



Investigating The Influence of Online Training and Material Mastery on Buddhist Pre-marriage Guiding Skills

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Abstract: This research aims to investigate the influence of online training and material mastery partially and simultaneously on Buddhist pre-marriage guiding skills. This research used a quantitative approach with a correlational survey design. The population were 235 Buddhist pre-marriage guiding facilitators. The sampling technique was purposive sampling; 148 respondents were taken as samples, which was determined using the Yamane formula. This research used questionnaires as instruments with 120 items using Likert scale assessments, which were distributed to respondents after passing the validity and reliability test. Incoming data was tabulated in Excel and processed using SPSS 29. The techniques used to analyze the data were descriptive statistics and multiple linear regression Analysis, as well as the T-test, F test and Coefficient Determination test after the classical assumption test was carried out. This research showed that online training and material mastery had a positive and significant influence partially and simultaneously on the Buddhist pre-marriage guiding skills; this research indicates that the facilitators have good guiding skills in providing Buddhist pre-marriage guidance. This research also indicated that facilitators could follow the online training model well because they could use information technology to follow the learning process holistically and continuously. This research also indicated that the facilitators mastered the pre-marriage guidance material well because they know and understand the material, apply it, analyze it, evaluate it, and create or compile, summarize, combine, and formulate Buddhist pre-marriage guidance material.

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Introduction

The divorce rate in Indonesia is still recorded as being quite high. The agency of central statistic in Indonesia, reported that in the year 2020, the divorce rate in Indonesia was recorded at 291,677, while in 2021 the figure rose to 447,743 (Kompas.com, 2022). It is an important reason why pre-marriage guiding course needs to be carried out. Pre-marriage guidance provides prospective brides and grooms with knowledge about how to live married life easily and smoothly (Gunawan, 2018). Buddhist pre-marriage guiding course is an effort to reduce the divorce rate by preparing prospective Buddhist brides and grooms who are about to get married so that they receive guidance on how to realize the goal of marriage according to Buddhist teachings, namely to create a *hitta-sukkhaya* or happy and prosperous family (Dirjen Bimas Buddha, 2021).

The pre-marriage guiding course was carried out by a facilitator who must have the pre-marriage guiding skills, namely the skill to read the condition of the prospective bride and groom who participate in the pre-marriage guiding course, the skill to provide a good example in front of the participants and to be able to convey the pre-marriage guidance



material well (Afrizal, 2017). Facilitators must be skilled in preparing participants' conditions before starting the course. *Dhammapada 203* says that it is important to prepare students for learning by giving food to the hungry before they receive lessons (Mukti, 2020). *Majjhima Nikaya I.45* says that facilitators should show example by the consistency between his words and his behavior (Nanomali & Bodhi, 2013). Facilitators must also have skills in showing authority in front of the class (Mansur, 2016), it means being able to influence participants to listen carefully and to be disciplined during the class, mastering the material, having good behavior, being honest, firm and fair, also knowledgeable (Qomaro, 2016).

Pre-marriage guiding facilitators, like teachers (Rahmawati & Suryadi, 2019) must have good basic teaching skills (Faisal et al., 2015) which will significantly increase good attitude for participants to learn (Surya et al., 2023). Teaching skills are related to theoretical mastery and its application in the learning process (Kabri, 2022) which consist of the skill to open the class, skill to ask questions, skill to strengthen the participants, skill to provide variations in teaching, skill to deliver material, skill to guide participants in small group discussions, skill to manage class, skill to guide participants as an individual or as small group and skill to end the class (Mansur, 2016; Mabung, 2022).

Pre-marriage guiding skills are necessary to provide effective pre-marriage guiding services, so before going directly to provide guidance, prospective facilitators must train to improve their skills (Mansur, 2016). Training can be successful due to several factors, including the training model (Murniati & Rahma, 2020).). Based on preliminary study results, the researcher found that the Indonesian Buddhist Women Fellowship began holding Buddhist pre-marriage guidance courses nationally in 2021, starting with holding an online national training of trainers (TOT) at the end of 2020. The COVID-19 condition, which has occurred worldwide, including Indonesia, has become the main reason for choosing the online training model. The Ministry of Education and Culture, as a representative of the Indonesian government, was concerned with the implementation of educational policies during the emergency of the Covid-19 period by issuing circular letter number 4, in the year of 2020 regarding the learning process, which stated that online learning was carried out from home so that students can learn meaningfully (Wijoyo & Nyanasuryanadi, 2020).

