

Interactive learning media and improving the creativity of Buddhist sunday school students in Tanjung Sari district

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Abstract: This study aims to analyse the influence of interactive learning media on increasing the creativity of Buddhist Sunday School students in Tanjung Sari District. This research departs from the problem of low student activity in discussing, asking questions, and contributing to the learning process. Students tend to be passive because they are less interested in monotonous teaching methods, limited to the use of textbooks as the primary source. This study uses a quantitative approach with a survey method. The research population consisted of all 78 students of the Buddhist Sunday School in Tanjung Sari District. The sample was determined using the saturated sampling technique, so that the entire population was used as respondents. Data collection was conducted using a Likert scale questionnaire that had undergone validity and reliability tests. Data were analysed using simple linear regression to test the influence of independent variables on dependent variables, assisted by SPSS software 24. The results of the study show that there is a positive and significant influence of interactive learning media on increasing student creativity. The results of the study indicate that interactive learning media requires careful planning in order to motivate students to be actively involved. Therefore, Buddhist Sunday School teachers need to adapt the use of interactive media to the needs, characteristics, and level of development of students, as well as create a learning climate that supports participation and freedom of expression. Thus, interactive learning media can be an effective means of encouraging creativity, as long as it is supported by the right learning strategies and good communication skills of teachers.

Keywords: Interactive Learning Media, Student Creativity, Buddhist Sunday School, Teaching Style.

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential [1]. This potential includes religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for both themselves and society. Education makes this generation a role model for the teaching of previous generations [2]. Until now, education has no boundaries to explain the complete meaning of education because of

its complex nature, especially since its target is human beings themselves. This complex nature is often referred to as the science of education.

Religious education plays an important role in shaping children's character and moral values from an early age [3]. Buddhist Sunday School, as a non-formal educational institution, plays a role in providing children with an understanding of Buddhist teachings [4]. However, in the learning process, there are often obstacles in attracting interest and increasing the creativity of students. Conventional learning methods, which tend to be one-way and less interactive, can lead to a lack of active involvement from children in the learning process. Therefore, it is important to find more effective methods to increase their involvement and creativity in learning.

In today's digital age, interactive learning media has become an innovative solution in the world of education, including in religious teaching [5]. Interactive learning media not only provides a more interesting and enjoyable learning experience, but also encourages children to be more active in thinking and creating [6]. The use of technology and interactive media can increase their imagination, critical thinking skills, and ability to express their understanding of religious teachings. Research by Fitriawan, (2021) shows that the development of multimedia learning for Buddhist holidays in Buddhist Sunday Schools can increase student interaction with learning materials. The Tanjung Sari sub-district, as an area with a fairly developed Buddhist community, has various Buddhist Sunday Schools that still apply traditional learning methods. This makes learning less interesting and difficult to stimulate students' creativity. Therefore, it is important to examine how interactive learning media can be applied to overcome these obstacles and improve the quality of learning. The importance of shaping a more moral character through Buddhist teachings (Kalama Sutta,A.III).

The problem faced is the lack of use of interactive learning media in Buddhist Sunday Schools in Tanjung Sari Subdistrict. These schools still use more conventional learning methods, which result in a lack of student engagement and limited development of their creativity. This study aims to analyse the extent to which the use of interactive learning media can enhance creativity in understanding and applying Buddhist teachings in everyday life. This study aims to determine the effect of interactive learning media on increasing creativity in the learning process at Buddhist Sunday Schools in Tanjung Sari District. The specific objectives of this study are to analyse the effect of the use of interactive learning media on teaching creativity in Buddhist Sunday Schools, assess the impact of the use of interactive media on student engagement and active participation in the learning process, and identify the supporting and inhibiting factors in the application of interactive learning media in Buddhist Sunday Schools.

