THE INFLUENCE OF TEACHING BY *AṬṬHASĪLANĪ* ON THE LEARNING INTEREST OF BUDDHIST STUDENTS AT TAMAN HARAPAN ELEMENTARY SCHOOL

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Abstrak: Penelitian ini dilakukan untuk mengetahui Pengaruh Pengajaran Oleh *Atthasilani* Terhadap Minat Belajar Siswa Buddhis SD Taman Harapan. Acuan untuk mengetahui minat belajar siswa dapat diukur melalui tujuh indikator menurut Bahri (1-4) dan menurut Slameto (5-7), yaitu (1) perasaan senang, (2) keterlibatan siswa, (3) ketertarikan, (4) perhatian siswa, (5) perasaan positif saat belajar, (6) adanya kenyamanan saat belajar, dan (7) adanya kapasitas dalam membuat keputusan saat belajar. Desain penelitian ini adalah penelitian kuantitatif yang didukung dengan penelitian kualitatif dengan metode studi kasus dan penelitian survei. Instrumen yang digunakan adalah pernyataan tertulis (kuisioner) dengan penghitungan skala likert dan Uji-t didukung oleh daftar wawancara yang ditanyakan kepada 6 informan. Hasil penelitian ini menujukan bahwa minat belajar siswa Buddhis pada pengajaran yang dilakukan oleh *atthasilani* sebagian besar memiliki minat yang efektif. Akan tetapi, berdasarkan penghitungan skala *likert* secara keseluruhan bahwa pengajaran oleh guru mata pelajaran memiliki skor tertinggi sebesar 40 dan pengajaran oleh *atthasilani* memiliki skor terendah 25. Secara parsial, ada beberapa indikator menyatakan nilai yang tinggi, ada yaang sedang bahkan ada yang kurang. Dengan demikian, adanya perbedaan pengajaran oleh *atthasilani* dan guru yang menyatakan perolehan tinggi pada guru sehingga tidak ada pengaruh pengajaran oleh *atthasilani.*
Kata Kunci: Pengajaran, Minat Belajar

Abstract: This research was conducted to determine the effect of Atthasilani's teaching on the learning interest of Buddhist students at Taman Harapan Elementary School. References to determine student learning interest can be measured through seven indicators according to Bahri (1-4) and according to Slameto (5-7), namely (1) feelings of pleasure, (2) student interaction, (3) interest, (4) student attention , (5) positive feelings while studying, (6) there is comfort while studying, and (7) the capacity to make decisions while studying. The design of this research is quantitative research which is supported by qualitative research. The instrument used is a written statement (questionnaire) with a Likert scale calculation and the t-test is supported by a list of interviews stated to 6 informants. The results of this study show that the interest in learning of Buddhist students in the teaching carried out by atthasilani mostly has an effective interest. However, based on the overall Likert scale calculation, teaching by subject teachers has the highest score of 40 and teaching by atthasilani has the lowest score of 25. Partially, there are several indicators that state high scores, some are moderate and some are even less. Thus, there are differences in teaching by atthasilani and teachers who state high gains on teachers so that there is no influence of teaching by atthasilani.
Keywords: Teaching, Interest in learning

INTRODUCTION

Education is an effort to foster and develop human personality either in the spiritual part or in the physical part. As stated in Law No. 20 of 2003, Education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control self, personality, intelligence, noble character, and skills, which are necessary for himself, society and the State.

Religious education has an important role in building the social character of its community. This important role is in line with Law No. 20 of 2003 concerning the National Education system article 3 which states that "National education functions to develop and shape the character and civilization of the nation with an eye deep In order to educate the life of the nation, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

Teaching is one part of education by providing knowledge and skills in the education of students. Teaching is defined the same as teaching activities, in another sense teaching is interpreted as having occurred teaching and learning interactions between component Teaching, especially between teachers and students, between students and students and between teachers and students with components teaching Other. Teaching is a duty and Activities that are pursued with teachers and students. This teaching is designed systematically and carefully by teachers to carry it out with appropriate teaching methods and techniques, guide, and motivate students to take initiative in learning, in order to gain knowledge and master the necessary skills.

In the course of learning, educators participate in Implementation of learning. Teachers who participate in education personnel mean someone whose duties are related to efforts to educate the nation's life in all its aspects, both spiritual and emotional, intellectual, physical, and other aspects (Suparlan, 2008: 13). Imran also added details of the teacher's understanding in his dissertation. According to Imran (2010: 23), teacher is a position or profession that requires special expertise in its main duties such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary, and secondary education.