Online learning can develop self-learning skills which can benefit to improve students' competence (El-rumi, 2021). *Online learning* is an active learning innovation that can facilitate the achievement of learning objectives, namely that participants master the learning material so that it can influence the attitudes and skills of training participants (Prasetya, 2015). Research on the online training for Mathematics teachers in using digital Mathematics applications, concluded that there was an increase in teacher skills after completing the training (Ningtyas et. al, 2022). The attitudes, knowledge and skills of teachers have changed after participating in the online training (Widyaningsih, 2021).

Nursalam stated four characteristics of online learning, namely, first, using electronic technology; second, using digital media and computer networks; third, providing teaching materials that can be accessed independently; fourth, study schedules, curriculum, learning outcomes and matters related to learning administration can be seen at any time on the computer (Muntinah, 2015). Rosenberg stated that online training is usually associated with the internet as a technology that can convey knowledge widely, with the following characteristics: utilizing network technology, allowing the use of various communication technology applications that enable the use of various digital media simultaneously and providing opportunities for participants to follow the holistic and continuous learning process (Muntinah, 2015).



The benefits of online training include increasing participants' absorption of training materials, increasing participants' active role during training, increasing students' independent learning abilities, improving the quality of training materials (Muntinah, 2015) and providing interesting and effective learning (Bilfaqih & Qomarudin, 2015). Online learning still has its problems that must be anticipated by training organizers, such as participants who are not used to using LMS (Kasmanto, 2020), having to spend time and money to access the internet, not being able to utilize online training optimally and often having problems with network disruption on the internet (Marta, 2018).

The pre-marriage guiding facilitators must master the material well. Delivery of guiding material by facilitators who do not master the material will cause the material delivered to the prospective bride and groom to be less than optimal (Afrizal, 2017). Material mastery significantly affects readiness to become a facilitator, which in this case is the skill of delivering material to participants (Murtiningsih et.al, 2014). *Angutara Nikaya IV. 196* says that facilitators who master material can convey guiding material clearly to participants says that facilitators who master material can convey guiding material clearly to participants, do not feel confused in front of participants, will not lose direction when giving explanations, do not hesitate in speaking and do not become confused when facing questions from participants (Bodhi, 2015).

Bloom stated several indicators that show someone has mastered the material namely the first is knowing, which is the ability to remember things that have been studied; the second is understanding, namely being able to grasp the meaning of the material studied based on the initial knowledge that is already possessed, the third is applying, namely, the ability to apply procedures to carry out tasks or solve problems faced in real life, fourth is analyzing, namely the ability to detail an object or problem, fifth is evaluating, namely the ability to make considerations based on existing criteria, sixth is creating; namely the ability to combine several parts become a unified whole (Salsabillah et al., 2018; Nafiati, 2021).

Researchers found in a preliminary study that TOT participants are prospective facilitators tasked with guiding prospective Buddhist brides and grooms at monasteries from various regions in Indonesia. This TOT aimed for participants to master pre-marriage guidance material to improve their skills in providing the Buddhist pre-marriage guiding course in their respective areas. This online TOT was held using the Zoom application and Learning Management System (LMS). Participants had to make a short simulation video as if they were providing a pre-marriage guiding course at the end of the TOT. This video can provide an overview of the participant's mastery of the TOT material and the participant's skill level in providing pre-marriage guidance.

Several problems had been identified based on preliminary studies; firstly, not all TOT participants were fluent in information technology, so they rarely or never used LMS and bounced off Zoom many times. Secondly, some TOT participants experienced problems following the online training model, causing them to lack mastery of the training material; thirdly, some TOT participants did not master the training material well, so their Buddhist pre-marriage guiding skills did not improve. Fourthly, some participants needed help following the online training model, so their Buddhist pre-marriage guiding skills did not improve.

Previous research has been done related to pre-marriage guiding course and teaching skills (Afrizal, 2017; Qomaro, 2016; Rahmawati & Suryadi, 2019; Faisal et al., 2015; Surya, 2023; Kabri, 2022; Mansur, 2016; Mabing, 2022), related to the online model training (El-rumi, 2021; Prasetya, 2015; Ningtyas et. al, 2022; Widyaningsih et al., 2021; Muntinah,



2015; Kasmanto, 2020; Marta et al., 2018) and also related to the material mastery (Murtiningsih, 2014; Salsabillah et al., 2018; Nafiati, 2021). This research aims to investigate the influence of online training and material mastery partially and simultaneously on Buddhist pre-marriage guiding skills. Different analysis units from the previous pre-marriage guiding course studies, as well as the different point of view from Buddhist studies, is the novelty of this research. This research hopes to provide theoretical benefits to the academic environment regarding the pre-marriage guiding course held in Buddhist environments and provide practical information as a reference for training organizers in making decisions to carry out other online training in the future.

