

Integrating Buddhist values into educational management: The role of self-management in enhancing educational motivation in inland Buddhist communities

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ABSTRACT

This study explores the intersection of educational management, societal life, and educational motivation within inland Buddhist communities in Lampung and South Sumatra Provinces, Indonesia. It examines how these communities integrate their cultural and religious identities into educational practices and management, shaping their motivation for learning despite geographical and motivational challenges. The Buddhist way of life, rooted in the teachings of the Buddha, fosters self-management and mindfulness, which influence their educational aspirations. Living in isolated inland settlements, these communities develop unique self-management skills through practices like six concords and mindfulness, which enhance their capacity for education. A quantitative survey method was employed, involving 210 respondents selected based on specific quality criteria. Data were collected using questionnaires and analyzed through path analysis with SPSS 26. The findings reveal significant relationships between mindful living, the six Buddhist concords, self-management, and educational motivation. The study underscores that integrating community life situations, cultural values, and Buddhist teachings into educational management policies can enhance educational motivation. The research suggests that education policies should align with societal contexts to promote higher education standards while fostering self-management skills. By leveraging Buddhist principles and mindfulness, these communities can transform their views on education, overcoming barriers associated with their geographic and motivational constraints. This study highlights the role of cultural and religious values in educational development and provides actionable recommendations for tailoring educational management to community needs, fostering societal progress and deeper engagement with education.

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Introduction

The discipline of educational management and leadership is currently a fundamental pillar that has become the basis of thoughts and views on how to manage an academic institution that is more practical and able to meet the various needs of society in the world of education (Dietz et al., 2017). Education management refers to how educational institutions can exist and grow in the modern world and be used to practice

their knowledge even in inland areas. Education management brings the practical and dynamic implementation of managing education with adaptive management functions (Fatimah et al., 2024). From the perspective of scientific implementation of educational management, it refers to the development of human resources to manage education. Education is managed by going more deeply into human development (Sola et al., 2022). Education management is very closely related to public relations, which will be one of the stakeholders in implementing education. Education management responds to many community developments in education, both in urban areas and inland settlements (Amanchukwu et al., 2015). Education Management is the art of managing the implementation of Education at various levels and providing solutions on how to implement it. One of the most influential aspects is how education management can translate people's perceptions of their interest in education (Bush et al., 2019).

Today, education growth brings a huge gap in society. One of the problems is that the function of management does not integrate into society's lives, and the educational institution focuses on the standards and policies of the national standard accreditation criteria (Bush et al., 2019). The urban regions can adapt and fulfill all the requirements of those who come from inland areas. The educator, manager, and leader in education forget that the essence of managing the educational institution is not only to manage educational resources, not only to create an environment conducive to the learning process and to improve the quality of education, but also must advance the civilization of people's lives in various aspects, as well as integrating the management of the institution with different scientific disciplines that will help bring change and improve quality of society lives (Arifudin et al., 2024). It will significantly impact the inputs, processes, and output so the institution's management can run properly. The fundamental aspect is to integrate between institutions and society. Community lives in inland and urban settlements have significant differences in education development. Education is one aspect of the progress of modern society. Inland communities still tend to be influenced by customs, culture, and ways of life based on religious views, social and economic development, and strata of community life based on gender and education (Yu et al., 2024). In addition, there is also urbanization and particular discrimination because of the view of the way of life that has been accepted from generation to generation, so the progress of the mindset of inland communities becomes much different from that of urban communities (Hidayat & Nuruzzaman, 2024). They tend to protect themselves from exposure to outside information and prefer to believe in continuing ancestral traditions that have been lived for generations to survive. Information and various attributes of society are considered a threat, and a lack of trust in technological and information advances, so this outlook on life affects the progress of civilization and quality of life and is less able to adapt to social changes in this era of globalization (Jing et al., 2024).

Inland communities' perception of educational interests and motivations is greatly influenced by various reasons that cause anxiety and the inability to decide whether or not to pursue education to understand an accurate picture of the education system. They are influenced by their ancestors' cultural and religious life (Tengecha et al., 2024). In Indonesia, which has a very wide demographic, there is a significant difference between urban and inland areas, especially in inland regions. What most affected their perspective was how the social situation in society and the development of religious teachings and ethics or culture developed society in the settlement. The phenomenon of society that lives in the inland regions is always becoming a severe issue that should be overcome, and the solution to how it can be implemented similar to the urban area has developed so far, and it will not be left behind in the education growth and development nowadays (Setiawan & Taiman, 2020). Indonesia is a large country; Indonesia's social and geographical environment is one of the most complex and diverse in the world. In one count, at least 731 languages and more than 1,100 dialects are spoken in the archipelago. The state of Indonesia covers about 17,508 islands. The landmass ranges from rainforests and steaming mangrove swamps to arid plains and snow-capped mountains (Ashari et al.,

2022). Major world religions such as Islam, Catholicism, Christianity, Buddhism, Hinduism, and Confucianism exist in Indonesia, and there are also many other local religious belief traditions. The state of Indonesia also consists of settlements starting from urban to inland. Moreover, differences in demographic areas also form differences in settlement areas from the outermost to the innermost and disadvantaged (Widaningsih, 2017).

Indonesia has three parts of the unitary state territory divided into the western, central, and eastern regions. The development of these three large areas has also not been intensive (Pambudi & Harjanto, 2020). Many areas need to catch up in development, especially in the Central and Eastern regions. Likewise, areas still need to catch up in the western part of Indonesia. The southern region of the island of Sumatra is also a destination area for transmigration carried out decades ago, leaving many problems related to poverty, education being left behind, and the issues of people who have built settlements in these settlements for generations (Izharuddin, 2020). Community life development in Southern Sumatra settlements consists of various ethnicities and religions. Especially in the Southern Sumatra area, the northern part of South Sumatra province, and Lampung province, there are still inland areas with a gap in the education development of the community that lives there. The community living in the inland area settlements consists of various ethnicities and religions that are believed (Acridi, 2018). One of them is the Buddhist community, which has had many Buddhist monasteries in the past decade. The Buddhist community in the area was a Buddhist community that transmigrated during the New Order era between the forties and sixties. It creates limitations in various aspects of life development in inland settlements. Buddhist communities living in the interior of South Sumatra are Javanese, Balinese, Chinese, Batak, Sundanese, Lombok, Sumatran Malays, and others. In this study on the educational motivation of the Buddhist community in remote settlements on the island of South Sumatra, preliminary research found that the big picture of Buddhist communities in remote settlements in southern Sumatra is that the life of Buddhist communities themselves is very thick with the culture of their ancestors and the teachings of Buddhism itself (Chia, 2020).