In the current pandemic makes the Indonesian government Decide on a deployment *social distancing,* even some cities implemented PSBB to break the chain of spread of the Corona virus. Restriction This community activity has an impact on the world of education. In Indonesia, the Ministry of Education and Culture of the Republic of Indonesia has issued Circular Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of the Corona virus which contains that learning and activities in schools are eliminated and learning is carried out at home, learning at home is applied at all levels of education with an online learning system.

Online learning is a technology-based learning that can be done remotely using online media such as the internet. In the implementation of online learning, a technological device is needed to access online anywhere and anytime such as mobile phones, laptops, computers, netbooks, and others.

The implementation of the learning process can be the same for each student but learning outcomes can be different for each student. One of the influencing factors is interest in learning. According to Shah (2008) interest is a condition where a person has a high tendency and passion or a great desire for something. So, interest in learning is a state in which a person has a great tendency or desire to acquire knowledge and achieve an understanding of the knowledge he learns.

Usman (in Darmadi, 2017) stated that interest has a great influence on learning. According to Sumadi Suryabrata (in Irsan, 2018) interest in learning is influenced by internal and external factors. In the circumstances of the COVID-19 pandemic, it has caused students to do online learning. This can affect the interest in learning of students, who are used to face-to-face learning (offline) but different circumstances have to hold learning at home online.

One of the schools that implemented online learning during this pandemic is Taman Harapan Elementary School, Malang. This is done to prevent the spread of the Corona virus in the school area. So far, Taman Harapan Elementary School has implemented online learning using the internet. Some subjects such as Buddhist Education and Ethics apply online learning. Buddhist Education and Ethics is a family of subjects derived from the Tripitaka Scriptures, which can develop the ability of students to strengthen faith and devotion to God Almighty, Triratna, noble character / noble ethics *(sīla),* respect and respect for all beings.

Taman Harapan Elementary School is one of the elementary schools in Malang. In the teaching aspect, especially in the subjects of Buddhist Education and Ethics, the learning is supervised by the teacher on duty at the place. In 2020, precisely in September-October during the Covid-19 pandemic, *aṭṭhasīlanī* a student of Kertarajasa Buddhist College (STAB) carried out PPL (Field Experience Practice) activities at Taman Harapan Elementary School. For one month the teaching of Buddhist Education and Ethics was taken over by *aṭṭhasīlanī*.

In addition to being a student of Kertarajasa College of Buddhism (STAB), *aṭṭhasīlanī* is Viharawans who lived in monasteries and in the period learning to renounce worldliness in conducting higher moral training than ordinary people in general. In society, *atthasilani* has a position as a guide in religious aspects.

In the different teaching experienced by Taman Harapan Elementary School students during the pandemic and being taught by *aṭṭhasīlanī*, it will certainly affect interest in learning. Therefore, this study aims to determine **"The Effect of *Aṭṭhasīlanī* Teaching on Buddhist Students' Learning Interest in Taman Harapan Elementary School".**

RESEARCH METHODS

The research design used in this study was a census using a combination method *(mixed methods).* This research was conducted in Klojen District, Malang Regency, East Java at Taman Harapan Elementary School. This research focused on Buddhist students in the 2020/2021 academic year as research subjects. In this study, the population was all Buddhist students of Taman Harapan Elementary School. The respondents used consisted of 16 Buddhist students.

Variables used in this study is the Free Variable is the teaching and the dependent variable is the student's learning interest which can be seen in the table.

Research Variables

No	Variable		Indicator	Scale/Shoes
1	Learning Interest	-	Feeling good	4. Totally Agree
		-	Student engagement	
		-	Interest	3. Agree
		-	Student attention	2. Simply Agree
		-	Positive feelings while studying	
		-	There is enjoyment / kenyanya manan	1. Disagree Less
		-	The ability / capacity of the bag in making decisions related to Learning.	

The instrument to be used in the study to collect data is to use questionnaires. The research instrument in this study is in the form of a written statement (questionnaire) with Likert scale calculation and t-Test. The preparation of instruments in the form of questionnaires is prepared based on seven indicators of learning interest that will be used by the sample to assess learning interest.

As for qualitative research, there are two types of instruments used, the main instrument in this study is the researcher who will conduct research with a list of interviews and

Supporting instruments are *mobile phones* to be used as recording tools, cameras as documentation tools, books, field notes, and interviews.