Research Method

This research was a correlational survey, performed in a quantitative approach (Sugiyono, 2021). The subjects of this research were the Buddhist pre-marriage guiding facilitators who had taken part in the online national Buddhist pre-marriage guidance training of trainers (TOT) organized by the Indonesian Buddhist Women Fellowship at the end of 2020 with a population of 235 people. The sample size was 148 respondents which was determined using the Yamane formula because the population size was known (Sugiyono, 2021).

The research was begun with a preliminary study using unstructured observation and interview techniques (Sugiyono, 2021). The next step was identifying and formulating the research problem. Theories were accumulated as the next step to develop hypotheses. The questionnaire as a research instrument was prepared with Likert scale measurement, which is used to measure respondents' perceptions, opinions and attitudes towards social phenomena which have specifically been determined by researchers as research variables (Sugiyono, 2021), namely the independent variable Buddhist pre-marriage guiding skills (Y), the dependent variable online training model (X1) and material mastery (X2). The questionnaire used as an instrument in this research contained of written statements that required 1 answer from 5 alternative answers with score values were 5 for the highest and 1 for the lowest.

Table 1. Alternative Questionnaire Answers for Variables

Variables	Alternative Answers				
Buddhist premarriage guiding skills (Y)	A	O	ST	S	N
Online training (X1)	SA	A	NS	D	SD
Material Mastery (X2)	VC	C	CE	LC	NC
Scores	5	4	3	2	1

Details:

For Variable Y:

A = always, O = often, ST = sometimes, S = seldom, N = never

For Variable X1 :

SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree.

For Variable X2 :

VC = Very Capable, C = Capable, CE = Capable Enough, LC = Less Capable, NC = Not Capable (Sugiyono, 2021).

Validity tests was carried out using the correlation technique by comparing the r-count with the r-table. The instrument is valid If r-count > r-table (Ghozali, 2016). The researcher used N=87 with a significance value = 0.05 and an r-table of 0.213. The Pearson Product Moment validity test result using SPSS 29 showed that 7 from 67 items of variable Y were dropped so that the items of variable Y remained 60, 25 items of variable X1 and 35



items of X2 were all valid, so the total valid items from 127 were 120 items. An instrument with Cronbach's Alpha 0.7 is said to be reliable (Ghozali, 2016) and it was 0.973, so that this research instrument could be declared reliable.

Revised questionnaires were then distributed using Google Forms to collect the data from the respondents. The incoming data was tabulated using Excel and processed using SPSS 29. Descriptive statistical analysis was performed to describe minimum, maximum, average and standard deviation values, which help describe the general characteristics of the research sample in more detail (Ghozali, 2016). The classical assumption test, normality test, heteroscedasticity test, and multicollinearity test were conducted as per requirement for carrying out multiple linear regression analysis to obtain the best, consistent and unbiased regression model (Juliandi et. al., 2014).

The analysis of multiple linear regression was performed to test the hypothesis. It was carried out to see the direction and to know how much influence the independent variable has on the dependent variable (Ghozali, 2016). The T-test was performed to partially test the influence of each independent variable on the dependent variable; the F-test was carried out to test the influence of all independent variables' stimulants on the dependent variable. The coefficient of determination (R²) test was carried out to measure the model's ability to explain the magnitude of the influence of the independent variables simultaneously in influencing the independent variables as indicated by the Adjusted R Squared value (Ghozali, 2016).

Results and Discussion

The normality test using the P-P Plot produced an image with dots spread following the diagonal line direction, which shows that the data was distributed normally. The results of the multicollinearity test showed a tolerance figure of $0.701 > 0.10$. It meant that multicollinearity did not occur. The VIF figure of $1.427 < 10$ also showed no multicollinearity in this regression model. The heteroscedasticity test using Spearman's Rho correlation analysis was carried out by comparing the residuals for each variable. The significance value, for variable X1 was $0.488 > 0.05$ and for variable X2 was $0.731 > 0.05$. It meant that there were no symptoms of heteroscedasticity in this regression model.

