Performance of Buddhist sunday school teachers and the effectiveness of Buddhist religious education Pesawaran and Pringsewu districts

Deni Prasetya[1], Dedi Kundana[2], Sandjaja Dharmatanna[3]

[1]Buddhist Education Department, Jinarakkhita Buddhist College of Lampung, Indonesia

[2, 3]Buddhist Business and Management Department, Jinarakkhita Buddhist College of Lampung, Indonesia

Email: deni.prasetya@sekha.kemenag.go.id

Abstract: Teachers play a very strategic role as the front line in the learning process, so that optimal performance is a key factor in achieving educational goals. At Buddhist Sunday Schools in Pesawaran and Pringsewu Regencies, the learning process still faces problems, namely a monotonous, uninteresting, and boring learning atmosphere. This condition is influenced by the ineffective performance of some teachers, such as the use of learning methods that lack variety, ineffective interaction strategies with students, and minimal preparation of materials before teaching. This study aims to analyze the influence of Buddhist Sunday School teachers' performance on the effectiveness of Buddhist learning in the two districts. The research used a quantitative approach with a survey method. A total of 31 Buddhist Sunday School teachers were respondents. The research employed a questionnaire using a Likert scale to measure several indicators of teacher performance, including work discipline, organizational commitment and integrity, work motivation, work culture, educational leadership, teaching quality, and incentives. The findings revealed that work motivation emerged as the strongest aspect of teacher performance. Furthermore, data analysis indicated that teacher performance had a substantial impact on the effectiveness of Buddhist learning, although other factors also contributed. These results highlight that enhancing teacher performance is a crucial component in improving learning effectiveness. Such improvement should not only focus on instructional delivery but also emphasize strengthening teachers' motivation, commitment, and mastery of teaching materials. In this way, better teacher performance will make a meaningful contribution to the learning development of Buddhist Sunday School students in Pesawaran and Pringsewu Regencies.

Keywords: Teacher Performance; Learning Effectiveness; Buddhist Sunday School; Buddhism

1. Introduction

The development of education in Indonesia will continue to face increasingly complex challenges. This is due to the demand for quality and competitive human resources. The world of education, which is a social system, will ultimately be affected by globalization [1]. Guiding children is an important process that can be carried out by adults, both in the family environment and in the formal education environment. In this case, parents play a major role as guides at home, while teachers play an important role at school. Guiding or educating children is essentially a conscious and planned effort aimed at helping children through the various stages of development they go through. This process focuses not only on imparting knowledge but also on shaping character, attitudes, and life skills [2].

Teachers have a very strategic role in the education system. Teaching and learning activities require special skills from teachers. The position of a teacher encompasses a wide range of duties, both inside and outside of work, in the form of community service [3]. The main duty of a teacher is to be the central figure and the most important figure in the learning process. Teachers not only act as conveyors of subject matter, but also as facilitators, motivators, and mentors who are able to guide students towards achieving educational goals. Teachers are an important element in the overall education system that requires the most attention [4]. Buddhist Sunday Schools in Pesawaran and Pringsewu Regencies play an important role in teaching moral and spiritual values to children. One indicator of success in achieving Buddhist educational goals is the performance of teachers in these Sunday schools. Educators who carry out their duties of educating, developing, and imparting knowledge to students professionally still have shortcomings.

These shortcomings become problems in the learning process and will ultimately affect the performance of educators [5]. Sunday school is held in a temple environment called the Buddhist Sunday School (SMB). Buddhist Sunday School is a non-formal learning program offered by an institution or organization that aims to instill ethics in students through singing, playing, storytelling, caring for the environment, and so on [6]. One of the key factors contributing to improving the quality of education is the presence of professional teachers who can carry out their teaching duties with full responsibility. The highly strategic position of teachers as the main factor in successful learning makes them the designers, implementers, and evaluators of the learning process. Therefore, teachers are often considered one of the parties responsible for the success of education [7]. The problem faced today is the low performance of teachers. In fact, teachers should have high performance so that educational goals can be achieved optimally. It is hoped that teachers will have a strong commitment to their professionalism and be able to set a good example [8].