Previous studies have shown that interactive learning media can enhance students' creativity and engagement. As stated by [9], the creativity of Buddhist education teachers in using learning media at school can improve the quality of learning. In addition, research by Arifin (2021) analysed the effectiveness of online learning at Buddhist Sunday Schools and found that the use of interactive media can increase student engagement [10]. Another study by Khoreson (2023) showed that SETS-based

Buddhist Sunday School learning is effective in improving students' social skills. This study is expected to make a significant contribution to the development of learning methods in Buddhist Sunday Schools, especially in enhancing teaching creativity. Furthermore, this study is also expected to provide new insights for administrators and teachers in utilising technology to support a more engaging and effective learning process. It is hoped that the results of this study can be used as a reference for the development of technology-based learning methods in Buddhist religious education, both at the local and wider levels.

2. Method

This study used a quantitative approach with a questionnaire-based survey method to measure the effect of interactive learning media on the creativity of Buddhist Sunday School students in Tanjung Sari District. The research population consisted of all 78 Buddhist Sunday School students in the area, all of whom were sampled using saturated sampling. The research instrument was a Likert scale questionnaire with 68 statements compiled based on theoretical studies and preliminary observations in the field. The research process began with direct observation to identify problems, followed by a literature study of academic journals to develop a conceptual framework and identify research variables. Before the instrument was used in the main study, a trial was conducted to measure the validity and reliability of the statement items using *Statistical Package for the Social Sciences* (SPSS) version 27, and all items were declared valid and reliable. The main data collected was then analysed using simple linear regression to test the effect of interactive learning media on student creativity, with the results presented in the form of tables, graphs, and descriptive narratives to support the interpretation of the findings.

3. Results

3.1. Descriptive Statistics

Descriptive statistics were used to provide an overview of the research data before further analysis. In this study, descriptive statistics presented information on the number of respondents, minimum and maximum values, total scores, means, standard errors, standard deviations, and variances for the Student Creativity variable. This data was useful for understanding the distribution and central tendency of the variables studied.

Table 1. Descriptive Statistics of the Interactive Learning Media Variable and the Increase in Student Creativity

Variable	N	Min	Max	Mean	Sum
Interactive Learning Media	78	130	158	147.69	11520
Improvement in Student Creativity	78	142	160	150.55	11,743

Variable	Standard Error	Std. Dev	Variance	Class	Length
Interactive Learning Media	0.504	4.454	19,840	7	4
Improvement in Student Creativity	0.412	3,638	13,238	7	2

Based on the results of descriptive statistical analysis, the Interactive Learning Media variable has a minimum score of 130 and a maximum of 158, with an average of 147.69. The standard deviation value of 4.45 indicates that the data distribution is relatively low, so that respondents' assessments of interactive learning media tend to be homogeneous. Meanwhile, the Student Creativity Improvement variable has a minimum score of 142 and a maximum of 160, with an average of 150.55. The standard deviation value of 3.64 also shows that respondents' perceptions of student creativity improvement are quite uniform. Overall, both variables show high average scores and low levels of diversity, indicating that respondents have positive and consistent views on the application of interactive learning media and its contribution to enhancing student creativity.

3.2. Validity Test

The results of the instrument validity test show that for the Interactive Learning Media variable, the test was conducted on 16 April 2025 on 30 respondents with the help of the SPSS 26 program. The table r value at a significance level of 0.05 with a two-tailed test and a data number (n) = 30 was obtained at 0.361. Of the 40 statement items tested, there were 5 items that were declared invalid, namely items 2, 6, 8, 31, and 35 because they had a calculated r value smaller than the table r (0.361). These invalid items were deleted and not used in the next stage of data collection for the study. Meanwhile, from the 35 valid items, the highest correlation index value obtained was 0.821 and the lowest was 0.166. For the Creativity Improvement variable, the test was conducted on the same date and with the same number of respondents. The r table value used was also 0.361. Of the 40 statement items, there were 7 invalid items, namely items 6, 14, 15, 26, 32, 34, and 35 because the r count value was lower than the r table. These invalid items were also removed from the research instrument. From the 33 items declared valid, the highest correlation index obtained was 0.688 and the lowest was 0.177. These results indicate that most of the statement items in both variables have sufficient validity for use in research.

