

Creating Reward-Based Learning Strategies to Stimulate Student's Laziness Level: A Case Study at Buddhist Sunday School

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Abstract: Reward-based learning strategies on the level of laziness of Buddhist Sunday School students. The problems among Buddhist Sunday School students are that some students are too lazy to come to the monastery, lack motivation and participation in learning activities, and prefer other activities such as playing games and then coming to the monastery. This study uses a quantitative approach with a survey method. The population in this study was 31, which was obtained by collecting data after distributing questionnaires. The study was conducted at the monastery and included respondents from Buddhist Sunday school students. The study's results showed a negative influence between reward-based learning strategies on the level of laziness of Buddhist Sunday School students in 2024, with a t count of -9.285 and a significance value (p) of $0.000 > 0.0$. The simple regression analysis calculation results obtained the R Square value as 0.748. It means that reward-based learning strategies affect the laziness of Buddhist Sunday school students by 74.8%, and other factors influence the remaining 25.2%.

Keywords: Reward; Laziness level; learning strategy; Buddhist Sunday School
Introduction

1. Introduction

Education plays a central role in the development of individuals and society. One essential factor contributing to success in education is student learning behavior. However, in education, lazy learning behavior is often a serious challenge that needs to be understood in depth. Lazy learning behavior in students has a broad impact on their academic achievement and the quality of personal development and potential that has not been fully explored [1], [2]. Laziness can be interpreted as the inability or unwillingness of a person to carry out activities or tasks that should be done. Things included in the concept of laziness include rejection of responsibility, lack of discipline, lack of perseverance, feeling embarrassed or hesitant, the habit of procrastinating, avoiding obligations, etc. Laziness is a significant obstacle in human activities at the individual level and in education. Every individual or student who wants to succeed in work or learning must find the right balance in all aspects of their life. This balance includes using all their senses and abilities [3].

Religious education begins with the family because the family is a social institution where a child is born and raised. Buddhist Sunday School is a means to help families provide Buddhist religious education [4]. Education carried out in schools today emphasizes formality and intellectuality rather than developing students' spiritual and religious values. Inclusive education in education must abandon the formality model. Transformation in Buddhist religious education for Buddhist Sunday school students has an intellectual aspect but must be accompanied by an emphasis on spirituality and religiosity. In Buddhist Sunday School, student laziness is seen in children's low participation and enthusiasm in teaching and learning activities. Various factors, including a lack of intrinsic motivation, an unsupportive environment, and a lack of variety in teaching methods, can cause this problem. The next factor is that the learning approach is monotonous and does not actively involve children. To implement the learning process effectively, educators need to innovate and know various models that can make learning activities more varied and not monotonous [5], [6].

To overcome these problems, an appropriate method is needed in learning, one of which is by implementing a reward system. The proper learning method will discipline students so that learning activities become effective, efficient, and enjoyable. Rewards are one way for teachers to appreciate students' actions that deserve praise. Rewards are a tool to educate children so they can feel happy because their actions or work are appreciated. Meanwhile, according to Nugroho, rewards are rewards, awards, or compensation that aim to make someone more active in their efforts to improve or increase the performance that has been achieved. The rewards can be anything, depending on achievements [7], [8].

Laziness in learning in children, especially in Sunday school environments, is an issue often faced by teachers based on observations with Sunday school teachers via WhatsApp. In Buddhist Sunday Schools, this phenomenon can be seen in student's low participation and enthusiasm in teaching and learning activities—various factors, such as lack of intrinsic motivation. Intrinsic motivation is a motive that becomes active or functions so that it does not need external stimulation because, from within the individual, there is already a drive to do something. Reward-based learning strategies are one effective solution to increase student motivation and involvement [9]. By giving awards for positive achievements and behavior, it is hoped that children can feel appreciated and motivated to participate actively. Implementing the right reward system can create a more enjoyable and exciting learning atmosphere [10]. Reward-based learning strategies in overcoming student's laziness in Buddhist Sunday School. It is hoped that the results of this study can provide insight for teachers in designing more exciting and effective learning methods, as well as contribute to the development of the quality of education in Sunday school environments [11].

