

## LEARNING MEDIA TRAINING AND ASSISTANCE FOR BUDDHIST SUNDAY SCHOOL MANAGEMENT IN WONOGIRI REGENCY

Novianti <sup>1</sup>, Marjianto <sup>2</sup>, Widia Darma <sup>3</sup>, Ratna Setyaningsih <sup>4</sup>,  
Adi Nugroho Susanto Putro <sup>5</sup>, Ayuning Wulan <sup>6</sup>

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya, Wonogiri Jawa Tengah

<sup>1</sup> [camellianovianti@gmail.com](mailto:camellianovianti@gmail.com), <sup>2</sup> [antonmarjianto@gmail.com](mailto:antonmarjianto@gmail.com), <sup>3</sup> [widiadharna91@gmail.com](mailto:widiadharna91@gmail.com),

<sup>4</sup> [ratnasetyaningsih89@gmail.com](mailto:ratnasetyaningsih89@gmail.com), <sup>5</sup> [adinug@radenwijaya.ac.id](mailto:adinug@radenwijaya.ac.id), <sup>6</sup> [ayuningwullan@gmail.com](mailto:ayuningwullan@gmail.com)

### Abstract

As part of implementing the Tri Dharma of Higher Education, the lecturer team in STAB Negeri Raden Wijaya Wonogiri, Central Java conducted community service activities in the form of "Training and Assistance for Buddhist Sunday School Management in Wonogiri Regency" (Efforts of Service Lecturers to Improve the Quality of SMB Management in Wonogiri Regency). The locations used as places to carry out community service activities are SMB Maitri Ratna in Giriwoyo District and SMB Dhamma Sasana in Slogohimo District. Based on observations in the field, it was found that Sunday school management had not been managed well and learning activities used monotonous material because Sunday school teachers had minimal training in both teaching and organizational management. This service activity is carried out by providing training and assistance to Sunday school coaches and teachers through 3 stages, namely observation, implementation, and ending with evaluation. The results of ongoing community service activities provide benefits, namely the preparation of Culla Sekha Sunday school learning plans, SMB teachers being able to use tangram media and interactive media in Sunday school activities, and the formation of the Maitri Ratna SMB management structure.

**Keywords:** Buddhist Sunday School, Management, Learning Media, Teachers.

### INTRODUCTION

Sunday school is a form of non-formal school which is also directed at forming moral values and beliefs. Buddhist Sunday School is a non-formal teaching and learning activity carried out at the Vihara or Cetya every Sunday on a regular basis (Government Regulation No. 55, 2007). Therefore, Buddhist Sunday Schools need to be managed in such a way as to produce a quality teaching and learning process (Darma, 2022). As a non-formal educational institution that plays a role in forming the character of Buddhist students, the implementation of Sunday school needs to be improved. Like schools, Sunday schools need to have a developed curriculum that is used as a learning guide, as well as a well-managed organizational and management structure.

Wonogiri Regency is one of the districts that has a Buddhist community group consisting of children, teenagers and parents. Of several sub-districts in Wonogiri, Buddhist groups are in

Slogohimo District, Jatisrono District, Girimarto District, Giriwoyo District, Wonogiri District, and Manyaran District. Sunday school should be a forum for increasing the quantity and quality of Buddhists. Based on observations in the field, Sunday school management is still limited to teaching and learning activities which are not optimal because Sunday school teachers receive minimal training in both teaching and organizational management.

According to (Robbins, 2012) management is the process of coordinating work through other people so that the work can be completed effectively and efficiently. Management is the achievement of organizational goals effectively and efficiently through planning, management, leadership and control of organizational resources (Richard, 2010). Arrangements carried out through activities and based on sequence and function are called management (Effendi, 2014).

Management from a Buddhist perspective is actually nothing new. A management or administration was carried out by Buddha when forming the Sangha organization. The Sangha formed by Buddha and the five members of the first Sangha, namely Bhikkhu Kondañña, Bhaddiya, Vappa, Mahānāma, Assaji, was the first organization formed by Buddha. Within this organization, Buddha and the five members of the Sangha have a shared vision to spread Buddhist teachings to help all beings from the sea of samsara.

