

Enhancement of Motivation to Learn Hinduism in Students of SMKN 1 Sukawati Gianyar

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Abstract

Education of religion has contributed to the achievement of national education goals. In this case, there are four components of educational goals whose achievement become the burden of religious education which means they also become the burden of religion teachers, namely having religious spiritual strength, self-control, personality, and noble character. Thus, how great the contribution of religious education and religion teachers in the effort to realize the expected educational goals is. Religious education functions to prepare students to become members of society who understand and practice the values of religious teachings and become experts in religious knowledge as well as increase student learning motivation in studying Hinduism as an effort to contribute to realizing national education goals in Indonesia. Educators can find out the factors that influence student motivation to study Hinduism subjects in school and outside of school because in essence religious people are expected to understand and know the religious teachings adhered to by the humans themselves. The study on the enhancement of motivation among Hindu students in participating in the Hinduism learning process in school was carried out by using observations, interviews, and document studies to obtain qualitative and quantitative data in the form of opinions related to learning problems to increase student's motivation at SMKN 1 Sukawati Gianyar vocational school. Thus, educators use and improve the curriculum, the competence of Hinduism teachers, student's motivation, teaching materials, learning models, learning media, facilities and infrastructure, learning environment and school culture towards efforts in implementing the curriculum, applying contextual learning models, increasing the competence of Hinduism teachers, preparing contextual teaching materials, providing learning infrastructure and media, conditioning the learning environment and school culture which is educative as well as praying on full moon and new moon continuously.

Keywords: Enhancement of Motivation to Learn Hinduism; Learning Motivation; Students of SMKN 1 Sukawati

Introduction

The Law of the Republic of Indonesia Number 20/2003 concerning the National Education System states that education is carried out as a conscious human effort in developing students to become human beings who have religious spiritual abilities, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state (Ministry of National Education of the Republic of Indonesia, 2003). On that account, education is a conscious and planned effort, has clear objectives and is needed by all parties, namely students, the wider community and even the nation and state. As a consequence, education must be managed and implemented in earnest manner, not just to fulfill formal requirements. Education managers should really understand their existence in carrying out educational tasks. They should understand and pay close attention to the goals to be achieved, both national (national education goals),

institutional or institutional goals, curricular goals for each subject and learning goals, both general goals and specific goals. With the understanding as expected above, all education providers will realize the contribution that can be contributed to realizing education in general (Sudarsana, 2021). As teachers, including teachers of Hinduism, they should understand the legal basis for implementing national education.

Observing religious education in Law Number 20/2003, there is something interesting, namely article 1 paragraph 1 regarding the meaning of education which implicitly contains the goals of education in general, and article 30 paragraph 2 concerning the function of Hinduism education. If looking closely, Article 1 paragraph 1 states that religious education has a stake in the achievement of national education goals. In this case, there are four components of educational goals whose achievement becomes a burden on religious education which means it also becomes a burden on religious teachers, namely: 1) having religious spiritual strength, 2) self-control, 3) personality, and 4) noble character. Thus, how great the contribution of religious education and religious teachers in the effort to realize the expected educational goals is. Meanwhile, article 30 paragraph 2 states that religious education functions to prepare students to become members of society who understand and practice the values of their religious teachings and/or become experts in religious knowledge. In connection with the above, how great the role and function of religious education in achieving national education goals is, Kautza Azhari Noer (Sumarthana, 2001) states that religious education has a very strategic and important place in the national education system as a whole because religious education is essentially aimed at noble character education. Rationally, the education is needed because the educational process is a process of acculturation, namely a process when humans acquire values and elements of culture through formal and non-formal education.

