

THE EFFECT OF BUDDHIST CHARACTER EDUCATION AND SELF-CONFIDENCE ON STUDENT LEARNING MOTIVATION AT MAITREYAWIRA STUDENTS, PEKANBARU

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Abstract

Learning motivation is very important for university students because it can enhance enthusiasm, learning outcomes, and the achievement of academic goals. High motivation encourages students to study harder, overcome challenges, and achieve success in education. The purpose of this research is to determine the effect of both Buddhist character education and self-confidence on the learning motivation of STAB Maitreyawira Pekanbaru students. This research uses a quantitative method with a correlational research design. The sample was determined using a simple random sampling technique, with a total of 110 students. Data collection instruments were in the form of closed questionnaires distributed via Google Forms. The results of the questionnaires were tested through instrument testing, classical assumption testing, and simple and multiple regression correlation analysis. The results of the study show that: (1) Buddhist character education has a positive effect on learning motivation. (2) Self-confidence has a positive effect on learning motivation. (3) Buddhist character education and self-confidence both have a positive effect on learning motivation. In conclusion, based on the research findings that students' learning motivation can be improved through Buddhist character education and self-confidence.

Keywords: Learning Motivation, Buddhist Character Education, Self-Confidence

Abstrak

Motivasi belajar sangat penting bagi mahasiswa karena dapat meningkatkan semangat, hasil belajar, dan pencapaian tujuan akademik. Motivasi yang tinggi mendorong mahasiswa untuk belajar lebih giat, mengatasi tantangan, dan meraih kesuksesan dalam pendidikan. Adapun Maksud dari penelitian ini adalah untuk mengetahui pengaruh pendidikan karakter Buddhis dan kepercayaan diri terhadap motivasi belajar mahasiswa STAB Maitreyawira Pekanbaru. Penelitian dilakukan dengan menggunakan metode kuantitatif dan jenis penelitian korelasi. Dalam menentukan sample penelitian digunakan teknik simple random sampling dengan jumlah sample 110 mahasiswa. Instrumen pengumpulan data kuesioner tertutup disebarakan melalui google form, hasil kuesioner diuji melalui pengujian instrumen, asumsi klasik, dan analisis korelasi regresi sederhana dan korelasi regresi ganda. Penelitian memperlihatkan hasil (1) pendidikan karakter Buddhis berpengaruh positif terhadap motivasi belajar. (2) Kepercayaan diri berpengaruh positif terhadap kepercayaan diri. (3) Pendidikan Karakter Buddhis dan kepercayaan diri berpengaruh positif terhadap motivasi belajar. Maka dapat disimpulkan bahwa motivasi belajar mahasiswa dapat ditingkatkan melalui pendidikan karakter Buddhis dan kepercayaan diri.

Kata kunci: Motivasi Belajar, Pendidikan Karakter Buddhis, Kepercayaan Diri



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INTRODUCTION

A college where religious curriculum plays a crucial role in cultivating intellectual individuals who embody not only academic excellence but also character characterized by moral integrity and spiritual depth. At the Buddhist College (STAB), the application of Buddhist values in education plays a crucial role in shaping the character of wise, compassionate, and responsible students. Buddhist character education, grounded in the values of *sīla* (morality), *samādhi* (concentration), and *paññā* (wisdom), aims not only to shape ethical behavior but also to encourage profound inner transformation and to be fully integrated throughout the educational process.¹

Self-confidence is crucial for achieving academic success. Students who possess self-confidence are generally able to motivate themselves, set realistic goals, and remain persistent in facing learning challenges. From a psychological perspective, self-confidence is related to the concept of self-efficacy, which is an individual's belief in their ability to complete a task or face a particular challenge. Self-efficacy generally does not reflect actual ability, but rather refers to an individual's level of confidence.²

Initial observations by researchers at STAB Maitreyawira Pekanbaru indicate that a number of students still have minimal motivation to learn. This is reflected in irregular attendance, lack of involvement in academic and religious activities, and unsatisfactory academic results. In reality, the campus has implemented various Buddhist character-building programs through the curriculum, retreats, devotional services, and moral development. This situation raises questions about the effectiveness of implementing Buddhist character values and the level of student self-confidence in increasing learning motivation.