3.3. Reliability Test

Based on the results of data processing using the Statistical Program for Social Science (SPSS) version 26, the reliability coefficient (Cronbach's Alpha) for the Interactive Learning Media variable was 0.193 with a total of 68 items. This value is very low when compared to the ideal reliability limit, which is generally ≥ 0.70 , so this instrument requires evaluation of the statement items used. Furthermore, for the Student Creativity Improvement variable, the reliability test results also showed a Cronbach's Alpha coefficient value of > 0.70 . If this value is greater than the minimum reliability threshold required, the instrument can be categorised as having a high level of reliability; however, if the value is low, revision or deletion of inconsistent items is required. Thus, the reliability test results provide an important picture of the extent to which the instruments used in the study are capable of providing consistent and reliable measurement results.

3.4. 4. Normality Test

The normality test aims to determine whether the residual data from the research model is normally distributed. This test uses the One-Sample Kolmogorov-Smirnov Test method with the assumption that a significance value (Asymp. Sig.) > 0.05 indicates that the data is normally distributed.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test			Unstandardised Residual
	N		78
Normal Parameters ^{a,b}	Mean		0.00000
	Standard Deviation		3.60827141
Most Extreme Differences	Absolute		0.075
	Positive		0.075
	Negative		-0.052
	Test Statistic		0.075
	Asymptotic Significance (two-tailed)		0.20
	Significance		0.336
Monte Carlo Significance (two-tailed)	99% Confidence Interval	Lower Bound	0.324
		Upper Bound	0.348

Based on the normality test results in the table above, the Asymp. Sig. (2-tailed) value is 0.200, which is greater than the significance level of 0.05. This indicates that the residual data is normally distributed. Thus, the normality assumption is fulfilled so that parametric statistical analysis can be continued in the next stage. Based on the output results in the one sample Kolmogorov-Smirnov test column above, it can be seen

that the significance value (2-tailed) is 0.200. This value is greater than 0.05, so it can be concluded that the data population from the measurement tool distribution, namely the questionnaire, is normally distributed. To determine the positive effect of interactive learning media on the creativity of Buddhist Sunday school students, a p-plot graph is used, as shown in the following figure.

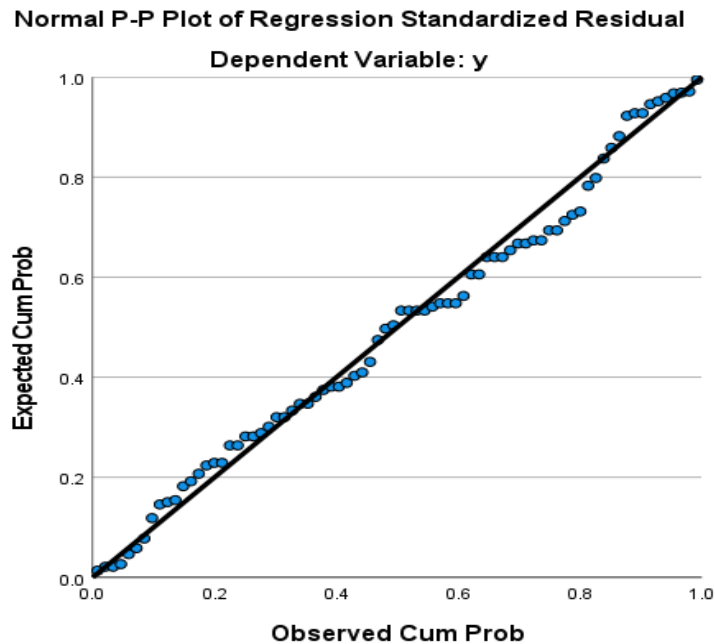


Figure 2. P-Plot Results

3.5. Linearity Test

ANOVA (Analysis of Variance) was used to test whether there were significant differences in the means between several data groups. In this study, ANOVA was used to compare variable Y in 16 groups (df = 15 for between groups) with the aim of seeing whether the differences in the mean values between the groups were statistically significant.