Every Buddhist residential area in the interior of South Sumatra has a temple used to worship in each village. Their daily lives are greatly influenced by the characteristics of Buddhism that bring a meditative or conscious approach to life. Previous research has found that Buddhist communities place the practice of meditation in every daily activity (Cozort, 2016), in addition to a community-based way of life (Gill & Sood, 2023), which is a crucial teaching developed by Buddhism itself, how communities build community life with an approach to the six qualities of the *sārāṇīya dhamma*. These two teachings are very inherent and are guidelines for living their lives. The character of the mentality develops in every individual Buddhist society from the past to the present generation (Kumar, 2016). Buddhists have always lived in the community and practiced meditation as part of their lives since 2600 years ago from the Buddha time; several previous studies conducted on Buddhist communities specifically stated that the teachings of mindful living reinforce community-based living (Burmansah et al., 2020) and bring forth quality self-management skills and how they can survive through hereditary teachings that are also assimilated into the local culture (Ostrovskaya & Badmatsyrenov, 2024). In this study, the researcher studied and highlighted explicitly for the Buddhist community only. It is not much different from the people there; the only difference is the beliefs and religions adhered to; the local culture remains the same and consists of various tribes. According to the preliminary study, the collected data shows that Buddhist communities in inland areas in Southern Sumatra and Lampung are classified as communities with some issues with education development. Every year, a Buddhist college in Lampung has accepted up to a hundred new students from the regions. Observation based on reports on the community service activities program year 2021-2023 by the college research center found that the community still needs a better perception of the life of the urban

community, and the current picture of education needs to be fully understood. The work of the Buddhist community in this area includes farmers, traders, laborers, civil servants, school teachers, and the unemployed. Besides, the leading cause of the phenomenon in the Buddhist community is not exposed to outside information due to the demographic location of residential areas far from the outside community's life—lack of information and understanding of existing developments. Hereditary factors in family genealogy, which relate to society culturally and religiously, also contribute to the development process of their life civilization.

Furthermore, the preliminary study also found that most Javanese people live in Buddhist communities in southern Sumatra. After discovering that the Javanese Buddhist community describes themselves with Buddhist characteristics based on the culture they are brought from. The way of self-transformation is synonymous with Buddhism and Javanese culture—speaking Javanese and Indonesian with significantly less desire and motivation to continue education. They are still affected by vague information and anxiety because they are not very familiar with the city and modern life, as well as a lack of confidence in success amid the complex and unfriendly issues of urban life for immigrants. It dramatically impacts their self-management ability, leading to the success of their future goals and careers due to their weak ability to manage themselves effectively, emotions, and personal actions (Forman & Ungard, 2019). The difficulty in the development of education in the history of the development of Buddhism in Indonesia is because most of the Buddhist communities are located in inland settlements. For the community, people living in remote areas will significantly affect their outlook on life (Syukur, 2022). Similarly, previous research concluded that the life of people in inland settlements dramatically affects their ability to manage themselves, which will impact the perspective and motivation of how to live, adapt, and absorb changes in the development of community civilization, especially people in inland Indonesia (Suprpto et al., 2021; Wicahyah et al., 2022).

The problem of educational motivation in the Buddhist community, personally and collectively, is greatly influenced by their cultural and religious lives. This way of life and outlook shapes them and how they manage themselves. In addition, the state of settlements in the inland area also plays a significant role because it forms a separate perspective on opening up community life connected to the outside world (Jiaxing et al., 2021). Reaction and protection from the community also play a personal and collective role in openness and the ability to absorb and understand the information received. People in the inland area settlement have significant resistance and concerns about security and trust outside their communities. It significantly inhibits the opportunity to open up and accept change to improve their quality of life, especially accepting changes and developments in education (Li et al., 2020). Factors that affect the formation of desire and intention to develop oneself through education, which ultimately does not have the motivation to create education due to progress, provide a gap between people in inland area settlements. It affects how the people in this inland settlement perceive education (Darajat & Rahmi, 2022). Their education motivation highly depends on how their way of life influences their support of self-management as part of the inland community. The way of life of the inland community is strongly influenced by the local culture and religious views adhered to; besides that, the condition of the inland area settlement is also a supporting factor that affects the creation of educational motivation in the community (Nasir et al., 2018).

The scientific discipline of education management highlights that it is an essential part of how the management of academic institutions can see how the education motivation community in inland area settlements is formed through the perspective of its research area (Purnomo, 2021). Educational motivation is a significant variable to be studied and explored to help provide a big picture of public relations in the implementation of Education so that meeting needs and providing solutions can be done in various forms (Nilkote et al., 2024). Currently, the role of education management can

provide its perspective in the development of education in rural areas because the implementation of education requires synergy and systematic integration between developed and modern regions with management that will not eliminate the essence of human civilization from its actual characteristics as a human being, management can formulate it and provide recommendations (Ashcraft & Calvert, 2023). In the context of the motivation for Buddhist education in inland settlements, it must have significantly influenced how they perceive the sustainability of their lives when deciding to continue their education and leave their lives in the area. The conditions of the area where they live are very different from those outside of them, affecting how they view life. The lack of infrastructure and the lifestyle that is lived by preserving life from generation to generation is very different (Suprpto et al., 2021).

Their self-management skills will also affect the living conditions in the inland areas. Buddhists are also greatly influenced by their way of life as Buddhists and conduct their daily lives based on Buddhism itself (Gohain, 2024). Here, the most fundamental thing is to live mindfully and the six harmonious qualities of communal life. Mindfulness is the awake ability to be present in the moment, see what is happening, and not get carried away by our autopilot habits (Wielgosz et al., 2019). Mindfulness is a practice of self-control with natural control in self-development that will respond attentively to reactions. Awareness is also the basis of the six harmonies in Buddhism and the development of the communal life of the Buddhist community (Loubier & Munoz, 2017). The six concords in Buddhism are the six qualities of harmony that underlie individual and communal life with morality and the noble values of Buddhism. These two aspects of the Buddhist community's life values also cultivate their self-management skills. How they see and continue their lives will also affect the development of the lives of the people there, especially their educational motivation. This educational motivation is the basis for how they decide to continue their education, both in the region and outside the area where they live (Kenedi & Astuti, 2021). This study was conducted to measure and understand educational motivation in Buddhist communities in the inland area settlements by measuring influencing factors such as mindful living, the six concords in Buddhism, and self-management. Self-management is the ability to control oneself in reacting emotionally, self-regulating time, and making choices about specific conditions (Mahfouz, 2018). Self-management is a factor that influences how educational motivation is formed in Buddhist communities living in the inland area settlements. This study also wants to look at how the self-management of the Buddhist community is formed through daily habits that are lived with these three fundamental aspects.

Previous research has also stated that mindfulness in daily life can present more concrete self-management skills, bringing clarity and focus to the decision-making process in various situations and conditions (Burmansah et al., 2019). In the Buddhist approach, the six harmonies (*sārāṇīya dhamma*), which illustrate harmony in communal life, affect self-control and a more open way of life. They can accept with openness and without judgment and abuse, and these qualities can strengthen their self-management skills. The six concords in Buddhism have been an essential part of building the life of the Buddhist community wherever they are (Falk & Kawanami, 2018). The state of the inland areas will leave various shortcomings in the development of modern society today, thus influencing them to open themselves to multiple aspects of the outside world. Fear, confidence, anxiety, and isolation are still influencing factors. Inadequate infrastructure and difficulty reaching areas outside of them often lead to misinformation about many things. This situation affects the process of developing their self-management skills (Jiaxing et al., 2021).

The present study explains how Buddhism underlies self-management and how housing life in inland area settlements affects the slow process of forming reliable self-management. This process showed how the self-management of Buddhist communities in inland areas enhances educational motivation. This study also used active observation by living in a period with the community and used a quantitative approach with instruments

to measure. This research aims to bring the big picture of people in inland settlements to develop their educational motivation through the perspective of an academic management approach. This study provides information and recommendations for governments and higher education institutions to formulate education management systems to build and bring opportunities to inland communities for the development of their education in modern times and preserve their cultural roots and homeland at the same time. This research profoundly explores how the educational motivation of the Buddhist community in inland area settlements in the southern Sumatera and Lampung provinces is influenced by their self-management development—affected by the factors influencing Buddhist inland area settlement living, such as mindful living, the principle of six concords in Buddhism, and the demographics of inland area settlements. The research questions were developed to know the direct and indirect influences and how self-management as a mediating effect variable can mediate between the variables in this study.