The explanation above gives a hint that education including religious education is needed by all parties because only through the educational process can some of the benefits or values needed by individuals, society, nation and state be obtained. In short, through educational institutions, many benefits are obtained for life. On this basis, the existence of educational institutions is a beacon of hope for individuals, communities, nations and countries in helping provide alternative solutions for various existing problems. On the other hand, there is an assumption that the quality of education produced has not met expectations. This is allegedly caused by factors such as less conducive learning conditions and low student's motivation, in addition to other factors. The intensity of student's learning motivation is influenced by teacher's competency factors, curriculum, learning models, media and facilities as well as materials provided in schools that still seem theoretically inconsistent with students' needs (contextual). If we look closely, then relate it to the real conditions of religious education, especially Hinduism education in schools, it shows that the above opinion is not wrong. Then when observed, it turns out that graduates of formal education have not been able to play a role in various religious activities in society. Meanwhile, the activities of the religious life of the people in Bali are dominated by religious ritual activities (*bhakti* and *karma marga*). Students are not equipped with sufficient competencies to be able to appear actively in a series of religious activities. The implication is that they are still unfamiliar with the order of procedures for carrying out ceremonies, ceremonial facilities as well as the meaning and philosophy of the ceremonies and ceremonies themselves. Such incompetent graduates are unable to live adaptively in society with the competence of religious education obtained in schools. This indicates the quality of Hinduism education still needs to be comprehensively addressed starting from planning, implementation to evaluation including the quality of learning tools.

Kautzar Azhari Noer (Sumarthana, 2001) argues that the condition of religious education in Indonesia as part of the national education system as a whole place more emphasis on the process of transferring religious knowledge to students, rather than the process of transforming noble religious values. The quality of education according to Umaedi (1999) actually includes three main components, namely: quality of input, quality of process, and output quality of the education, and these three components are interrelated. In the field, indicators of the output are reflected in the incompetence of students adaptively being able to participate in various real community life activities. This very ideal conception is realized in the form of a national policy with the enactment of the National Curriculum through the Regulation of the Minister of National Education Number 24/2006 (Muslich, 2008). In connection with the implementation of these policies, it is an opportunity for schools to apply contextual learning models as one of the approaches in carrying out the learning process.

Contextual approach is developed with main characteristics of student-centered learning (focus on learners), providing relevant and contextual learning experiences (provide relevant and contextual subject matter), and developing rich and strong mental models for students or develop rich and robust mental models. Trianto (2008) states there is a need for a change in the educational paradigm in the types and levels of formal education. The paradigm shift from teacher-centered to student-centered, the former methodology was dominated by expository and changed to participatory, and the former approach was textual and then changed to contextual. The basic concept of contextual learning is learning that emphasizes on the full involvement of students to be able to find the material being studied and relate it to real life situations so as to encourage students to apply it in real life (Sanjaya, 2008).

The basic concept of contextual learning when associated with efforts to increase student motivation in realizing the quality of graduates described above, it seems conceptually very ideal. Learning by using contextual basic concepts will accommodate real religious life activities in the learning process of Hinduism in schools. Learning Hinduism with a contextual concept approach provides greater opportunities for teachers to bring religious life activities in the community into situations in the learning process in school (Sudarsana et al., 2020). In carrying out their main tasks and functions, teachers can innovatively utilize their competencies in managing and applying relevant learning models. Thus, students will be motivated to be actively involved in the learning process of Hinduism in school because the conditions of the learning process are close to the real conditions existing in society. Formulation of the problem in conducting research is a strategic step and is absolutely necessary so that facilitates the next research step. The clearer the details of the formulation of the problem, the clearer the direction of the research, the sharper and more valid the results of the study will be.

For the increase in motivation, teachers are required to provide good learning and teaching, create a conducive atmosphere for students to learn by creatively and innovatively using attractive learning media so that students can understand learning material, and these learning objectives can be achieved. Thus, teachers are expected to use educational technology which is a field of work and profession based on theory and ethical practice in an effort to facilitate learning and improve performance through a process of design, development, utilization, management and evaluation of relevant learning processes and resources to enhance learning in order to be more effective and efficient. Educators can use electronic devices, namely laptops and LCD projectors to create attractive power point presentation for students in following the Hinduism learning process.

Method

The researcher would like to get a focused description of the object of research through in-depth, complete and thorough observation. The location used as the object of the study and data source in this study is SMK Negeri 1 Sukawati vocational school in Batubulan, Sukawati Subdistrict, Gianyar District. The study is focused on the increasing of student motivation at SMK Negeri 1 Sukawati vocational school by using qualitative and quantitative methods. The qualitative method is aimed at explaining a phenomenon in depth and is carried out by collecting data as deeply as possible. Qualitative method prioritizes the observation of phenomena and examine more the substance of the meaning of these phenomena. Meanwhile, the quantitative method is part of a series of systematic investigations of phenomena by collecting data to then be measured by mathematical or computational statistical techniques. Qualitative data are data related to categorization, characteristics in the form of questions or in the form of words. Quantitative data are data in the form of numbers obtained from direct measurements or from numbers obtained by converting qualitative data into quantitative data. The type of data used in this study is qualitative data in the form of theories and opinions related to the problems in this study, while quantitative data are in the form of data related to learning in increasing student's learning motivation at SMKN 1 Sukawati Gianyar vocational school.

