

Effect of the implementation of Ritual Worship and School's Organizational Culture on Students' Learning Outcomes of SD Metta Maitreya Pekanbaru

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ABSTRACT

This study aims to determine the effect of the implementation of worship and organizational's culture on students' results at SD Metta Maitreya Pekanbaru. The research method used was a survey with correlation and regression analysis. The population in this study were all students of SD Metta Maitreya Pekanbaru, while the sample was taken from 146 elementary school students in grades 4, 5 and 6. Data collection was carried out by filling in the research instrument and from the value of the report card. Data analysis used descriptive statistics, Pearson's multiple correlation, determinant coefficient and regression analysis. The results of the analysis showed that there were effects of the implementation of ritual worship and organizational culture on students' results at SD Metta Maitreya Pekanbaru. It can be seen from the test results of the coefficient of determination (R Square) of 0,083 or 8,3% variance worship and organizational culture that can be explained through learning outcome.

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Introduction

Indonesia is a country where the religions' beliefs of the majority of citizens are in accordance with the religions recognized by the government. So that religious-based schools continue to grow, which in practice, in addition to following the curriculum set by the government, also add in lessons that prioritize religious teachings and carry out schools' culture that fit religious characteristics.

Worshipping as a form of expression of belief is an activity that is always carried out by religious individuals. Worshipping is a religious part that is often present in any religion (Acep, 2018).

Worship is usually held every week or during certain religious ceremonies. When performing worship, one should understand the meaning behind the ritual that is being performed. Just as worshipping by bowing in front the Buddha is to

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eradicate pride and practice humility, reciting the Buddha's name is to practice concentration. Worshipping can improve the ability of those who carry it out and motivate good actions that can be seen (Mukti, 2020).

Worship is performed in Buddhist schools at various levels. From the level of Early Childhood Education (Lestari, 2022), Primary school (Purnama, Sukodoyo, & Waluyo, 2022), to Middle School (Cyrus, 2022). This is done because Worship has the main value, namely purity of mind (Mukti, 2020). Worshipping is a religious activity that is deliberately carried out with the aim of forming a network of God, Buddha / Bodhisatva, deity. Worships can be carried out collectively and in groups with other people and devotees, or can also per person or individually. Every religion has a certain ritual order and procedure for praying.

Although ritual service is carried out in many schools, no one has researched on the effect of worship on students' results. The author notes that several previous studies related to Worship have been researched in 3 categories. The first category is the effect of Worship in strengthening social relations of Buddhists (Boimin, 2021). The second category is the research related to the existence and significance of the implementation of the Worship (Sustainable, 2022), and it's effects in increasing the religiosity of Buddhists (Mugiyo, 2019). The third category is making applications and video guides for the Worship ceremony (Mastiono, 2016).

Based on this background, this research aims to complement previous research namely the absence of research that analyzes the effect of Worship on improving students' results. The research was conducted at SD Metta Maitreya Pekanbaru.

Method

The research titled Effects of the Implementation of Buddhist Ritual Worship and School's Organizational Culture on Students' Results at SD Metta Maitreya Pekanbaru was conducted using quantitative approach. The method in this research is a survey method with causality model, which is causal relationship between variables (Sugiyono, 2016), the independent variables (variables that affect) and the dependent variable (variables that are affected). The population in this research were students in grades 4-6 of SD Metta Maitreya Pekanbaru for the 2020-2021 academic year who were still active and Buddhists.

Data collection in this research is by using survey method (Berends, 2012; Moser & Kalton, 2017). The questionnaire used in this research is a closed questionnaire, namely a questionnaire that has available answers. The answer choices available on a 5-point Likert scale are: (1) Not at all, (2) Rarely, (3) Sometimes, (4) Often, and (5) Very often.

The method in this research was the survey method analyzed with the Pearson correlation test and multiple regression analysis with the support of SPSS version 20.0. The classic assumption tests used in this research were: normality test, multicollinearity test and heteroscedasticity test. To test the research hypothesis by doing: simple correlation test; multiple correlation; determination (R & R-Square) and calculation of effective contribution (SE) and relative contribution (SR).

Method

This research was conducted at SD Metta Maitreya Pekanbaru, which is located at Puri Nangka Sari Complex, Jl. Tuanku Tambusai, West Tankerang, Payung Sekaki District, Pekanbaru City, Riau Province. The characteristics of the respondents used to fill out the questionnaire for variables X1 (Worship) and X2 (School’s Organizational Culture), namely elementary school student respondents who were classified based on class, age and gender, while the characteristics of the respondents were used to obtain the variable Y (Learning Results) by taking the scores’ value from Elementary school student report cards totaling 146 students.

