



Cultivating Creativity in Buddhist Students through Buddhayana-Based Learning Methods

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ABSTRACT

This study examines the effect of Buddhist-based learning methods on student creativity. Buddhayana-based learning methods focus on integrating Buddhist teachings into the teaching and learning process, emphasizing moral and ethical principles that influence individual behavior in daily life. Buddhayana, part of the Great Sangha of Indonesia, seeks to integrate various Buddhist traditions into a harmonious whole and spread Buddhism inclusively. Creativity is defined in this study as the ability to generate new ideas or solutions to solving problems and see new relationships between existing concepts. This study used a quantitative approach with a survey method. The population in this study amounted to 199 students, with a sample of 64 students selected using the Proportional Random Sampling technique. The results showed a significant favorable influence between Buddhayana-based learning methods and student creativity. The analysis shows a strong relationship, with the technique influencing most of the variation in student creativity, while other factors affect a small part.

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Introduction

In this modern era, the education system continues to develop with various innovative learning methods. One approach that is getting more attention is religion or belief-based learning methods ([Aulia & Dewi, 2021](#)). It is expected to provide academic knowledge and be applied to shape students' character and creativity. Creativity is the ability to generate new ideas that can be used to solve a problem or



the ability to see new relationships between pre-existing things. Creativity does not mean creating something wholly new but combining ideas that are already owned to be applied to something different from what has been previously. In Buddhist education, creativity is also expected to inspire students to develop a deep understanding of Buddhist teachings and apply them in real life ([Henriksen, 2020](#)).

In Buddhism, education comes from the term training (sikkha), implying that education is the process of learning, practicing lessons, studying, developing, and achieving illumination. It also includes moral discipline (síla), concentration (samadhi), and knowledge or wisdom (pañña). Buddhist education emphasizes the formation of good character, moral development, and a deep understanding of Buddhist teachings ([Ismoyo, 2020](#)). Buddhist-based learning methods focus on integrating Buddhist teachings into teaching and learning. Buddhayana teaches principles of morality and ethics that can influence individual behavior in daily life. Concepts such as applying Buddhist values like compassion and wisdom encourage students to think more openly and creatively ([Renaldi, 2023](#)).

Buddhayana emphasizes non-sectarian values, inclusivism, universalism, and belief in Dharmakaya, which underlies awareness of the universal nature of life ([Apriyanto et al., 2023](#)). In line with that, the article says that Buddhayāna values, such as non-sectarianism, emphasize the importance of recognizing and respecting diversity, both in religious and cultural beliefs, thus paving the way for broader and harmonious cooperation within the organization ([Rapiadi et al., 2023](#)). In the Canki Sutta, Buddha explains the importance of approaching the truth with an open attitude and not being fanatical about certain beliefs. Meanwhile, inclusivism encourages awareness of the need for justice, equality, and social justice, essential pillars in creating an inclusive and equitable work environment ([Panya Lita Teri et al., 2024](#)).

According to ([Chia, 2018](#)), Buddhayana also teaches about tolerance, mutual respect, and interfaith harmony, helping to create a harmonious social environment. One of the significant achievements left by Monk Ashin Jinarakkhita is the concept of Buddhayana in Indonesia. In Indonesia, Buddhayana is one of the schools in Buddhism known as the Great Indonesian Sangha. Buddhayana in Indonesia emphasizes the integration of various Buddhist traditions into a harmonious whole, intending to spread Buddhism widely and inclusively. The Indonesian Sangha Agung is also involved in multiple social and humanitarian activities, such as disaster relief, health care, and education. This aligns with Buddhist teachings on compassion and helping fellow living beings ([Selwen & Kumari, 2024](#)).

As a school with the most Buddhist students, Sariputra Jambi National Junior High School is expected to have great potential to integrate Buddhayana values into the learning process. Buddhism, rich in wisdom, compassion, and self-acceptance, can be a strong foundation for developing students' creativity ([Yusuf, 2023](#)). By applying learning methods based on Buddhayana values, students are expected to develop



their creativity optimally. This research will be conducted on grade VIII students at Sariputra Jambi National Junior High School, a school with a majority of Buddhist students."

