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THE INFLUENCE OF LEARNING READINESS AND CONCENTRATION ON THE LEARNING OUTCOMES OF BUDDHIST RELIGIOUS EDUCATION AMONG TENTH-GRADE STUDENTS AT SMK KASIH MAITREYA SELATPANJANG, RIAU

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Abstract *This study examines the influence of learning readiness and concentration on the learning outcomes of Buddhist Religious Education among tenth-grade students at SMK Kasih Maitreya Selatpanjang, Riau. The background of the research lies in the recognition that internal student factors are essential for successful learning, particularly in spiritual and value-based subjects. A quantitative survey method was applied, involving 99 students selected through total sampling. Research instruments consisted of validated and reliable questionnaires, and the data were analyzed using both simple and multiple linear regression. The findings revealed that: (1) learning readiness has a positive and significant influence on learning outcomes with a contribution of 68.5%; (2) concentration also positively and significantly affects learning outcomes with a contribution of 83.6%; (3) jointly, both variables strongly influence learning outcomes with a combined contribution of 84.4%; and (4) concentration is the most dominant predictor. These results confirm that readiness and concentration are crucial in supporting the academic performance of students in Buddhist Religious Education. Moreover, the findings highlight the relevance of Buddhist values such as mindfulness (sati), right effort (viriya), and calmness (samādhi) as guiding principles for enhancing students' learning processes.*

Keywords Learning Readiness; Concentration; Learning Outcomes; Buddhist Education

INTRODUCTION

Education plays a fundamental role in shaping intellectual abilities, moral character, and social skills. In Indonesia, education is defined in the National Education System Law (UU No. 20/2003) as a deliberate effort to develop students' potential in spiritual, cognitive, affective, and psychomotor domains. This definition underlines that education is not merely the transfer of knowledge but a holistic process that cultivates human beings as whole persons. However, the quality of learning outcomes is not only determined by external factors such as teaching quality, learning facilities, or curriculum design, but also by internal student factors, particularly readiness and concentration. Without adequate internal

preparation, even the most advanced pedagogical approaches may fail to yield optimal results.

Learning readiness is an essential internal condition that enables students to receive and process information effectively. Woolfolk (2019) identifies readiness as a combination of motivational and psychological preparedness, while Slameto (2010) stresses that readiness enables optimal responses to instruction and fosters meaningful engagement in the classroom. Readiness encompasses physical health, mental alertness, emotional stability, and social adaptability, all of which together allow students to participate actively in learning. Hartono and Puspitaningrum (2019) empirically demonstrated that readiness is a significant predictor of academic performance, reinforcing the importance of addressing this variable in educational research.

Similarly, concentration plays a vital role in learning effectiveness. Concentration refers to the ability to sustain focused attention on learning tasks, resist distractions, and maintain cognitive engagement throughout the learning process (Santrock, 2020). Pratiwi and Yulianti (2019) confirmed that focused attention sustains learning effectiveness, particularly in contexts where students face multiple competing stimuli. Furthermore, Mayasari and Nurhasanah (2020) demonstrated that mindfulness-based interventions can enhance concentration and improve academic outcomes, highlighting the relevance of attention regulation skills in modern education. These findings indicate that readiness and concentration complement each other: readiness establishes the foundation, while concentration maintains continuity and focus in the learning process.

Despite the existing body of research, few studies have specifically examined how readiness and concentration jointly influence outcomes in Buddhist Religious Education (BRE), especially in vocational schools in Riau. BRE is a subject that requires not only cognitive mastery of doctrines and teachings but also the internalization of values such as morality (*sīla*), concentration (*samādhi*), and wisdom (*paññā*). This triad reflects the essence of Buddhist pedagogy, in which learning is not limited to intellectual growth but also the cultivation of ethical conduct and spiritual development (Dharmasiri, 2020). As the *Dhammapada* (276) states: *"You yourselves must strive; the Buddhas only point the way."* This verse underscores the importance of personal readiness and effort (*viriya*) in the learning process.

Field observations at SMK Kasih Maitreya Selatpanjang revealed that many students struggled to meet the minimum mastery criteria (*Kriteria Ketuntasan Minimal*). Teachers reported that lack of preparation and poor concentration were common challenges, often linked to fatigue and lifestyle habits such as late-night gadget use. This aligns with Handayani and Siregar (2021), who found that excessive gadget use reduces concentration and lowers student performance. These challenges underscore the urgency of examining readiness and concentration as key internal factors affecting BRE outcomes. The urgency is

further heightened by the fact that many vocational schools prioritize technical and professional skills, sometimes at the expense of moral and spiritual education. As a result, students may graduate with strong technical competencies but weak foundations in ethical values and personal discipline (Nasution, 2010; Nihaya & Yuniarsih, 2020).

