

**THE EFFECT OF PARENTAL PARTICIPATION AND LEARNING INTENSITY
ON STUDENT LEARNING OUTCOMES IN LEARNING BUDDHIST RELIGION
IN BUDDHIST HIGH SCHOOL/VOCATIONAL SCHOOL
IN WEST TANGERANG**

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Abstract

This study aims to analyze the influence of parental participation and learning intensity on student learning outcomes in Buddhist studies at Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang. The research method used is quantitative with an associative approach. The population in this study were students at Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang, with a simple random sampling technique resulting in a sample of 125 respondents. The data analysis technique in this study used descriptive statistical analysis and structural equation modeling (SEM). The results of this study indicate that partially parental participation and learning intensity have a positive and significant effect on student learning outcomes in Buddhist studies at Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang. In addition, simultaneously parental participation and learning intensity have a positive and significant effect on student learning outcomes in Buddhist studies at Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang.

Keywords: Parental Participation, Learning Intensity, Student Learning Outcomes

Abstrak

Penelitian ini bertujuan untuk menganalisa partisipasi orang tua dan intensitas belajar terhadap hasil belajar siswa pada pembelajaran Agama Buddha di SMA /SMK Buddha Se-Tangerang Barat. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan asosiatif. Populasi dalam penelitian ini adalah Siswa di SMA /SMK Buddha Se-Tangerang Barat, dengan teknik simple random sampling sehingga diperoleh sampel sebanyak 125 responden. Teknik analisis data dalam penelitian ini menggunakan analisis statistik deskriptif dan structural equation modeling (SEM). Hasil penelitian ini menunjukkan secara parsial partisipasi orang tua dan intensitas belajar berpengaruh positif dan signifikan terhadap hasil belajar siswa pada pembelajaran Agama Buddha di SMA /SMK Buddha Se-Tangerang Barat. Selain itu secara simultan partisipasi orang tua dan intensitas belajar berpengaruh positif dan signifikan terhadap hasil belajar siswa pada pembelajaran Agama Buddha di SMA /SMK Buddha Se-Tangerang Barat.

Kata Kunci: Partisipasi Orang Tua, Intensitas Belajar, Hasil Belajar Siswa



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INTRODUCTION

Buddhist religious education plays a crucial role in shaping individual character based on spiritual and moral values in accordance with Buddhist teachings, such as mettā (compassion), karuṇā (compassion), and sīla (morality). In a world increasingly favoring materialism and individualism, this education serves as a specialized, coordinated study designed to instill a sense of inner happiness and ethics in everyday life. Buddhist education is an education that pays attention to and teaches knowledge for humanity.

One of the factors that significantly influences a nation's progress is education. Everyone has abilities that can be developed through education. Those who have received an education are also better prepared to work in various settings in the future. Education is a crucial need in human life and develops in line with advances in science and technology (IPTEK).¹

Buddhist Religious Education as part of the curriculum in Indonesia has an important role in shaping the character and spiritual wisdom of Buddhist students.² However, numerous cases of juvenile delinquency are becoming increasingly rampant, including acts of violence against peers, juvenile theft, drug abuse, rape, robbery, and destruction of property. These have become social problems that remain unresolved. Juvenile delinquency in Indonesia also includes cheating, bullying, and school brawls.

The impacts of this behavior are very serious and cannot be ignored, as these actions go beyond ordinary issues and involve criminal aspects. Addressing character breakdown is crucial for supporting individual growth and development, particularly in addressing social issues such as youth violence, crime, deviant behavior, and conflict in schools.³

Buddhist religious education plays a vital role in educating and preparing students to believe in, understand, internalize, and practice the teachings of Buddhism. This education encompasses not only guidance, teaching, and practice, but also emphasizes the importance of respecting other religions in interfaith relations. Therefore, religious education aims to develop students who are not only intellectually intelligent but also possess good character and noble morals in their social, national, and state lives.

The achievement of educational goals is inseparable from evaluation to measure learning outcomes. Therefore, the learning outcomes obtained by students in the world of education are a

¹ N. S. Amir et al., "Pengaruh Intensitas Belajar terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi Materi Akuntansi di SMA Negeri 4 Soppeng," *Kurikula: Jurnal Pendidikan* 8, no. 1 (2023): 29–36.