Based on the results of interviews that have been conducted by researchers getting information from the teacher of Sariputra Jambi National Junior High School, there are indications of problems that cause there are still lazy students to think creatively, challenging to socialize and more fun to play alone when the teacher explains and it is difficult to cooperate with their friends because they are busy with their world. Ideas and actual work, as well as new work and combinations, are essential from existing things, all relatively different from before. Therefore, the teacher's creativity is to change the learning method to be more effective and efficient and increase learning creativity because creativity is one of the key factors in the success of the teaching and learning process, even though learning creativity can affect the quality of achievement of students' creative results.

The low creativity of students in learning activities causes teaching and learning conditions less conducive and ineffective, so students' active understanding of learning materials is hampered. Based on the description above, the researcher is interested in examining "The Effectiveness of Buddhayana-Based Learning Methods in Improving the Creativity of Class VIII Buddhist Students at Sariputra Jambi National Junior High School." Each student has a different level of creativity. Bright students usually have high creativity. Student creativity needs to be nurtured and developed in every student through education. Students with high learning creativity tend to have the ability to make variations in how they learn. The ability to make variations in learning will improve the quality of learning. In addition, creativity plays a fundamental role in students' facing and solving problems in the real world.

Method

This study uses a quantitative research approach with survey methods and path analysis. The type of survey used is a field survey that investigates the effect of Buddhayana-based learning methods on the creativity of 8th-grade Buddhist students at junior high schools in Sariputra Jambi Junior High School. The research design carried out in this study is related to making observations, editing the background of the problem, identifying problems, formulating problems using theoretical foundations, or looking for theories about Buddhayana-based learning methods on student creativity, including exploring theories, making research methods, and making decisions. Dilanjutkan dengan menentukan variabel, membuat kisi-kisi instrumen, mengumpulkan data dengan kuesioner, analisis data, membuat kesimpulan dan saran.

This study used a quantitative approach with a survey method and linear regression analysis to investigate the effect of Buddhayana-based learning methods on the creativity of Buddhist students in class VIII at Sariputra Junior High School in Jambi. This research design aims to explain the relationship between learning methods and



student creativity through data obtained from questionnaires distributed to a sample of 64 students. The sampling technique used was Proportional Random Sampling, which ensures that the samples taken represent the population in the right proportion. The research instrument used was a questionnaire with a Likert scale that measured two main variables: Buddhayana-based learning methods and student creativity. This questionnaire was designed to obtain data relevant to the research topic and facilitate the data analysis.

After the data was collected, it was analyzed using the simple linear regression analysis method to determine the relationship between the two variables: the effect of Buddhayana-based learning methods on student creativity. This analysis allows researchers to see how much direct influence the learning method has on student creativity and other factors that may play a role in this process. This study also involves essential steps in research design, such as formulating problems based on theoretical foundations, developing instruments, collecting data, and analyzing the results. Hopefully, the results of this study can provide a deeper understanding of how implementing Buddhayana-based learning methods can enhance students' creativity and provide recommendations for the development of learning methods in Buddhist education.

Findings

Based on the test instrument of the influence of Buddhayana-based learning methods on student creativity, it is obtained that out of 69 items, there are 35 items of Buddhayana-based learning method variables and 34 items of student creativity variables. The results on the Buddhayana-based learning method variable are 34 valid items and one invalid item, while for the student creativity variable, there are 30 valid items and four invalid items. Some of these items are declared invalid by comparing the rtable on 36 respondents with a significance level of 0.05, which is 0.329; if $r_{count} \leq r_{table}$, then the item is declared invalid. Researchers discarded invalid statement items so that of the 69 statement items, 64 statement items remained. Based on the research reliability instrument test, the reliability coefficient is obtained on 64 valid items; the statistical reliability results using SPSS 26.0 produce a Cronbach's alpha value of 0.758 because the significance value > 0.05 means the measuring instrument is declared reliable. It can be concluded that the research instruments used in this study have met the requirements of good reliability.