Method

A quantitative approach is carried out in this study, examining the influence of mindful living, the six concords in Buddhism, Buddhist inland areas settlement, and self-management on the educational motivation of Buddhist communities in four inland areas where the internship Students are located (see Figure 1). This approach focuses on measuring the educational motivation of Buddhist communities in remote regions of internship program locations using path analysis techniques. In this quantitative research, it is a model that is very appropriate to use on the causal model that the researcher has formulated based on the conceptual framework and theory. The method used in this study is a survey method with a causality approach, using a questionnaire. The influence between these variables is presented in the problem model constellation.

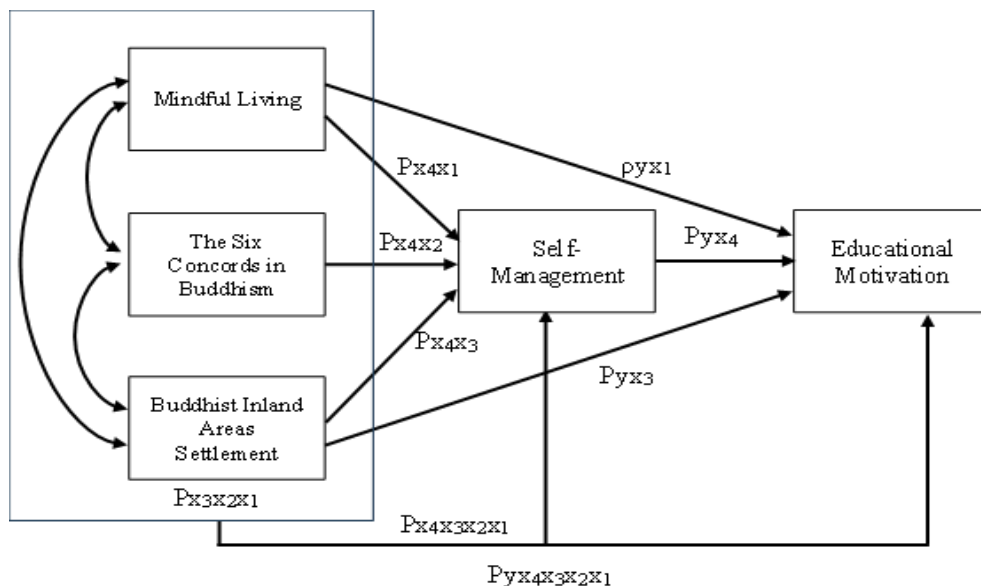


Figure 1. Model Constellation of Variables

In this study, the researcher invited respondents from the Buddhist community who were in four locations of the internship program of Jinarakkhita Buddhist College of Lampung students in 13 locations, four classified as inland settlements. The number of Buddhist communities in the four locations is as demonstrated in Table 1.

Table 1. Research Respondents Classification

Location of Buddhist Community Settlements in Inland Areas	Internship Location Group	Age Range (Years)	Community Population		Number (Persons)
			Male	Female	
Gedong Ratu – Tulang Bawang Barat Lampung Province	Group 1	11 - 20	2	4	6
		21 - 30	3	3	6
		31 - 40	6	4	10
		41 - 50	2	3	5
		51 - 60	3	1	4
		61 - 70	2	3	5
		71 - 80	2	1	3
		81 - 90	-	-	-
		91 - 100	-	-	-
Total Population					39
Tegal Sari BK 19 – East OKU South Sumatra Province	Group 3	11 - 20	11	9	20
		21 - 30	8	5	13
		31 - 40	11	8	19
		41 - 50	15	10	25
		51 - 60	5	7	12
		61 - 70	1	7	8
		71 - 80	3	2	5
		81 - 90	1	2	3
		91 - 100	1	0	1
Total Population					106
Pangkal Mas – Mesuji Lampung Province	Group 5	11 - 20	2	3	5
		21 - 30	3	2	5
		31 - 40	1	1	2
		41 - 50	2	6	8
		51 - 60	2	-	2
		61 - 70	2	2	4
		71 - 80	3	2	5
		81 - 90	2	-	2
		91 - 100	-	-	-
Total Population					33
Kali Papan – Way Kanan Lampung	Group 13	11 - 20	9	2	11
		21 - 30	-	2	2
		31 - 40	2	3	5
		41 - 50	4	4	8
		51 - 60	2	-	2
		61 - 70	1	-	1
		71 - 80	-	3	3
		81 - 90	-	-	-
		91 - 100	-	-	-
Total Population					32
Grand Total Population					210

Research respondents are Buddhist communities that live in four inland settlement areas and were selected only people over ten years of age or with a minimum of junior high school age; this aims to express opinions and be considered able to communicate and convey information well. Respondents in this research used a total of 210 respondents. Another characteristic of the respondents of this study is that they do not specifically look at the level of education, race, ethnicity, gender, occupation, and social strata in the community.

Results

Normality Test

By the assistance of the SPSS 26.0 program, the results of the normality test of the Model are found in Table 2. The normality significance test shows that the model has Sig = 0.051 (> 0.05); then, it can be concluded that the data on the model has been distributed normally, so the model is feasible for path analysis testing. Moreover, from the Figure 2, it can be seen that the majority of the data is scattered around a straight line with a positive slope. Figure 2 supports that model 1 data has met the normality requirements.

Table 2. Output Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.062	210	.051	.979	210	.004

a. Lilliefors Significance Correction

(Source: SPSS 26 Outputs, Research Data Management)

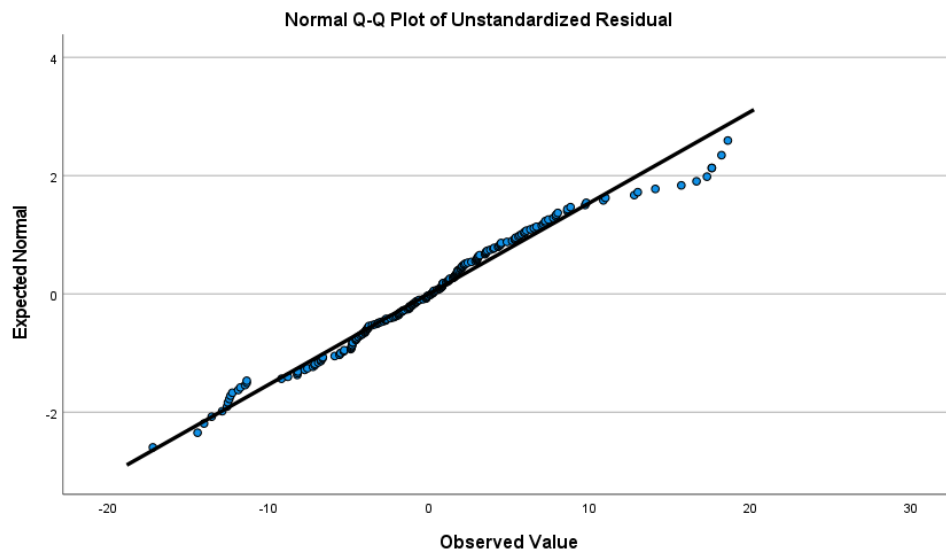


Figure 2. Q-Q Plot Normal Output

Multicollinearity Test

It can be seen in Table 3 to determine whether or not there is multicollinearity between independent variables. The model is considered to be free from multicollinearity if the VIF value is <10 or the tolerance value is getting closer to 1. From Table 3, it can be concluded that there is no multicollinearity between the independent variables in the model.