² Y. Surono et al., "Minat Membaca dalam Upaya Meningkatkan Perilaku Belajar Siswa pada Mata Pelajaran Pendidikan Agama Buddha dan Budi Pekerti," *Journal on Education* 6, no. 1 (2023): 8134–48, <https://doi.org/10.31004/joe.v6i1.4232>.

³ Kabri Astuti, "Partisipasi Keluarga dalam Penguatan Karakter Buddhis," 7th ed., 2024.

very important factor. The existence of learning outcomes clearly demonstrates the level of success of an educational institution, in this case, a school, in educating its students. The existence of learning outcomes also provides a clear picture of student learning outcomes, both individually and as a whole. Student learning outcomes vary. This means that some students achieve good learning outcomes, others achieve average scores, and still others achieve poor scores or scores below the Minimum Completion Score (SKM) set by the school. This is due to the factors that influence student learning outcomes.⁴

Learning outcomes are achieved through behavioral changes following a learning process and learning experiences that are deemed capable of improving knowledge, understanding, skills, and attitudes during the learning process. The success of learning that improves student learning outcomes is inseparable from the teacher's critical participation, including how a teacher is able to apply appropriate methods to a particular subject during the learning process. This creates a learning and teaching interaction that requires students to be active, creative, and enjoy themselves, optimally engaging both mentally and physically during the learning process.

To determine the extent of student learning outcomes in Buddhist religious studies at Buddhist high schools/vocational schools throughout West Tangerang, researchers conducted a direct pre-survey with 30 students on October 8, 2024, by examining the results of the Buddhist religious study test, as follows:

Table 1. Pre-Survey of Student Learning Outcomes in Buddhist Religious Learning

No	Mark	Category
1	75	Enough
2	90	Very good
3	65	Need Guidance
4	55	Need Guidance
5	60	Need Guidance
6	75	Enough
7	75	Enough
8	60	Need Guidance
9	65	Need Guidance
10	70	Enough
11	70	Enough
12	80	Good
13	80	Good
14	75	Enough
15	70	Enough
16	70	Enough
17	90	Very good
18	65	Need Guidance
19	65	Need Guidance
20	65	Need Guidance
21	80	Good

⁴ A. Yandi et al., "Faktor-Faktor yang Mempengaruhi Hasil Belajar Peserta Didik (Literature Review)," *Jurnal Pendidikan Siber Nusantara* 1, no. 1 (2023): 13–24, <https://doi.org/10.38035/jpsn.v1i1.14>.

No	Mark	Category
22	80	Good
23	95	Very good
24	95	Very good
25	95	Very good
26	60	Need Guidance
27	75	Enough
28	70	Enough
29	65	Need Guidance
30	75	Enough
Average	73	

Source: Data Processed by Researchers, 2024.

Based on the results of a pre-survey conducted on 30 students at Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang on November 8, 2024, data were obtained that describe student learning outcomes in learning Buddhism. The pre-survey showed that student learning outcomes in the subject of Buddhism in Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang still vary. Of the 30 students sampled, there were students with the "Very Good" category (scores of 90 and 95), which indicates a very good understanding of the material. Some students received the "Good" category (score of 80), while most students were in the "Fair" category (scores of 70 to 75). However, there were still a number of students who fell into the "Need Guidance" category with scores below 70, indicating the need for additional support. With an average score of 73, these results indicate that the overall level of student understanding is still at a sufficient level, and efforts are needed to improve learning outcomes for students who are below the competency standard.

One factor influencing learning outcomes is parental participation. Parental participation is crucial in supporting student achievement, as they play a crucial role in determining their children's future success. Parental involvement in children's education has been seen as a mechanism for raising standards and fostering new partnerships between schools and parents in the local community.⁵

Parents in relation to children's education are the first and main educators who provide education at home, therefore the responsibility of parents towards children's education includes providing motivation or encouragement in the form of affection, praise, moral responsibility, social responsibility, responsibility for the child's welfare both physically and mentally, as well as happiness in this world and the hereafter.