Based on the results of observations conducted through interviews with a number of Buddhist Sunday School teachers on February 20, 2025, it is known that the main objectives of teaching and learning activities at these schools are to increase students' knowledge of Buddhist teachings, deepen their understanding of Dharmma, and develop positive social skills. However, the implementation of learning at Buddhist Sunday Schools in Pesawaran and Pringsewu Regencies still faces challenges. The learning atmosphere is often monotonous, uninteresting, and tends to be boring for students. This condition is inseparable from the limited competence of some teachers in managing the learning process effectively. Several contributing factors have been identified, including a lack of variety in teaching methods, teaching strategies that fail to encourage active interaction between teachers and students, and a lack of preparation in providing learning materials that are relevant, interesting, and appropriate for the characteristics of the students. These factors have resulted in low student engagement in the learning process and suboptimal achievement of the learning objectives that have been set.

Seeing these problems, researchers were interested in conducting a more in-depth study of the influence of Buddhist Sunday School teachers' performance on the effectiveness of Buddhist education in Pesawaran and Pringsewu Regencies. This study

aims to determine the extent to which teacher performance can influence the learning process and outcomes, as well as to provide a more comprehensive picture of the relationship between teaching quality and learning success. The results of this study are expected to provide useful recommendations for improving the quality of Buddhist education, particularly through improving teacher performance in various aspects of learning.

2. Method

This study uses a quantitative approach with a survey method as the main strategy for collecting data related to the performance of Sunday School teachers in Pesawaran and Pringsewu Regencies. The population focused on in this study includes all Buddhist Sunday School teachers operating in Pesawaran and Pringsewu Regencies, totaling 31 people. To collect the necessary data, the researcher used a data collection technique through questionnaires distributed to all Buddhist Sunday School teachers in the two regencies. The type of questionnaire used in this study was a closed questionnaire, designed to make it easier for respondents to provide answers in accordance with the options provided. The instrument used in this study was a questionnaire consisting of a series of statements specifically designed to comprehensively measure the performance of Sunday School teachers. The data obtained from the questionnaire was analyzed using simple linear regression analysis. To ensure that the analysis results obtained were more accurate and reliable, this study utilized the SPSS (Statistical Program for the Social Sciences) version 27.0 data processing program, which is a commonly used tool in statistical analysis to provide valid and reliable results.

3. Results And Discussion

3.1. Results

The instrument trial was conducted on April 21, 2025, at the Sunday School (SMB) in East Lampung Regency with 20 teacher respondents and 60 statement items consisting of 30 items on the performance variables of Buddhist Sunday School (SMB) teachers and 30 items on the effectiveness variables of Buddhist religious education. The results for the Buddhist Sunday School (SMB) teacher performance variable showed that 28 items were valid and 2 items were invalid. The invalid items were number 12 with a rhitung value of 0.0806 and number 16 with a rhitung value of 0.2017. The results for the Buddhist religious education effectiveness variable showed that 22 items were valid and 8 items were invalid. The invalid items were number 31 with a rhitung value of 0.0845, item number 37 with a rhitung value of 0.0761, item number 39 with a rhitung value of 0.1244, item number 40 with a rhitung value of -0.1014, item number 43 with a rhitung value of 0.2984, item number 52 with a rhitung value of 0.2966, item number 54 with a rhitung value of 0.3466, and item 59 with a rhitung value of 0.3370.

Several items in the research instrument were declared invalid after analysis by comparing the rhitung value with the rtabel in 20 respondents, with a significance level set at 0.05. The rtabel value obtained was 0.378. If the rhitung value for an item is less

than or equal to the rtabel (rhitung ≤ rtabel), then the item is declared invalid. Therefore, the researcher deleted the statement items that did not meet the validity criteria. The researcher took this step because there were other items that could represent each statement indicator. As a result, of the total 60 statement items that were initially available, only 50 statement items were considered valid and used in this study. This step is important to ensure that the instruments used in the study are of good quality and reliable for measuring the variables under study.