Table 3. Results of Data Multicollinearity Test in Model 1

Model	Coefficients ^a		
	Tolerance	VIF	
1	(Constant)		
	Mindful living	.386	2.587
	Inland areas settlement	.403	2.480
	The six concords in Buddhism	.387	2.581

a. Dependent Variable: self-management
 (Source: SPSS 26 Outputs, Research Data Management)

Heteroscedasticity Test

The Heteroscedasticity test was carried out, and no heteroscedasticity occurred. The result can be seen in Figure 3.

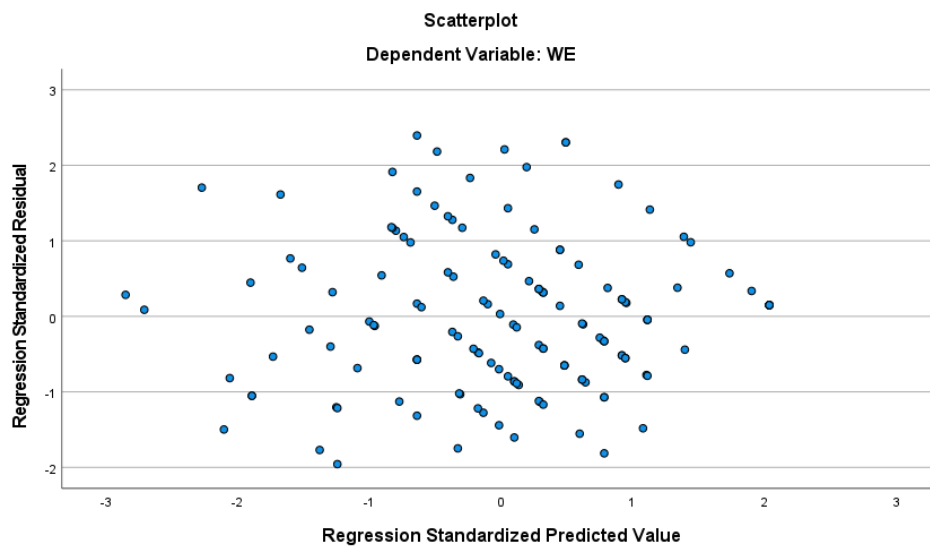


Figure 3. Results of Data Heteroscedasticity Test on the Model

Path Analysis

Path analysis is used to describe and test the model of relationships between variables in the form of cause and effect. This study uses path analysis to determine the influence of mindful living, the six concords in Buddhism, Buddhist inland area settlement, and self-management on educational motivation. Furthermore, to complete the calculation of the path analysis, the path between the variables will be divided into two sub-structures. Sub-structure 1 will discuss the influence of mindful living, the six concords in Buddhism, and Buddhist inland area settlement on self-management external influence on sub-structure 1 with the following structure model. In *sub-structure 1st*, several tests will be carried out using correlation outputs, summary model outputs, and coefficients outputs.

Summary Model Test

The summary model in Table 4 determines the influence of external factors affecting the self-management variable. With the help of the SPSS 26.0 program, the results of the summary model test are found as follows.

Table 4. Summary Output Model of Sub-structure 1

Summary ^b Model					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.904 ^a	.817	.814	6.54863	1.945

a. Predictors: (Constant), the six concords in Buddhism, inland areas settlement, mindful living

b. Dependent Variable: self-management

(Source: SPSS 26 Outputs, Research Data Management)

From the output above, it can be seen that the *r* square value is 0.817; in other words, the variation in the value of self-management can be explained by the variables mindful living, the six concords in Buddhism, and inland areas settlement by 81% while other variables explain the remaining 19%.

Coefficients Test

The coefficients test was used to determine the influence and significance of the impact of the variables of mindful living, the six concords in Buddhism and inland areas settlement on self-management, and to formulate the regression equation. Using the help of the SPSS 26 program, the results of the coefficients test were found in [Table 5](#).

Table 5. Coefficients Sub-structure 1 Output

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.848	2.094		9.000	.000
	Mindful living	.614	.054	.542	11.287	.000
	Inland areas settlement	.114	.028	.193	4.100	.000
	The six concords in Buddhism	.077	.014	.254	5.302	.000

a. Dependent Variable: Self-Management

(Source: SPSS 26 Outputs, Research Data Management)

From the output in [Table 5](#), a regression equation can be made as follows: $X_4 = \rho_{X_4X_1}X_1 + \rho_{X_4X_2}X_2 + \rho_{X_4X_3}X_3 + e$ and $X_4 = 0.542(X_1) + 0.254(X_2) + 0.193(X_3)$. The beta value that forms the equation is the path coefficient that connects Mindful living, the Six Concords in Buddhism, and Inland Areas Settlement to Self-Management.

Hypothesis testing: The Effect of Inland Areas Settlement on Self-Management

The significance test above shows that the Inland Areas Settlement variable significantly influences Self-Management, with the resulting influence being 0.193. The test results for sub-structure 1 in this study can be described in [Table 6](#).

Table 6. Sub-structure 1 Test Results

Influence Between Variables	Path Coefficient	Sig Value	Test Results
Mindful living toward self-management	0.542	0.004	Ho rejected
The six concords in Buddhism toward self-management	0.254	0.000	Ho rejected
Inland areas settlement toward self-management	0.193	0.000	Ho rejected

(Source: SPSS 26 Outputs, Research Data Management)

Sub-structure 2nd will discuss the influence of mindful living, Buddhist inland area settlement on self-management, and external influences on sub-structure 2. In sub-structure 2, several tests will be carried out using correlation outputs, summary model outputs, and coefficients outputs.

Summary Model Test

The summary model table determines the influence of external factors that can affect the variable educational motivation. Using the help of the SPSS 26.0 program, the results of the summary model test were found in Table 7. From the output, it can be seen that the R square value is 0.645; in other words, the variation in educational motivation can be attributed to the variable mindful living, inland areas settlement, and self-management by 64% while other variables explain the remaining 46%.

Table 7. Summary Model Output of Sub-structure 2

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.803 ^a	.645	.640	6.89877	1.905

a. Predictors: (Constant), self-management, inland areas settlement, mindful living

b. Dependent Variable: educational motivation

(Source: SPSS 26 Outputs, Research Data Management)

Coefficients Test

The coefficients test was used to determine the influence and significance of the variables of mindful living, settlement in inland areas, and self-management on educational management and to formulate the regression equation. Using the help of the SPSS 26.0 program, the coefficients test results were found in Table 8. From the output, a regression equation can be a: $Y = \rho_{ZY}Z + e$ and $Y = 0.243 (X_1) + 0.280 (X_3) + 0.344 (X_4)$. The beta value that forms the Y equation is a pathway coefficient that connects mindful living, settlement in inland areas, and self-management to educational motivation.

Table 8. Coefficients Output of Sub-structure 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.026	2.598		14.639	.000
	Mindful living	.208	.072	.243	2.876	.004
	Settlement in inland areas	.125	.029	.280	4.271	.000
	Self-management	.260	.069	.344	3.780	.000

a. Dependent Variable: Educational Motivation

(Source: SPSS 26 Outputs, Research Data Management)

Research Hypothesis Testing

Through the significance test, it can be concluded that the variable mindful living significantly influences educational motivation, with the resulting influence being 0.243. In addition, through the above significance test, it can be concluded that the variable Buddhist inland area settlement significantly influences educational motivation, with a consequent influence of 0.280. Other results were also obtained through the significance test above, concluding that the self-management variable significantly influenced educational motivation, with the resulting influence being 0.344. Furthermore, the path

analysis test results for sub-structure two can be illustrated as follows. This study's test results for sub-structure second can be described in [Table 9](#).