Instrument tests are carried out by testing the validity and reliability of research instruments. To test the validity of the instrument in this study using the person *correlation coercient formula* as follows:

$$r = \frac{N \Sigma X Y - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y^2)\}}}$$

Instrument reliability testing is carried out by

Repeat the same symptoms and results using *test-retest (stability) testing.*

$$r11 = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma \delta^2 b}{\delta^2 t}\right)$$

The techniques used in data collection are carried out by, the distribution of questionnaires is carried out *online* using *Google form* to a person (respondent), where the researcher shared a *link* to adolescent Buddhist elementary school students Taman Harapan assisted by teachers of Buddhist Education and Ethics. The interview method is used by the interviewer to obtain information from the source. In this case, this study conducted interviews with 6 informants.

Data analysis techniques namely from data obtained from research on the effect of teaching by *atthasilani* on the learning interest of Buddhist students will be analyzed according to the Likert scale and t test.

Measurement Scale

No.	Symbol	Information	Score
1	SK	Totally Agree	4
2	S	Agree	3
3	CS	Simply Agree	2
4	KS	Disagree Less	1

Likert scale is used to determine respondents' responses to students' learning interest in athasilani teaching . In Likert scale analysis, there are two ways, namely using continuum lines and percent achievement. Therefore, it is necessary to find the highest score and the lowest score, illustrating the data as follows:

Information:
KS = Less Agree CS
= Enough Agree S
= Agree
SS Agrees Strongly

If the total score obtained is 50, then the total score can be categorized CS (simply agree) with % Achievements as $\frac{50}{100}$ x100% = 50% of which

100% expected. Likert scale analysis is divided into total (conventional) and partial analysis. From Figure 3.1. That is, when the score reaches 25 then the utilization rate falls in the benefit area with % achievement:
$\frac{25}{100}$ x100% = 25% of expected 100%

The percent achievement can be calculated by the formula below:

$$P = \frac{skor\ Total}{Skor\ Total} \times 100\%$$

Then, to determine students' learning interest in teaching by *atthasilani,* a t-test with a hypothesis is used. The hypothesis used is: *H0* = There is no significant influence in teaching by *atthasilani* on the learning interest of Buddhist students at Taman Harapan Elementary School. Ha hypothesis = There is a significant influence in teaching by *atthasilani* on the learning interest of Buddhist students at Taman Harapan Elementary School.

To be able to conclude whether there is a difference in student learning interest between teaching by *athasilani* and teaching by teachers, then t calculate compared with t table as figure 3.2 as follows:

t 0,05 (27)=2,021
t 0,01 (27)=2,704
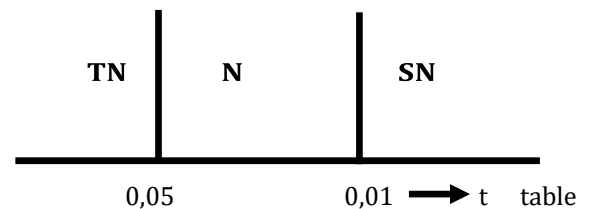
Areas of significance of the t-test

TN= Not Real, N= Real, and SN= Very Real, if t counts fall within SN territory, then there is a very real difference.

RESULTS AND DISCUSSION

Result

Based on the results of the assessment of the questionnaire of Buddhist students of SD Taman Harapan on the influence of teaching by *atthasilani* on the learning interest of Buddhist students at SD Taman Harapan, data can be obtained about Buddhist students.

Answers of Teaching Respondents by *Atthasilani*

Respondents' answers about teaching by *atthasilani* to Buddhist students' learning interests are based on respondents' answers to questions contained in the questionnaire distributed and can be seen in the following table:

Respond	Class	Item									
		1	2	3	4	5	6	7	8	9	10
1	1	3	3	4	3	4	4	3	4	4	4
2	1	4	4	3	4	4	4	4	4	4	4
3	2	3	4	3	4	4	3	4	4	4	4
4	2	4	4	3	4	4	3	4	4	4	4
5	3	4	4	3	4	4	3	4	4	4	4
6	3	3	4	4	4	4	4	3	4	4	4
7	4	3	2	2	2	2	3	3	3	4	3
8	4	4	4	4	4	4	4	4	4	4	4
9	5	3	3	2	3	2	3	2	2	3	2
10	5	4	4	4	4	4	4	4	4	4	4
11	6	4	4	4	4	4	4	4	4	4	4
12	6	3	4	2	4	2	3	2	4	3	3
13	6	4	4	4	4	4	4	4	4	4	4
14	1	3	3	4	3	4	4	3	4	4	4
15	1	4	4	3	4	4	4	4	4	4	4
16	2	3	4	3	4	4	3	4	4	4	4