Effect of Worship (X₁) on Students’ Results (Y)

Explanation of this first hypothesis can be seen in the figure 1.

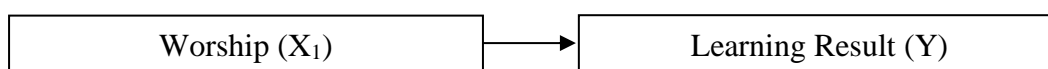


Figure 1. First Hypothesis Testing

Regression Significance Test

To explain the significance level of the simple regression equation above, the next step is to apply a significance test with the F test as shown in the table 1:

$$\hat{Y} = 21,618 + 3,291X_1$$

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	std. Error	Betas			tolerance	VIF
1 (Constant)	21.618	3.291		6.568	.000		
Worship	.053	.021	.203	2.484	.014	1.000	1.000

a. Dependent Variable: Learning Results

Table 1 ANOVA for Significance Test and Regression Linearity Worship (X₁) on Learning Results (Y)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
(Constant)	21.618	3,291		6.568	.000
Worship	.513	.021	.203	2.484	.000

a. Dependent Variables: Learning Results

Table 2 Worship F Test Results (X1) on Learning Result (Y)

ANOVA^b

Model	Sum of Squares	df	MeanSquare	F	Sig.
¹ Regression	350.279	1	350.279	6.168	.014 ^a
residual	8177.201	144	56.786		
Total	8527.479	145			

a. Predictors: (Constant), Worship

b. Dependent Variable: Learning Result

Ho : Worship (X1) has no effect on Learning Result (Y) (Fcount < Ftable)

Ha: Worship (X1) has an effect on Learning Result (Y) (Fcount > Ftable)

Formula for getting the Ftable value is

$$F_{table} = n - k - 1$$

$$F_{table} = 146 - 1 - 1$$

$$F_{table} = 144$$

Note:

n = Number of Respondents

k = Number of Independent Variables for X1

With reference to the Fcount table with a degree of significance 0,05 ; 144, then Ftable number of 3,90685 is obtained. On the basis of what was obtained from the data processing, Fcount was 6,168 > Ftable 3,90685, thus the conclusion was drawn that H0 was rejected and Ha was accepted. This means that the alternative hypothesis (Ha) in this study (research) is accepted, meaning that worship (X1) affect the learning outcomes (Y).

Effect of Organizational Culture (X2) on Learning Outcomes (Y)

To explain this second hypothesis, it can be explained as follows:

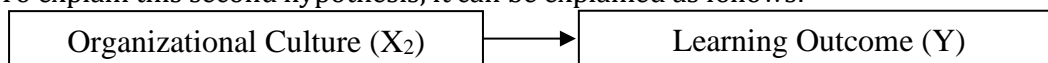


Figure 2. Second Hypothesis Testing

Significance Regression Test

Furthermore, to calculate the significance value of the simple regression equation, the significance and linearity tests of the equation with the F test are presented in the table below:

$$\hat{Y} = 13,996 + 4,388X_2$$

Table 3 ANOVA for Significance Test and Regression Linearity of Organizational Culture (X₂) on Learning Outcomes (Y)

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Betas			tolerance	VIF
1 (Constant)	13.996	4.388		3.189	.002		
Organizational culture	.092	.025	.287	3.601	.000	1.000	1.000

a. Dependent Variable: Learning Results

Table 4 Test Results with F Organizational Culture (X₂) on Learning Outcomes (Y)

ANOVA ^b					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	704.327	1	704.327	12.964	.000 ^a
residual	7823.152	144	54.327		
Total	8527.479	145			

a. Predictors: (Constant), Organizational Culture

b. Dependent Variable: Learning Results

Organizational Culture (X₂) has no effect on Learning Results (Y) (F_{count} < F_{table})
 Ha: Organizational Culture (X₂) has an effect on Learning Results (Y) (F_{count} > F_{table})

Formula for getting the F_{table} value is

$$F_{table} = n - k - 1$$

$$F_{table} = 146 - 1 - 1$$

$$F_{table} = 144$$

Note:

n = Number of Respondents

k = Number of Independent Variables for X₂

With reference to the F_{count} table with a significance value of 0.05 ; 144, then the F_{table} number of 3,90685 is obtained

Based on the results of this breakdown, F_{count} is 12,964 > F_{table} 3,90685, it can be concluded that H₀ is rejected and H_a is accepted. This means that the alternative hypothesis (H_a) in this study is accepted, thus organizational culture (X₂) affect learning results (Y).

