dynamics of motivation within a particular setting, such as a Buddhist Sunday school, requires an examination of both the internal factors of the students and the external factors provided by the learning environment, including the use of media.

Education and teaching play a very significant role in an individual's survival and success. Although technology and finances play an important role, the quality, competence, and dedication of students are irreplaceable factors in determining success. The emphasis parents place on young people can be caused by several reasons, including: 1) Different Values, parents may come from a generation that is more conservative or traditional in religious practices. Their values and understanding of religious activities may not be fully understood or relevant to their youth who belong to a more modern generation. 2) Education and Career, parents may focus more on their children's education and career achievements which are considered more important in today's context. They may consider religious activities as less urgent or important compared to other aspects. 3) Different Understanding, parents may have a deeper experience or understanding of the values of spirituality and the benefits of religious activities, but they may struggle to convey this in a way that is inspiring or relevant to children. 4) Modern Living, in an increasingly busy and digitally connected society, children may have less free time and more interaction, making them less interested in making time for religious activities that may be perceived as extras. 5) Diverse Spirituality, in this day and age, there are many alternative spiritualities or ways to find meaning in life that may be more appealing to young people than following religious activities that may be perceived as too rigid. 6) Ineffectiveness: there may be a gap in communication between generations that makes parents unable to understand their children's perspectives or unable to explain the benefits and value of religious activities in a way that they can overcome the less important emphasis on building better understanding and dialogue between parents and their children. Parents need to listen carefully to their children's concerns and views, while endeavoring to explain and teach spiritual values that the younger generation can appreciate and understand. It may also be necessary to find ways to integrate such values into their daily lives in relevant and meaningful ways (Siswantara, 2023).

Based on observations on Sunday, September 15, from repeated observations conducted at the Buddha Dharma Jaya Sunday School, there are some children who are active in carrying out Sunday school assignments, while others run around when the material begins. The observation was conducted from 9:00-11:30. However, there are also some children who are very active in carrying out these tasks, as well as those who are rather basic in carrying out Sunday school activities. There are 50 children at the Buddha Dharma Jaya Sunday School.

Method

The approach used in this study is a quantitative approach with a survey method, based on the philosophy of positivism. This approach is used to test the relationship between variables through the systematic collection and analysis of numerical data. The main objective of this approach is to test the hypothesis regarding the influence of technology-based learning on student learning motivation at the Dharma Jaya Buddhist Sunday School (Ardiansyah et al., 2023).

The research design applied is a survey design, where data is collected using a questionnaire instrument that has been compiled based on the research variable

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indicators. This survey allows researchers to obtain a comprehensive picture of both variables from respondents at a given time. The questionnaire instrument will be tested for validity and reliability before being distributed to ensure the quality of the data collected.

The population in this study includes all students who attend classes at the Dharma Jaya Buddhist Sunday School. The research sample was taken using a simple random sampling technique so that the data obtained could represent the population objectively and minimize bias. The sample size was determined based on statistical calculations that took into account the confidence level and margin of error.

Data collection was carried out by distributing questionnaires directly to the student sample, either through face-to-face methods in the classroom or online platforms if possible. Before filling out the questionnaire, the researcher provided an explanation of the research objectives and how to fill out the questionnaire to ensure that respondents provided valid and accurate data.

Data analysis was performed using descriptive statistical techniques to describe respondent characteristics and inferential techniques to test the relationship between variables, such as linear regression tests. This method allowed researchers to measure the extent to which technology-based learning influences student learning motivation quantitatively and significantly (Sihotang, 2023).

To ensure the reliability of the research results, the research instruments were tested for validity using factor analysis and reliability using Cronbach's Alpha coefficient. This ensures that the items in the questionnaire consistently measure the intended variables and can be trusted as research data.

Findings

Based on the reliability test results of the research instrument, a reliability coefficient was obtained for 68 valid items. The reliability statistics analysis using SPSS version 16.0 produced a Cronbach's alpha value of 0.843. This value indicates that the measurement instrument used in this study has a good level of internal consistency. With a significance value greater than 0.05, it can be stated that the instrument meets the expected reliability criteria. This signifies that the instrument used can be relied upon to measure the variables under investigation.

These results provide confidence that the data obtained from the instrument are trustworthy and accurately reflect the actual conditions. Thus, this research instrument is not only valid but also reliable, which is a crucial requirement in scientific research. The reliability of this instrument will contribute to the quality and accuracy of the research findings, providing a solid foundation for further analysis.

