



Psychological Factors on Teacher Education in Buddhist Sunday Schools in Lampung

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ABSTRACT

The aim of this research is to understand the psychological factors of teacher educators at the Lampung Buddhist Sunday School. The method used is a phenomenological study, collecting data by finding data sources and recreating from various sources such as books, journals and existing research. The result is that psychological factors in teacher educators with research designs whose findings are not obtained from the form of calculations, but aim to reveal phenomenology in a holistic-contextual manner by collecting data from natural backgrounds and utilizing research as the key instrument. Research on psychological factors has a descriptive nature and tends to use an inductive analysis approach, so that processes and meanings based on the subject's perspective are more prominent in psychological factors, therefore psychological factors in meditation teachers in research are easy to understand by leaders and schools Buddhist week.

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Introduction

Educational psychology factors can be utilized from all the experiences developed by the teacher (Entwistle, 2013). Educating automatically becomes the teacher's task and can affect learning theory, intelligence, motivation and mental health (De la Fuente et al., 2017). The relationship with educating, which ideally is able to provide appropriate learning assistance for students (Dewey, 1904). As for educating, there should be an interaction between the one giving the lesson and the one being taught so that in their activities there is a process called educating and teaching (Barr & Tagg, 1995). In the process of teaching interaction, a psychic process occurs within the participants in the Sunday school meditation which is called the learning process itself. Thus what happened should have been obtained from the individual who caused the Sunday school to change from its new state (Boylan, 1988). Ideally, in short, educating is a change in Sunday school attitude and behavior where all low education becomes an increase due to meditation practice. The notion of educating can also mean an ongoing process that is both internal and external (Akkerman & Meijer, 2011).

Although etymologically, psychology comes from the Greek which means science (Danziger, 1997). If we look at it etymologically or the science that studies the soul, which problems in Sunday school cannot or cannot be known empirically and from practice. In this very broad sense, educating can be interpreted as a process of certain psychological factors so that educators gain knowledge, understanding of how to behave according to the needs of Sunday school (Johnson, 2007). Education

should be a number of experiences from organizational groups that previously became more understandable for school students. Therefore objectively(Scardamalia & Bereiter, 1999).

Psychology is a branch of knowledge about behavior and mental processes that contribute to the world of education(Glaser, 1984). Teacher educational psychology should try to realize the right psychological behavior for students(Woolfolk, 2016). The problem raised in this study is the school environment which is a forum or place for students who are guided from all knowledge, morals, skills, aspects which are very important things to be fostered in the school environment, so that not only knowledge is prioritized. But especially to the formation of character and also the inculcation of moral values for students who are different in the school environment and of course it cannot be separated from the role of educators who are in the school environment.

The purpose of this study was to determine the effect of the peer tutoring method on the learning outcomes of fifth grade science subjects(Slavin, 1980). Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators(Wei et al., 2009). Educational factors in Sunday school are very important in the world of Sunday school education(Marler & Hadaway, 2014). Therefore, knowledge about student psyche should be what Buddhist Sunday school teachers want, even for every Buddhist educational environment(Smith, 2010).

Learning difficulties are basically a symptom that appears in various types of behavioral manifestations(Kendall-Tackett et al., 1993). Symptoms Learning difficulties will be manifested both directly and indirectly in various forms of behavior. Symptoms of learning difficulties will appear in the aspects of motor, cognitive and effective both in the process and the learning outcomes it achieves(Chapman, 1988). To obtain data related to learning, such as to obtain information about the physical condition of Sunday school students, it is necessary to collaborate with those involved(Yoon et al., 2012). To find out the attitudes and habits of Sunday school learning, you can observe them directly in the Sunday school room or with your parents(Heath, 1988). So the failure of meditation practice can be known only on one factor, namely learning. If Sunday school students cannot solve their problems, then Sunday school students cannot study well and study habits(Hyun et al., 2020).

Method

The research method used to reveal the meaning of phenomenology on psychological factors in meditation teachers uses a qualitative descriptive method because this method is considered relevant to reveal this research in depth. By using the right method, it is expected to be able to examine every problem that exists(Bennett et al., 1996). In this study, data for research were collected through observation, namely observing directly the data according to the researcher's questions(Baker, 2006). In this case the researcher divides it into 2 types, as follows: 1. Primary Data, data obtained from authoritative sources. After that, selected several parts of meditation needed by researchers in this study. Data analysis in this study begins with classifying psychological factors with meditation according to the problem formulation . 2. Secondary Data, data comes from various written documents from magazines , scientific journals and articles on the internet and other publications related to research problems, internet, journals and articles, which are then sorted(Allen, 2017). Methodologically, there are several kinds of data collection techniques, including documentation studies, literature, field observations, and interviews(Young et al., 2018). To obtain the necessary data, in this study the researcher used interview data collection techniques, documentation studies or literature studies(Moser & Korstjens, 2018). Documentation study is a step and method of collecting data or information about the problem under study by studying books, journals, and articles that are relevant to the problem under study(Gorman et al., 2005).