Theoretically, character education has long been studied as an important approach to student development. Thomas Lickona explains that there are three influential character traits: knowledge, feelings, and moral behavior.³ From a Buddhist perspective, there are valuable contributions to understanding this approach, including spiritual, philosophical, and psychological dimensions.⁴ Researchers found a lack of theoretical studies combining Buddhist character education and psychological approaches, such as self-confidence, to explain students' learning motivation. Philosophically, the value of *saddhā* in Buddhism and self-confidence in psychology

¹ Alfred Wijaya et al., *Revitalisasi Pendidikan Buddhis Melalui Manajemen Strategis Berbasis Dhamma*, 2025.

² Nadishabani Hatta et al., "Gambaran Self Efficacy Siswa Di Mts Nurul Hidayah," *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)* 4, no. 5 (2021): 356, <https://doi.org/10.22460/fokus.v4i5.7866>.

³ Salamah Eka Susanti, "Pendidikan Karakter Dalam Membangun Kecerdasan Moral Bagi Anak Usia Dini Perspektif Thomas Lickona," *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, Dan Humaniora* 3, no. 1 (2022): 10–17, <https://doi.org/10.33650/trilogi.v3i1.3396>.

⁴ Diah Astuti et al., "Perspektif Buddhis Mengenai Pendekatan Perilaku Realita," *Journal on Education* 6, no. 1 (2023): 10265–70.

share relevant points of intersection for development in the context of religious education. This presents a theoretical gap that needs to be bridged.

From a contextual analysis perspective, there is a gap between the expectations of character development programs and the actual state of student learning motivation. The implementation of Buddhist values has not yet significantly increased enthusiasm for learning. Student self-confidence levels also vary widely and have not been a primary focus in campus educational planning. Without a thorough understanding of the role of these two factors, educational institutions will face challenges in formulating effective policies to encourage student academic and spiritual achievement. This is evidenced by previous research showing that academic-related stress can lower academic achievement, reduce motivation, and increase the risk of dropping out of school.⁵

Based on previous research studies, a number of studies have shown that character education generally has an influence on learning motivation,⁶ and self-confidence also has a positive relationship with learning motivation.⁷ This research was conducted in the context of general education and did not emphasize Buddhist spiritual values. To date, there is very little research that simultaneously examines the influence of Buddhist character education and self-confidence on student learning motivation in STAB environments. Most studies conducted at STAB are qualitative or theological in nature, and do not utilize a quantitative approach based on measurable variables. This indicates a research gap that needs to be analyzed through data-driven empirical studies.

Based on the above description, this research is crucial to address theoretical, practical, and academic needs. This study will empirically examine the influence of Buddhist character education and self-confidence on the learning motivation of students at STAB Maitreyawira Pekanbaru. It is hoped that the findings of this study will enrich the development of character education theory from a Buddhist perspective and provide a strategic foundation for institutions in designing more effective and transformative educational programs.

⁵ Dharmaji Chowmas et al., “The Influence of Mindfulness and Buddhist Rituals on the Spirituality of Students at STAB Maitreyawira Pekanbaru,” *Smaratungga: Jurnal of Education and Buddhist Studies* 1, no. 2 (2021): 37–49, <https://doi.org/10.53417/sjeb.v1i2.60>.

⁶ Rio Samuel Nababan et al., “Pengaruh Pendidikan Karakter Terhadap Motivasi Belajar Siswa Kelas V SD Negeri 177055 Sigalogo Tahun Ajaran 2022/2023,” *Journal on Education* 6, no. 1 (2023): 3388–400, <https://doi.org/10.31004/joe.v6i1.3407>.

⁷ Fitriansyah Nusi et al., “Pengaruh Kepercayaan Diri Terhadap Motivasi Belajar,” *WISSEN: Jurnal Ilmu Sosial Dan Humaniora* 3, no. 2 (2025): 130–37, <https://doi.org/10.62383/wissen.v3i2.731>.