Table 1. Reliability Test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| ,758 | 64 |

Source: SPSS 26.0 data processing results

The normality test was carried out using the One-Sample Kolmogorov-Smirnov test. Sample data requirements come from a normally distributed population with a 0.05 or 5% significance. Based on the results of the normality test obtained from 31



respondents, it is known that the significant value for the *reward-based* learning strategy is 0.200 and laziness is 0.193; it can be concluded that the data is usually distributed. Based on the reliability test results, which show a Cronbach's Alpha value of 0.758, it can be interpreted that the research instrument has good consistency. This indicates that the items used in the questionnaire can measure the intended variables consistently so that the research results can be trusted.

Furthermore, the normality test conducted using the One-Sample Kolmogorov-Smirnov test resulted in a significance value greater than 0.05 for both variables tested. This indicates that the data obtained follows a normal distribution, an essential requirement in applying further statistical analysis techniques, such as hypothesis testing. Thus, the results of this study have a strong basis for further inferential analysis.

The results of the normality calculation using the One Sample Kolmogorov Smirnov test are presented in the following table.

Table 2. Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|------------------------|---------------------|---------------------|
| | | X | Y |
| N | | 64 | 64 |
| Normal Parameters ^{a,b} | Mean | 114.4375 | 112.6875 |
| | Std. Deviation | 23.19816 | 22.71275 |
| Most Extreme Differences | Absolute | .083 | .061 |
| | Positive | .083 | .036 |
| | Negative | -.073 | -.061 |
| | Test Statistic | .083 | .061 |
| | Asymp. Sig. (2-tailed) | .200 ^{c,d} | .200 ^{c,d} |

Source: Results of data processing using IBM SPSS 26.0

The normality test results using One-Sample Kolmogorov-Smirnov show that the significance value for both variables (X and Y) is 0.200, more significant than 0.05. This indicates that the data distribution for both variables is not significantly different from the normal distribution. In other words, the data used in this study meets the assumption of normality, meaning that the data can be considered a representative sample of a normally distributed population. This allows further analysis with higher validity, such as parametric statistical tests.

The homogeneity test is carried out as a requirement in the independent sample test analysis utilizing Compare Means One-way ANOVA. The underlying assumption in the study (ANOVA) is that the variance of the population is the same. If the test criteria are more than 0.05 or 5%, then it can be said that the variants of the two data groups are the same. The results of the homogeneity test are seen from the output of the test of homogeneity variance. The significance value of the Buddhayana-based learning method is 0.431, and student creativity is 0.761, so it can be said that the two data are homogeneous. More details can be seen in the following homogeneity test of variances table.



Table 3. Homogeneity Test Results

| Test of Homogeneity of Variances | | | | | |
|----------------------------------|--|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| X | Based on Mean | .629 | 1 | 62 | .431 |
| | Based on Median | .674 | 1 | 62 | .415 |
| | Based on the Median and with adjusted df | .674 | 1 | 61.979 | .415 |
| Y | Based on trimmed mean | .676 | 1 | 62 | .414 |
| | Based on Mean | .094 | 1 | 62 | .761 |
| | Based on Median | .104 | 1 | 62 | .748 |
| | Based on the Median and with adjusted df | .104 | 1 | 61.928 | .748 |
| | Based on trimmed mean | .103 | 1 | 62 | .749 |

Source: Results of data processing using IBM SPSS 26

The homogeneity test results showed that the variances of the two data-tested groups were similar. In other words, the compared groups have no significant difference in the data distribution. This indicates that the assumption of homogeneity of variance is acceptable, which means that both groups have the same level of variation. Thus, further analysis that requires the assumption of homogeneity, such as the independent sample t-test, can be conducted with more assured validity.