Effect of Worship (X₁) Organizational Culture (X₂) on Learning Outcomes (Y)

The third assumption put forward in the research study is that Achievement of Learning Outcomes affect worship (X₁) and organizational culture (X₂) together. On the basis of the results of data processing, a multiple regression formula is obtained which indicates the functional influence of Worship (X₁) and

organizational culture (X2) simultaneously on learning outcomes (Y) which is shown by the regression formula $Y = 14,000 - 0,002X_1 + 0,466X_2$. Significance and linearity test of the regression equation is shown in the table 5.

$$\hat{Y} = 14.000 + 0.002X_1 + 0.093X_2$$

Table 5 ANOVA for Double Regression Significance Test between Worship (X1) and Organizational Culture (X2) on Learning Outcome (Y) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	std. Error	Betas			tolerance	VIF
1 (Constant)	14.000	4.404		3.179	.002		
Worship	.002	.030	-.007	-.062	.951	.486	2.059
Organizational culture	.093	.037	.292	2.545	.012	.486	2.059

a. Dependent Variable: Learning Result

Table 6 F test results between Worship (X1) and Organizational Culture (X2) on Learning Outcomes (Y)

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	704.536	2	352.268	6.439	.002 ^a
residual	7822.943	143	54.706		
Total	8527.479	145			

a. Predictors: (Constant), Organizational Culture, Worship

b. Dependent Variable: Learning Outcome

Ho: Worship (X1) and Organizational Culture (X2) have no effect on Learning Outcome (Y) (Fcount < Ftable)

Ha: Worship (X1) and Organizational Culture (X2) have an effect on Learning Outcome (Y) (Fcount > Ftable)

Formula for obtaining the Ftable value is

$$F_{table} = n - k - 1$$

$$F_{table} = 146 - 2 - 1$$

$$F_{table} = 143$$

Note:

n = Number of Respondents

k = Number of Independent Variables for X1 and X2

With reference to the Fcount table with a significance value i 0,05; 143, then the Ftable number is 3,05938. Based on the results of data processing, Fcount is 6,439 > Ftable 3,05938, so the conclusion is that H0 is rejected and Ha is accepted. This means that the alternative hypothesis (Ha) in this study is accepted, thus Worship (X1) and organizational culture (X2) simultaneously affect learning

outcomes (Y). The results of calculating the effects between Worship (X1) and organizational culture (X2) on Learning Outcomes (Y) are shown by the multiple relationship coefficient (R) at 0,287 shown in table 4.26 below. This means that the relationship between Worship (X1) and organizational culture (X2) on Learning Outcomes (Y) is low, but still correlated. Likewise, the guidelines provide an explanation of the correlation coefficient which is included in the following table. In addition, it can be seen that the level of Sig. F Change in the table below is 0,002 < 0,05 which means that H0 does not meet the requirements and Ha is acceptable so that the Worship (X1) and Organizational Culture (X2) have a simultaneous effect on Learning Outcome (Y).

Table 7 Correlation Coefficient Test Results between Worship (X1) and Organizational Culture (X2) on Learning Results (Y)
Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate	Change Statistics				
					R Square Change	FChange	df1	df2	Sig. FChange
1	.287 ^a	.083	.070	7.396	.083	6.439	2	143	.002

a. Predictors: (Constant), Organizational Culture, Worship

The results of the calculation of the coefficient of determination (R Square) of 0,083 or 8,3% are shown in the following table:

Table 8 Test Results for the Coefficient of Determination between Worship (X1) and Organizational Culture (X2) on Learning Result (Y)
Summary model b

Model	R	R Square	Adjusted R Square	std. Error of the Estimate	Durbin-Watson
1	.287 ^a	.083	.070	7.396	2.247

a. Predictors: (Constant), Organizational Culture, Worship

b. Dependent Variable: Learning Outcomes

This means that the 0,083 or 8,3% variance of Worship (X1) and organizational culture (X2) can be explained by learning outcome (Y) through the regression equation = $14,000 + 0,002X_1 + 0,093X_2$, while the others with a figure of 91,7% are influenced by other variables that are omitted in this study. The relationship model between Worship (X1) and organizational culture (X2) with learning outcomes (Y) in this study is illustrated figure 3.