⁵ M. Shafrina and dan Stevani Ansofino, "Pengaruh Perilaku Belajar, Lingkungan Sekolah, Peran Orang Tua, Kecerdasan Emosional, Mentalitas Pembangunan terhadap Prestasi Belajar Siswa Kelas X pada Mata Pelajaran Ekonomi di SMA Negeri 5 Padang," *Jurnal Review Pendidikan dan Pengajaran* 7, no. 4 (2024): 13588–93.

Parental participation in encouraging children to learn is crucial, as learning without motivation will be difficult, or even impossible. For children to learn, the initial step must begin with parents, who must consistently provide advice and support. Parental participation in family education significantly impacts a child's learning process. Because the family is the best place for every stage of growth and development, parents must fulfill a child's basic learning needs.⁶

Parental participation is crucial to a child's learning outcomes. Parental support, attention, and active involvement help boost a child's motivation, discipline, and self-confidence. Parents who are involved in their child's education can help create a positive and supportive learning environment, which contributes to better academic achievement.

Another factor that can influence learning outcomes and contribute to improving learning outcomes is learning intensity. Intensity is the enhancement of something that has power or prowess. Therefore, learning intensity can be defined as the enhancement of a process undertaken by someone to achieve behavioral change with optimal effort. The fact that students have to study a large number of subjects and the increasingly high demands for grades, along with the difficulty in understanding the subject matter, can quickly lead to students becoming bored, leading to a tendency to study less intensively.

For best results and to ensure that students' learning objectives are met, students should spend more time studying. Learning intensity refers to the level of commitment or frequency with which a student engages in learning activities to achieve optimal results, both mentally and physically. For students, learning intensity is very important because it determines how well they will achieve their learning objectives, including improving their learning outcomes such as their ability to manage their time for study sessions, becoming more motivated, and retaining important information with easier understanding achieved through the learning process and bringing about changes in students.⁷

A student's learning intensity significantly determines their level of learning achievement. Each student has a different learning intensity, and this intensity will influence their learning outcomes. A student's learning intensity significantly impacts their learning outcomes, as higher learning intensity leads to better learning outcomes, and vice versa. Considering the sheer number of subjects students must master, students must increase their learning intensity. Not only does learning intensity influence learning achievement, but the school environment also influences

⁶ Shafrina and Ansofino, "Pengaruh Perilaku Belajar, Lingkungan Sekolah, Peran Orang Tua, Kecerdasan Emosional, Mentalitas Pembangunan terhadap Prestasi Belajar Siswa Kelas X pada Mata Pelajaran Ekonomi di SMA Negeri 5 Padang."

⁷ Amir et al., "Pengaruh Intensitas Belajar terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi Materi Akuntansi di SMA Negeri 4 Soppeng."

learning achievement, as the school environment serves as a formal educational institution that implements structured, tiered, and systematic learning activities.⁸

Students who consistently attend lessons, actively participate in discussions, and take the time to review the material tend to have a better understanding of Buddhist teachings. This can improve their academic achievement in these subjects. Conversely, students with low learning intensity may struggle to achieve satisfactory learning outcomes. Therefore, learning intensity is a crucial factor influencing students' success in understanding and applying Buddhist values in these schools.

Based on the background above, the researcher is interested in conducting research with the title "The Influence of Parental Participation and Learning Intensity on Student Learning Outcomes in Buddhist Religious Learning in Buddhist Senior High Schools/Vocational High Schools in West Tangerang".

RESEARCH METHODS

The type of research used is quantitative with an associative approach. The research method, based on the philosophy of positivism, is used to examine a specific population or sample. Data collection uses research instruments and quantitative/statistical data analysis is used to test predetermined hypotheses.⁹

Quantitative research using an associative approach aims to determine the relationship between two or more variables. The relationship used in this research is a causal relationship. A causal relationship is a cause-and-effect relationship, consisting of an independent variable (the influencing variable) and a dependent variable (the influenced variable).