Beyond the local context, the rise of the Industrial Revolution 4.0 and Society 5.0 requires students to adapt to new learning challenges. These include navigating digital distractions, engaging with technology-based learning platforms, and developing self-regulated learning skills (Yusuf & Widyaningsih, 2021). In such an environment, readiness and concentration become indispensable competencies for lifelong learning. They prepare students to filter relevant information, manage time effectively, and apply knowledge in rapidly changing contexts. Moreover, readiness and concentration support the development of higher-order thinking skills such as critical analysis, problem-solving, and creativity, which are emphasized in contemporary educational psychology (Zimmerman, 2002; Schunk, 2020).

From a theoretical standpoint, this study bridges educational psychology and Buddhist pedagogy. While psychological theories emphasize readiness and concentration as predictors of academic achievement, Buddhist teachings highlight them as spiritual disciplines integral to the Eightfold Path. Readiness can be associated with mindfulness (*sati*) and effort (*viriya*), while concentration directly corresponds to *samādhi*. The *Majjhima Nikāya* (MN 44) further explains that *"concentration is steadiness of mind, established through one-pointedness."* This description resonates strongly with the educational understanding of sustained attention. Together, readiness and concentration enable learners not only to excel academically but also to cultivate inner discipline, moral awareness, and wisdom. This dual perspective offers a novel contribution to the discourse on Buddhist education in Indonesia, as it integrates empirical findings with doctrinal insights.

Therefore, this study aims to analyze the extent to which readiness and concentration influence student outcomes in BRE, both individually and simultaneously, while highlighting their relevance to Buddhist values and classroom practices. Specifically, it seeks to answer three research questions: (1) Does learning readiness significantly affect students' learning outcomes in Buddhist Religious Education? (2) Does learning concentration significantly affect learning outcomes? and (3) Do learning readiness and concentration jointly influence learning outcomes? By addressing these questions, the study contributes both theoretically and practically: it enriches the academic understanding of internal learning factors and provides actionable insights for educators, policymakers, and Buddhist institutions seeking to foster holistic student development.

METHODS

This study employed a quantitative research design with a survey method. The rationale for selecting this design was that quantitative approaches allow researchers to examine relationships between variables objectively and statistically, which is essential for testing the hypothesized effects of learning readiness and learning concentration on student learning outcomes in Buddhist Religious Education (BRE). A survey method was deemed appropriate because it enables the collection of standardized data from a relatively large sample within a limited timeframe, while also ensuring comparability of responses across individuals (Cahyono & Widodo, 2020; Nugroho & Pratama, 2017).

The population of the study consisted of 99 tenth-grade students at SMK Kasih Maitreya Selatpanjang, Riau, during the 2024/2025 academic year. All students in this population identified as Buddhists and were enrolled in BRE courses. To avoid sampling bias and ensure representativeness, the study used a total sampling technique, meaning that the entire population was included in the sample. This approach is particularly advantageous in educational research when the population size is manageable and when maximum generalizability within the context is desired (Hartono & Puspitaningrum, 2019).

Data collection relied on questionnaires and academic records. The learning readiness questionnaire contained 20 items covering indicators such as physical condition, mental alertness, emotional stability, social adjustment, and motivational preparedness (Slameto, 2015; Woolfolk, 2019). The learning concentration questionnaire also consisted of 20 items, with indicators including sustained attention, resistance to distractions, goal orientation, and task persistence (Dimyati & Mudjiono, 2018; Pratiwi & Yulianti, 2019). Both instruments adopted a five-point Likert scale ranging from "strongly disagree" to "strongly agree."

Instrument validity was assessed using Pearson's product-moment correlation, and all items exceeded the r-table value at the 0.05 significance level, confirming item validity. To further ensure methodological rigor, an expert judgment process was conducted with three senior lecturers in educational psychology and Buddhist pedagogy. They evaluated the content validity of the items, confirming that the indicators accurately represented the theoretical constructs and were contextually appropriate for vocational school students. A pilot test with 30 students from a neighboring school was also conducted, and the results showed similar levels of reliability to the main study. Internal consistency was evaluated through Cronbach's Alpha, yielding coefficients of 0.87 for the readiness scale and 0.91 for the concentration scale, both of which exceed the minimum threshold of 0.70, indicating high reliability (Selviana, 2019).