The meaning of media in the learning process is as graphic, photographic or electronic tools to capture, process and reconstruct visual or verbal information (Hasan et al., 2021). Therefore, learning media can be defined as a tool to assist in the teaching and learning process, so that students more easily understand information or learning material. According to Kemp & Dayton (1985), learning media can fulfill three main functions if the media is used for individuals, groups or large groups of listeners. The first function is to motivate interest or action. The second function, presenting information. The third function, learning objectives (Hasan et al., 2021).

Tangram is an educational game that originated in China hundreds of years ago. Tangram consists of 1 (one) square formed by 7 (seven) flat shapes including 2 (two) large right triangles, 1 (one) medium triangle, 2 (two) small triangles, a square and a parallelogram. This is as explained by Tian (2012) that:

*“The tangram is one of the oldest Chinese puzzles dating from hundreds of years ago. It is also called Qiqiaoban in Chinese, literally translating to “seven boards of skill”. It is a dissection puzzle consisting of seven flat shapes, called tans, which are put together to form shapes. The objective of the puzzle is to form a specific shape (given only in outline or silhouette) using all seven pieces, which may not overlap.”*

Multimedia is a learning media that combines several media elements presented in computer media. Interactive multimedia is a solution to make it easier for students to learn material compared to monotonous textbooks/e-books (History, 2019). In this way, interactive multimedia can attract students' attention to learning, especially in Buddhist Sunday schools which still use conventional methods of learning such as telling stories or reading books.

Learning activities that are usually carried out in Sunday school are devotional worship, meditation, learning by telling stories, and singing. These activities were not arranged on a scheduled basis because there had not been a curriculum development to guide the implementation of Sunday school and there was a lack of understanding of the media that could be used for learning. Therefore, this lecturer's community service activities are directed at training and mentoring the management of the Buddhist Sunday School in Wonogiri Regency.

Sunday school coaches and teachers will be gathered in a forum to receive training and assistance including socialization about the Sunday school curriculum, training in preparing Sunday school activity plans referring to the curriculum, and managing Sunday school governance.

The locations to carry out community service activities are the Buddhist Sunday School in Wonogiri Regency, namely SMB Dhamma Sasana in Slogohimo District and SMB Maitri Ratna in Giriwoyo District. The aim of carrying out this Community Service activity is to increase the knowledge and insight of Sunday school coaches and teachers regarding the management of Buddhist Sunday Schools. Apart from that, it is also to increase teachers' understanding of the Sunday school curriculum and develop teachers' skills in using learning media.

## **IMPLEMENTATION METHOD**

This service activity is carried out by providing training and assistance to Sunday school coaches and teachers through 3 stages, namely: the first stage, the Service Lecturer makes initial observations regarding Sunday school management and provides a pre-test to measure the level of knowledge of the coaches and teachers regarding learning media. The second stage, delivery of training materials, socialization about Sunday school management such as the Sunday school curriculum, and the use of learning media. The third stage, the service lecturer carries out an evaluation to determine the success of the Sunday school management training.

The activity steps carried out by lecturers in service activities are the first to carry out an analysis of the needs of the assisted subjects. Based on the results of the needs analysis, it is used as a reference for service lecturers for implementing activities. Second, namely coordinating with the Sunday school administrators to take the approach, getting to know the organizational structure of the Sunday school, understanding how the Sunday school work program and its implementation are. Next, the service lecturer explains the program that will be implemented and coordinates the activity schedule. Third, namely program implementation, ongoing activities include delivering material on Sunday school management, socializing the Sunday school curriculum to preparing activity plans as learning guides, training in tangram media and interactive media. Fourth, namely evaluating the training and mentoring that has been implemented. This activity is a reflection material for service lecturers regarding the extent of the success of the program and its benefits for the assisted subjects, as well as to determine the next steps.