Table 4. Regression Equation Output

| Model | Coefficients ^a | | | Standardized Coefficients | | | |
|-------|---------------------------|-----------------------------|-------|---------------------------|------|--------|------|
| | | Unstandardized Coefficients | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 7.394 | 4.961 | | | 1.490 | .141 |
| | X | .920 | .043 | | .940 | 21.647 | .000 |

a. Dependent Variable: Y

Source: Results of data processing using IBM SPSS 26.0

Based on the output results by reading the coefficients, the constant value is 7.394, which means that if the Buddhayana-based learning method (X) has a value of 0, creativity (Y) has a positive value of 7.394. The regression coefficient on the Buddhayana-based learning method variable (X) of -0.920 means that if the Buddhayana-based learning method increases or develops, the creativity variable (Y) will decrease by -0.920.

The hypothesis testing criteria is to reject H_0 if $t_{count} > t_{table}$ or significance < 0.05 . Based on data analysis, the t_{count} value is 21.647, and the t_{table} value with $df = n-2$ is $df = 106$ of 1.983 with a significance value of 0.000 because the absolute value of t_{count} $21.647 > 1.983$ and significance $0.000 < 0.05$ then H_0 is rejected and accepts H_a , so it can be concluded that the Buddhayana-based learning method has a positive and significant effect on the creativity of class viii Buddhist students at Sariputra Jambi National Junior High School Hypothesis testing criteria using 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 | 1 | 28702.206 | 468.602 | .000 ^b |
| | Residual | 62 | 61.251 | | |
| | Total | 63 | | | |

a. Predictors: (Constant), Buddhayana-based Learning Methods
 b. Dependent Variable: Student Creativity

Source: Results of data processing using IBM SPSS 26

Based on the anova output, the calculated F value is 32499.750 and Sig 0.000, so there is no need to match the F table because SPSS has facilitated it with a significant value. The interpretation of the results obtained is Sig 0.000 $< 5\%$, which means H_0 is rejected and H_a is accepted. This means that the Buddhayana-based learning method influences the creativity of class viii Buddhist students at Sariputra Jambi National Junior High School.

Table 6. Value of the Coefficient of Determination R Square

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .940 ^a | .883 | .881 | 7.826 |

a. Predictors: (Constant), X
 b. Dependent Variable: Y

Source: Results of data processing in 2024 using SPSS 26

The coefficient of determination in table 6 above is R square, which has a value of 0.883, meaning that 88.3% of reward-based learning strategies affect the laziness of SMB children while other factors influence the remaining 11.7%.

Based on the regression output results, the constant shows that if the Buddhayana-based learning method variable has no effect, student creativity will have a positive value. This means that even if Buddhayana-based learning methods are not applied, student creativity will still exist at a certain level. Meanwhile, the regression coefficient on the Buddhayana-based learning method variable shows a negative relationship with student creativity. This means the more developed or increased the application of Buddhayana-based learning methods, the more student creativity decreases. In other words, there is a negative influence between the two variables, where an increase in Buddhayana-based learning methods can cause a decrease in the level of student creativity.



Discussion

Based on the data analysis and hypothesis testing results, it is known that Buddhayana-based learning methods have a positive and significant effect on student creativity. The application of this method is very relevant in helping students develop their creative and intellectual potential in balance with moral and spiritual values, which is very beneficial in their future lives.

Research on Buddhayana-based learning methods shows some positive findings ([Lessoe, 2023](#)). Especially in the context of learning in schools with Buddhist students. This can be seen in how students think more critically and innovatively to solve problems. Buddhist teachings applied through meditation practices, reflection, and discussion of life values provide space for students to explore new ideas more openly.

Buddhayana-based learning methods can help students in various aspects of life and learning, including academics and character development. It encourages students to think critically and creatively in the face of challenges. Students are taught to reflect and find innovative and effective solutions, which are helpful in everyday life and academic contexts. Students are taught moral and ethical values such as compassion, discipline, and responsibility. This helps them build a strong character and integrity, positively affecting their social relationships. The application of Buddhayana-based learning methods is expected to positively impact student development in academic, social, and spiritual aspects ([Pujiastuti, 2020](#)). Buddhayana teachings emphasize the importance of love, tolerance, and respect for others. By applying this method, students are expected to be able to create a harmonious environment, both at school and in their social lives, and become individuals who care about others.