Table 9. Test Results on Sub-structure 2

Influence Between Variables	Path Coefficient	Sig Value	Test Results
Mindful Living toward educational motivation	0.243	0.004	Ho is rejected
Inland areas settlement toward educational motivation	0.280	0.000	Ho is rejected
Self-management toward educational motivation	0.344	0.000	Ho is rejected

(Source: SPSS 26 Outputs, Research Data Management)

The testing of the hypothesis of the joint influence of mindful living, the six concords in Buddhism, and inland areas settlement on self-management can be described in [Table 10](#).

Table 10. Test Results of ANOVA

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39373.798	3	13124.599	306.045	.000 ^b
	Residual	8834.225	206	42.885		
	Total	48208.024	209			

a. Dependent Variable: self-management

b. Predictors: (Constant), the six concords in Buddhism, inland areas settlement, mindful living
(Source: SPSS 26 Outputs, Research Data Management)

The above significance test shows that variable mindful living, the six concords in Buddhism, and settlement in inland areas significantly influence self-management.

Moreover, [Table 11](#) shows that self-management variables mediating the variables of mindful living toward educational motivation

Table 11. Significance Testing

	Input		Test Statistic	Std. Error	p-value
a	0.542	Sobel Test	4.046503187	0.04175737	0.0000801
b	0.344	Aroian Test	4.044736213	0.04192328	0.00000869
s _a	0.054	Goodman Test	4.4829139	0.04159081	0.00000736
s _b	0.069				

(Source: SPSS 26 Outputs, Research Data Management)

[Table 12](#) shows the result of testing the hypothesis of self-management variables mediating the variables of the six concords in Buddhism toward educational motivation. The significance test shows that self-management significantly mediates the influence of the six concords in Buddhism on educational motivation.

Table 12. Significance Testing

	Input		Test Statistic	Std. Error	p-value
a	0.254	Sobel Test	4.80730885	0.01817566	0.00000153
b	0.344	Aroian Test	4.80053357	0.01820131	0.00000158
s _a	0.014	Goodman Test	4.8141129	0.01814997	0.00000148
s _b	0.069				

(Source: SPSS 26 Outputs, Research Data Management)

Table 13 presents the result of testing the hypothesis of self-management variables mediating the variables of inland areas settlement toward educational motivation. Through the significance test, it can be concluded that self-management significantly mediates the influence of inland area settlement on educational motivation

Table 13. Significance Testing

	Input		Test Statistic	Std. Error	p-value
a	0.193	Sobel Test	4.03960647	0.01643526	0.00005354
b	0.344	Aroian Test	4.01198179	0.01654843	0.00006021
s _a	0.028	Goodman Test	4.06780975	0.01632131	0.00004746
s _b	0.069				

(Source: SPSS 26 Outputs, Research Data Management)

Table 14 shows the result of testing the hypothesis of mindful living, settlement in inland areas, and self-management strongly influence educational motivation. The above significance test shows that mindful living, settlement in inland areas, and self-management significantly influence educational motivation.

Table 14. Test Results of ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17799.919	3	5933.306	124.667	.000 ^b
	Residual	9804.176	206	47.593		
	Total	27604.095	209			

a. Dependent Variable: educational motivation

b. Predictors: (Constant), self-management, inland areas settlement, mindful living

(Source: SPSS 26 Outputs, Research Data Management)

Discussion

Based on the research background, questions, and results, discussions are obtained as follows. According to first research question on the effect of mindfulness on educational motivation, the research results of the significance test show that the mindful living variable significantly influences educational motivation, with a resulting influence of 0.243. The data from this study shows that mindfulness as the basis of the daily life of Buddhists impacts the formation of their self-character. The state of mindfulness within the Buddhist community can develop their character. The construct flow of mindfulness significantly influences educational motivation, as described below. Mindfulness can improve well-being, reduce aggressiveness, and direct non-judgmental behavior and help

individuals to bring their goals, actions, and responses to the pressures and pulls of the world in alignment with personal values and to be less susceptible to ego involvement, defensive reactions, and undue stress judgments that affect the state of motivation (Douglas, 2024). Buddhist community lives based on mindfulness, and the character of mindfulness in life has developed. The teachings and practices of Buddhism are the foundation of a religious culture. The development of character-based mindfulness in Buddhists affects the process of cultivating the motivation for education within them. The data on educational motivation shows the desire to change and achieve learning success. The self-development process with a mindfulness character can present contemporary moments to make individuals with solid self-stability. Motivation provides energy for behavior; mindfulness helps individuals become more aware and process their experiences better, which can foster high-quality motivation and strong willpower. Mindfulness can promote focus and clarity in the decision-making process when determining individual goals (Rapiadi et al., 2023).

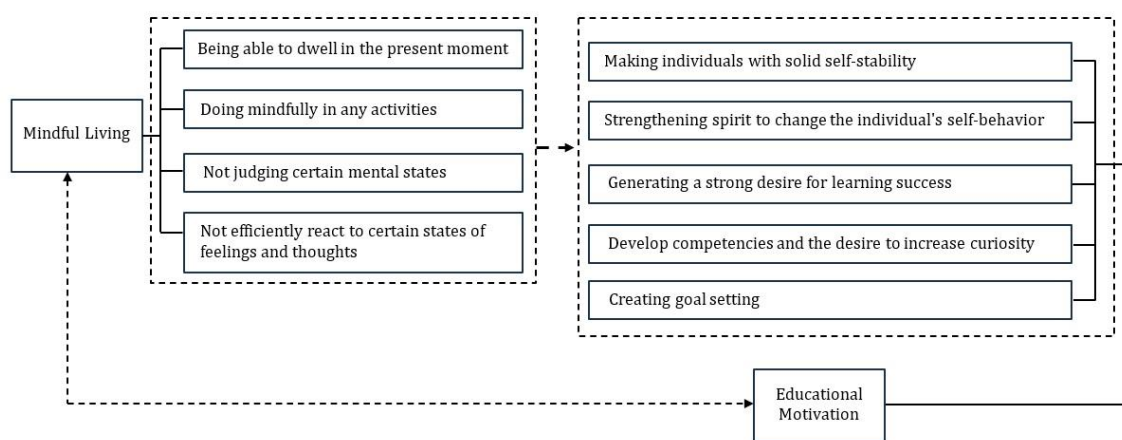


Figure 4. The Effect of Mindfulness on Educational Motivation Construct Model

The individual can be aware of every moment and act mindfully. The effect is to have the ability not to judge mental experience and not to react to cognitive experience. This character and self-ability strengthen the desire to change the individual's self-behavior so that the process of generating a strong passion for learning success can increase the desire to develop competencies and the desire to increase curiosity so that it can create goal setting. Mindfulness is vital in increasing educational development motivation, especially interspersed motivation (Donald et al., 2020). The relationship between motivation and mindfulness is very close because mindfulness can build self-stability and increase attention to the goals that are driven by motivation within oneself (Roeser, 2015). Furthermore, through mindfulness, the individual can strengthen the development of interests and plan for future goal setting. It will enhance talent development and increase engagement in the desire to succeed in that learning motivation. Moreover, having mindfulness energy within oneself slowly helps to improve and increase strength and confidence in oneself, creating self-motivation (Anvari & Shoaakazemi, 2023). The result suggests that mindfulness can significantly influence educational motivation.