LITERATURE REVIEW

McClelland stated that motivation is a subconscious drive to become better towards a standard of excellence, especially in the aspect of achievement (achievement motivation).⁸ With indicators of achievement orientation, personal goals, and the desire for success. Maslow argued that learning motivation arises from basic human drives, ranging from physiological to self-actualization. Humans are driven by several basic needs and continually pursue the perfection of life, known as self-actualization.⁹ According to Uno, encouragement will create enthusiasm for learning, leading to a transformation in behavior, which is called motivation. This encouragement plays a crucial role in a person's success in learning.¹⁰ Motivation is a psychological state that drives an individual to act and is divided into three aspects: needs, drives, and goals. When a person perceives a discrepancy between their current situation and their expectations, a need arises. Drive is the mental force that drives activities to fulfill desires. This drive is oriented toward fulfilling desires or achieving goals.¹¹ Motivation is an effort that can be achieved by all individuals and is not inherent in humans in order to achieve something that interests them (Suhudi, et al, 2024:84).

In Buddhism, motivation is seen as a driving force or *cetana* that motivates a person to act. *Cetana* is the impetus to act that benefits oneself and society. The Buddha stated that a person performs an action after an intention (*cetana*) arises in their mind (A.III.415). There are two types of motivation: good and evil. Good motivation encourages and leads to the desire to achieve success or achievement, while evil motivation is the motivation that drives them to do bad things and is full of hatred (MI380).

Character education is an effort to strengthen and improve the moral or ethical values of the nation, especially students who will become the next generation of the nation and the spearhead of the nation who have character and noble morals.¹² A person of character is someone who is able to understand well, love with all his heart, and always do good.¹³

⁸ Richard E. Boyatzis, "McClelland, David C.," *The Wiley Encyclopedia of Personality and Individual Differences: Volume IV: Clinical, Applied, and Cross-Cultural Research* 4 (2020): 631–35, <https://doi.org/10.1002/9781119547181.ch370>.

⁹ Moh. Ziyadul Haq Annajih et al., "Konsep Self-Actualized Abraham Maslow: Perspektif Psikologi Sufistik," *Edu Consilium: Jurnal Bimbingan Dan Konseling Pendidikan Islam* 4, no. 1 (2023): 43–52, <https://doi.org/10.19105/ec.v4i1.7282>.

¹⁰ Silvani Ali et al., "Motivasi Dan Kemandirian Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPS Terpadu," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 8, no. 2 (2022): 1553.

¹¹ Novi; johar Alimuddin Mayasari, *Strategi Meningkatkan Motivasi Belajar Siswa*, no. 5 (2023), 14:4.

¹² Annisa Tasya Marsakha et al., "Management of Character Education in School: A Literature Review," *Kelola: Jurnal Manajemen Pendidikan* 8, no. 2 (2021): 132.

¹³ Vivi Gunawan, "The Role of Parenting Styles and School Environment in Building the Buddhist Characters in Students," *Smaratungga: Jurnal of Education and Buddhist Studies* 2, no. 1 (2022): 34, <https://doi.org/10.53417/sjeb.v2i1.73>.

Lickona states that character education is a conscious and structured action to foster human values that are objectively recognized and beneficial for oneself and the wider community, including efforts to help individuals understand, pay attention to, and carry out basic ethical values such as responsibility, respect, honesty, and compassion.¹⁴ Buddhist education according to Ven. Dr. KH. Sri Dhammananda emphasizes a deep understanding of the Dhamma (Buddha's teachings) and its application in everyday life for the sake of achieving happiness and freedom from suffering. It also emphasizes the importance of moral, social, skills, religious, and philosophical education, as well as the development of a wise mind. In his sermon, the Buddha stated that the Lohicca Sutta can be applied to develop character education.¹⁵ This explains the role model for shaping one's personality in determining good and evil. In Buddhist teachings, the Lohicca Sutta serves as a role model for shaping one's personality. In the context of character education, the teachings of the Lohicca Sutta are highly relevant, as they touch on moral, ethical, and self-development aspects that can be applied in modern life. The Brahmavihara material plays a crucial role in fostering empathy, making them more aware of the thoughts and needs of others.¹⁶

Buddhist character education according to Ven. PA Payutto is the pm of morality (*sīla*), concentration (*samādhi*), and wisdom (*paññā*) through a learning process that is integrated in everyday life with indicators of self-control, compassion, self-discipline, wisdom. Character education in Buddhist teachings has been introduced from an early age through the Buddhist Sunday School (SMB), where students are taught about the five moral exercises or Buddhist Pancasila. The implementation of Buddhist character education is very important because it is the basis for character formation that is the same as the teachings of Buddhism, such as the Dhammapada verse which states that all Buddhas teach individuals not to do evil, instead they must add goodness, purify the heart and mind.