Table 1. Reliability Test of Variable X

Reliability Statistics	
Cronbach's Alpha	Number of Items
.755	29

Source: SPSS 27.0 data processing

Based on the results of the reliability test of the research instrument conducted on variable X, a reliability coefficient was obtained for 29 statement items that had been declared valid with a Cronbach's Alpha value of 0.755. This calculation was performed using SPSS software version 27. The Cronbach's Alpha value reflects the internal consistency of the instrument used, where the higher the value obtained, the better the reliability of the instrument in measuring the variable in question. In general, a value above 0.70 is considered to meet good reliability standards, so the value of 0.755 obtained in this study can be categorized as adequate and suitable for data collection. In addition, the test results show that the significance value obtained is greater than 0.05. This indicates that the items in the instrument have a stable level of consistency and can be relied upon to measure variable X repeatedly under the same conditions. Thus, this research instrument meets the criteria for good reliability, which means it can be used to measure variables consistently and accurately. The reliability of this instrument provides confidence that the data collected from respondents is trustworthy, making it suitable for use in further analysis to support research findings and conclusions.

Table 2. Reliability Test of Variable Y

Reliability Statistics	
Cronbach's Alpha	Number of Items
.758	23

Source: SPSS 27.0 data processing

Based on the results of the research instrument reliability test, a reliability coefficient of 0.758 was obtained for the 23 statements that passed the validation stage. This value was obtained through calculations using SPSS version 27 software. This coefficient refers to the Cronbach's Alpha value, which is a measure of the internal consistency of an instrument. Internal consistency indicates the extent to which the items in the instrument measure the same concept or variable consistently. In general, a Cronbach's Alpha value above 0.70 is considered to indicate good reliability, so the value of 0.758 obtained in this study can be categorized as having an adequate level of reliability. The higher the Cronbach's Alpha value, the better the internal consistency of the instrument used. This means that respondents provide relatively stable and consistent answers to each item that

measures the same variable. In addition, the reliability test results also show that the significance value obtained is greater than 0.05.

This indicates that there are no significant differences in the patterns of respondents' answers to the questions, so the instrument can be declared reliable. A reliable instrument will produce consistent data when used in repeated measurements under the same conditions. Thus, it can be concluded that this research instrument meets the criteria for good reliability. This means that this instrument can be relied upon to measure research variables consistently and accurately. These results provide confidence that the data obtained from using this instrument is reliable and suitable for further statistical analysis, thereby supporting the validity of the findings in this study.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
	N		31
Normal Parameters		Mean	.000000
		Std. Deviation	5.21646277
Most Extreme Differences		Absolute	.155
		Positive	.111
		Negative	-.155
	Test Statistic		.155
	Asymp. Sig. (2-tailed)		.057
		Sig.	.052
Monte Carlo Sig. (2-tailed)	99% Confidence Interval	Lower Bound	.046
		Upper Bound	.058
a. Test distribution is Normal.			

Source: Results of data processing in 2025 using SPSS 27.0

Based on the normality test results conducted on data obtained from 31 respondents, it is known that the significant value (2-tailed) obtained is 0.057. This value indicates that 0.057 is greater than 0.05, which is the commonly used limit to determine whether data is normally distributed or not. Thus, it can be concluded that the data collected in this study is normally distributed. This normality test was conducted using the One Sample Kolmogorov-Smirnov method, which is a statistical technique used to test whether a data sample comes from a normal distribution. These results provide confidence that further statistical analysis of this data can be conducted under the assumption of normality, so that the results of the analysis can be considered valid.