Respondents' Answers to Teaching by Subject Teachers

Respondents' answers about teaching by subject teachers to Buddhist students' learning interests are based on respondents' answers to questions contained in the questionnaire distributed and can be seen in the following table:

Responden	Kelas	Item									
		1	2	3	4	5	6	7	8	9	10
1	1	3	4	3	4	4	4	3	4	4	4
2	1	4	4	3	4	4	4	3	4	4	4
3	2	4	3	3	4	4	4	3	4	4	4
4	2	4	3	3	4	4	4	3	4	4	4
5	3	4	4	3	4	4	4	3	4	4	4
6	3	4	3	2	4	4	4	3	4	4	4
7	4	4	3	2	4	3	3	3	3	4	2
8	4	4	4	4	4	4	4	4	4	4	4
9	5	3	2	2	3	2	3	3	3	3	2
10	5	4	4	4	4	4	4	4	4	4	4
11	6	4	4	4	4	4	4	4	4	4	4

Validity Test

The validity test is carried out by correlating each item score with the total score with the *Product Moment Correlation technique.* The test criterion is if the correlation coherent Rcalculate is greater than the Rtabel *Product Moment*, it means that the questionnaire item is declared valid and declared valid as a data collection tool.

Validity Test Results

Variable	Item	Correlation value	R table (N = 13 ; a = 5%)	Information
Teaching by *Atthasilani*	1	0.71089	0.553	Valid
	2	0.737737	0.553	Valid
	3	0.848086	0.553	Valid
	4	0.737737	0.553	Valid
	5	0.95085	0.553	Valid
	6	0.834618	0.553	Valid
	7	0.790059	0.553	Valid
	8	0.829787	0.553	Valid
	9	0.726	0.553	Valid
	10	0.94125	0.553	Valid
Teaching by Subject Teacher	1	0.677201	0.553	Valid
	2	0.896212	0.553	Valid
	3	0.851542	0.553	Valid
	4	0.835775	0.553	Valid
	5	0.937668	0.553	Valid
	6	0.927541	0.553	Valid
	7	0.695334	0.553	Valid
	8	0.73833	0.553	Valid
	9	0.835775	0.553	Valid
	10	0.73833	0.553	Valid

From the results of the calculation of *the product moment* correlation in the table above, it can be seen that the score of each statement correlates significantly with the total score, indicated by a calculation greater than the table r. So that it can be concluded that all question items are valid so that they can be used as a tool for collecting data for this research.

Manual calculation of validity tests on questionnaires on the effect of teaching by *atthasilani* on student learning interest

Help table looking for validity on no 1

Respond	Butir Soal No 1 (X)	And	XY	X^2
1	3	36	108	9
2	4	39	156	16
3	3	37	111	9

4	4	38	152	16
5	4	38	152	16
6	3	38	114	9
7	3	27	81	9
8	4	40	160	16
9	3	25	75	9
10	4	40	160	16
11	4	40	160	16
12	3	30	90	9
13	4	40	160	16
Σ	46	468	1679	166

Test validity on no 1

$$r = \frac{N \Sigma X Y - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X2 - (\Sigma X)^2\}\{N\Sigma Y2 - (\Sigma Y^2)\}}}$$

$$= \frac{13 \times 1679 - (46)(468)}{\sqrt{\{13 \times 166 - (46)^2\}\{13 \times 17172) - (468)^2\}}}$$

$$r = \frac{N \Sigma X Y - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X2 - (\Sigma X)^2\}\{N\Sigma Y2 - (\Sigma Y^2)\}}}$$

$$= \frac{13 \times 1679 - (46)(468)}{\sqrt{\{13 \times 166 - (46)^2\}\{13 \times 17172) - (468)^2\}}}$$

$$= \frac{21827 - 21528}{\sqrt{\{2158 - 2116\}\{223236 - 219024)}}$$

$$= \frac{299}{\sqrt{42 \,(4212}} = \frac{299}{\sqrt{176904}}$$

$$= \frac{299}{\sqrt{420599}}$$

$$= 0.710$$

The result of the calculation by manual means has the same result as the automatic calculation, which is 0.71

Reliability Test

Sample Reliability Test Results

Variable	Alpha-Cronbach	Information
Teaching by *Atthasilani*	0.937533	Reliable
Teaching by Subject Teachers	0.929817	Reliable

From the table above, it is known that the *Alpha-Cronbach value* for all variables is greater than 0.6, thus all questionnaire items are declared reliable so that they are declared good and feasible used as a data collection tool.