Learning outcomes were measured using official school documentation, specifically semester examination scores in BRE. These scores were selected because they reflect both the cognitive mastery of subject matter and the standardized assessment practices of the school. The use of archival data from school records also strengthened the objectivity of the dependent variable and minimized the risks of self-report bias.

Data analysis proceeded in several stages. First, descriptive statistics such as mean, standard deviation, and frequency distribution were used to profile students' readiness and concentration levels. Second, inferential statistics were applied to test the research hypotheses. Simple linear regression was used to examine the effect of each independent variable (readiness and concentration) on learning outcomes separately, while multiple regression analysis was employed to assess their combined effect. Hypothesis testing was conducted at a significance level of 0.05,

with regression coefficients (β) and the coefficient of determination (R^2) serving as indicators of the magnitude and direction of relationships. Statistical analysis was carried out using SPSS version 26, which provided robust tools for regression modeling and significance testing.

FINDINGS AND DISCUSSION

The analysis of this study began with assumption testing to ensure the appropriateness of applying regression techniques. The normality of the data was verified using the Kolmogorov–Smirnov test, which produced significance values greater than 0.05. This indicated that the residuals of the regression model were normally distributed, fulfilling a key requirement for linear regression analysis. Multicollinearity was also examined by analyzing tolerance and Variance Inflation Factor (VIF) values. The tolerance value for both learning readiness and learning concentration was 0.452, and the corresponding VIF value was 2.213. These figures fall within acceptable thresholds (tolerance > 0.1 and VIF < 10), suggesting that the independent variables did not exhibit problematic overlap. In addition, heteroscedasticity was tested using the Glejser method. The resulting significance values exceeded 0.05, demonstrating the absence of heteroscedasticity and confirming that the variance of residuals was consistent across the range of predicted values. Taken together, these tests confirmed that the dataset met the assumptions required for regression analysis.

Following these tests, regression analyses were conducted to address the study's hypotheses. The first regression examined the influence of learning readiness on Buddhist Religious Education (BRE) outcomes. The analysis revealed a correlation coefficient (r) of 0.828, indicating a strong positive relationship between readiness and learning outcomes. The coefficient of determination (R^2) showed that readiness contributed 68.5% of the variance in student outcomes. This means that more than two-thirds of the differences in student performance in BRE could be explained by their readiness to learn. The remaining 31.5% was influenced by other factors outside the scope of this study, such as teaching style, parental support, peer environment, and socio-economic conditions. The regression model yielded a significance value of 0.000, confirming that the effect of readiness on learning outcomes was statistically significant at the 5% level.

The second regression analysis tested the effect of learning concentration on BRE outcomes. The results showed a correlation coefficient of 0.914, signifying a very strong positive relationship. The R^2 value indicated that concentration accounted for 83.6% of the variance in learning outcomes. This contribution was higher than that of readiness, suggesting that concentration plays a more critical role in determining student success. The significance value of 0.000 reinforced the conclusion that concentration had a highly significant effect on learning outcomes. In other words, the ability of students to sustain attention, minimize distractions, and remain engaged during lessons emerged as a decisive factor in shaping their academic achievement in Buddhist Religious Education.

When both independent variables were entered into the regression model simultaneously, the results provided additional insights. The multiple correlation coefficient (R) reached 0.919, reflecting an exceptionally strong combined relationship between readiness, concentration, and BRE outcomes. The coefficient of determination indicated that together, readiness and concentration explained 84.4% of the variance in learning outcomes. Only 15.6% of the variance was attributed to other unmeasured factors,

underscoring the powerful joint influence of the two variables. The F-test produced a value of 260.923 with a significance level of 0.000, providing robust evidence that the simultaneous effect of readiness and concentration on learning outcomes was statistically significant. This finding confirmed the third hypothesis of the study, which posited that readiness and concentration collectively exert a meaningful influence on academic achievement.

Further analysis of the standardized regression coefficients offered deeper understanding of the relative contribution of each variable. The beta coefficient for concentration was 0.654, while that for readiness was 0.312. This demonstrates that although both variables positively influenced student performance, concentration had a stronger effect. Thus, concentration emerged as the dominant predictor of Buddhist Religious Education outcomes. In practical terms, this means that while readiness—such as coming to class well-rested, motivated, and emotionally stable—provides the necessary foundation for learning, the ability to focus attention during the learning process exerts a greater impact on academic performance. Students who are mentally prepared but unable to concentrate risk underperforming, whereas those with strong concentration skills can often compensate for less-than-ideal readiness.