2. Method

In this study, the researcher used a survey method with a quantitative approach and data processing techniques in the form of a questionnaire with a total of 77 questions using a Likert scale in the answers. In this study, the population studied was 31 children

of the Dipa Mulya Central Lampung Buddhist Sunday School. The sample is part of the number and characteristics possessed by the population. The sample is part of the population that is the data source in the study, where the population is part of the number of characteristics possessed by the population [12]. The research design in this study carried out by the researcher includes conducting observations, compiling the background of the problem, identifying the problem, formulating the problem, and concluding the study results. Issues include creating a theoretical basis or looking for theories related to reward-based learning strategies and laziness of Buddhist Sunday School children, creating research methods, determining research variables, creating instrument grids, collecting questionnaires, analyzing data, and making conclusions and suggestions. Data analysis is a procedure for analyzing data and techniques for interpreting the results. It is supported by the data collection process to make the analysis more accessible, precise, and accurate. Data analysis is also called data processing or data interpretation. Data analysis is a series of activities that examine, group, systematize, interpret, and verify data so that a phenomenon has social, academic, and scientific value [13]. Grouping data based on variables from all respondents, presenting data on each variable studied, performing calculations to overcome the problem formulation, and completing calculations to evaluate the proposed hypothesis are activities included in data analysis. This study uses the SPSS (Statistical Program for the Social Sciences) data processing program to obtain higher and more reliable analysis results.

3. Results and Discussion

Based on the test instrument of reward-based learning strategy on the laziness of Buddhist Sunday School children, it was obtained that out of 81 items, there were 39 reward-based learning strategy variables and 42 items of laziness variables. The results for the reward-based learning strategy variable contained 36 valid items and three invalid items, while for the laziness variable, there were 41 valid items and one invalid item. Several of these items were declared invalid by comparing the r table on 33 respondents with a significance level of 0.05, namely 0.344. If r count $<$ r table, then the items are declared invalid. The researcher removed the invalid statement items so that out of 81 statement items, 77 statement items remained. Based on the reliability test of the research instrument, the statistics obtained using SPSS 25.0 produced a Cronbach's alpha value of 0.962 because the significance value $>$ 0.05 means the measuring instrument is declared reliable. It can be concluded that the research instrument used in this study met the requirements and was trustworthy.

Table 1. Instrument Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.961	.962	77

(Source: SPSS 25.0 data processing results)

The normality test was conducted using the One Sample Kolmogorov Smirnow test. The requirement for sample data comes from a normally distributed population with a significance of 0.05 or 5%. Based on the normality test results obtained from 31 respondents, a significant value was found for the reward-based learning strategy. Of 0.200 and laziness of 0.193, it can be concluded that the data is usually 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			
		X	Y
N		31	31
Normal Parameters a,b	Mean	125.87	146.77
	Std. Deviation	31,749	34,439
Most Extreme Differences	Absolute	.095	.130
	Positive	.089	.103
	Negative	-.095	-.130
Test Statistics		.095	.130
Asymp. Sig. (2-tailed)		.200 c,d	.193 c

(Source: 2024 data processing results using SPSS 25.0)

A homogeneity test is conducted as a requirement in independent sample test analysis by Compare Means One Way ANOVA. The underlying assumption in the analysis (ANOVA) of the population variance is the same. If the test criteria are more than 0.05 or 5%, then it can be said that the variance of the two data groups is the same. The results of the homogeneity test are seen from the output of the test of homogeneity variance; the significance value of the reward-based learning strategy is 0.119, and laziness is 0.029, so it can be said that the two data are homogeneous. For more details, see the following table of tests of homogeneity of variances.

Table 3. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
X	Based on Mean	2,578	1	29	.119
	Based on Median	2.455	1	29	.128
	Based on the Median and with adjusted df	2.455	1	25,040	.130
	Based on trimmed mean	2,515	1	29	.124
Y	Based on Mean	5.250	1	29	.029
	Based on Median	5.001	1	29	.033
	Based on the Median and with adjusted df	5.001	1	18.112	.038
	Based on trimmed mean	5,097	1	29	.032

(Source: 2024 data processing results using SPSS 25.0)

Table 4. Regression Equation Output

Coefficients a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	28,664	13.106		2.187	.037
	X	-.938	.101	.865	-9.285	.000

a. Dependent Variable: Y

(Source: 2024 data processing results using SPSS 25.0)

Based on the output results by reading the coefficients, a constant value of 28.664 is obtained, which means that if the reward-based learning strategy (X) has a value of 0, laziness (Y) has a positive value of 28.664. The regression coefficient on the reward-based learning strategy variable (X) is -0.938, meaning that if the reward-based learning strategy increases or develops, the laziness variable (Y) will decrease by -0.938. Based on the data analysis, the t-value is -9.285, and the t-table value with $dk = n - 2$ is $dk = 29$ of 1.699 with a significance value of 0.000 because the absolute value of t-value $9.285 > 1.699$ and significance $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. The negative coefficient means that the reward-based learning strategy hurts the laziness of Buddhist Sunday School children. Seeing these results implies that H_0 is rejected and H_a is accepted, so it can be concluded that the reward-based learning strategy has a negative and significant effect on the laziness of SMB Dipa Mulya Lampung Tengah children. The hypothesis testing criteria use alpha 5% (0.05), namely reject H_0 if the significance ≤ 0.05 by reading the following ANOVA table.