Reliability Test no. 1

$$R11 = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma \delta 2b}{g2t}\right)$$

$$= \left(\frac{13}{13-1}\right)\left(1 - \frac{4.217949}{27}\right)$$

= 1,08333333333 x 0,15622033333

= 0.914095

After calculation, the questionnaire on the effect of teaching by *atthasilani* on the learning interest of Buddhist students had a reliable value of 0.269231 which was greater than 0.7. So it can be concluded that the instrument of influence of teaching by *atthasilani* on the learning interest of Buddhist students.

Likert Scale Classification

Classification of Teaching Likert Scale by *Atthasilani*

Questionnaire reliability testing was performed using *the Alpha-Cronbach* rhrus. The test criteria state that if the *Alpha-Cronbach* value is greater than 0.6, the questionnaire item is declared reliable.

Responses to the Feeling of Good Indicator

No	Item	ST	%	T	%	S	%	Towards	%
1	P1	5	31,25%	11	68,75%	0	0	0	0
2	P2	6	37,5%	7	43,75%	3	18,75%	0	0

Responses to student interest indicators

Nor	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P3	4	25%	9	56,25%	2	12,25%	1	6,25%

Responses to student interest

No	Item	ST	%	T	%	S	%	Towards	%
1	P4	3	18,75%	8	50%	5	31,25%	0	0
2	P5	3	18,75%	10	62,5%	3	18,75%	0	0

Responses to Student Attention

No r	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P6	9	56,75%	7	43,75%	0	0	0	0

Positive Feeling Responses While Learning

No r	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P7	7	12,5%	11	68,75%	2	12,5%	1	6,25%
2	P8	8	50%	8	50%	0	0	0	0

Response to the Comfort/Enjoyment of Learning

No r	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P9	8	50%	7	43,75%	1	6,25%	0	0

Response to the existence of ability and capacity In Decision Taking

No r	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P10	6	37,5%	9	56,25%	1	6,25%	0	0

Likert scale classification of teaching by subject teachers

Responses to the Feeling of Good Indicator

No	Item	ST	%	T	%	S	%	K	%
1	P1	7	43,75%	9	56,25%	0	0	0	0
2	P2	8	50%	8	50%	0	0	0	0

No	Item	ST	%	T	%	S	%	K	%
1	P4	3	18,75%	8	50%	5	31,25%	0	0
2	P5	2	12,5%	10	62,5%	4	25%	0	0

Responses to Student Attention

No r	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P6	5	31,25%	10	62,5%	3	18,75%	1	6,25%

Responses to positive feelings while studying

No r	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P7	2	12,5%	10	62,5%	3	18,75%	1	6,25%
2	P8	10	62,5%	6	37,5%	0	0	0	0

Response to the Comfort/Enjoyment of Learning

No r	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P9	8	50%	7	43,75%	1	6,25%	0	0

Response to the existence of ability and capacity In Decision Taking

No	Item	ST	%	T	%	S	%	K	%
1	P10	5	31,25%	11	68,75%	0	0	0	0

Uji Hypoplant

Helper Bells

Responses to Student Interest Indicators

N or	Knowledgem	ST	%	T	%	S	%	Towards	%
1	P3	3	18,75	10	62,5%	3	18,75%	0	0

Responses to student interest

Responden	X1	X2	(X1-X2)²	(X2-X2)²
1	31	31	1.2	1.2
2	35	34	8.7	3.5
3	33	32	0,9	0.1
4	35	36	8.7	15
5	30	30	4.3	4.5
6	31	31	1.2	1.2
7	32	34	0.1	3.5
8	30	30	4.3	4.5
9	30	30	4.3	4.5
10	40	40	63	62

11	25	26	49.87	37.51
12	30	30	4.3	4.5
13	37	36	24.37	15
14	30	29	4.3	9.7
15	29	31	9.4	1.2
16	35	34	8.7	3.4
Σ	513	514	196.74	171.31