Table 4. Homogeneity Test

	Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Y	Based on Mean	2.815	5	10	.077
	Based on Median	.926	5	10	.503
	Based on Median and with adjusted df	.926	5	3.317	.556
	Based on trimmed mean	2,627	5	10	.091

Source: Results of data processing in 2025 using SPSS 27.0

A homogeneity test was conducted as one of the requirements before performing an independent sample test using the Compare Means One Way ANOVA method. This test aims to ensure that the assumption of population variance equality is met. The test criteria used state that if the significance value obtained is greater than 0.05, then the variance of the two data groups being compared can be considered the same or homogeneous. In the results of the homogeneity test conducted, a significance value of 0.077 was obtained. Because this value is greater than 0.05 (0.077 > 0.05), it can be concluded that the two data groups have homogeneous variances. In other words, there is no significant difference in variability between the two data groups tested. This conclusion is important because it ensures that the subsequent analysis, namely the independent sample test, can be performed with a valid assumption regarding the similarity of variances.

Table 5. Regression Equation Output

	Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.680	7.237		1,752	.090
	Performance of Buddhist Sunday School Teachers	.656	.062	.892	10,638	.000
a. Dependent Variable: Effectiveness of Buddhist Education						

Source: Data processed in 2025 using SPSS 27.0

Based on the output results by reading the coefficients, a constant value of 12.680 was obtained, which means that if the performance of Buddhist Sunday school teachers has a value of 0, the consistent value of the variable of the effectiveness of Buddhist religious education is 12.680. The regression coefficient for the variable of performance of Buddhist Sunday school teachers (X) is 0.656, which means that if the performance of Buddhist Sunday school teachers increases or improves, the variable of effectiveness of Buddhist religious education (Y) will decrease by 0.656, with the following regression equation.

$Y = 12.680 + (0.656) X$

$Y = 12.680 + 0.656 X$

The statistical hypothesis in this study is:

Ha: There is an influence of the performance of Buddhist Sunday school teachers on the effectiveness of Buddhist religious education in Pesawaran and Pringsewu Regencies.

H0: There is no effect of the performance of Buddhist Sunday school teachers on the effectiveness of Buddhist education in Pesawaran and Pringsewu Regencies

The hypothesis testing criteria used in this analysis is to reject the null hypothesis (Ho) if the t-value is greater than the t-table, or if the significance value is less than 0.05. Based on the data analysis, a t-count value of 1.752 was obtained. Meanwhile, the t-table value calculated with the degree of freedom (df) n-2, where n is the number of respondents, obtained df=29 and a t-table value of 1.699. From these results, it can be seen that the absolute value of tcount (1.752) is greater than ttable (1.699), and the significance value obtained is 0.000, which is also less than 0.05. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. A positive coefficient indicates that there is a positive influence between the performance of Buddhist Sunday School teachers and the effectiveness of Buddhist education in Pesawaran and Pringsewu Regencies. Thus, the results of this analysis indicate that teacher performance has a significant and positive impact on the effectiveness of learning. This conclusion confirms that improving teacher performance can contribute to improving the effectiveness of Buddhist education. The hypothesis testing criteria use an alpha of 5% (0.05), which is to reject Ho if the significance is ≤ 0.05 by reading the following ANOVA table.

Table 6. ANOVA Analysis Output

	Model	Sum of Squares	df	Mean Square	F	Sig.
			ANOVA[a]			
	Regression	1488.070	1	1488.070	113,174	.000
1	Residual	381,306	29	13,148		
	Total	1,869,376	30			
	a. Dependent Variable: Effectiveness of Buddhist Education					

Source: Results of data processing in 2025 using SPSS 27.0

Based on the results of data analysis using the ANOVA test, a calculated F value of 113.174 was obtained with a significance level of 0.000. This significance value is much smaller than the set error tolerance limit of 0.05. These findings indicate that the research model used has a good ability to explain the relationship between the performance variables of Buddhist Sunday School teachers and the effectiveness of Buddhist religious education. The hypothesis testing criteria state that if the significance value is less than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. In the context of this study, Ho states that there is no significant effect between teacher performance and the effectiveness of Buddhist religious education, while Ha states the opposite. Because the significance value obtained is 0.000 (< 0.05), it can be confirmed that Ho is rejected and Ha is accepted.