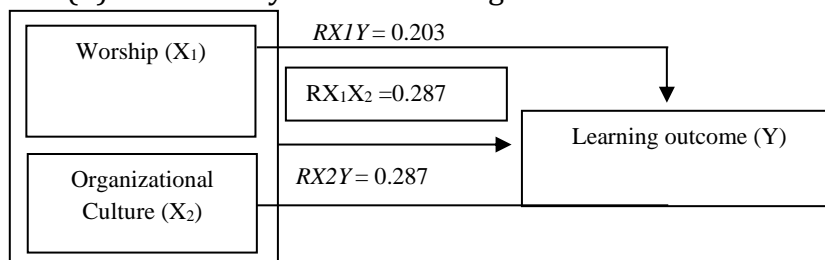


Figure 3 Relationship Patterns Between Research Variables

Discussion

Effect of Worship (X₁) on Learning Result (Y)

Based on table 4.15, it shows the Sig. (2-tailed), of $0,014 < \alpha$ of $0,05$ so that there is a relationship of worship (X₁) to learning outcomes (Y). In addition, the * sign in the Pearson correlation also indicates a correlation. The correlation value from the table above is positive (+), where the value $+0,203$ indicates a unidirectional correlation, which means that if the worship (X₁) increases, the learning outcomes (Y) will also increase, and vice versa. From the results of data processing the coefficient of determination obtained R Square of $0,041$ or $4,1\%$. This means that the $4,1\%$ variance of worship (X₁) is affected by learning outcome (Y) through the regression formula $\hat{Y} = 21,618 + 3,291X_1$. The regression equation $\hat{Y} = 21,618 + 3,291X_1$ contains the understanding that each addition of one worship value unit (X₁), then it will be followed by an additional learning outcome value (Y) worth $3,291$ in the determination of $21,618$.

To test the significance of the relationship between worship (X₁) to learning outcome (Y) use the t-test equation. The $t_{count} = 2,484$ while the t_{table} number for the two-party test with $k = 144$, $\alpha = 0,05$, the t_{table} number $= 1,97658$. Because $t_{count} = 2,484 > t_{table} = 1,97658$, it can be concluded that worship (X₁) has an effect on learning outcomes (Y). the null hypothesis (H₀) is rejected, whereas the alternative hypothesis (H_a) is accepted. From this in this study it is concluded that worship (X₁) affect the achievement of learning outcomes (Y).

Then, on the basis of a calculation $F_{count} = 6,168 > F_{table} 3,90685$, at a significance level of $0,05$, it can be said that H₀ is not accepted and H_a is accepted. In this case the first assumption in this study is accepted, meaning worship (X₁) affect learning outcomes (Y).

These results are in accordance with the research (Salam, 2020) taking the theme of worship, it was concluded that worship affects various people who carry it out, where everyone feels different benefits after carrying out ritual worship. This research is in line with studies conducted by researchers with the result that there is an effect of worship (X₁) on learning outcome (Y). So, the higher or the more frequent the worship service activities (X₁) carried out by students, the more their learning achievement score (Y) will increase.

Effect of Organizational Culture (X₂) on Learning Outcome (Y)

On the basis of table 4.20, it shows the Sig. (2-tailed) of $0,000 < \alpha$ of $0,05$ so that there is a correlation between organizational culture (X₂) on learning result (Y). In addition, the ** sign in the Pearson correlation also indicates a correlation. The correlation value from the table above is positive (+), where the value $+0,287$ indicates a unidirectional correlation, which means that if organizational culture (X₂) increases, learning outcomes (Y) will also increase, and this applies to the reverse. At the end of the R² test count, R² is $0,083$ or $8,3\%$. This means that $8,3\%$ of the variance of organizational culture (X₂) can be explained by learning achievement (Y) through the regression formula $\hat{Y} = 13,996 + 4,388X_2$. The regression equation $\hat{Y} = 13,996 + 4,388X_2$ means that for every addition of one unit of organizational culture score (X₂), then it will be followed by the addition of a learning score (Y) of $4,388$ at $13,996$.

Test the significance of the relationship between organizational culture (X_2) on learning outcomes (Y) using the formula t test. The $t_{count} = 3.601$ while the t_{table} number for the two-party test with $k = 144$, $\alpha = 0.05$ obtained the t_{table} number $= 1.97658$. Because t_{count} is $3.601 > t_{table}$ worth 1.97658 , it is concluded that there is an influence of organizational culture (X_2) on learning outcome (Y). In such cases the null assumption (H_0) is not accepted, otherwise the alternative assumption (H_a) can be accepted. It can be concluded that there are effects of organizational culture (X_2) on learning outcomes (Y).