T count

$$t\ hitung = \frac{X1-X2}{\sqrt{(n1-n2)\ s12+(n2-1)\ s22}}\left(\frac{1}{n1}\ plus\ \frac{1}{n2}\right)$$

$$= \frac{32,0625-32,125}{\sqrt{(16-1)\ 13,166+(16-1)\ 11,421}}\left(\frac{1}{16}+\frac{1}{16}\right)$$

$$= \frac{-0,0625}{\sqrt{\frac{197,49+171,31}{5\ 30}}}\left(\frac{\overline{2}}{n16}\right)$$

$$= \frac{-0,0625}{\sqrt{\frac{368,80}{5\ 30}}}\left(\frac{2}{n16}\right)$$

$$= \frac{-0,0625}{\sqrt{12,2935\ x\ 0,125}}$$

$$= \frac{-0,0625}{\sqrt{1,53688}}$$

$$= \frac{-0,0625}{\sqrt{1,23963220352}}$$

$$= -0.05042$$

T table

$0.05/2 = 0.025$

$db = n-2 = 32 - 2 = 30$

$0,0025 : 30$

$2,042$

Obtained ttable 2,042

tcount < ttable

$-0,05042 < 2,042$

In testing this hypothesis is done using *the Independent Sample T-test.*
If $t_{count} > t_{table}$ then Ho is rejected If
$t_{count} < t_{table}$ Ha is accepted
Thus, data is obtained: $t_{calculate}$: -0.05042

difference.

Judging from the average, the average teaching by *atthasilani* is 32.0625 while teaching by subject teachers is 32.125. This shows that the average score of teaching by atthasilani is smaller than teaching by subject teachers.

The description of Qualitative Results

Qualitative methods are used with the aim of obtaining qualitative data to test, expand, deepen the results of quantitative research. The starting point for data collection with qualitative methods is the data collected in the first phase of research with quantitative methods.

Deep research Ini method kualitatif as a supporter of quantitative methods.

By result interview that researchers do with Shienny Sutanto As student Buddhist SD Taman Harapan who stated "Love it

against the learning carried out by *atthasilani*". This is in line with what was conveyed by Hiro, a Buddhist student of Taman Harapan Elementary School who stated, "I like the learning done by *atthasilani* and always attend classes".

In addition to indicators of feelings of pleasure, students' interest in learning by student interest. As conveyed by Jesselyn R.S, a Buddhist student of Taman Harapan Elementary School, "Answering questions given by *atthasilani* and asking questions when it is less clear from the material", this is in line with what was conveyed by Yuki Ashelia, a Buddhist student of Taman Elementary School.

In addition, students' interest in learning is influenced by students' interest in collecting assignments. As stated by Hiro, a Buddhist student of Taman Harapan Elementary School who stated, "On time in the collection of assignments and homework (homework) with a precise time determination determined".

t_{table} : 2,042
$t_{calculate} < t_{table}$ then Ho is rejected which means there is

In addition, students' interest in learning is influenced by students' attention. As stated by Jessica, a Buddhist student of Taman Harapan Elementary School, "Always listen and pay attention to the explanation delivered by *atthasilani*, this is in line with what was conveyed by Jesselyn R.S, a Buddhist student of SD Taman Harapan, who stated "not sleepy when *atthasilani* is explaining the material".

In addition, students' interest in learning is influenced by positive feelings while studying. As stated by Yuki, who stated, "Learning the material of the week that is still considered difficult then in the evening before the morning starts class". This is in line with what was conveyed by Jessica, a student of Taman Harapan Elementary School who stated "trying to be on time before class starts".

In addition, students' interest in learning is influenced by comfort when studying. As conveyed by Yuki Ashelia, an elementary school Buddhist student

Taman Harapan "Not sleepy during class".

In addition, the last student's interest in learning is influenced by the ability and capacity to make decisions. As conveyed by Jessica, a Buddhist student of Taman Harapan Elementary School "Trying to learn the material in order to understand and master what has been taught".

Discussion

Based on the steps of data analysis that have been carried out on the results of the study, a clear picture of the problems discussed in this study is obtained. This research was carried out using an instrument in the form of a questionnaire, the questionnaire contained details about the learning interests of Buddhist students then supported by interviews.

By test hypothesis, showing the results of the teaching effect questionnaire data by *atthasilani* The learning interest of Buddhist students (32.0625) was smaller than the questionnaire data of teaching by subject teachers on the learning interest of Buddhist students (3.125). Based on these data $_{count}$ < t $_{table}$ hypothesis rejected, no teaching influence by *atthasilani* towards the learning interests of Buddhist students.