Table 7. Residual Statistics Output

Residual Statistics[a]					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	68.27	102.55	89.35	7.043	31
Residual	-10.498	5,968	.000	3,565	31
Standard Predicted Value	-2,993	1.874	.000	1.000	31
Standard Residual	-2,895	1,646	.000	.983	31

Source: Results of data processing in 2025 using SPSS 27.0

The minimum residual obtained from the analysis of Sunday School teachers' performance on the effectiveness of Buddhist education was -10.498, while the maximum value recorded was 5.968. In addition, the mean value of the residual was 0.000, indicating that overall, there was no significant positive or negative trend in the residual data. The standard deviation calculated is 3.565, which describes the distribution or variation of the residuals around the mean value. The number of respondents involved in this study was 31 people.

Table 8. Model Summary Output

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.892	.796	.789	3.626
a. Predictors: (Constant), Performance of Buddhist Sunday School Teachers				

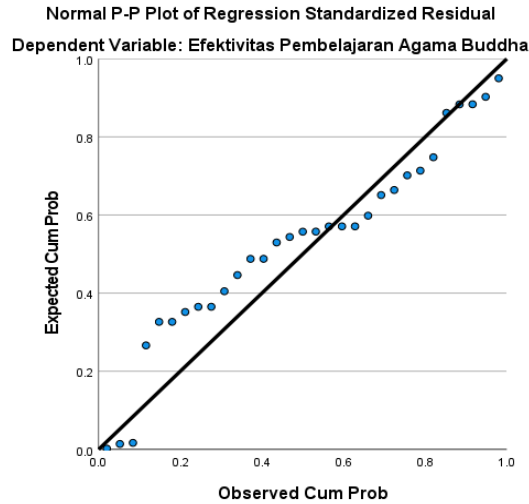Source: Results of data processing in 2025 using SPSS 27.0

The coefficient of determination in Table 4.23 above is R Square, which has a value of 0.796, meaning that 79.6% of the performance of Buddhist Sunday school teachers influences the effectiveness of Buddhist religious education, while the remaining 20.4% is influenced by other factors. The results of the quantitative analysis and normality test showed a residual significance value of 0.057. Since 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 of 0.077 was obtained. Because the significance is ≥ 0.05, it can be concluded that the data on the performance of Sunday school teachers on the effectiveness of Buddhist education has the same variance. This shows that there is an influence of the performance of Sunday school teachers on the effectiveness of Buddhist education in Pesawaran and Pringsewu districts. This means that the effectiveness of Buddhist religious education can be influenced by the performance of Sunday school teachers by 79.6% through a linear relationship of Y=12.680+0.656 X.

The results of data processing for the normality test can be seen from the p plot, which is a normality test conducted to test whether the regression model of the independent and dependent variables has a normal distribution or not. A good regression model is one in which the data has a normal or near-normal distribution. To determine whether it is normal or not, we can look at the distribution of data (points) on the diagonal axis. The basis for decision making is as follows:

If the data is scattered around the diagonal line and follows the direction of the diagonal line, then the regression model meets the normality assumption.
If the data is scattered or far apart and does not follow the direction of the diagonal line, then the regression model does not meet the normality assumption.

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Efektivitas Pembelajaran Agama Buddha

Figure 1. Normal P Plot Source: Data Analysis Using SPSS 27.0

It can be seen that the shape of the plot shows points that point to a straight diagonal line stretching from the bottom left to the top right, which clearly indicates a positive relationship between the performance of Sunday School teachers and the effectiveness of Buddhist education in Pesawaran and Pringsewu Regencies. In other words, the better the teacher's performance in carrying out their duties, the greater the likelihood that students will benefit from the learning process, which in turn can contribute to better learning outcomes. Therefore, this analysis provides a strong picture of the importance of the role of teachers in creating an effective and supportive learning environment, and emphasizes the need for more attention to the development of teacher professionalism to improve the quality of Buddhist education in the region.