Self-confidence is a crucial element and is needed by all human beings, especially to support student learning in school. Students who lack self-confidence can negatively impact their academic performance. Every self-confident individual believes in their abilities and has hope. Even if their hopes are not met, they can still think positively and accept whatever situation arises.

Student self-confidence can be developed through social norms, perceptions, school climate and academic achievement.¹⁷ An individual's courage and ability to take action and make decisions

¹⁴ Glorya Loloagin et al., "Implementasi Pendidikan Karakter Menurut Perspektif Thomas Lickona Ditinjau Dari Peran Pendidik PAK," *Journal on Education* 05, no. 03 (2023): 6012–22.

¹⁵ Hadion Wijoyo, "Peranan Lohicca Sutta Dalam Peningkatan Pendidikan Karakter Dosen Di Stmik Dharmapala Riau," *Jurnal Guru Kita PGSD* 3, no. 4 (2019): 319, <https://doi.org/10.24114/jgk.v3i4.14938>.

¹⁶ Urip Widodo, *Implementation of Inquiry Learning Method on Brahma Vihara Material i n Increasing Students ' Empathy*, 4, no. 1 (2024): 61, <https://doi.org/10.53417/sjeb.v4i1.127>.

¹⁷ Leehu Zysberg and Nitza Schwabsky, "School Climate, Academic Self-Efficacy and Student Achievement," *Educational Psychology* 41, no. 4 (2021): 467–82, <https://doi.org/10.1080/01443410.2020.1813690>.

is the foundation of self-confidence, which continues to develop as they face problems in various situations and conditions.¹⁸ Self-confidence can be a trigger to act responsibly because you are sure you have mastered the necessary knowledge.¹⁹

Self-confidence is also called faith. The Buddha taught that faith (*saddha*) is a belief based on wisdom. Having high faith but low wisdom leads to fanatical faith without any basis. High wisdom but low faith leads to knowing one's wrongdoing but finding it difficult to correct it. Balanced wisdom and faith leads to a foundational faith.

Bandura says that self-efficacy is someone who believes in their ability to manage and carry out a series of actions to complete specific tasks.²⁰ And confidence in completing tasks, a sense of capability in facing challenges. Self-efficacy has long been recognized as an important determinant of student learning success. Within the framework of Social Cognitive Theory developed by Bandura, self-efficacy is positioned as the primary driving force in the learning process.²¹ Lauster defines it as an individual with the characteristics of tolerance, not wanting encouragement from other individuals, happy and optimistic.²² Lauster also added that individuals with a positive attitude towards themselves, which allows them to act effectively, independently, and responsibly, as well as having the courage to make decisions, being able to face failure, being independent and having self-confidence.

RESEARCH METHODS

The research location is at the Maitreyawira Buddhist College (STAB) Pekanbaru - Riau. The research implementation began with the instrument trial stage and ended with the distribution of questionnaires to STAB Maitreyawira Pekanbaru students. The research method used a quantitative approach. The sample selection technique used random sampling, which does not consider stratification in the population. This sample is a representation of a number of members and characteristics found in the population being used as research subjects. If the population is large and the researcher has limitations, the use of samples from that population can be used. The sample

¹⁸ Wahyu Bagja Sulfemi, "Pengaruh Rasa Percaya Diri dan Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di Kecamatan Ciampea Kabupaten Bogor," *Jurnal Manajemen Pendidikan Islam*, ahead of print, 2019, <https://doi.org/DOI: 10.31538/ndh.v5i2.557>.

¹⁹ Xia Liu et al., "Social Network Group Decision Making: Managing Self-Confidence-Based Consensus Model with the Dynamic Importance Degree of Experts and Trust-Based Feedback Mechanism," *Information Sciences* 505, no. July (2019): 215–32, <https://doi.org/10.1016/j.ins.2019.07.050>.

²⁰ Rohmad Efendi, *Self Efficacy: Studi Indigenus pada Guru Bersuku Jawa*, 2, no. 2 (2015): 61–67.