On the influence of teaching by *atthasilani* on the learning interest of Buddhist students, it is structured as follows:

First Indicator

On the indicator of feeling of pleasure, the first question obtained a value of 5 or 31.25% (ST) 11 or 68.75% (T) 0 or 0% (S) and 0 or 0% (K), thus it can be seen that high gains are very dominant. The dominant data is supported by the results of interviews with several respondents who expressed liking for the teaching carried out by *atthasilani.*

For the second question, 6 or 37.5% (ST) 7 or 43.75% (T) 3 or 18.75% (S) and 0 or 0% (K) were obtained, thus it can be seen that high gains are very dominant. This dominant data is supported by the results of interviews with several respondents who stated that they were always present during the teaching held by *atthasilani.*

Second Indicator

In the indicator of student interest, a value of 4 or 25% (ST) 9 or 56.25% (T) 2 or 12.25% (S) and 1 was obtained

or 6.25% (K), thus it can be seen that high gains are very dominant. The dominant data is supported by the results of interviews with respondents who stated that they actively answered questions from *atthasilani* and asked *atthasilani* when they did not understand the material, but there were respondents who did not answer or asked questions because of embarrassment.

Third Indicator

In the first student interest indicator, 3 or 18.75% (ST), 8 or 50% (T), 5 or 31.25% (S) and 0 or 0% (K) were obtained, thus it can be seen that high gains are very dominant. The dominant data was supported by the results of interviews with respondents who stated that they were not late in collecting tasks.

For the second question, 3 or 18.75% (ST) 10 or 62.5% (T) 3 or 18.75% (S) and 0 or 0% (K) were obtained, thus it can be seen that high gains are very dominant. This dominant data is supported by the results of interviews with respondents who stated that they were not late in collecting homework (homework). However, there were respondents who stated at the interview that they were late in collecting homework assignments (homework) on the grounds that they forgot the time even though they had been given time restrictions.

Fourth Indicator

In the indicator of student attention obtained 9 or 56.25% (ST) 7 or 43.75% (T) 0 or 0% (S) and 0 or 0% (K), thus it can be found that the acquisition of high data is very dominant. The dominant data is supported by the results of interviews with several respondents who stated listening and paying attention to explanations from *atthasilani* during lessons, such as not being sleepy or leaving class for any reason.

Fifth Indicator

On the indicators of positive feelings while studying the first question was obtained 2 or 12.5% (ST) 11 or 68.75% (T) 2 or 12.5% (S) and 1 or 6.25% (K), thus it can be known that there is less data acquisition. This lack of data is supported by the results of interviews with respondents who stated that they did not learn last week's lesson before class started, so when asked they were less able to answer.

For the second question, 8 or 50% (ST), 8 or 50% (T), 0 or 0% (S) and 0 or 0% (K) are obtained, thus it can be known that very high and high obtained balanced data. The data is supported by the results of interviews with several respondents who stated that they always try to be on time before class starts.

Sixth Indicator

In the indicator of comfort / enjoyment while studying obtained 8 or 50% (ST) 7 or 43.75% (T) 1 or 6.25% and 0 or 0%, thus it can be seen that high gains are very dominant. Data

This dominance is supported by the results of interviews with several respondents who stated that there is comfort when learning takes place as well as not sleepy, smooth network, no interference. However, there were respondents who stated in the interview results that they were uncomfortable because they were hampered by the network at home.

Seventh Indicator

In the indicator of ability and capacity in making decisions, 6 or 37.5% (ST) 9 was obtained or 56.25% 1 or 6.25% (S) and 0 or 0%, thus obtained high data is very dominant. The dominant data is supported by the results of interviews with several respondents who stated that there was an effort to understand and obtain satisfactory results with what they had taught, as well as learning last week's lesson before class started, for example in the evening. However, there are respondents who stated in the interview results that sometimes there are lessons that are difficult to understand and are embarrassed to ask questions to reexplain so that it hinders the ability to understand the lessons that have been given

On the influence of teaching by subject teachers on the learning interests of Buddhist students, it is structured as follows:

First Indicator

On the indicator of feeling happy, the first question obtained a value of 7 or 43.75% (ST) 9 or 56.25 % (T) 0 or 0% (S) and 0 or 0% (K), thus it can be known that high data acquisition is very dominant. This dominant data is supported by the results of interviews with several respondents who expressed enthusiasm when teaching was carried out by teachers.

For the second question, 8 or 50% (ST) 8 or 50% (T) 0 or 0% (S) and 0 or 0%, thus it can be seen that high data acquisition is very dominant. This dominant data is supported by the results of interviews with several respondents who stated that they were always present during classes taught by teachers.

Second Indicator

In the indicator of student interest, a value of 3 or 18.75% (ST) 10 or 62.5% (T) 3 or 18.75% (S) was obtained and 0 or 0% (K), thus it can be seen that high data acquisition is very dominant. The dominant data is supported by the results of interviews with several respondents who stated that they tried to answer questions given by teachers, and asked when there was material that did not understand.