Table 1. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.843	68

Source: SPSS 16.0 data processing results

To ensure the fulfillment of statistical assumptions required for data analysis, a normality

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test was conducted to determine whether the distribution of residual data adheres to a normal distribution. This test utilized the One Sample Kolmogorov-Smirnov procedure, which necessitates that the sample data originate from a population assumed to be normally distributed, at a significance level of 0.05 (or 5%). Based on the results of the normality test performed on data from 48 respondents, the obtained significance value (2-tailed) was 0.630. Since this value (0.630) is greater than the predetermined significance level of 0.05, it can be concluded that the residual data is normally distributed.

The detailed results of the normality calculation using the One Sample Kolmogorov-Smirnov test are presented in Table 2 below, offering a comprehensive summary of the relevant statistics. The table includes normal parameters such as mean and standard deviation, the most extreme differences in absolute, positive, and negative values, the Kolmogorov-Smirnov Z test statistic, and the asymptotic significance (2-tailed). These results support the conclusion that the residual data meets the assumption of normality. The data processing and analysis were performed in 2024 using SPSS version 16.0. The purpose of the normality test is to see whether the distribution of the residual value data is normal or not. The normality test was carried out using the One Sample Kolmogorov Smirnow test. Sample data requirements come from a normally distributed population with a significant level of 0.05 or 5%. Based on the results of the normality test obtained from 48 respondents, it is known that the significant value (2-tailed) is 0.630, which means 0.630> 0.05, it can be concluded that the data is normally distributed. The results of the normality calculation using the One Sample Kolmogorov Smirnov test are presented in the following table.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	Unstandardized Residual
N		47	47
Normal Parametersa	Mean	.0000000	.0000000
	Std. Deviation	20.29309256	20.29309256
Most Extreme Differences	Absolute	.112	.112
	Positive	.069	.069
	Negative	-.112	-.112
Kolmogorov-Smirnov Z		.768	.768
Asymp. Sig. (2-tailed)		.597	.597
a. Test distribution is Normal.			

Source: Results of data processing in 2024 using SPSS 16.0

Homogeneity test is a way to find out whether some population variants are the same or not. The homogeneity test is carried out as a requirement in the independent sample test analysis by means of Compare Means One Way Anova. The underlying assumption in the analysis (anova) that the variants of the population are the same. The test criteria if more than 0.05 or 5%, then it can be said that the variants of the two data groups are the same.

The results of the homogeneity test seen from the output of the test of homogeneity variance, the significance value of mindfulness practices and academic procrastination is

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0.120, which means 0.120> 0.05 = that it can be said that the two data are homogeneous. For more details, it can be seen in the following test of homogeneity of variances table.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
37.882	1	93	.005

Source: Results of data processing in 2024 using SPSS 16.0

Table 4. Regression Equation Output

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1. (Constant)	31.610	14.100		2.242	.030
The impact of technology-based learning	.511	.095	.625	5.370	.000
a. Dependent Variable: Learning Motivation					

Source: Results of data processing in 2024 using SPSS 16.0

Based on the output results by reading the coefficients, the constant value of 31.610 means that if technology-based learning has a value of 0, the consistent value of the academic procrastination variable is 31.610. The regression coefficient on the technology-based learning variable (X) of -0.511 means that if the effect of technology-based learning increases or develops, the learning motivation variable (Y) will decrease by 0.638 with the regression equation as follows.

Y=31.610 + 0.511 X

The statistical hypotheses in this study are:

Ha: There is an effect of technology-based learning on the motivation of children at Buddha Dharma Jaya Sunday School?

Ho: There is no effect of technology-based learning on anal motivation of Buddha Dharma jaya Sunday school?

The hypothesis testing criteria is to reject Ho if t^{count}> t^{table} or significance <0.05. Based on data analysis, the t^{count} value is -7.572, and the t^{table} value with df = n-2 is df = 106 of 1.983 with a significance value of 0.000 because the absolute value of t^{count} 7.572> 1.983 and significance 0.000 <0.05 then Ho is rejected and accepts Ha. Coefficient is negative for the effect of technology-based learning. Seeing these results means that Ho is rejected and Ha is accepted, so it can be concluded that the effect of technology-based learning is negative and significant on the effect of technology-based learning on learning motivation. Hypothesis testing criteria using alpha 5% (0.05), namely reject Ho if the significance ≤ 0.05 by reading the following anova table.