²¹ Nie Lie et al., *Mindfulness Dan Kecerdasan Emosional Sebagai Prediktor Self-Efficacy Siswa SMA: Pendekatan Psikologis Dan Pendidikan*, 7, no. 1 (2025): 384–96, <https://doi.org/10.37364/jireh.v7i1.353>.

²² Zulfriadi Tanjung and Sinta Amelia, "Menumbuhkan Kepercayaan Diri Siswa," *JRTI (Jurnal Riset Tindakan Indonesia)* 2, no. 2 (2017): 2–6, <https://doi.org/10.29210/3003205000>.

size for this study uses the Slovin formula (Sugiyono, 2019). The sample for this study was 110 students from various classes.

The data collection technique used instrument measurement. This instrument aims to determine the effect of Buddhist character education and self-confidence on the learning motivation of STAB Maitreyawira Pekanbaru students. The research instrument was distributed through a questionnaire via Google Form, consisting of five answers on a rating scale. Data analysis in this study used parametric inferential statistics, namely regression using SPSS 26.

RESULTS AND DISCUSSION

A. Description of Research Variables

Learning Motivation Variable (Y)

Learning motivation is the enthusiasm that students have to continue to achieve good results, they always try to increase their interest in learning in various ways which are measured by the indicators (1) Perseverance; (2) Persistence when faced with difficulties; (3) Attention and interest in learning; (4) Achievement; (5) Independent learning.

Buddhist Character Education Variable (X1)

Buddhist character education is an effort to instill the noble values of Buddhism in individuals, especially students, to form good and noble personalities, in line with Buddhist teachings, which are measured by the indicators (1) honesty; (2) mutual respect; (3) devotion; (4) wisdom; (5) politeness; (6) love; (7) serenity.

Self-Confidence Variable (X2)

Self-confidence plays a role as a personal character possessed by students related to mental conditions, where they can provide confidence in their own abilities when making decisions, during the learning process, or when doing anything that is measured by indicators (1) actively asking questions; (2) expressing personal opinions; (3) respecting the opinions of others; (4) working together; (5) being open to criticism; (6) being independent; (7) being optimistic; (8) daring to present. These indicators are described in a questionnaire that will be distributed to 110 STAB Maitreyawira Pekanbaru students via Google Form.

B. Data analysis

**The Influence of Buddhist Character Education (X1) on Student Learning Motivation (Y)
Simple Linear Regression Test Results**

Table1. Results of the Regression Test of Buddhist Character Education (Y=a+b1X1)

		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
Model	B	td. Error	Beta		Sig.			
(Constant)	1 6,781	199			,247 000			
Buddhist Character Education	. 574	036	.848		. 6,197 000	1, 000	1, 000	

a. Dependent Variable: Learning Motivation

The significance level (sig.) was $0.000 < 0.05$. Therefore, the regression model can estimate the independent variable (Buddhist character education) against the dependent variable (learning motivation), meaning that the first hypothesis is accepted, namely that there is an influence of Buddhist character education on learning motivation.

To determine whether or not the Buddhist character education variable has an effect on learning motivation, a comparison of the calculated t and the t table is also carried out. Table 1 data shows that the calculated t for the Buddhist character education variable is 16.197 with a significance level of 0.000, which is determined by looking at the calculated t and the t table. The calculated t value is 16.197, then the formula used to obtain the t table value is:

$$t_{table} = \alpha/2; (n-k-1)$$

$$t_{table} = 0.025: 110$$

$$t_{table} = 1.982$$

The t value is obtained t_{table} is 1.982, then $t_{count} 16.197 > t_{table} 1.982$ with a significance level less than P Value, namely $0.000 < 0.05$, meaning $t_{count} > t_{table}$, so the hypothesis is fulfilled, namely there is an influence of the Buddhist character education variable on learning motivation.

Table 1. Results of the Test of the Coefficient of Determination of X1 Against Y

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.848a	.719	.716	5,493

a. Predictors: (Constant), Buddhist character education

It was found that 71% (0.719) The learning motivation variable is explained by the Buddhist character education variable with a regression equation $\hat{Y} = 16,781 + 0.574X_1$. 29% the rest is controlled by other factors, including Buddhist character education and other variables.