Third Indicator

In the first student interest indicator, 3 or 18.75% (ST), 8 or 50% (T), 5 or 31.25% (S) and 0 or 0% (K) were obtained, thus it can be known that high data acquisition is very dominant. The dominant data is supported by the results of interviews with several respondents who stated

punctual in the collection of tasks.

For the second question, 2 or 12.5% (ST) 10 or 62.5% (T), 4 or 25% (S) and 0 or 0% (K) were obtained, thus it can be seen that high data acquisition is very dominant. The dominant data is supported by the results of interviews with several respondents who stated that they were on time in collecting homework assignments (homework) even though there were respondents who were still not right in collecting plans.

Fourth Indicator

On the indicators of student attention obtained 5 or 56.25% (ST), 10 or 62.5% (T), 1 or 6.25% (S), and 0 or 0% (K), thus it can be known that high data acquisition is very dominant. The dominant data is supported by the results of interviews with several respondents who stated that they always try to listen and pay attention to explanations from teachers such as not being sleepy or leaving the classroom for any reason.

Fifth Indicator

On the indicators of positive feelings while studying the first question was obtained 2 or 12.5% (ST) 10 or 62.5% (T) 3 or 18.75% (S) and 1 or 6.25% (K), thus it can be known that there is insufficient data acquisition, this is supported by the results of interviews which state that respondents rarely learn lessons first in the evening before the next day class starts because sometimes there are difficult lessons.

For the second question, 10 or 62.5% (ST) 6 or 37.5% (T) 0 or 0% (S) and 0 or 0% (K) were obtained, thus it can be seen that very high data acquisition is very dominant. The data is supported by the results of interviews with several respondents who stated that they always try to be on time before class starts.

Sixth Indicator

In the indicator of comfort / enjoyment while studying obtained 8 or 50% (ST) 7 or 43.75% (T) 1 or 6.25% and 0 or 0%, thus it can be seen that high data acquisition is very dominant. The dominant data is supported by the results of interviews with several respondents who stated that there is comfort when learning takes place such as not being sleepy, smooth networking, no interference, but there are interview results that state respondents are uncomfortable because they are hampered by the network at home.

Seventh Indicator

In the indicators of ability and capacity in making decisions obtained 5 or 31.25% (ST), 11 or 68.7% (T), 0 or 0% (S) and 0 or 0% (K), thus it can be seen that high data acquisition is very dominant. The dominant data is supported by the results of interviews with several respondents who stated that there was an effort to understand and obtain satisfactory results with what the teacher had taught as well as learning last week's lesson first

Before class starts, for example, in the evening.

Based on the foregoing, it can be concluded that there is no influence of teaching by *atthasilani* on the learning interest of Buddhist students. This hypothesis test is performed with a t test using *Independent*

T-test sample, which compares the results of data from teaching questionnaires by *atthasilani* to the learning interests of Buddhist students with teaching by the subject teacher to the learning interests of Buddhist students.

COVER

Conclusion

Based on research that has been conducted on the Influence of Teaching by *Atthasilani* on the Learning Interest of Buddhist Students of SD Taman Harapan based on data analysis, testing of research results and discussion. It can be concluded that there is a difference between the teaching carried out by *atthasilani* and subject teachers. The results of the correlation calculation were obtained -0.05042, while the ttable value with a significance level of 0.05 and n = 16 obtained a ttable value of 2.042. It is known that the calculated value < ttable can then be stated that the hypothesis proposed by the researcher is rejected.

Suggestion

Based on the results of research that has been conducted in order to determine the influence of teaching by *attahsilani* on the learning interest of Buddhist students of SD Taman Harapan with one dependent variable, namely teaching, the researchers' suggestions are:

1. For students who have less interest, it is expected to further improve their learning.

2. Share *atthasilani* who will teach again, should provide more guidance to Buddhist students who lack interest in learning and have creativity in teaching.

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Interview

Online interview with Shienny Sutanto via Zoom. On May 8, 2021 10.07 a.m.

Online interview with Hiro via Zoom. On May 8, 2021 at 09.01 WIB.

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Online interview with Yuki Ashelia via Zoom. On May 8, 2021 09.26 WIB.
Online interview with Clarissa Devina via Zoom. On May 8, 2021 09.46 WIB. Online interview with Jesicca via Zoom. On May 8, 2021 at 11.59 WIB.