The data collection technique and instrument used in this study was a questionnaire. A questionnaire is a method of collecting data by providing or distributing a list of questions to respondents, with the expectation that they will respond to the questions.¹⁰In this study, the researchers used a measurement scale. A measurement scale is an agreement used as a reference to determine the length of intervals within a measuring instrument, so that the instrument, when used in measurements, will produce quantitative data. The measurement scale used was the Likert scale.

⁸ A. Lestari et al., "Kontribusi Dukungan Keluarga dan Teman Bergaul terhadap Indeks Prestasi Kumulatif Mahasiswa dengan Memperhatikan Intensitas Belajar," *Al-Khwarizmi: Jurnal Pendidikan Matematika dan Ilmu Pengetahuan Alam* 8, no. 1 (2020): 51–60, <https://doi.org/10.24256/jpmipa.v8i1.1318>.

⁹ Sugiyono, *Metode Penelitian Kuantitatif* (Alfabeta, 2022).

¹⁰ Sugiyono, *Metode Penelitian Kuantitatif*.

RESULTS AND DISCUSSION

The Influence of Parental Participation on Student Learning Outcomes

Table 2. Descriptive Analysis of Parental Participation Variable (X1)

No	Item	Min	Max	Mean Item	Standard Deviation	Mean Construct
1.	My parents often taught important values in Buddhism at home.	1	5	3,248	1,184	3,188
2.	I feel my parents provide useful information regarding Buddhist studies.	1	5	3.136	1,202	
3.	My parents always encouraged me to study harder in Buddhist studies.	1	5	3,144	1,191	
4.	I feel motivated to study Buddhism thanks to the support of my parents.	1	5	3,232	1,146	
5.	My parents provided sufficient learning resources to deepen my Buddhist studies.	1	5	3.136	1,254	
6.	I feel comfortable discussing Buddhist studies with my parents.	1	5	3,240	1,203	
7.	My parents helped me plan my study time for Buddhism lessons.	1	5	3.136	1,280	
8.	I feel my parents provided good guidance in facing the challenges of studying Buddhism.	1	5	3,232	1,167	

Source: SmartPLS 2025 Output Results.

The results of the descriptive analysis on the Parental Participation variable in table 2 above show that the highest average of 3.248% was obtained in statement 1, namely "My parents often teach important values in Buddhism at home." This shows that parental participation in educating and guiding their children, especially in conveying Buddhist values in the family environment, is a very dominant aspect. This finding reflects the important role of parents in the formation of children's character through consistent teaching of religious values at home.

Research results regarding the influence of parental participation (X1) to student learning outcomes (Y) show that the t-statistic value obtained is 9.801 which is greater than 1.97960 (t-statistic $9.801 > t\text{-table } 1.97960$) with a P-value of 0.000 which is less than 0.05 ($0.000 < 0.05$), this shows that the Parental Participation variable (X1) has a positive and significant effect on Student Learning Outcomes (Y) in Buddhist religious learning in Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang.

Parental participation refers to parents' active involvement in helping their children develop cognitive skills, such as problem-solving, critical thinking, and study skills. This includes a variety

of activities, such as helping children with schoolwork, encouraging them to explore new ideas, and engaging in discussions that promote deeper understanding.¹¹

The results of the study indicate that parental participation (X1) has a positive and significant effect on student learning outcomes (Y) in Buddhist religious studies at Buddhist high schools/vocational schools throughout West Tangerang. This indicates that the higher the level of parental participation in supporting students' learning processes, such as providing guidance, motivation, and attention to Buddhist religious education, the better the learning outcomes achieved by students. Parental involvement plays an important role as external support that can strengthen students' learning processes outside the school environment. This finding confirms that education is not only the responsibility of the school, but also requires active contributions from families to create a conducive and holistic learning environment.