Table 3. Linearity Test

ANOVA					
Y					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	188.462	15	12,564	.938	.529
Within Groups	830,833	62	13,401		
Total	1,019,295	77			

Based on the results of the ANOVA analysis, an F value of 0.938 was obtained with a significance (Sig.) of 0.529. Since the significance value is greater than 0.05, it can be concluded that there is no significant difference in the mean of variable Y between the tested groups. In other words, the variation between groups is not strong enough to be considered statistically significant.

3.6. Hypothesis Testing

Coefficients analysis in linear regression is used to determine the magnitude of the influence of each independent variable on the dependent variable, both in the form of unstandardised coefficients and standardised coefficients. This table also presents t values and significance (Sig.) to test whether each coefficient has a statistically significant effect.

Table 4. Regression Equation Output

Unstandardised Coefficients		Coefficients ^a		
B	Std. Error	Standardised Coefficients Beta	t	Sig.
171.724	18.775		9.146	.000
-0.134	.119	-.128	-1,128	.263

The coefficient test results indicate that the constant has a value of $B = 171.724$ with a significance of $0.000 (< 0.05)$, which means that the constant is statistically significant. This means that if the independent variable is zero, the dependent variable is predicted to be 171.724. The independent variable coefficient of $B = -0.134$ with a t-value of -1.128 and $\text{Sig.} = 0.263 (> 0.05)$ indicates that the independent variable does not have a significant effect on the dependent variable. The standardised Beta value of -0.128 indicates a negative relationship, but the effect is weak and not statistically significant.

The coefficient of determination (R Square) test is used to determine the extent to which the independent variable contributes to explaining the variation in the dependent variable. This value ranges from 0 to 1, where the higher the value, the stronger the predictive power of the regression model used.

Table 5. R Square Coefficient Values

Model Summary ^b		
R SQUARE	Adjusted R Square	Standard Error of the Estimate
.016	.004	3.632

a. Predictors: (Constant), Media

b. Dependent Variable: Improvement

Based on the Model Summary table, the R Square value of 0.016 indicates that the independent variable Interactive Learning Media can only explain 1.6% of the variation in the dependent variable Increase in Student Creativity. The remaining 98.4% is influenced by other factors outside this research model. The Adjusted R Square value of 0.004 indicates that after adjusting for the number of variables and samples, the model's predictive ability becomes lower. The Standard Error of the Estimate of 3.632 indicates a fairly large level of model prediction error against the observed value.

4. Discussion

Based on the results of data analysis and hypothesis testing, it is known that interactive learning media has a positive and significant effect on increasing the

creativity of Buddhist Sunday school students. This means that learning media is one of the factors that influence creativity improvement. It can be said that the better the application of learning media principles, the higher the level of creativity shown by members of Buddhist organisations, which includes voluntary actions such as helping others, teaching at Buddhist Sunday schools, and supporting the organisation as a whole without expecting direct rewards.

This can be seen in students and teachers engaging in interactive learning, where students can be more involved and motivated to learn, thereby increasing their creativity [12], [13], [14]. Interactive learning allows students to actively participate in the learning process, as students and teachers have active interactions during classroom learning. This enables them to develop their critical and creative thinking skills during learning [15]. In addition, interactive learning can also facilitate collaboration between students, allowing them to share their ideas and experiences and enhance their creativity [16].

Teachers also help students understand complex Buddhist concepts in a simpler and more interesting way [17]. Teachers can use various interactive learning strategies such as group discussions, educational games, and creative activities to enhance students' creativity and understanding [18]. They are able to develop their spiritual and moral self and improve their understanding of Buddhist teachings. This can be seen in their enthusiasm on Sundays when they diligently come to the temple to perform puja together and afterwards, they are eager to learn at Buddhist Sunday School (SMB) actively and creatively. The success of an education can be seen from the message conveyed by the teacher to the students during the learning evaluation, which assesses how well they have mastered the previous material [19].