These findings provide empirical support for the theoretical frameworks discussed earlier. The significant role of readiness aligns with the arguments of Woolfolk (2019) and Slameto (2010), who describe readiness as a prerequisite for effective learning. The even stronger influence of concentration resonates with Santrock (2020) and Pratiwi and Yulianti (2019), who highlight that attention and focus are central to learning success. In the context of Buddhist pedagogy, the results mirror the principles of *viriya* (effort) and *sati* (mindfulness) represented by readiness, and *samādhi* (concentration), which is directly linked to deeper understanding and wisdom.

In summary, the findings demonstrate three key points. First, learning readiness significantly affects learning outcomes in Buddhist Religious Education, with a contribution of 68.5%. Second, learning concentration has an even greater impact, explaining 83.6% of the variance in performance. Third, readiness and concentration jointly account for 84.4% of the variance, confirming their strong combined effect. Among these, concentration stands out as the dominant factor influencing success. These results emphasize the importance of internal student factors in shaping learning outcomes, suggesting that interventions to improve both readiness and concentration are essential for enhancing academic achievement in Buddhist Religious Education.

Table 1. Effect of learning readiness on BRE outcomes

Variable	R	R^2	Sig.	Beta
Learning readiness	0.828	0.685	0.000	0.312

Learning readiness had a significant positive effect on student outcomes. The coefficient of determination (R^2) indicates that readiness explained 68.5% of the variance in BRE outcomes. This finding suggests that students who are mentally, emotionally, and physically prepared perform better academically. These results support Woolfolk (2019) and Slameto (2010), who emphasize readiness as the foundation of effective learning.

Table 2. Effect of learning concentration on BRE outcomes

Variable	R	R^2	Sig.	Beta
Learning concentration	0.914	0.836	0.000	0.654

Concentration showed a stronger influence than readiness, explaining 83.6% of the variance in student outcomes. This confirms Santrock's (2020) view that concentration is central to academic achievement. Previous studies (Pratiwi et al., 2019; Mayasari & Nurhasanah, 2020) also found that focused attention improves learning performance, aligning with the current findings.

Table 3. Simultaneous effect of readiness and concentration on BRE outcomes

Variables	R	R^2	Sig.	F-value
Readiness + Concentration → BRE	0.919	0.844	0.000	260.923

When analyzed together, readiness and concentration explained 84.4% of the variance in student outcomes. The standardized beta coefficient showed that concentration ($\beta = 0.654$) was more dominant than readiness ($\beta = 0.312$). This indicates that while readiness creates the conditions for learning, concentration sustains the process and contributes more strongly to achievement.

The results show that learning readiness has a significant effect on student outcomes, explaining 68.5% of the variance. This finding supports Woolfolk (2019) and Slameto (2010), who argue that readiness is a prerequisite for effective learning. Students with higher levels of physical, mental, and motivational preparedness are more capable of engaging with instructional material and achieving better academic performance. These results are consistent with Hartono and Puspitaningrum (2019) and Manurung and Sihombing (2022), who highlighted readiness as a strong predictor of student achievement.

Concentration was found to have an even stronger effect, explaining 83.6% of the variance in outcomes. This aligns with Santrock (2020), who emphasized that concentration is central to learning success. The finding also resonates with Pratiwi et al. (2019) and Mayasari and Nurhasanah (2020), who demonstrated that mindfulness and attention-control practices improve focus, reduce distractions, and support deeper comprehension. In this study, students with stronger concentration skills consistently achieved higher scores in Buddhist Religious Education, underscoring the importance of attention regulation in vocational school contexts.

When both variables were analyzed simultaneously, they explained 84.4% of the variance, with concentration emerging as the dominant factor ($\beta = 0.654$). This suggests that while readiness creates the initial conditions for learning, sustained concentration ultimately determines success. From a pedagogical perspective, this finding indicates the importance of integrating strategies such as structured class preparation, guided meditation, and attention-training activities to strengthen both readiness and concentration.