Table 9. Recapitulation of Teacher Performance Variables

No	Indicator	Number (F.x)	Average	Percentage	Criteria
Buddhist Sunday School Teacher Performance						
1	Discipline	135	4.35	87	Very High
2	Organizational commitment and integrity	134	4.32	86	Very High
3	Work motivation	141	4.55	91	Very High
4	Work culture	135	4.35	87	Very High
5	*Educational leadership*	134	4.39	88	Very High
6	Teaching quality	138	4.45	89	Very High
7	Incentives	128	4.13	83	High
	Average number	135	4.36	87%	Very High

Source: Research data processed in 2025 using Microsoft Excel

From the table above, it can be seen that the average value for the performance variable of Buddhist Sunday School teachers reached 4.36, which indicates that the percentage of teacher performance was in the very high category, namely 87%. This reflects that, in general, these teachers performed very well in carrying out their duties. However, when looking more deeply at the existing indicators, the highest value was obtained in the work motivation indicator, which reached a percentage of 91% and fell into the very high category. This shows that Sunday School teachers in Pesawaran and Pringsewu districts have a very good level of work motivation, which certainly contributes positively to the effectiveness of learning. On the other hand, the lowest score was found in the incentive indicator, which only reached a percentage of 81% and was classified as high. This condition indicates that there is a relatively low focus from teachers on the incentives provided, which may be due to a lack of attention or appreciation for this aspect. Thus, even though the overall performance of teachers is very good, attention to incentives needs to be improved in order to encourage more optimal performance and create a more productive learning environment.

Table 10. Recapitulation of Buddhist Learning Effectiveness Variables

Effectiveness of Buddhist Education				
No	Indicators	F.x	Average	Percentage	Criteria
1	Teaching Method	132	4.26	85	Very High
2	Learning Environment	126	4.06	81	High
3	Student engagement	131	4.23	85	Very High
	Average number	130	4.18	84	Very High

Source: Research data processed in 2025 using Microsoft Excel

From the table above, it can be seen that the average value of the effectiveness of Buddhist learning reached 4.18, which indicates that the percentage of learning effectiveness is in the very high category, namely 84%. This reflects that, in general, the process of learning Buddhism at Sunday School in Pesawaran and Pringsewu Regencies is running well and effectively. However, when we analyze further based on the existing indicators, it can be seen that the teaching method and student engagement indicators each reached a percentage of 85%, which is also classified as very high. This shows that teachers have successfully applied effective teaching methods and are able to actively involve students in the learning process. On the other hand, the learning environment indicator only reached a percentage of 81%, which is classified as high, but not very high. This indicates that Buddhist Sunday School teachers in Pesawaran and Pringsewu Regencies have not been fully able to create a comfortable learning environment and provide good and adequate learning resources. Thus, although the overall effectiveness of learning is good, there is still room for improvement in creating a more comfortable and supportive learning environment, which in turn can enhance the overall learning experience of students.

3.2. Discussion

The results of the analysis show a positive influence between the performance of Buddhist Sunday school teachers and the effectiveness of Buddhist learning. High teacher performance, such as discipline and work motivation, plays an important role in achieving quality learning objectives. This is in line with the opinion of Selvia et al., who stated that improving teacher performance contributes significantly to the achievement of learning objectives [9]. Therefore, it is important to increase teacher motivation and work discipline, as these two aspects greatly influence their performance and optimal learning outcomes. In addition, teachers who use appropriate learning methods, create a conducive learning environment, and involve students in the learning process can improve students' understanding of the material. Wardany and Rigianti emphasize that the selection of appropriate teaching methods and strategies must be carefully tailored to various important aspects, namely the predetermined learning objectives and the unique characteristics of each student [10]. This is a major determining factor in achieving truly optimal learning outcomes. In addition, the implementation of effective and well-structured classroom management plays an equally important role, as it can create a conducive, comfortable, and truly supportive learning environment. With the creation of these ideal learning conditions, it will be much easier for students to focus their attention and concentrate fully on the entire learning process that is taking place.