Table 2. Descriptive Statistics

Variable	N	Range	Min	Max.	Mean	Std. Deviation	Variance
Online Training	148	41	84	125	109.77	11.040	121.879
Material Mastery	148	89	86	175	140.68	20.684	427.824
Buddhist Pre-Marriage Guiding Skills	148	95	192	287	249.99	19.200	368.646
Valid N (listwise)	148						

The results of descriptive data analysis for the online training model variable in table 2, show an average value of 109.77. This average value indicates that respondents could follow the online training model well according to the indicators measured; namely, respondents were able to use the internet and various communication technology applications and various digital media simultaneously so that they could follow the learning process holistically and continuously. The holistic learning process through the online training model helped respondents to understand the training material more quickly because the material was available in the form of various digital media in the form of text, PPT slides and videos, which could be accessed independently, thus allowing respondents the opportunity to learn



freely and at any time and to can carry out assigned tasks within the specified time limit and could view matters relating to training administration at any time.

These results align with previous research results, which said that the online training model allows training participants to understand better the training material (Marta et. al., 2018). The online training model is an innovation for active learning that can make it easier to achieve learning objectives, namely that participants master the learning material so that it can influence participants' attitudes and skills (Prasetya, 2015). These results align with previous research results, which said that the online training model allows training participants to understand better the training material (Marta et al., 2018). The online training model is an innovation for active learning that can make it easier to achieve learning objectives, namely that participants master the learning material so that it can influence participants' attitudes and skills

The descriptive analysis results for the Material Mastery variable in Table 2 show an average figure of 140.68, which indicates that the pre-marriage guiding facilitators who were the respondents to this research, mastered the pre-marriage guidance material well according to the indicators measured, namely the ability to know and to understand the material that has been studied, the ability to apply the material that has been studied, the ability to analyze, evaluate and create or compile, summarize, combine and formulate Buddhist pre-marriage guidance material. Previous researchers stated that the delivery of material by facilitators who lacked mastery of the material or lacked expertise would result in the material delivered to the prospective bride and groom not being optimal (Afrizal, 2017). The ability to deliver the material well is one of the skills of Buddhist pre-marriage guiding facilitators.

The average figure for the Buddhist pre-marriage guiding skills variable seen in Table 2 is 249.99; this means that respondents had good skills in providing Buddhist pre-marriage guidance according to the indicators measured, including skills in preparing and opening Buddhist pre-marriage guidance course, reading the participant's condition, showing exemplary and authority in front of participants, delivering material well, asking questions, providing reinforcement, carrying out variations, guiding small group discussions, managing the class, guiding participants individually or in small groups as well as skills to close the course.

Table 3. Multiple Linear Regression Test Results Coefficients^a

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficient	t	Sig
1	(Constant)	113.060	8.388		13.404	<.001
	Online training (X1)	.414	.090	.238	4.616	<.001
	Material Mastery (X2)	.651	.048	.701	13.597	<.001

The researcher found from the results of this study that the online model training has a positive and significant influence on the Buddhist pre-marriage guiding skills. The multiple linear regression analysis results in Table 3 show the sig value for the influence of the online training model on the Buddhist pre-marriage guiding skills is < 0.05 with a T-count value of 4.616 > T-table 1.960. These results identify that the online training model influences Buddhist pre-marriage guiding skills. The regression coefficient value of the online training model shown in the unstandardized figure B is 0.414, which means that if the online training



model variable increases by 1% assuming a constant and the material mastery variable is 0, then Buddhist pre-marriage guiding skills will increase by 41.4%. It shows that the online training model positively influences Buddhist pre-marriage guiding skills. The results of this research are in line with the results of previous research on online training for elementary school teachers that the attitudes, knowledge and skills of teachers experienced changes after participating in online training (Widyaningsih, 2021).

The researcher found from the results of this study that mastery of the material by the facilitators has a positive and significant influence on Buddhist pre-marriage guiding skills. Table 3 shows that the sig value for the influence of material mastery on the Buddhist pre-marriage guidance skills is < 0.05 with a T-count value of $13.597 > T\text{-table } 1.960$. The coefficient value of the regression for material mastery is 0.651, meaning if material mastery increases by 1%, assuming a constant and the online training model variable is 0, then the Buddhist pre-marriage guiding skills will increase by 65.1%. It is an indication that the material mastery variable has a positive influence on the Buddhist pre-marriage guiding skills. Good mastery of the material will improve the facilitator's skills in delivering pre-marriage guidance material to the prospective bride and groom; this is by the results of previous research, which states that mastery of the material in prospective teachers has a significant effect on readiness to become a teacher, especially the skill of delivering the material to students (Murtiningsih, 2014).