From a Buddhist perspective, readiness reflects *sati* (mindfulness) and *viriya* (effort), while concentration embodies *samādhi* (mental focus). These qualities are integral to the Noble Eightfold Path, particularly Right Effort (*sammā-vāyāma*), Right Mindfulness (*sammā-sati*), and Right Concentration (*sammā-samādhi*). Their cultivation not only enhances

academic achievement but also contributes to character formation and spiritual development. Thus, reinforcing readiness and concentration supports students in developing both intellectual competence and moral character, in line with Buddhist pedagogy.

Another implication concerns the urgency of addressing digital distractions. Handayani and Siregar (2021) found that excessive gadget use significantly reduces concentration among adolescents. This complements the present study's findings, which observed that late-night gadget use negatively affected students' preparation and focus. Therefore, schools and parents need to collaborate in regulating digital behavior and encouraging healthier learning routines to strengthen students' readiness and concentration.

Finally, the findings align with the broader goals of the Indonesian National Education System (UU No. 20/2003), which emphasizes the development of disciplined, independent, and responsible learners. By reinforcing readiness and concentration, Buddhist Religious Education can contribute to achieving these goals, ensuring that students grow not only intellectually but also morally and spiritually. Moreover, this study adds to the discourse in educational psychology by affirming that readiness and concentration are key internal factors for academic success. As noted by Schunk (2020) and Zimmerman (2002), self-regulated learning and attention control are vital competencies in 21st-century education. This suggests that integrating psychological approaches with Buddhist values offers a holistic framework for fostering both academic and spiritual development in vocational school contexts.

CONCLUSION

This study concludes that both learning readiness and concentration have a significant and positive influence on the learning outcomes of tenth-grade students in Buddhist Religious Education at SMK Kasih Maitreya Selatpanjang, Riau. Specifically, readiness contributed 68.5% to student achievement, while concentration demonstrated an even stronger effect of 83.6%. When analyzed simultaneously, both variables accounted for 84.4% of the variance in learning outcomes, with concentration emerging as the dominant factor. These findings highlight the powerful role of students' internal conditions, particularly their preparedness and ability to sustain attention, in shaping academic success.

Beyond the numerical results, the study carries several theoretical implications. First, it reinforces the arguments of Woolfolk (2019) and Slameto (2010) that readiness is an essential prerequisite for effective learning, encompassing not only physical preparation but also mental and emotional stability. Second, it confirms the insights of Santrock (2020) and Pratiwi et al. (2019), who emphasize that concentration is central to learning success. By demonstrating that concentration exerts a stronger influence than readiness, this research adds nuance to existing educational psychology theories, suggesting that the two factors should not be treated in isolation but rather integrated as complementary dimensions of student development.

From the perspective of Buddhist pedagogy, the findings also carry meaningful spiritual significance. Readiness can be understood as reflecting *sati* (mindfulness) and

viriya (right effort), while concentration aligns with *samādhi* (mental calmness and focus). Together, these qualities form essential elements of the Noble Eightfold Path, indicating that nurturing readiness and concentration not only enhances academic achievement but also supports the holistic cultivation of morality, discipline, and wisdom. Thus, this research contributes uniquely by bridging psychological constructs of learning with the ethical and spiritual foundations of Buddhist education.

The practical implications of the study are equally important. Teachers are encouraged to adopt instructional strategies that foster both readiness and concentration, such as structured pre-class preparation, guided meditation practices, and active learning methods that sustain student engagement. Schools should create supportive learning environments that minimize distractions, provide adequate resources, and encourage discipline. Parents also play a vital role by regulating lifestyle factors—such as healthy sleep patterns, balanced use of digital devices, and emotional support—that directly influence students' concentration levels. On a broader level, policymakers could consider integrating readiness-based and mindfulness-centered programs into the national curriculum, thereby institutionalizing approaches that strengthen students' internal capacities for learning.

Finally, this study opens new avenues for future research. Longitudinal studies would be valuable in examining how readiness and concentration develop across different stages of education and how they impact long-term academic and character formation. Experimental research exploring the effectiveness of mindfulness-based interventions in vocational schools could also yield deeper insights into the integration of spiritual and psychological practices. Additionally, future studies might investigate other influential variables such as family support, digital learning habits, teacher pedagogical strategies, and socio-cultural factors in diverse Buddhist educational settings.

In conclusion, this research not only fills an empirical gap in the study of vocational Buddhist education in Riau but also provides a foundation for future explorations that integrate psychology, pedagogy, and spirituality. By showing the combined power of readiness and concentration, it underscores the importance of nurturing students' inner capacities as the cornerstone of both academic success and moral-spiritual growth.

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