This study was analyzed using the (Metthew, A.Michael, & Johnny, 2014) Miles & Huberman model to reveal the meaning of the Lampung Sunday school phenomenology researchers also use different informants to obtain information from various points of view or views from other sources.

Results and Discussion Meditation teachers as psychologists, culture, and the great civilization of the Sriwijaya era have developed until now. Buddhists have contributed to the cultural diversity of the archipelago (Lauder & Lauder, 2017).

Result and discussion

Psychology is needed as a form of need that has long been understood, rather than the educational practice of meditation. Longer time during meditation education practice makes students more sensitive to their intellectual condition. Sunday schools that are classified as lacking in self-training in meditation will experience learning difficulties which are marked by the presence of many obstacles in the educational learning process. Behavioral characteristics that are known when practicing meditation show learning outcomes that are low below the average value achieved by the group. Unbalanced learning outcomes will affect the efforts of Sunday school students, maybe there are Sunday school students who try with enthusiasm, but always have very low grades. Therefore, the slowness of meditation practice will affect the psychology of students. The learning outcomes show abnormal behavior, such as truancy, arriving late, not taking the meditation education exercise seriously, disturbing other students during meditation, also not taking notes on what has been taught during meditation practice, and not wanting to cooperate with friends so that it affects the learning factor. low. Also the findings of unusual emotional symptoms such as students being easily moody, easily offended, grumpy, not or not happy in dealing with situations. (Wijoyo & Girivirya, 2020)

In line with the purpose of discussion, students in psychology are seen as experiencing learning difficulties if their minds are not calm, so that these students experience failure in meditation practice. Because it is known in the interview x. that failure in meditation education is a natural thing and needs to get strict supervision. His findings are said to fail in meditation education exercises because these students cannot train themselves with breathing education exercises so that achievement requires adjustment, and the phase of their inner development is slow. Sunday school students are said to have failed in their findings and were unable to realize their inner development task, including adjusting their inner social sense to the patterns prevailing at school. (Sutta & Ruby, 2021)

One of the tasks of non-formal institutions is expected to be able to create the widest opportunity for Sunday school students to develop themselves in meditation optimally with their talents, interests and self-potential and in accordance with the environment in Sunday school. (Ni & Surya, 2021) But in fact the findings, that there are some Sunday school students who achieve their learning outcomes are far from the actual goals with the average school learning below the size so that those expected to get high achievements may be lower because there is no supervision from parents.

Education in Buddhist Sunday schools also includes teaching that includes interaction between the leader and the teacher. As explained in the Sigalovada Sutta about the five duties of superiors and five students. The five things that should happen from a well-trained teacher are like training a proficient student, who is well-trained, makes the student master what he has taught in depth and equips the student for happiness in every direction.

Maybe to complement the previous findings based on relevant data above in a narrative manner understood by Sunday schools the need for collaboration with parents or parties closely related to Sunday school institutions, the way these causal factors are identified is by using a standardized meditation practice test, interviews, observations with one goal of aligning the hearts and learning difficulties of Sunday school students both internally and externally. Such as, physical weakness, five senses, nerves, pain, mental weakness, emotional and old age in understanding educational material. To find out the findings of psychological factors, of course a teaching teacher is not affected by students who do not learn actively.

Conclusion and implication

Some behavioral characteristics which are psychological factors from symptoms of difficulty receiving education, such as showing low learning outcomes from peers. It is also known that the results achieved are not in balance with the efforts made by the Sunday school teacher, he should not be slow in carrying out his educational learning tasks. Although psychological factors show findings of emotional symptoms that are not normal in learning, such as moody, irritable, easily angry, less happy in facing certain conditions. The data analysis and discussion, and highlights the novel findings that contribute to the development of psychology as a science. Of course, the findings from psychological factors in education show that the process of implementing special teaching and learning programs individually for students who experience difficulties in attending Sunday school education should occur given enrichment materials and the need to consider psychologists in Sunday school. The implications of student psychology for teachers should be that there is preventive teaching, given to students to anticipate their findings so that Sunday school participants do not experience learning difficulties.

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