In order to see the influence between the Buddhist character education variable and the learning motivation variable, an F test was carried out. The results of the F test are shown in Table 2, then compared with the F table. The formula for obtaining the F table value is:

$$F_{table} = df_1; df_2$$

$$F_{table} = df_1; n - k - 1$$

$$F_{table} = 1; 110 - 1 - 1$$

$$F_{table} = 1; 108$$

Referring to the F count table, the table value is obtained of 3.93.

Table 2 Results of the F Test between X1 and Y

ANOVA

Model	Sum of Squares	df	Mean Square	F	Significance
Regression	7912.565	1	7912.565	27.5047	.000b
Residual	3106.998	108	28,768		
Total	11019.563	109			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Buddhist Character Education

The magnitude of F count =275,047, with a significance level of $0.000 < 0.005$, so that the regression model can be used to assume the Buddhist character education variable (there is an influence of the Buddhist character education variable (X1) on learning motivation (y)).

The Effective Contribution (SE) of the Buddhist character education variable (X1) to learning motivation is as follows:57.32%.The relative contribution (SR) of the Buddhist character education variable (X1) to learning motivation (Y) is72%.The data shows that there is a 72% relative contribution of the Buddhist character education variable (X1) to learning motivation (Y).

The Influence of Self-Confidence (X2) on Student Learning Motivation (Y)

Table 3. Self-Confidence Regression Test Results (Y=a+b1X2)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18,103	5,298		3,418	.001		
	Confidence	.461	.049	.684	9,481	.000	1,000	1,000

a. Dependent Variable: Learning Motivation

It is known that the sig value is $0.001 < 0.05$, so the regression model can be used to predict the self-confidence variable against the learning motivation variable, meaning that the second hypothesis is accepted, namely that there is an influence between self-confidence and learning motivation.To see the effect of self-confidence on learning motivation, we compare the calculated t with the t table. Table 3 shows that the calculated t for the self-confidence variable is 9.481 with a significance level of 0.000. The calculated t value is 9.481. Then, to obtain the t table value, the following is used:

$$t_{table} = \alpha/2; (n - k - 1)$$

$$t_{table} = 0.025: 110$$

$$t_{table} = 1.982$$

The ttable value is 1.982, then it is seen that tcount is $9.481 > t_{table}$ is 1.982 with a lower significance level when compared to P Value, which is $0.000 < 0.05$, so the hypothesis is fulfilled, namely there is a positive effect of self-confidence and learning motivation. The relationship that occurs in the self-confidence variable on learning motivation can be seen in table 3. The correlation coefficient is 0.461. So it is stated that the influence between self-confidence on the learning motivation variable is moderately strong.

Determination of simple regression test calculation with correlation coefficient (r_{X2y}) of 0.461 has a significant effect or not on student learning motivation. The results of the correlation coefficient (r_{X2y}) are compared with the r product moment table (Sugiyono, 2016:185). Through the calculation, the correlation coefficient (r_{X2y}) is 0.461. When compared with the r table value of 0.195 at a sig level of 5%, then $r_{count} > r_{table}$ ($0.461 > 0.195$), this value means significant.

Table 4. Results of the Test of the Coefficient of Determination of X2 Against Y

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.684a	.467	.462	7,558

a. Predictors: (Constant), Self-Confidence

b. Dependent Variable: Learning Motivation

The findings of the coefficient of determination test of the self-confidence variable on the learning motivation variable showed 46% (0.467). The self-confidence variable can be verified through a regression equation. $\hat{Y} = 18.103 + 0.461X_2$, while 54% were influenced by other aspects not included in the research.

In order to find the influence or relationship between self-confidence and learning motivation, an F test was carried out as shown in Table 4.8, then compared with F_{table} with the formula:

$$F_{table} = df_1; df_2$$

$$F_{table} = df_1; n - k - 1$$

$$F_{table} = 1; 110 - 1 - 1$$

$$F_{table} = 1; 108$$

Referring to the F count table, the table value obtained is 3.93.

Table 5. Results of the F Test between X2 and Y

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9,247,865	1	9,247,865	563,756	.000b
	Residual	1,771,698	108	16,404		
	Total	11019.563	109			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Self-Confidence

The data above provides information that the F-value is 563.756, with a significance level of $0.000 < 0.005$. Thus, the regression model can be used to estimate the self-confidence variable, namely that there is an influence of the self-confidence variable (X2) on learning motivation (Y).