Table 5. ANOVA analysis output

ANOVA a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26625.657	1	26625.657	86,218	.000 b
	Residual	8955.763	29	308,819		
	Total	35581.419	30			

a. Dependent Variable: Y Laziness

b. Predictors: (Constant), X reward-based learning strategy

(Source: 2024 data processing results using SPSS 25.0)

Based on the ANOVA output, the calculated F value is 35581.419 and Sig 0.000, so there is no need to match it with the F table because SPSS has facilitated it with a significant value. The results are interpreted as Sig 0.000 $< 5\%$, meaning H_0 is rejected and H_a is accepted. This means that reward-based learning strategies influence the laziness of Buddhist Sunday School children.

Table 6. Value of R Square Determination Coefficient

Model Summary b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.865 a	.748	.740	17,573	
a. Predictors: (Constant), X					
b. Dependent Variable: Y					
(Source: 2024 data processing results using SPSS 25.0)					

The coefficient of determination in Table 6 above is R square, which has a value of 0.748, meaning that 74.8% of reward-based learning strategies affect the laziness of Buddhist Sunday School children, while other factors influence the remaining 25.2%.

4. Discussion

Based on the results of data analysis and hypothesis testing, it is known that there is a negative and significant influence between reward-based learning strategies and the laziness of Buddhist Sunday School children. It can be interpreted that reward-based learning strategies are crucial for Buddhist Sunday School children because they can reduce laziness in Buddhist Sunday School children. It can be concluded that the more often or appropriately the reward strategy is applied, the lower the level of laziness of children. This negative influence means that when rewards are given in the context of education, children's laziness is significantly reduced. A reward-based learning strategy is expected to help reduce children's laziness and lack of enthusiasm in following lessons so that they become more involved and proactive in learning activities. This is in line with the understanding of this reward: "Reward is a way for someone to give an award to someone for doing something right so that someone can be enthusiastic again in doing specific tasks and be more motivated in doing other things and the process is better so that someone can achieve success from something he does [14]. This shows that understanding reward-based learning strategies can reduce the laziness of Buddhist Sunday School student about attendance. With a deep understanding of reward-based learning strategies, educators can design and implement more effective methods to increase student motivation. This can contribute to better learning outcomes. In line with the teachings of the Buddha, which reads, if with a small amount giving to those in need, In his heart is happy feeling full of compassion, Even though he has to share a tenth part The other part will grow abundantly. From the verse, it can be concluded that even though we give a relatively tiny gift if it is given with compassion and sincerity to those in need, then goodness will grow and be abundant for the gift.

Rewards or prizes are a form, method, or strategy teachers use to give awards [15]. They produce, grow, maintain, and improve student learning outcomes in schools to encourage and motivate students to learn to achieve the objectives set. This can provide a sense of self-confidence and acknowledge student achievements that have been completed, thus enabling them to repeat or even improve their performance in class. In addition, prizes can also foster a spirit of healthy competition and a positive attitude in

learning. The prizes include gifts, souvenirs, and so on. The reward-based learning strategy in this study is intended to be a reward-based learning strategy carried out by the instructor of the Buddhist Sunday School. The existence of an excellent reward-based learning strategy can be expected to overcome the lazy attitude/nature of Buddhist Sunday School children who come to Sunday school. With a reward-based learning strategy implemented well, children will be more motivated to participate actively in the learning process because they will see concrete rewards for their efforts and achievements [16].

Based on descriptive analysis, it appears that Buddhist Sunday School children apply reward-based learning strategies in the high category. This can be seen from the average value of the reward-based learning strategy variable, and obtained a percentage of 72% with details of each indicator, namely the bonus or incentive and value indicators, with the average respondent answering in the high category, while the average respondent answered in the high category for the praise and goods or objects indicators. This means that the children of the Buddhist Sunday School have fully understood and felt the positive impact of implementing a reward-based learning strategy in their learning process. They feel motivated to learn and actively participate in academic activities, reflected in the positive response to rewards such as bonuses, grades, praise, and physical gifts in the form of goods or objects. In other words, these children have shown high involvement and appreciation of the reward system implemented by educators. This reflects that a reward-based learning strategy effectively increases children's motivation and promotes a positive school learning atmosphere. This strategy's implementation seems to have successfully created an environment that supports learning, where children feel appreciated and motivated to achieve better results.