The techniques used by researcher when collecting data are observation, interviews and document studies. Observation data are factual, accurate and detailed descriptions of field conditions, human activities and social situations as well as the context in which these activities occurred. The data were obtained due to the presence of researchers in the field by making direct observations. Observation was done by making direct observations of the object of research to take a close look at the activities being carried out. Interview data are used by someone with a specific purpose trying to get information or opinions orally from an informant by having a face-to-face conversation with that person. Interview is a technique for obtaining data and information about the subject matter so that the results obtained cover the whole. In-depth interview is held with several informants in this study, namely with Principal, Deputy Principal in charge of Public Relations, Deputy Principal in charge of Infrastructure and Facilities, students and teachers of Hinduism considered competent regarding the problem being researched. Document study is a way to collect data by categorizing and classifying written materials related to research problems. Observing the views above, document study is a way to collect all kinds of documents by categorizing and classifying written materials related to research problems and keeping records systematically.

Results and Discussion

Education is seen from how great the students' character is when they can balance their cognitive, affective and psychomotor skills. In 2020, there was a Covid-19 pandemic which caused everything to change, and learning process in schools also changed in accordance with government regulations where it was carried out at home via online or studying remotely. Online learning is learning carried out by using the internet as a medium to channel knowledge. This kind of learning can be done anytime and anywhere without being bound by time and without having to meet face to face in the era of the increasingly developed online learning technology with various applications and features that make it easier for users. Time-free and carried out without face-to-face meeting are the advantages of online learning that can be taken advantage by educators. Indonesia implemented social distance in all aspects of life including the world of education. Therefore, online learning could be said to be the only learning option that could be made by educators to improve the quality of learning in Indonesia.

Even though it looks good and perfect, it turns out that online learning is not an easy thing to do. Many obstacles were experienced when online learning was chosen as a form of face-to-face replacement learning, starting from internet signal limitations and the unavailability of smartphones for each student (Juhaidi, 2023). The existence of online assignments was actually considered a burden for some students and parents. For students and parents who have never known a smartphone, they would be confused and in the end they would not complete the tasks given by the teachers. This kind of problems usually occurred in students at the elementary school level. The term of learning taken as a solution by the government became unfamiliar due to the unavailability of facilities. On that account, online learning did not run optimally in some areas.

When learning was started at home, the education workforce was required to be creative and innovative so that the online learning process could be carried out properly. Due to such limitations, the online learning process could not be maximized so that students experienced a decrease in learning motivation. Learning motivation is closely related to learning outcomes, as revealed by Syah (1995) Many factors influence the quantity and quality of student learning outcomes, including: intelligence, attitude, talent, interest, and their motivation. Online learning certainly affected student's learning motivation, where many students were lazy to complete assignments and their parents did the assignments, as a result children did not learn optimally. There were also parents who complained about this situation, they were overwhelmed in accompanying their children in studying because they were also required to work, so their children were neglected to study at home. In the online learning process, of course, parental control was needed to oversee the student learning process at home. However, parental control for overseeing students in the use of smartphones and learning support media was still not good (Djumaty & Dey, 2023). This actually made children addicted to playing smartphones and supporting media for online learning so that students' learning motivation decreased. Children turned lazy in completing assignments and then underestimated their tasks.

The role of parents is very much needed in the online learning process. Parents of students must prepare their children for online learning by controlling, providing good facilities and often motivating students to keep learning even through online media. In addition, teachers must have their own strategies to make online learning fun. That's why they are required to be creative and innovative.