The effective contribution of the self-confidence variable (X2) to learning motivation (Y) is 22.29%. The relative contribution of the self-confidence variable (X2) to learning motivation (Y) is 28%.

The Influence of Buddhist Character Education (X1) and Self-Confidence (X2) on Student Learning Motivation (Y)

Multiple Linear Regression Test Results

Multiple linear regression analysis is useful for seeing the relationship between the two variables X and Y. The findings of the significance test between the variables of Buddhist character education and self-confidence with the learning motivation variable using the multiple linear regression analysis method are shown in the following table.

Table 6. Results of the F-Test of X1 and X2 against Y

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,748,859	2	4,374,429	206,136	.000b
	Residual	2,270,704	107	21,221		
	Total	11,019,563	109			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Buddhist Character Education, Self-Confidence

The significance level of variable X1 is 0.000. This means that there is a joint influence between variables X1 and X2 on variable Y, meaning the third hypothesis is accepted.

Ftable obtained 1;105, for (1;105) with a probability of 0.05 is 3.94. $F_{count} = 206.136 > F_{table} (3.90)$, this means that there is an influence of the Buddhist character education variable and the self-confidence variable simultaneously on the learning motivation variable which indicates that the hypothesis is accepted.

Table 7. Multiple Regression Significance Test of X1 and X2 against Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,482	3,502		.993	.323		
	Confidence	.458	.037	.676	12,743	.000	.718	1,391
	Buddhist Character Education	.218	.037	.326	6,128	.000	.718	1,391

a. Dependent Variable: Learning Motivation

The multiple regression coefficient shows information about the regression equation of the Buddhist character education variable and the self-confidence variable simultaneously on learning motivation.

Determination Test Results (R & R-Square)

Table 8. Results of Determination Test (R & R-Square)

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.892 ^a	.796	.791	4,719

a. Predictors: (Constant), Buddhist Character Education, Self-Confidence

b. Dependent Variable: Learning Motivation

Table 8. provides information on the coefficient of determination of 0.796, this value is obtained from $(0.892)^2 = 0.796$. So R Square = 0.796(79.6%). This means that Buddhist character education and self-confidence simultaneously influence the learning motivation variable by 0.796 or it can also be said that 79.6% of the change in the learning motivation variable (Y) is influenced by the Buddhist character education variable (X1) and self-confidence (X2).

CONCLUSION

In line with the research findings and analysis, it is concluded: (1) There is a positive and significant impact of Buddhist character education on the learning motivation of STAB Maitreyawira Pekanbaru students, with an effective contribution of 57.32%. This means that Buddhist character education can increase learning motivation by 57.32%, while a 42.68% increase can be achieved through self-confidence and other factors. (2) Self-confidence has a positive and significant influence on the learning motivation of students at STAB Maitreyawira Pekanbaru, contributing 22.29% of the increase in learning motivation can be achieved through self-confidence, while the remaining 77.71% can be achieved through enhanced Buddhist character education and other factors. (3) The combined effect of Buddhist character education and self-confidence is proven to be positive and significant in increasing learning motivation of STAB Maitreyawira Pekanbaru students. Together, these two variables contributed 79.61% to the increase in learning motivation, while the remaining 20.39% was influenced by other factors.

Research Implications

The current state of Buddhist character education has brought about changes in the learning motivation of STAB Maitreyawira Pekanbaru students. To increase student learning motivation, STAB Maitreyawira Pekanbaru must be able to provide a sense of comfort during lectures, Buddhist character education needs to be improved and motivate its students to continue learning to improve their achievements. The implemented Buddhist character education and the self-confidence it provides directly impact the level of student learning motivation in attending lectures.

Suggestion

Through the results of the research and discussion, there are suggestions that can be used as a follow-up to the findings of this research, namely: (1) To overcome the academic pressure of the quality of education, students are advised to increase their learning motivation with Buddhist character education and self-confidence. (2) For further researchers, they should expand the research variables and data collection techniques so that more complete data is obtained about things that influence the level of student learning motivation as a whole. (3) For STAB Maitreyawira to increase students' learning motivation, it is recommended to continue implementing Buddhist character education and fostering students' self-confidence.

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