## **RESULT AND DISCUSSION**

### **1. Analysis of the Assisted Subject's Needs**

At the beginning of the implementation of community service, the lecturers carrying out the service carried out an analysis of the needs of the assisted subjects at SMB Maitri Ratna and SMB Dhamma Sasana. This activity was carried out by coordinating with the SMB teacher and visiting the SMB location, namely the Maitri Ratna Vihara in Giriwoyo District and the Dhamma Sasana Vihara in Slogohimo District. The results of coordination with the SMB management at both Vihara Maitri Ratna and Vihara Dhamma Sasana related to the needs of

assisted subjects including sound system equipment, learning media and teaching materials (projectors, textbooks, and study tables), uniforms, and the structure of the SMB management has not yet been arranged. Maitri Ratna, and has not implemented Sunday school according to the SMB Education curriculum.

Based on the analysis of the needs of the assisted subjects, the lecturers took the initiative to carry out activities related to the socialization of the SMB education curriculum in accordance with the Decree of the Director General of Buddhist Community Guidance Number 63 of 2017 concerning the Buddhist Sunday School Education Curriculum. Assistance in preparing learning plans according to the curriculum began for the Culla Sekha class. Apart from that, the service lecturers also provided equipment to support the implementation of SMB activities such as sound systems, textbooks, study tables, learning media, uniforms and projectors.



**Figure 1. Coordination with Vihara Maitri Ratna Administrator**

Source: Personal Documentation

## **2. Coordination with Sunday School Management**

In this coordination activity, the service lecturers coordinate with the administrators of the temple or Sunday school or Buddhist teachers at SMB Maitri Ratna and SMB Dhamma Sasana who know about SMB programs or activities so far. Based on the results of this coordination, the results obtained are that SMB activities so far have not been based on an appropriate curriculum but refer to Buddhist religious subject matter at school and the teachers who teach at SMB are Buddhist teachers, Buddhists, Buddhist students at the high school/equivalent level or university students. STAB Negeri Raden Wijaya Wonogiri Central Java which implements the Dharmacarya Mengajar program.

### 3. Program Implementation

The Community Service Program with the title "Training and Assistance for Buddhist Sunday School Management in Wonogiri Regency (Efforts of Service Lecturers to Realize Improving the Quality of SMB Management in Wonogiri Regency)" is a program carried out by STAB Negeri lecturer Raden Wijaya Wonogiri, Central Java. Curriculum socialization material is delivered based on the Decree of the Director General of Buddhist Community Guidance Number 63 of 2017 concerning the SMB Education Curriculum. The implementation of learning at SMB refers to the curriculum according to the Adi Sekha level, equivalent to PAUD, Culla Sekha, equivalent to Elementary School, Majjhima Sekha, equivalent to Junior High School, and Maha Sekha, equivalent to Senior High/Vocational School. After socializing the curriculum, the Community Service Team accompanied the participants to prepare an SMB teaching plan guide that refers to the curriculum according to the conditions of each SMB. The activity plan compiled is at the Culla Sekha level.



Figure 2. Socialization of the SMB Curriculum and Creating Learning Plans

Source: Personal Documentation

SMB management at SMB Dhamma Sasana has formed a management structure and already has a registration certificate. Meanwhile, at SMB Maitri Ratna, an SMB management board has not yet been formed and does not yet have a registration certificate. The team provided support to SMB Maitri Ratna in forming the SMB management and then processing the SMB registration certificate.

The learning media training carried out is tangram media and interactive media. The lecturer team delivered material related to the use of tangram media in delivering "Jataka" material at Buddhist Sunday School. The Jatakas are a collection of stories of the Boddhisatva in some of the many births he underwent during his long journey towards perfect enlightenment as a human, animal and god. The training participants were divided into 4 groups and each group practiced arranging tangrams into several silhouettes of animals, plants and other Jataka story characters. Then, each group also practiced how to explain the use of tangram to SMB students. The implementation of tangram media training also provides direct assistance to participants to practice directly in learning. Representatives from SMB Dhammasasana and

SMB Maitri Ratna practice as SMB teachers and the other participants are considered students. The role of the material filler in this case is as a facilitator and companion when the training participants practice the training material.