The second research question describes that the effect of inland area settlement on educational motivation, the results showed that the settlement in inland areas significantly influences educational motivation, with the resulting influence being 0.280. The results of this study show that factors affect the motivation for community education through the state of settlements in this remote area. Living in inland areas impacts low motivation for education in the community because. The Buddhist community is highly motivated, even though it is located in a settlement in an inland area. The results of this study show that settlements in inland locations describe the existence of local traditions

and identities, lack of services, typical production activities, distance from major cities, lack of adequate quality of infrastructure environment, insertion in natural contexts, limited and compact expansion of built structures, 'human scale' dimension of the building under construction, the quality of the heritage built, and location-specific typological-constructive characters (Li et al., 2020). This study reveals that the state of settlement life greatly influences educational motivation in this remote area. The community has a wrong understanding of education access outside their settlement areas. Access to information is hampered due to the region's state and the limited infrastructure. The Buddhist community in this remote settlement is very deeply rooted in religious practices and cultural ways of life, so they prefer to choose the Decision collectively and tend to close themselves off and isolate themselves (Sezer, 2016). Furthermore, there is a lack of socialization and services provided by the local government and community organizations. This limitation is a problem that reduces interest in learning and continuing education for the community. The ability to understand future life's purpose is limited due to environmental and infrastructure conditions, so it is an excuse not to be involved in determining solid desires in the development of education personally and collectively (Jiaying et al., 2021). From the results of the research and the opinions of experts from the previous research, it can be concluded that the influence of inland area settlement significantly influences the educational motivation of the community. The description of the influence of inland area settlement on educational motivation is illustrated through the following construction model.

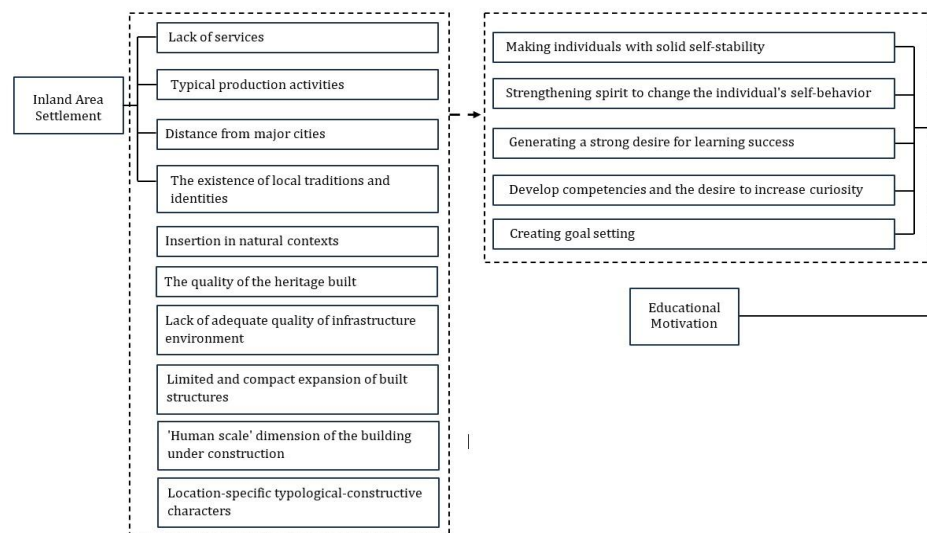


Figure 5. The Effect of Inland Area Settlement on Educational Motivation Construct Model

The third research question shows that the effect of self-management on educational motivation, the above significance test shows that the self-management variable significantly influences educational motivation, with the resulting influence being 0.344. The results of this study show that self-management significantly affects educational motivation because the formation of self-management is formed from the ability to set goals, monitor and evaluate activities, and provide self-reinforcement. These capacities strengthen the educational motivation of the community. Self-management is the ability of the community to respond to the situation by directing itself and setting goals to be achieved. The ability to live with the capacity to monitor and direct the direction according to the goals that have been set. This monitoring ability will give rise to control and control by looking at the trends, potentials, and risks that will be faced to achieve future goals (Burmansah et al., 2019). This process will strengthen self-confidence and form a strong desire, which ultimately gives rise to high motivation, especially in the

desire to succeed in learning—educational motivation. Educational motivation will be formed by self-management. With strong self-management, motivation in self will also increase. Self-management strengthens the ability to become more purposeful in achieving goals, an intense curiosity about something new, and the desire to change oneself through changing habits and behaviors (Lippincott, 2016). Self-management forms a qualified self-solidity and can bring out stronger self-competence. According to the previous research and research data, self-management's influence on educational motivation is described through the following construction model.

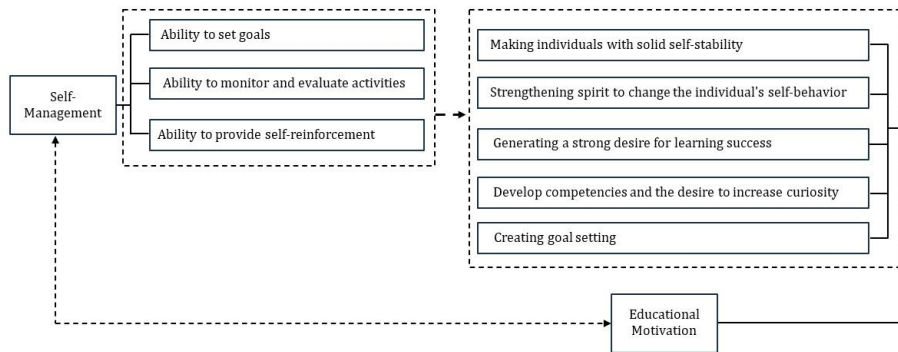


Figure 6. The Effect of Self-Management on Educational Motivation Construct Model

Moreover, the research on the effect of mindful living, the six concords in Buddhism, and inland area settlement on self-management, the research shows that the significance test shows that mindful living, the six concords in Buddhism, and settlement in inland areas significantly influence self-management with a significance test value of 0.000; the value compared to the alpha level of 0.05 is more minor ($0.000 < 0.05$). The results of this study indicate that together with mindful living, the six concords in Buddhism and inland area settlement have a simultaneous influence on self-management in the community.

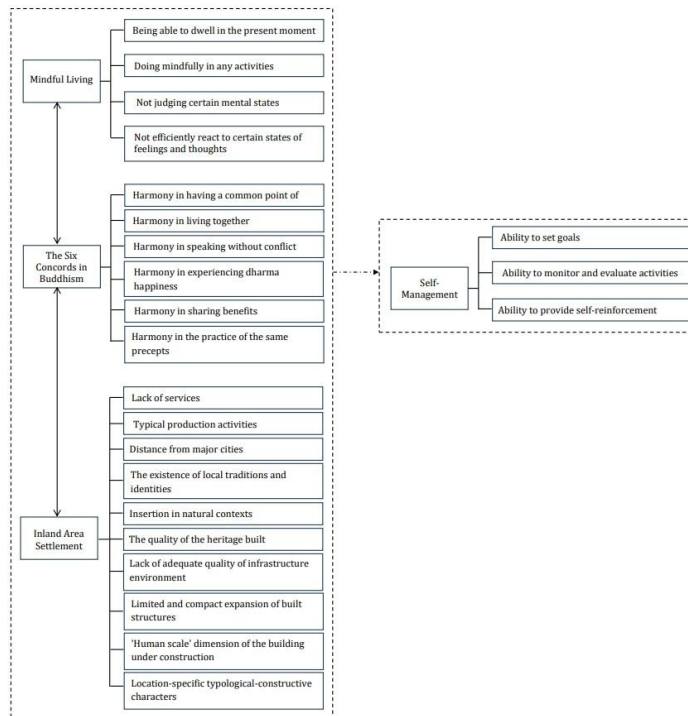


Figure 7. The Simultaneous Effect of Mindful Living, the Six Concords in Buddhism, and Inland Area Settlement on the Self-Management Construct Model

Figure 7 describes that it is explained that three factors influence Buddhist communities' daily lives; *first*, they are engaged in daily activities by practicing life-based mindfulness. *Second*, the way to build community life is by implementing the principles of six harmonious qualities. *Third*, the situation in inland area settlements. These three influencing factors simultaneously cultivate the self-management of the community both personally and collectively (Bajracharya, 2024). The formation of self-management gives rise to the ability of the community to determine how they respond and react to internal and external circumstances. According to the previous research, self-management ability will also set the goals to be achieved and direct and control them. The construction model of the simultaneous influence of mindful living, the six concords in Buddhism, and inland area settlement on self-management is described as follows. Three aspects of the inland Buddhist community develop themselves into mindful self-character development that leads to self-management with good impact. The first two aspects are influencing and fundamental to balance the third aspect in developing self-management.