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Table 5. Anova Analysis Output

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12138.077	1	12138.077	28.834	.000[a]
	Residuals	18943.242	45	420.961		
	Total	31081.319	46			

Source: Results of data processing in 2024 using SPSS 16.0

The ANOVA analysis results indicate that the Fcount value is 28.834 with a significance level of 0.000. With a significance value less than 0.05, it can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This demonstrates a significant effect of technology-based learning on students' learning motivation. In other words, the use of technology in the learning process has a positive and significant impact on enhancing students' motivation to learn, which is a crucial aspect in achieving optimal learning outcomes.

This analysis provides empirical evidence that the integration of technology in education not only enhances student engagement but also contributes to their motivation to learn. These findings align with previous research indicating that technology can be an effective tool in improving the learning experience. Therefore, it is essential for educators and policymakers to consider the implementation of technology-based learning methods as a strategy to enhance student motivation and learning outcomes.

Table 6. Residual Statistics

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	79.63	136.33	105.60	16.244	48
Residuals	-47.336	35.447	.000	20.293	48
Std. Predicted Value	-1.598	1.892	.000	1.000	48
Std. Residual	-2.307	1.728	.000	.989	48

Source: Results of data processing in 2024 using SPSS 16.0

The residual statistics results indicate that the minimum residual value for learning motivation is -47.336, while the maximum value obtained is 35.447. The average (mean) residual is 0.000, which suggests that overall, the model's predictions are fairly accurate in reflecting the actual data. The standard deviation of the residuals is 20.293, indicating a considerable variation in the residuals, meaning there are significant differences between the predicted values and the actual values of respondents' learning motivation. With a total of 48 respondents, this analysis provides a clear picture of how well the model can predict learning motivation.

These residual statistics are crucial for evaluating the performance of the regression model used in this study. The varying residual values indicate that while the model can provide good overall predictions, there are still cases where the predictions do not align with the actual values. This highlights the need for further analysis to understand the factors that may influence learning motivation and to improve the model's accuracy in the future. Thus, these results offer valuable insights for the development of more effective.

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Table 7. Value of the Coefficient of Determination R Square

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625[a]	.391	.377	20.517

a. Predictors: (Constant), Influence of Technology-Based Learning

b. Dependent Variable: Y

Source: Results of data processing in 2024 using SPSS 16.0

The coefficient of determination in table 4.20 above is R Square which has a value of 0.391, thus meaning that 39.1% of the effect of technology-based learning affects Learning Motivation while the remaining 64.9% is influenced by other variables. The results of quantitative analysis, normality test obtained a residual significance value of 0.630, because the significance for the residual value is greater than 0.05, it can be concluded that the data population is normally distributed. From the homogeneity test results, a significant result is obtained of 0.120, because it is significant ≥ 0.05, it can be concluded that the data on the influence of technology-based learning has the same variance.

The amount of influence can be seen from the R square value of 35.1% technology-based learning, the influence of technology-based learning while the remaining 64.9% is influenced by other factors. This shows that the influence of technology-based learning. This means that academic technology-based learning can be influenced by learning motivation by 35.1% through a linear relationship Y = 220.546 - 0.638X.

Discussion

Technology-based learning is about curriculum and student learning needs. Technology is used to support the achievement of learning objectives in relevant, efficient and effective ways. For example, the use of e-learning platforms that provide materials in accordance with applicable educational standards. Technology-based learning is characteristics such as interactivity, accessibility, and personalization. This includes the use of multimedia, learning applications, and online communication tools that enable students to learn independently and collaborate virtually (Sukmawati et al., 2022).

Extrinsic motivations are motives that become active or function due to external stimuli. In the Sigalovada Sutta (Digha Nikaya 31) the Buddha gives advice to a young man on how to live a moral and responsible life. One of the pieces of advice is about the importance of respecting teachers and seeking useful knowledge. This teaches that respect for the learning process and a good relationship with the teacher are key to maintaining motivation to learn (Bodhi, B. 2000).

Based on the descriptive analysis, it appears that the children of Buddha Dharma Jaya Sunday School apply the average value of technology-based learning variables with a percentage of 100%. Success factors that can affect the learning process include internal factors, external factors, and fatigue factors. The internal factor in question is interest in learning, while external factors can be the role of parents, and teacher creativity in teaching students. Students who are not used to focusing their attention on computer screens and other electronic devices really need a sense of fun and interest in participating in learning (Kusumaningrini & Sudibjo, 2021). In the Satipatthana Sutta (Majjhima Nikaya 10) the Buddha explains about the four basics of sati or mindfulness: observation of the

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body, feelings, thoughts, and phenomena. Mindfulness is an important aspect of learning, especially in maintaining focus and perseverance during the learning process. Students who have sati will be more motivated to remain disciplined and consistent in their studies, avoiding distractions that may hinder progress (Ñāṇamoli & Bodhi, 2009).