The explanatory material regarding the use of tangram educational media in delivering Jataka material is as follows:

- a) Prepare Jataka material for SMB. For example, the Jataka with the title "The Rabbit: Giving to Your Own Body"
- b) Prepare tangram educational media (7 flat shapes)
- c) Divide the class into several groups
- d) Identify the forms of living creatures in the Jataka stories. There are several three-dimensional shapes in the reliefs related to living creatures, namely trees, animals and gods. - In the first relief there are rabbits, otters, wolves and monkeys - In the second relief there is a rabbit as a teacher. - In the third relief there are the god Sakra and a rabbit. - In the fourth relief there are lions, sheep, deer and trees. - In the fifth relief there are rabbits, wolves, monkeys, otters and fish. - In the sixth relief there is the god Sakra, rabbits, trees
- e) Arranging tangram educational media in such a way that it resembles the living creatures identified in the Jataka story. The following are tangram images that have been shaped like silhouettes of rabbits, otters, wolves, monkeys, sacred gods, lions, sheep, deer, trees and fish.



**Figure 3. Silhouette Image of the Jataka Character  
"The Rabbit: Giving to Your Own Body"**

Interactive media training participants were divided into five groups due to the limitations of laptops as a tool. Each group pays attention to the explanation of the material and immediately practices using their respective email accounts. Participants create an interactive presentation by clicking New Presentation, then giving a name to the presentation file, then clicking create presentation. Next, select the slide type in slide type. Choose the type of slide according to your presentation needs, for example interactive slides, question slides, or regular slides. Next, if you want to run the presentation file, click the present button, then students are asked to access [www.menti.com](http://www.menti.com) then students are asked to enter the code. Based on observations during training and mentoring, participants were able to practice using interactive

media Mentimeter. This media can be used before Sunday school lessons so that students become enthusiastic, not passive, and motivated.

#### **4. Evaluation**

The evaluation of the training and mentoring program is carried out after the activities have been completed. This evaluation is carried out through discussions with training participants and mentoring. Based on evaluations with participants from SMB Dhamma Sasana Slogohimo, the benefits obtained by teachers and administrators regarding the socialization of the SMB curriculum, teachers understand the basic competencies and material in the curriculum. Meanwhile, the obstacle faced in implementing it in Sunday school is that it cannot be according to class level, so learning plans are prepared in class groups, for example the groups from class 1 to class 3 of elementary school are made into one learning class in Sunday school.

The evaluation of learning media activities at SMB Maitri Ratna Giriwoyo, the composition of the SMB management has not yet been formed, after socialization a management has been formed and is in the process of applying for an operational permit to the Directorate of Buddhist Community Guidance. Regarding curriculum socialization, the Maitri Ratna SMB administrators will try to implement it in SMB.



**Figure 4. The teacher used tangram media in SMB activities**

Source: Personal Documentation

## **CONCLUSION**

Community service activities with the title "Training and Assistance for Buddhist Sunday School Management in Wonogiri Regency" have been implemented successfully. Teachers and coaches from SMB Maitri Ratna in Giriwoyo District and SMB Dhamma Sasana in Slogohimo District actively participated as activity participants. Based on the results of the implementation and evaluation of lecturers' community service activities, it can be concluded:

- a) The management structure of SMB Maitri Ratna Giriwoyo has been formed and submitted for processing operational permits to the Directorate of Buddhist Community Guidance.

- b) The SMB curriculum in accordance with the Decree of the Director General of Buddhist Community Guidance Number 63 of 2017 concerning the Buddhist Sunday School Education Curriculum will be implemented and adjusted to the Sunday school learning plan according to class groups due to the limited conditions of students and so that the implementation of learning can be effective.
- c) The use of tangram learning media and interactive media can be applied in SMB Maitri Ratna Giriwoyo and SMB Dhamma Sasana Slogohimo, however there are limitations including limited equipment, namely not having a laptop and not having an internet network.

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