Table 4. F Test Results ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig
1	Regression	39561.194	2	19780.597	196.051	$<.001^b$
	Residual	14629.799	145	100.895		
	Total	54190.993	147			

The researcher found from the results of this study that there is an influence of the online training model and mastery of the material simultaneously on The Buddhist pre-marriage guiding skills. The results of the F test in table 4 show a significance value of < 0.05 with calculated F $196,051 > F\text{ table } 3.06$. These results provide a strong basis to conclude that there is a significant influence on the online training model (X1) and material mastery (X2) simultaneously on Buddhist pre-marriage guiding skills (Y).

Table 5. Coefficient of Determination Test Results Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 ^a	.730	.726	10.045

A constant value of 113.060, shown in Table 3, indicates that if there is no change in the online training model variable and material mastery variable ($X1 \text{ and } X2 = 0$), then pre-marriage guiding skills are 113.060 units. The Adjusted R Square value of 0.726 from the coefficient of determination test results in Table 5 reflects the ability of the online training model and mastery of the material in explaining the dependent variable of Buddhist pre-marriage guiding skills is 72.6%, the remaining 27.4% is explained by other variables not mentioned in this research. The R-Square coefficient of determination value of 0.730 in Table 5 reflects that the online training model and simultaneous mastery of the material have a 73% influence on pre-marriage guiding skills. In comparison, the remaining 27% is influenced by other variables not tested in this research.

The researcher found from the results of this study that the online training model and mastery of the material significantly positively influenced Buddhist pre-marriage guiding skills. The results of descriptive statistical tests in Table 1 show an average value of 249.99



for the pre-marriage guiding skills variable. It indicates that the Buddhist pre-marriage guiding facilitators who were respondents to this research had good skills in providing Buddhist pre-marriage guidance because they had participated in the national TOT with an online model organized by the Indonesian Buddhist Women Fellowship and had mastered Buddhist pre-marriage guidance material. Previous research on online training for Mathematics teachers in using digital Mathematics applications concluded that there was an increase in teacher skills after completing online training (Ningtyas et. al, 2022). The online training model helps increase participants' absorption of training material, increasing participants' active role during training, increasing students' independent learning abilities, improving the quality of training materials and providing interesting and effective learning so that participants become more knowledgeable and understand the training material and can master the material well which will then improve their Buddhist pre-marriage guiding skills (Muntinah, 2015).

The goal of the Buddhist pre-marriage guiding course will be achieved if the facilitator has adequate skills in providing guidance. To have good skills, Buddhist pre-marriage guiding facilitators must master the material well. The online training model can improve the facilitators' skills because this training model can increase the participants' absorption of training material, increase participants' active role during training, increase students' independent learning abilities, improve the quality of training materials and provide interesting and effective learning. The benefit of online training can only be achieved if the facilitators can use the internet and various information technologies.

This research indicates that the facilitators have good guiding skills in providing Buddhist pre-marriage guidance, including skills in preparing and opening Buddhist pre-marriage guiding course, reading the participant's condition, showing exemplary and authority in front of participants, delivering material well, asking questions, providing reinforcement, carrying out variations, guiding small group discussions, managing the class, guiding participants individually or in small groups as well as skills to close the course. This research also indicates that facilitators could follow the online training model well because they were able to use the internet, various communication technology applications and various digital media simultaneously so that they could follow the learning process holistically and continuously. This research also indicates that the facilitators mastered the pre-marriage guidance material well because they know and understand the material, apply it, analyze it, evaluate it, and create or compile, summarize, combine, and formulate Buddhist pre-marriage guidance material.

Conclusion

The result of this study concludes that; (1) there is a positive and significant influence of the online training model on the Buddhist pre-marriage guiding skills; (2) there is a positive and significant influence from material mastery on the Buddhist pre-marriage guiding skills; (3) there is a positive and significant influence from online training model and material mastery simultaneously on the Buddhist pre-marriage guiding skills.

Recommendation

Researcher recommend the Buddhist pre-marriage guiding facilitators to continuously take part in online training which can improve their skills in providing Buddhist pre-marriage guidance. Facilitators have to improve their literacy in using information technology so they can make optimal use of online training. Researcher recommend the online training providers



to anticipate the online training obstacles and to ensure that participants have sufficient literacy in using information technology so that the benefits of online training can be achieved optimally. Researcher also suggest that, if necessary, online training organizers can equip online training participants with literacy and direct practice in using information technology such as using the Learning Management System used, internet applications and others that can support the readiness of training participants to utilize this online training model effectively. optimal. To the academic community, researcher suggest that this research can be used as a reference for conducting further research and enriching theoretical studies, especially those related to the influence of online training models and mastery of material on Buddhist pre-marriage guidance skills.

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