The use of technology in the interactive learning process at Buddhist Sunday School (SMB) helps students to increase their creativity through the use of graphic design or idea development applications such as platforms on their mobile phones. Thus, interactive learning can be used as an alternative effective learning method to increase their activity at the temple. These applications have advantages that are not found in manual learning processes. This learning process is faster, easier for users to understand, and the images are more attractive to users, which creates a special enthusiasm for the students who follow it [20].

This study is in line with Marbella's findings [21], which state that learning media can support the development of Buddhist Sunday schools and, in particular, Buddhist-based learning. In Buddhist religious learning, the role of Buddhist Sunday School (BSS) mentors must also function in improving the quality and spiritual progress of the Buddhists under their guidance [22], [23]. This is in line with Widiono's [24] research, which states that effective learning media can be achieved through self-creativity, self-development and morality, based on the principles of non-violence, compassion and love, which focus not only on learning achievement but also on spiritual well-being.

This understanding reinforces the importance of the role of learning media in creating a positive and productive organisational environment. As an implication of the findings of this study, the influence of interactive learning media on increasing

creativity can bridge the application of Buddhist spiritual values with modern organisational behaviour [25]. This research provides a strong foundation for understanding the application of Buddhist learning media principles through relevant indicators that can be adapted in the context of modernisation [24]. Interactive learning media can be used as a guideline that not only supports spiritual development but also plays an important role in supporting the development of creativity in organisations.

In learning, it requires concentration and inner peace reflected in patience (Khanti), without anger (Akkodha) and without violence (Avihimsā). To achieve stable and harmonious goodness, learning media must be used more effectively, so that students feel comfortable learning together and feel supported to contribute without fear of criticism and excessive pressure [26]. Thus, this medium can help students' complete tasks or enhance their creativity while providing positive examples that encourage Buddhist Sunday school students to be cooperative and collaborative in every learning situation.

5. Conclusion

Based on the results of research and data analysis regarding interactive learning media on increasing the creativity of Buddhist Sunday school students in Tanjung Sari sub-district, the following conclusions can be drawn. There is a positive and significant influence between interactive learning media and increasing the creativity of Buddhist Sunday school students in Tanjung Sari sub-district. This shows that the better the application of interactive learning media, the higher the level of creativity of Buddhist Sunday school students in Tanjung Sari sub-district as demonstrated by Buddhist students. The magnitude of the influence of learning media on increasing the creativity of Buddhist Sunday school students in Tanjung Sari sub-district is shown by a coefficient of determination (R square) value of 39.5%. Meanwhile, 60.5% is influenced by other factors that are beyond the scope of this study. Improving Quality of Life: This study can help improve the quality of life of Buddhist Sunday school students in Tanjung Sari sub-district by using more effective interactive learning media.

Human Resource Development: This study can help develop more effective and efficient human resources to enhance student creativity. Increased Interest in Learning: This study can help increase the interest in learning among Buddhist Sunday school students in Tanjung Sari Subdistrict by using more engaging interactive learning media. Improved Quality of Education: This study can help improve the quality of education in Tanjung Sari Subdistrict by using more effective interactive learning media. Increasing Student Creativity: This study can help increase the creativity of Buddhist Sunday school students in Tanjung Sari Subdistrict by using interactive learning media.

Based on the results of the research, the researcher provides the following suggestions. First, for Buddhist Sunday school students in Tanjung Sari Subdistrict, students should participate more actively in the interactive learning process to increase their creativity and understanding of Buddhist teachings. Second, for Buddhist Sunday school (SMB) teachers, teachers can develop more interactive and interesting learning materials to increase student motivation and creativity at the temple.

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