The Buddhayana-based learning method in this study is intended as an educational approach that integrates Buddhayana teachings and values into the learning process in the classroom. This learning method aims to improve students' academic achievement and form a more balanced moral, spiritual, and emotional character ([Yatno, 2019](#)). Based on descriptive analysis, it appears that Sariputra National Junior High School students apply Buddhayana-based learning methods in the low category. This can be seen from the average value on the variable Buddhayana-based learning methods obtained a percentage of 38% with details of each indicator, namely on the non-sectarian indicator in the medium category, on the Inclusivism indicator, the average respondent answered in the very low category. In the pluralism indicator, the average respondent answered in the low category, while in the universalism indicator and belief in Dharmakaya, the average respondent answered in the very low category. This means that Sariputra Jambi National Junior High School students have not fully implemented Buddhayana-based learning methods in learning.



Student creativity is the ability of students to generate new, original, and innovative ideas in solving problems or facing challenges, both in academic contexts and in everyday life. This creativity includes the ability to think critically, flexibility in finding solutions, and the skill of connecting different concepts to produce something unique. Creativity also relates to adaptability to change or new situations. Creative students can adjust quickly in various environments and respond to challenges with unique solutions ([Rohmah et al. 2023](#)).

In Buddhist terminology, student creativity can be understood as part of the development of wisdom (prajna), which is one of the three main trainings in Buddhist practice, namely sila (morality), samadhi (concentration), and prajna (wisdom). In the Buddhist context, student creativity is not only related to intellectual or innovative abilities but is also connected to wisdom from a deep understanding of the nature of life and the human mind.

The results of this study indicate that the student creativity variable illustrates that Sariputra Jambi National Junior High School students have creativity with an average in the moderate category on indicators of flexibility, originality, and fluency. This shows that Sariputra Jambi National Junior High School students still lack creativity. Student creativity occurs due to various internal and external factors that affect their ability to think innovatively, solve problems initially, and generate new ideas. Creativity is highly dependent on students' thinking skills. Divergent thinking skills (the ability to create multiple solutions) and critical thinking skills are essential in fostering creativity. Students who can look at problems from various points of view are more likely to find creative solutions ([Tambunan, 2016](#)). Support from family, friends, and teachers is also significant. Students who feel supported in expressing their innovative ideas will be more courageous and comfortable to explore further. The combination of various internal and external factors encourages the emergence of creativity in students. Support from the environment, freedom of thought, and encouragement to continue exploring new things are essential to students' creative process.

Conclusion and Suggestion

Based on the results of the research conducted, it can be concluded that Buddhayana-based learning methods have a positive influence on student creativity. Applying Buddhist teachings in learning has been proven to stimulate students to think more critically and innovatively when solving problems. Learning that integrates meditation, reflection, and discussion of life values from Buddhism provides space for students to explore new ideas more openly and creatively. In addition, Buddhayana's moral and ethical values, such as compassion, discipline, and responsibility, also play an essential role in shaping students' strong character and integrity. However, although there is a significant favorable influence, the results also show that the application of Buddhayana-based learning methods in this school is still in the low category. This indicates that not all students or related parties (teachers and school managers) have fully optimized the application of this



method in the daily learning process. In addition, student creativity measured in this study is still at a moderate level, indicating that other factors also influence the development of student creativity. Based on these findings, it is recommended that schools, especially teachers, be more active in integrating Buddhayana values into daily learning more innovatively and comprehensively. Efforts to increase students' understanding of Buddhayana teachings can be made through more varied methods, such as more interactive discussion activities and actively involving students in applying Buddhayana principles. In addition, the school needs to provide more substantial support for developing students' academic and non-academic creativity by creating an environment that supports students' exploration of ideas and self-expression. Hopefully, with improvements in the application of this method, students can further develop in aspects of creativity, both in terms of critical thinking, originality, and flexibility in facing challenges.

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