Based on data analysis, it is found that this technology-based learning in Buddhist dharma jaya Sunday school children in the high category of 68% on the suitability indicator shows the results that Buddhist dharmajaya Sunday school children in the very high category of 29% were able to observe carefully and were able to record observations of the results of the study on the suitability indicator in the medium answer 38% and the low category of 10% and for the very low indicator there was 0%.

The results of data analysis on this Characteristic variable indicate that the Dharma Jaya Buddhist Sunday School children show a very high category percentage of 8% showing the results of the 33% high Dharma Jaya Buddhist Sunday School children who are able to observe carefully and are able to record observations of the results of the study in the medium indicator 44% in the low category of 13% and in the very low category has a percentage of 0%.

Based on data processing using SPSS 16.0 computer software, it is known that the technology-based learning variable (X) from filling out the questionnaire conducted by 48 respondents obtained a range score of 85, a minimum score of 99, a maximum score of 184, a median score of 139.68, a standard deviation of 27.126 and a variant score of 735.836.

The results of data analysis on this Learning Style variable indicate that this dharma jaya Buddhist Sunday school child shows a very high category percentage of 8% showing the results of the 33% high dharma jaya Buddhist Sunday school child being able to observe carefully and being able to record observations of the results of the study in the medium indicator 44% in the low category of 13% and in the very low category has a percentage of 0%.

The results of data analysis on this Facility variable indicate that this dharma jaya Buddhist Sunday school child shows a very high category percentage of 8% showing the results of the high dharma jaya Buddhist Sunday school child 33% being able to observe carefully and being able to record observations of the results of the study on the medium indicator 44% in the low category of 13% and in the very low category has a percentage of 0% on the indicator.

Based on simple linear regression data analysis, the tcount value is -7,189 and the significance value (p) is 0.000 <0.05. From these results it can be interpreted that the effect of technology-based learning on technology-based learning motivation on learning motivation bessr influence can be seen from R square 0.391 which affects technology-based learning 39.1% and the remaining 65.1% is influenced by other factors.

In the educational aspect, education is tasked with forming students who have noble values in accordance with the norms and values implied in the state philosophy and the development of the prevailing society. In government regulation No. 19 of 2005 concerning National Education Standards, it is stated that educators must have academic qualifications and competence in learning, be physically and mentally healthy, and have the ability to realize National Education (Fitria & Muthi, 2024).

Success factors that can affect the learning process include internal factors, external

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factors, and fatigue factors. The internal factor in question is interest in learning, while external factors can be the role of parents, and teacher creativity in teaching students. Students who are not used to focusing their attention on computer screens and other electronic devices really need a sense of fun and interest in participating in learning (Kusumaningrini & Sudibjo, 2021).

Conclusion and Suggestions

Based on the results of the research and the discussion regarding the impact of Technology-Based Learning on the Learning Motivation of students at Buddha Dharma Jaya Sunday School in Pesawaran, it can be concluded that there is a significant positive influence of Technology-Based Learning on students' learning motivation. This conclusion is supported by the R Square value, which indicates that 39.1% of the variance in academic resilience is associated with the implementation of technology-based learning strategies. This finding suggests that integrating technology into the learning process not only enhances students' engagement but also fosters their motivation to learn. However, it is important to note that 61.9% of the variance in academic resilience is influenced by other factors that were not examined in this study. These factors may include individual student characteristics, teaching methods, parental support, and the overall learning environment, which warrant further investigation in future research.

In light of the findings, several suggestions can be made for educators, policymakers, and future researchers. First, educators should consider incorporating a variety of technology-based learning tools and resources into their teaching practices to enhance student motivation and engagement. This could include interactive multimedia, online collaborative platforms, and gamified learning experiences that cater to diverse learning styles.

Second, it is essential for schools to provide professional development opportunities for teachers to effectively integrate technology into their curricula. Training programs should focus on best practices for using technology to foster a motivating learning environment and to address the specific needs of students. Additionally, future research should explore the other factors influencing academic resilience and motivation that were not covered in this study. Investigating variables such as socio-economic status, family involvement, and peer relationships could provide a more comprehensive understanding of the dynamics affecting students' learning motivation.

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