It is stated in the Buddhist Dharma that father and mother are the first teachers. Therefore, it is best to educate children from the time they are still in the womb. Of course, education from the womb is more spiritual than physical. This spiritual education includes religious education, specifically Buddhism. When a husband and wife are officially married in a temple, they begin preparing to educate their future children. The newlyweds should always strive to ensure that all their thoughts, words, and actions are directed toward goodness. In other words, they educate themselves first before starting to educate their children.¹²

Parents are the first and foremost teachers, and therefore are expected to educate and enhance their children's development and knowledge. In the Sigalovadda Sutta, part of the Digha Nikaya, the Sutta Pitaka, the Buddha explains the five obligations of parents towards their children: preventing their children from doing evil, encouraging them to do good, training them to work independently, finding a suitable partner for their children, and handing over inheritances to their children at the right time. These five obligations emphasize providing a proper education to children. Parents can provide religious education within the family environment by instilling the values of sila and morality as a concrete manifestation of forming good character and in accordance with the family's goals.¹³

¹¹ Rizkia Nurul Wafa and Ibnu Muthi, "Pengaruh Partisipasi Orang Tua dalam Proses Pembelajaran terhadap Prestasi Akademik Siswa Sekolah Dasar," *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora* 4, no. 3 (2024): 244–50, <https://doi.org/10.55606/khatulistiwa.v4i3.3998>.

¹² U. P. H. Wijoyo, "Peran Orang Tua dalam Meningkatkan Minat Anak terhadap Agama Buddha," *Buddhayana*, 2021, <https://www.buddhayana.or.id/artikel/dharma/9/peran-orang-tua-dalam-meningkatkan-minat-anak-terhadap-agama-buddha>.

¹³ F. Johanitasari et al., "Peran Orang Tua dalam Membentuk Perilaku Keagamaan Remaja pada Masyarakat Buddhis di Dusun Sodong Desa Gelangkulon Kecamatan Sampung Kabupaten Ponorogo," *Dharmasmṛti: Jurnal Ilmu Agama dan Kebudayaan* 23, no. 2 (2023): 73.

The results of this study are in line with research conducted by Santia¹⁴, which states that parental participation influences learning outcomes by 0.519.

The Influence of Learning Intensity on Student Learning Outcomes

Table 3. Descriptive Analysis of Learning Intensity Variable (X2)

No	Item	Min	Max	Mean Item	Standard Deviation	Mean Construct
1.	I feel motivated to study Buddhism because I want to understand its teachings well.	1	5	3,112	1,119	3.117
2.	When studying Buddhism, I had a clear goal to achieve.	1	5	3,224	1,326	
3.	I spend a fair amount of time studying Buddhism every week.	1	5	3,088	1,180	
4.	I feel that the time I spent studying Buddhism has been effective.	1	5	2,944	1,148	
5.	I study Buddhism regularly every week.	1	5	3,144	1,191	
6.	I often review Buddhist study materials to deepen my understanding.	1	5	3,120	1,170	
7.	I am actively involved in class discussions about Buddhism.	1	5	3,160	1,267	
8.	I do various learning activities, such as reading books and doing exercises, to understand the teachings of Buddhism.	1	5	3,144	1,257	

Source: SmartPLS 2025 Output Results.

The results of the descriptive analysis on the learning intensity variable (X2) in table 3 above show that the learning intensity variable (X2) obtained the highest average of 3.224% in statement 2, namely "When studying Buddhism, I have a clear goal to achieve." This shows that most respondents have a clear goal in studying Buddhism. The existence of this clear goal can be a strong motivation for individuals to be more active in studying and understanding the teachings of Buddhism. However, it should be noted that the overall average on the learning intensity variable is still relatively low. This indicates that there are still many students who do not have optimal learning intensity in the subject of Buddhism.

Research results regarding the influence of learning intensity (X2) to student learning outcomes (Y) show that the t-statistic value obtained is 2.642 which is greater than 1.97960 (t-

¹⁴ M. Santia et al., "Hubungan Pola Asuh Orang Tua dan Partisipasi Orang Tua dengan Hasil Belajar Siswa Kelas IV SDN 14 Pontianak Selatan," *Journal on Teacher Education Research & Learning in Faculty of Education* 4, no. 2 (2022): 1446–60.

statistic $2.642 > t\text{-table } 1.97960$) with a P-value of 0.009 which is smaller than 0.05 ($0.009 < 0.05$), this shows that the Learning Intensity variable (X2) has a positive and significant effect on Student Learning Outcomes (Y) in learning Buddhism in Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang.