The research question on self-management mediates the influence of mindful living on educational motivation that the significance test shows that self-management significantly mediates the influence of mindful living on educational motivation. The results of this study show that self-management mediates the influence of mindful living on educational motivation. Mindful living will increasingly affect educational motivation through self-management. Solid self-management is formed by living mindfully in the Buddhist community in the interior, making it easier to cultivate educational motivation. Educational motivation will be formed intrinsically and extrinsically with the development of people's self, which is much more developed by living a life based on mindfulness practices. According to previous research, mindfulness practice forms a mindfulness character by always bringing themselves to the present moment and improving the quality of life (Page, 2019). With a qualified condition of self-quality, self-management in the community, personally and collectively, becomes more solid in directing life goals and accepting various situations and conditions from inside and outside oneself (Mahfouz, 2018). The community will be able to determine the direction and how to respond to certain situations. Self-management skills formed by mindful living increase the community's personality, social abilities, and motivation. The desire of the community to be flourishing in learning is also growing. It proves that the power of self-management formed from mindful living can make educational motivation stronger (Dust et al., 2022). The influence of mindful living on the formation of self-management skills in determining the direction of future goals formed from educational motivation (Kroon et al., 2017).

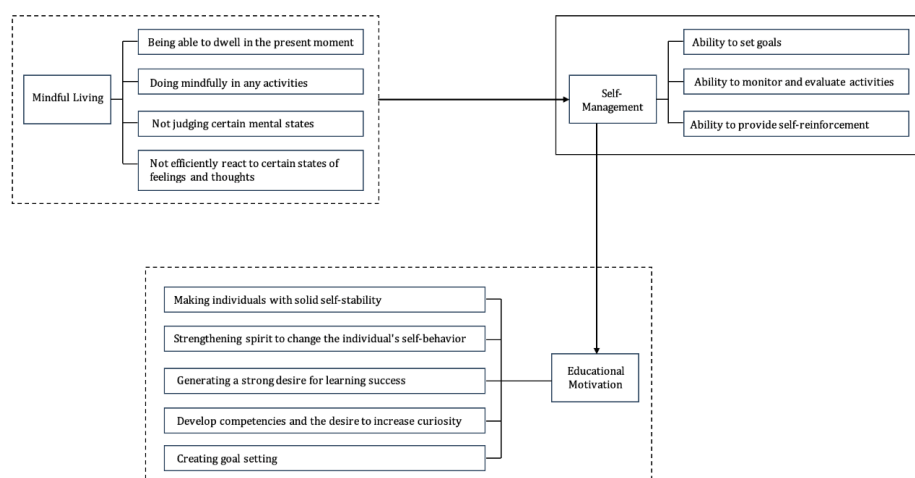


Figure 8. Self-Management Mediates Mindful Living on Educational Motivation Construct Model

Self-management mediates the influence of the six concords in Buddhism on educational motivation on the research question has the significance test shows that self-management significantly mediates the influence of the six Buddhist concords in Buddhism on educational motivation. The results of this study illustrate that the Buddhist teachings for the Buddhist community regarding the six harmonious qualities to build a personal and communal life can form a more open person who can accept an adaptive community life and direct changes to the current life. The six concords in Buddhism, also known as *Sārāṇīya Dhamma* or the six qualities of harmonies on the dharma which the Buddha has taught. The six concords refer to how the Buddhists can live in the dharma practice with their internal community or external community. The discourse on the fundamental way to Buddhist society is implemented in developing community life, whether in the urban or inland settlement. The six concords develop their way of living by implementing the practice together in community life: morality practice, sharing benefits, bringing the insight of happiness in the dharma practice daily routine, harmony in the living together, having a point of views in proper understanding and compassion, and harmony in speaking without conflict. The discourse on this community development of life will cultivate self-management in communal and personal life in society. Having six qualities of harmony in society will help cultivate their motivation. According to previous research, the six harmonious qualities in Buddhism lead the community to prioritize a peaceful and non-violent life (Henriksen et al., 2015). By developing a community, one can create a qualified self-management character in facing various changes and being able to adapt. People become not resistant to change and can accept multiple circumstances—the ability to form a community and lead a selfless life by connecting. The quality of community life with a strong character and mentality collectively shapes the community's self-management and strengthens their educational motivation. Educational motivation can spur the desire for successful learning and create the ability to set the direction for future educational development goals (Ruangsang, 2021).

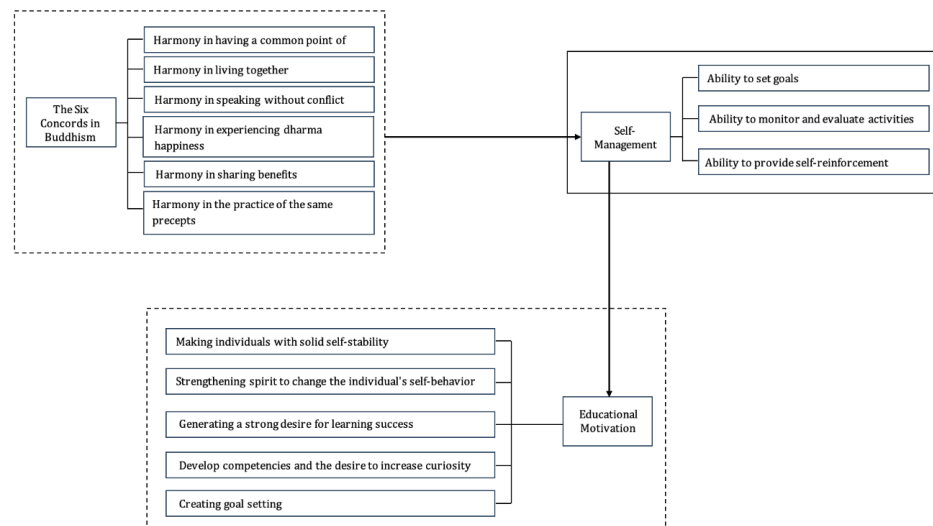


Figure 9. Self-Management Mediates the Influence of The Six Concords in Buddhism on Educational Motivation Construct Model

Besides, the research question on self-management mediates the influence of inland area settlement on educational motivation that the significance test shows that self-management significantly mediates the influence of inland area settlement on educational motivation. The results of the following research questions explain that inland area settlement impacts educational motivation mediated by self-management. The influence of living in an inland area settlement will develop their habits and character with the characteristics it, such as the quality of infrastructure, lack of government services, the

issues of distance between settlement with the urban area, lack of information and technology, and the impact of religious & belief activities, and so on. This characteristic causes them to become more isolated and untrusted outside of their community life. Feelings of fear, anxiety, worries, and being untrusted to new things from the outside will follow their way to see others. Generally, the previous results of the study stated that a common inland community way of life would impact their behavior and daily routine to see the world outside of them. A negative impact will cultivate themselves. All these impacts also drag them to a less quality in developing a self-management (Jiaying et al., 2021; Suprpto et al., 2021). Life in the inland settlement area has problems in various aspects that create a significant gap in the development of the life of urban and inland communities (Tsering, 2018). The influencing elements are from life in the inland settlement area, including inadequate infrastructure and long distance from the city. Limited access to information makes it more closed and isolated (Delgado-Gallegos et al., 2020). Self-management helps shape people's character development and change closed and isolated behaviors. Self-management enables people living in inland settlement areas to control, regulate themselves, and direct a good situation (Fischer et al., 2019). With the ability to cultivate oneself, this situation can lead the community to understand the situation better and lead to future goals so that the desire to progress and succeed in learning becomes stronger (Dogan, 2015). The state of self, filled with a strong will to continue education, has given rise to educational motivation in oneself and the ability to set goals for the future.