Laziness is a significant obstacle in human activities at the individual level and in education. Every individual or student who wants to succeed in work or learning must find the right balance in all aspects of their lives. This balance includes the use of all the senses and abilities they have. Laziness is part of a mindset that hinders the growth of knowledge and human inner development. In developing self-quality, overcoming laziness and replacing it with motivation, discipline, and determination to learn and grow is very important. Laziness in Buddhist terms is called 'Thina' and is defined as lethargy of mind and body or dullness of mind characterized by lack of driving force. Simply put, laziness is a feeling of reluctance to do activities because the mind gives a negative assessment of the activity, plus there is no desire to do it. Laziness is one of the great enemies of humans that hinders the start of an activity, be it work or doing good deeds. This feeling of laziness can come suddenly, so activities prepared long ago are delayed/not carried out [17]. The results of this study indicate that the laziness variable describes Buddhist Sunday School children as lazy, with an average in the high category on the indicators of lack of motivation, lack of enthusiasm in carrying out activities, lack of time management skills, and lack of self-discipline. It can be interpreted that Buddhist Sunday School children face significant challenges in motivation and involvement in the learning process. The tendency towards laziness indicates that students feel less motivated to learn and participate in school activities.

Motivation is a condition of a person that can give rise to urges to carry out an activity to achieve a particular goal [18]. This definition is in line with the variable of laziness, the indicators of which are lack of motivation and lack of enthusiasm in carrying out activities, which can be influenced by two things, namely internal factors and external factors. Internal factors that increase students' learning motivation include physical intelligence, attitude, interest, talent, and emotion. External motivations for students (external) include family, school, and society [19] [20]. Buddhism defines motivation as the spirit or virya to act. Virya can be a constant, energetic, disciplined direction of energy and achieve wisdom. Virya, in Buddhist terms, is usually interpreted as "energy," "perseverance," "spirit," and "effort." This term can be characterized as the joy of participating in healthy practices and functions to make someone do suitable learning activities. Everyone needs motivation to develop a more positive self-concept. Buddha advised people to live a pious life, have self-confidence, be enthusiastic and not lazy, be alert and balanced, and have correct understanding. Humans have motivation from within themselves. Learning inspiration (virya) appears when someone has a strong drive within themselves to follow up on something. Inspiration can come from within the individual and can also come from outside the individual.

In addition to the above indicators, there are two more indicators of laziness, namely lack of skill in managing time and lack of self-discipline, which are influenced by two factors. Internal factors include things that come from within the student himself, namely the lack of awareness in implementing a disciplined character. External factors come from outside the student, namely the influence of the environment around the student [21]. In the Majjhima Nikāya, sāmāgāma Sutta. The Buddha provided disciplinary procedures to guide the Sangha and ensure its harmonious functioning after his death. The six disciplinary procedures include (1) maintaining loving actions through the body, (2) maintaining loving actions through speech, (3) maintaining loving actions mentally, (4) enjoying things together with moral friends, (5) having good morality, and (6) have a noble outlook. A student who has carried out the six procedures can comply with the rules so that violations will not occur in any of his actions. Two factors influence laziness, namely, 1). Internal Factors: Laziness can be caused by physical factors, such as health conditions that affect concentration and energy. Psychological factors, including lack of motivation or interest, also influence laziness. 2). External Factors: The surrounding environment, such as family, school, and curriculum, influence laziness. An unsupportive environment or inadequate curriculum can worsen laziness. Interaction with various social environments, including family and friends, also plays a role in shaping laziness.

5. Conclusion

Based on the results of the study on the influence of reward-based learning strategies on the level of laziness of Buddhist Sunday School children, it can be seen that $t_{count} > t_{table}$ ($9.285 > 1,699$ or $sig < 0.05$, $0.000 < 0.05$). It can be concluded that reward-based learning strategies influence the level of laziness of Buddhist Sunday School children in 2024. The magnitude of the impact of reward-based learning strategies on the laziness of Buddhist Sunday School children can be seen from the R Square value, which is 74.8%

of reward-based learning strategies affect laziness, while 25.2% is influenced by other factors that were not studied.

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