A student's learning intensity will greatly determine the level of achievement of learning outcomes. Each student has a different learning intensity, with different learning intensities affecting student learning outcomes. Student learning intensity greatly influences student learning outcomes because the higher the learning intensity, the better the student's learning outcomes will be, and vice versa. Considering the many subjects that students must master, students must increase their learning intensity. Not only does learning intensity affect learning achievement, but the school environment also influences learning achievement, where the school environment is a formal educational institution that carries out its activities in a structured, tiered, and systematic learning.¹⁵

The results of the study show that learning intensity (X2) has a positive and significant effect on student learning outcomes (Y) in Buddhist religious studies at Buddhist high schools/vocational schools throughout West Tangerang. This indicates that the higher the students' learning intensity, such as consistency in studying the material, sufficient study duration, and commitment to understanding Buddhist teachings, the better the learning outcomes they obtain. This finding emphasizes the importance of regular and focused study habits to support academic achievement, especially in Buddhist religious education. With optimal learning intensity, students are better able to understand and apply Buddhist teachings in their daily lives, thereby improving the quality of their overall learning outcomes.

Referring to Buddhist teachings, intensity can be understood as commitment and perseverance in following the spiritual path taught by the Buddha, which includes the practice of meditation, the development of wisdom (prajna), morality (sila), and concentration (samadhi). Intensity in the context of Buddhist teachings means sincerity and perseverance in practice to achieve enlightenment and overcome suffering (dukkha).

Learning intensity is an important aspect in achieving educational goals. According to Maghfiroh and Firmantika¹⁶ Intensity can be defined as an effort to increase strength in a process. In the context of learning, learning intensity refers to a consistent and directed increase in effort made by students to achieve optimal understanding and learning success.

¹⁵ N. Diana Sari et al., "Pengaruh Intensitas Belajar dan Lingkungan Sekolah terhadap Hasil Belajar Peserta Didik pada Materi Sholat Fardhu," *Indonesian Journal of Innovation Multidisciplinary Research* 2, no. 1 (2024): 62–73, <https://doi.org/10.31004/ijim.v2i1.82>.

¹⁶ H. Maghfiroh and L. Firmantika, "Pengaruh Intensitas dan Kedisiplinan Belajar terhadap Hasil Belajar IPS," *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial* 3, no. 1 (2024): 1–12.

The results of this study are in line with research conducted by Amir¹⁷, which states that learning intensity has a significant effect on learning outcomes.

The Effect of Parental Participation and Simultaneous Learning Intensity on Learning Outcomes

Table 4. Descriptive Analysis of Learning Outcome Variables (Y)

No	Item	Min	Max	Mean Item	Standard Deviation	Mean Construct
1.	I can recall the basic teachings of Buddhism.	1	5	3,144	1,205	3,162
2.	I easily remember the important concepts taught in studying Buddhism.	1	5	3,144	1,191	
3.	I understand the content of the material taught in Buddhism subjects.	1	5	3,120	1,224	
4.	I can re-explain the concepts of Buddhism that I have learned to others.	1	5	3,112	1,234	
5.	I can apply the teachings of Buddhism in my daily life.	1	5	3,096	1,261	
6.	I am able to practice the values taught in Buddhism.	1	5	3,120	1,170	
7.	I am able to analyze the meaning of stories or parables conveyed in Buddhist teachings.	1	5	3,192	1,218	
8.	I can differentiate between various similar concepts in Buddhism lessons.	1	5	3,168	1,238	
9.	I can evaluate the relevance of Buddhist teachings to situations that occur in my life.	1	5	3,264	1,259	
10.	I am able to assess the strengths and weaknesses of the values in Buddhist teachings.	1	5	3,288	1,219	
11.	I can create projects or works that reflect my understanding of Buddhism.	1	5	3,168	1,288	
12.	I am able to devise creative ways to apply the teachings of Buddhism in my life.	1	5	3,128	1,252	

Source: SmartPLS 2025 Output Results.

¹⁷ Amir et al., "Pengaruh Intensitas Belajar terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi Materi Akuntansi di SMA Negeri 4 Soppeng."