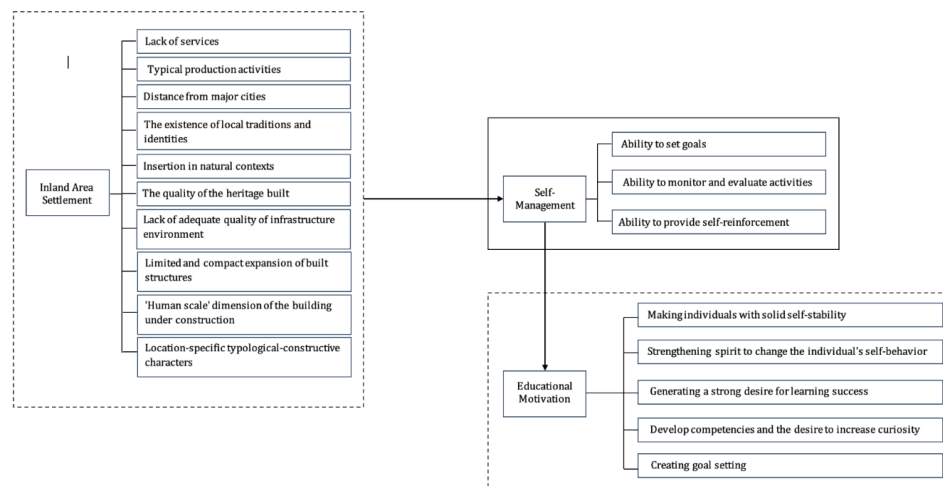


Figure 10. Self-Management Mediates the Inland Area Settlement on Educational Motivation Construct Model

Another side on the research that Mindful living, settlement in inland areas, and self-management influence educational motivation gives the description that the significance test shows that mindful living, inland areas settlement, and self-management significantly influence educational motivation. The research data results from this research question illustrate that mindful living, inland areas settlement, and self-management strongly influence educational motivation. Buddhist communities practice mindfulness daily and form a fully aware character. Mindfulness is the energy of being awake in the present moment and developing an individual's and community's body and mind. Being joyful and harmonious in the community will bring quality of life. All people in the community in the inland area settlement will cultivate the mind of love and train themselves to integrate with whole situations in their daily life. The limitation of living at the inland settlement will not have much impact on developing self-management skills. It will give them a chance to transform gradually. Cultivating the quality of self-management within themselves will develop their motivation. Their self-aware character has made them more open and able

to adapt to various changes and direct them skillfully. The ability to adjust and openness through mindful living brings out the quality of self both personally and collectively, and it can provide a quality of life even though it is in a remote settlement (Mimoun-Sorel, 2023). Limitations in rural settlements do not limit and make them an obstacle to self-development. Mindfulness significantly impacts self-development, making it more open and able to integrate with various situations and conditions without judgment and abuse (Roeser, 2016). This condition makes the behavior of Buddhist people living in remote areas not closed and isolated from multiple advances and receiving information from the outside. Limitations in settlements in the settlements are acceptable and make people more creative and have non-blameless behavior (Wiranto et al., 2023) These ideal conditions can develop higher educational motivation, enable the community to set future goals and create great expectations for the willingness to continue education at various levels of academic units.

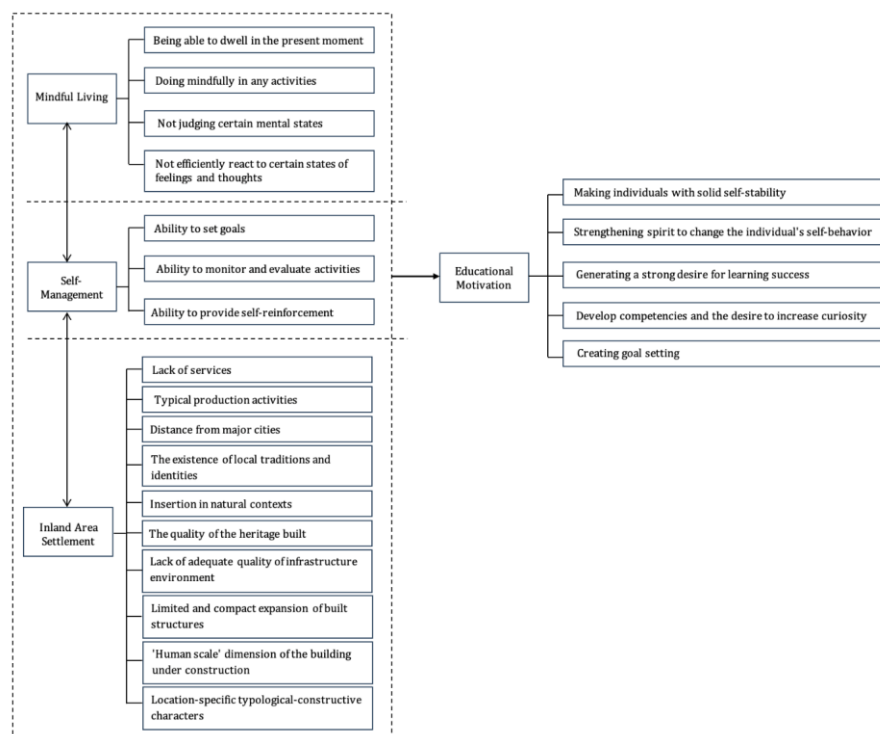


Figure 11. The Effect of Mindful Living, Inland Area Settlement, and Self-Management on Educational Motivation Construct Model

Conclusion

The significant role of education management in bridging societal gaps and tailoring educational policies to align with community life. The findings of this research emphasize that mindful living, rooted in Buddhist teachings, alongside the six concords, fosters self-management and adaptability within inland Buddhist communities. Despite geographical and informational isolation, these communities exhibit high intrinsic and extrinsic motivation for education, strengthened by their cultural practices. Mindfulness and harmonious living not only enhance their personal and communal development but also equip them to adapt skillfully to challenges, leading to improved educational aspirations and goal-setting capabilities. However, this research is limited by its reliance on survey methods and a constrained timeline, which restricts the depth of insights into community life. Future studies should adopt mixed methods, incorporating ethnography or case studies, to provide richer, contextual understanding. Expanding the sample size and

extending the study period could further validate the findings. Practical implications suggest that policymakers and education management researchers integrate these insights to design education systems that are inclusive and considerate of both urban and rural contexts. This approach will contribute to bridging educational gaps and fostering sustainable community-driven educational development.

Authors' Declaration

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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