Teacher performance plays a crucial role in the educational process, because a teacher's duties are not limited to teaching subject matter alone. Teachers are also expected to be able to deliver lessons in a systematic manner, by organizing and structuring learning materials in a way that is easy for students to understand. In addition, teachers need to emphasize the real benefits of the teachings in everyday life. This is so that students can see the relevance and application of the knowledge they acquire, so that they not only learn to meet academic demands, but can also apply this knowledge in real-life contexts. Thus, good teacher performance will contribute to a deeper understanding and more effective application of the material taught. This is in line with the Samannaphala Sutta, which explains that a good teacher is not only sufficient in teaching the content, but must also deliver the teachings in a gradual and systematic manner, as well as emphasize the real benefits that can be felt in this life, as done by the Buddha in guiding King Ajatasattu. The right teachings will open the minds of students and inspire inner change, rather than misleading them and killing their conscience. In this case, the teacher plays a role in creating a calm and supportive learning atmosphere, as well as being a living example of the values taught, so that the educational process not only shapes knowledge, but also the character and moral responsibility of students (D.II.52). This understanding reinforces the importance of the role of teacher performance in creating learning effectiveness [11].

This study provides a strong foundation for understanding the influence of Buddhist teachers' performance, focusing on several key indicators, namely that teachers' discipline in carrying out their duties has been proven to create an orderly learning atmosphere, which allows students to be more focused and engaged in the learning process. In

addition, the organization's commitment and the teachers' integrity to the vision of the educational institution contribute to the creation of a positive learning environment. The study shows that teachers who have high work motivation tend to be more enthusiastic and innovative in teaching, which has a direct impact on student engagement. A good work culture in schools also enhances collaboration among teachers, so that teaching practices can complement each other and enrich the learning experience of students. This study shows that discipline, commitment, motivation, work culture, and teaching quality of teachers contribute significantly to improving the effectiveness of Buddhist learning. Incentives given to teachers can also increase their motivation and performance, thereby creating a more productive and meaningful learning experience for students. The good performance of Buddhist Sunday School teachers contributes to the effectiveness of Buddhist learning.

High-performing teachers are able to plan, teach, and assess learning well, making it easier to achieve learning objectives. They are expected to build students' enthusiasm and motivation to learn, which in turn improves the learning process [12]. The success of learning depends heavily on the teacher's ability to design lessons, understand the material, use appropriate methods, and create a comfortable classroom environment that encourages active student participation [13]. According to Wardany and Rigianti, teacher performance encompasses various important aspects, including a deep understanding of the material being taught, effective communication skills, classroom management skills, and the ability to motivate students [10].

All of these elements play a crucial role in creating a supportive learning environment, where students feel comfortable and motivated to actively participate in the learning process. With a good understanding of the material, teachers can explain complex concepts in a way that is easy for students to understand. Effective communication skills enable teachers to interact positively with students, thereby creating a good relationship between teachers and students. In addition, good classroom management helps maintain order and focus among students during learning, while providing appropriate motivation can increase students' enthusiasm for learning, making the overall learning process more productive and enjoyable. Effective teachers not only improve interaction and teaching methods, but also create a pleasant learning atmosphere, which contributes to student achievement. Furthermore, teacher performance not only aids the learning process but also plays an important role in achieving educational goals. This shows the importance of developing teacher professionalism to improve the overall quality of education. This is in line with Safitri et al., who argue that a teacher's good performance plays a very important role in improving the quality of the learning process. A teacher who is able to work effectively and efficiently not only manages the class well but is also able to deliver lesson material in a way that is interesting and easy for students to understand [14]. Thus, the learning process becomes more effective. When teachers can create a positive and supportive learning environment, students will be more motivated to learn and actively participate in learning activities. As a result, students who are involved in this quality learning process tend to achieve high academic performance. Therefore, good teacher

performance greatly influences students' success in achieving educational goals, as well as in developing their overall abilities and knowledge.

Meanwhile, the remaining 20.4% of the effectiveness of Buddhist learning variables was influenced by other factors that were not examined. In this case, the success of learning effectiveness also depends on other factors. This shows that learning success does not only depend on strategies, methods, environment, and teacher implementation, but also involves other external factors such as family support and students' psychological conditions.