The results of the descriptive analysis on the learning outcome variable (Y) in table 4 above show that the learning outcome variable (Y) obtained the highest average of 3.288%, namely in statement item 10, namely "I am able to assess the strengths and weaknesses of the values in Buddhist teachings". This shows that most respondents feel able to identify and evaluate the positive and negative aspects of the values contained in Buddhist teachings. This is a good indication, because the ability to make critical assessments of religious teachings is one of the important aspects in a deep understanding of religion. This means that students do not just memorize teachings, but are also able to reflect on them and apply them in everyday life.

Research results regarding the influence of parental participation (X1) and learning intensity (X2) simultaneously on student learning outcomes (Y) show that the F table obtained was 3.07 with an F -table value at 5% significance. F count $919.98 > F$ table 3.07, so it can be interpreted that the variables of parental participation and learning intensity simultaneously have a positive and significant effect on student learning outcomes in Buddhist Religious Learning in Buddhist Vocational/High Schools throughout West Tangerang City.

Cognitive learning outcomes can be measured by observing the extent to which students can understand, remember, analyze, synthesize, and evaluate information. This is a well-known framework for describing cognitive proficiency levels. In the cognitive domain, learning outcomes can be measured through various evaluation methods such as written exams, project assignments, presentations, and so on. It is important to design learning activities that encompass various levels of cognitive domains to provide a comprehensive learning experience and facilitate the development of higher-order thinking skills.¹⁸

The results of the study indicate that parental participation and learning intensity simultaneously have a positive and significant effect on student learning outcomes in Buddhist religious studies at Buddhist vocational and senior high schools throughout West Tangerang City. This indicates that both factors, both separately and together, play a very important role in improving student learning outcomes. Parental involvement in supporting the educational process, such as providing motivation, attention, and guidance related to Buddhist religious studies, acts as an external factor that strengthens students' learning efforts. On the other hand, learning intensity, which includes students' routines, consistency, and commitment to learning, has a direct impact on their understanding and ability to absorb the material taught. When these two factors are combined, students not only receive support from their families but also have a high level of dedication to their learning process, which in turn improves the learning outcomes achieved.

¹⁸ N. Nurmisanti et al., "Identifikasi Hasil Belajar Ranah Kognitif Siswa pada Materi Fluida Statis," *JIPF (Jurnal Ilmu Pendidikan Fisika 2*, no. 1 (2017): 17, <https://doi.org/10.26737/jipf.v2i1.199>.

The results of this study are in line with research conducted by Herawati¹⁹ Parenting patterns and student learning independence contribute together to learning outcomes.

CONCLUSION

Based on the research results that have been described, the following conclusions can be drawn from this research:

1. Parental participation (X1) has a positive and significant effect on student learning outcomes (Y) in Buddhist religious learning in Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang. With a t-statistical value of 9.801 greater than 1.97960 (t-statistical 9.801 > t-table 1.97960) with a P-value of 0.000 smaller than 0.05 (0.000 < 0.05). This shows that the proposed hypothesis is proven.
2. Learning intensity (X2) has a positive and significant effect on student learning outcomes (Y) in Buddhist religious studies at Buddhist Senior High Schools/Vocational High Schools throughout West Tangerang. The t-statistic value of 2.642 is greater than 1.97960 (t-statistic 2.642 > t-table 1.97960) with a P-value of 0.009 which is less than 0.05 (0.009 < 0.05). This shows that the proposed hypothesis is proven.
3. Parental participation (X1) and learning intensity (X2) simultaneously have a positive and significant effect on student learning outcomes (Y) in Buddhist Religious Learning in Buddhist Vocational/Senior High Schools throughout West Tangerang City. With a value of F-table is 3.07 with an F-table value at 5% significance. F count 919.98 > F table 3.07. And the variables of Parental Participation (X1) and Learning Intensity (X2) have a large influence in predicting the variable of Student Learning Outcomes (Y) of 95.8%. This shows that the proposed hypothesis is proven.

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¹⁹ S. Herawati et al., "Kontribusi Pola Asuh Orang Tua dan Kemandirian Belajar terhadap Hasil Belajar Pendidikan Agama Islam," *SAP (Susunan Artikel Pendidikan)* 9, no. 2 (2024): 210–18.

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