Then, based on the calculations $F_{count} = 12,964 > F_{table} 3,90685$, at a significance level of 0,05, then H_0 is unacceptable and H_a is accepted. In such case the second assumption in this study is accepted, meaning organizational culture (X_2) influences learning outcome (Y). Journal (Pandu, 2012) with the theme of school culture and learning outcomes. The conclusion from this study is that school culture has a positive effect on students in increasing learning results due to supporting facilities that make students directly involved in school activities whether they have anything to do with academics or not, then there are efforts to encourage a willingness to learn and a positive attitude towards learners. These results are in line with the results obtained by the authors of this study, namely organizational culture (X_2) has an effect on learning achievement (Y). So, the more the school's organizational culture score (X_2) increases, the more their learning results score (y) will increase.

Effect of Worship (X_1) and Organizational Culture (X_2) on Learning Results (Y). The results of the calculation of Worship (X_1) and organizational culture (X_2) affect Learning Results (Y) shown by the multiple correlation coefficient (R) of 0,287 (shown in table 4.26). This means that between Worship (X_1) and organizational culture (X_2) the relationship between learning outcomes (Y) is low, but still correlated. This can be seen in the guide to provide an explanation of the relationship coefficients listed in the following table. In addition, it can be seen that the level of Sig. F Change in table 4.25 is worth $0,002 < 0,05$ which concludes that H_0 is not accepted and H_a is accepted so worship (X_1) and Organizational Culture (X_2) have an effect simultaneously on Learning Result (Y). From the calculation of the coefficient of determination obtained R^2 of 0.083 or 8.3%. This means that 8.3% of the variance of worship (X_1) and organizational culture (X_2) can be explained by learning outcome (Y) through the regression equation $\hat{Y} = 14.000 + 0.002X_1 + 0.093X_2$ has a meaning for each addition of one unit of worhsip value (X_1) and organizational culture (X_2) can simultaneously increase the value of learning outcome (Y) 0.002 and 0.093 respectively at a rate of 14,000.

Based on the results of $F_{count} = 6,439 > F_{table} 3,05938$, with a significance number of 0.05, that H_0 is not accepted and H_a is accepted which explains that worship (X_1) and organizational culture (X_2) simultaneously affect learning outcomes (Y). In international journal publications (Sulfemi, 2018) themed Discipline of Worship, School Environment, and Intelligence on students' results. With the conclusion that there are effects of the discipline of worship and the school environment, student achievement. (Erisa, 2015) in her international journal publication with the theme Organizational Culture and student results. With the conclusion that can be drawn there is a positive influence of organizational culture on results.

These findings are consistent with the findings the author does, namely worship (X_1) and organizational culture (X_2) simultaneously affect the achievement of learning outcomes (Y). So, the higher the worship (X_1) and the organizational culture (X_2), the higher the learning outcomes (Y) will be too.

Conclusion

Based on the hypothesis/assumption test and discussion of the results of the research above, it can be concluded that there are effects between worship (X_1) on learning outcomes (Y) in Metta Maitreya Elementary School students which is presented through testing the coefficient of determination with reference to the value R Square of worship (X_1) can be determined and reduces the contribution to 0.041 or 4.1% of learning result (Y). This means that 4,1% of learning result (Y) can be increased through worship (X_1), while the others with a score of 95,9% are affected by other variables that are omitted in this study.

Organizational culture (X_2) affects the learning outcomes (Y) in Metta Maitreya Elementary School participants which is seen in the test of the coefficient of determination with reference to the value of R Square. organizational culture (X_2) can determine and contribute 0,083 or 8,3% to learning outcome (Y). This means that 8,3% of learning outcome (Y) can be increased through school organizational culture (X_2), while the others with a value of 91.7% are influenced by other variables that are omitted in this study.

Worship (X_1) has an effect on organizational culture (X_2) on learning outcomes (Y) in Metta Maitreya Elementary School students as seen in the test of the coefficient of determination with reference to the value of R^2 . Worship service (X_1) and organizational culture (X_2) can determine and contribute 0.083 or 8.3% to learning outcome (Y). This means that 8.3% of learning outcome (Y) can be increased through worship service (X_1), while the others with a value of 91.7% are influenced by other factors that are omitted.

The three proposed research hypotheses are acceptable, namely worship (X_1) and organizational culture (X_2) partially (individually: conclusion points 1 and 2) and simultaneously (together: conclusion point 3) on learning outcome (Y) at Metta Maitreya Elementary School students. Thus, the learning outcome (Y) of Metta Maitreya Elementary School students can be increased by adding the value of outcome (X_1) and organizational culture (X_2).

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