Family support plays an important role in improving learning effectiveness, whether through direct involvement in the learning process, providing learning facilities at home, or giving moral and emotional encouragement. Students who receive strong support from their families usually have high motivation to learn, show a positive attitude towards education, and are consistent in completing academic assignments [15]. In addition, psychological aspects of students such as emotional stability, self-confidence, and the ability to cope with pressure also greatly determine their involvement in the learning process [16]. Understanding the psychological condition of students is very beneficial for teachers in the education process. With this understanding, teachers can identify students' learning needs according to their psychological conditions. This also allows teachers to choose learning methods and media that are in line with students' psychological characteristics. In addition, understanding student psychology will make it easier for teachers to deal with various problems faced by children, both at school and at home [17]. Emotional disturbances, anxiety, or feelings of insecurity can hinder students' concentration and participation, even if the teaching methods used by teachers are appropriate and effective. Therefore, optimal learning effectiveness requires attention not only to instructional aspects, but also to students' psychological conditions and support from the family environment as an important part of a comprehensive and integrated educational approach [18].

This is as stated by Casfian et al that the teacher's teaching method is one of the interrelated factors that influence the quality of learning. This teaching method greatly affects how interesting and easy the material is conveyed to students. In addition, the emotional and social support that students receive from educators, family members, and peers has a significant impact on them. This support can improve students' psychological condition, increase their enthusiasm for learning, and give them a sense of security while learning. An effective learning foundation consists of these three components, which complement each other [19].

Hawla et al's research found that students' mental health plays an important role in supporting the success of the learning process. When students experience various problems, whether from their personal, family, or social environments, or from academic pressures [20], this can trigger psychological stress and anxiety, which ultimately reduces their concentration and enthusiasm for learning. Mental disorders such as these can significantly hinder students' ability to understand the subject matter, interact actively during the teaching and learning process, and complete tasks optimally. As a result, the

effectiveness of learning is disrupted even though the teacher has applied good teaching methods.

Therefore, in order to achieve a comprehensive and effective learning process, attention to the psychological aspects of students is no less important than the development of instructional strategies themselves. In addition, unstable mental conditions can cause mental fatigue, lack of confidence, and unwillingness to interact with teachers and peers, which are important elements in the learning process.

4. Conclusion

Teacher performance has a significant influence on learning effectiveness. The higher the teacher's performance, the higher the learning effectiveness achieved. Good teacher performance enables them to plan, teach, and assess learning effectively, as well as create a comfortable and supportive learning environment, which in turn contributes to increased student motivation and engagement, thereby improving their learning achievement. Therefore, the development of teacher professionalism is very important to improve the overall quality of education, making good teacher performance the key to achieving the expected educational goals. The results of this study also imply that improving teacher performance contributes significantly and positively to learning effectiveness by increasing student motivation and engagement and creating a more positive learning environment.

This shows that attention to teacher professional development and the application of innovative teaching methods are very important to achieve optimal learning outcomes, in line with previous researchers' findings that teaching methods and strategies need to be tailored to learning objectives, student characteristics, and the material being taught. In addition, the results of this study have a significant impact on teachers, especially Buddhist teachers, by showing that teacher performance can encourage students to learn well. Therefore, teacher performance is very important for improving the quality of teaching through continuous teacher performance development, such as through mentoring and collaboration between teachers, so that students will be more motivated and have a better understanding of Buddhist teachings.

For Buddhist Sunday School teachers, it is recommended that regular training and professional development be conducted, with the aim of enriching their teaching methods, strategies, and learning skills. In addition, it is hoped that readers can use the results of this study to improve their understanding of the importance of Buddhist Sunday School teachers' performance in the learning process. For future research, it is recommended that researchers expand the research variables by adding other aspects, such as student participation levels or teacher confidence, in order to provide more comprehensive insights and understanding of the success of Buddhist education in Sunday Schools. The use of qualitative approaches, such as case studies or in-depth interviews, can also be considered to explore the direct experiences of teachers and students, thereby providing deeper insights.

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