1. Factors That Influence Student's Learning Motivation in Learning Hinduism

The factors that influenced students' learning motivation were obtained from the results of interviews and document studies. Based on interviews with the Principal of the SMKN 1 Sukawati vocational school, it was found that a number of factors influenced students' learning motivation in learning Hinduism, namely the components that determined the implementation of the Hinduism learning process at SMKN 1 Sukawati vocational school, namely curriculum factors, teachers, students, learning models, learning environment, learning media, the availability of infrastructure in addition to the cultural factors developed in schools. In carrying out their main duties and functions, Hinduism teachers should always be competent, innovative and adaptive to educational developments. In the current era, Hinduism teachers do not only teach but also educate and guide students. As a motivator, facilitator and mediator, it is the obligation of Hinduism teachers to carry out learning. Hinduism teachers should apply innovative learning models and provide sufficient space for students to play an active role during the learning process. The methods used should be varied and promoting dialogic and democratic communication to create a pleasant atmosphere. Teaching materials should be applicable and make a conducive learning environment with the intention of arousing student enthusiasm for learning. Infrastructure and learning media are very important and

are continuously cultivated in accordance with the development of science and technology. Learning is carried out with the concept of decentralization, flexibility and link and match. Competency standards and basic competencies are developed into teaching materials that are relevant to students' needs. Every teacher is required to apply the principles of *tut wuri handayani*, *ing madya mangun karsa*, *ing ngarsa sung tulada* (literally means 'as an educator, in front must set an example, in the middle must build ideas, and behind must be able to provide motivation and support to his students') in carrying out educational interactions with students. Quantitatively, Hinduism teachers are sufficient with a total of 400 students and a 2-hour lessons per week. Meanwhile, qualitatively, they have also fulfilled teacher certification with an undergraduate education level in accordance with the requirements of the Law of the Republic of Indonesia Number 14/2005 concerning teachers and lecturers. This makes it possible for Hinduism teachers to always be innovative in carrying out their main duties professionally as motivators, facilitators and inspirers. Curriculum factors greatly determine the quality of learning and the resulting output. No matter how good the program is, ideally the curriculum, teacher's competence and learning model without being supported by students' motivation to learn, the process and learning outcomes will not be optimal as expected.

The same thing was also conveyed by the Hinduism teacher at SMK Negeri 1 Sukawati vocational school about the factors influencing students' learning motivation in learning Hinduism, that learning Hinduism can be carried out effectively when the atmosphere is pleasant and students have motivation to learn. Students' motivation to grow and develop is strongly influenced by teacher competence, learning models, teaching materials, learning environment, infrastructure, learning media and the developed school culture. All of these factors are interrelated and determine the quality of learning which has an impact on students' motivation to study Hinduism. Hinduism teachers at SMK Negeri 1 Sukawati vocational school have ample opportunities to create attractive, enjoyable and meaningful learning for students' life. Hinduism is included in the normative subject group which aims to enable students to have the ability to increase their *sradha* (faith) and *bhakti* (devotion) through giving, fostering appreciation and practice of religious teachings to realize the values of *Moksartham Jagadhita* in their life. The competency standards for Hinduism include *sradha* (faith), *susila* (ethics), *yadnya* (rituals), scriptures, holy people, holy days, leadership, universe, culture, and the history of the development of Hinduism. Competency standards and basic competencies are packaged in a syllabus and Learning Implementation Plan (RPP) as operational tools in an effort to achieve effectiveness of learning objectives and outcomes.

Learning activities are carried out interactively, inspiring, fun, challenging and motivating students to actively participate in learning (Bhusana & Gara, 2024). This is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 41/2007 concerning process standards for Elementary and Secondary Education Units used as learning references at SMK Negeri 1 Sukawati vocational school. In the literature review, it has been stated that the determining factors for the success of a lesson are curriculum, learning programs, quality of teacher, learning materials, learning strategies, learning resources and assessment. The learning model is one of the factors that can influence students' motivation through four concepts, namely: 1) teaching is a teacher's personality system that acts professionally, 2) learning is a student's personality system, 3) instruction is a social system where the learning process takes place and 4) curriculum is a social system ending in a plan for learning. The contextual learning model is very appropriate for use in learning Hinduism because it is more applicable and meaningful for students' daily life (life skills).

Data on the factors that influence students' learning motivation in studying Hinduism obtained from interviews and document studies were analyzed descriptively and qualitatively. The results of the analysis showed that the factors influencing students' learning motivation in learning Hinduism are: (1) the implemented curriculum, (2) the competency of Hinduism education teachers in managing learning, (3) the existence of students' intrinsic and extrinsic motivation, (4) an educative learning environment, (5) innovative learning models, (6) linkages of teaching materials with students' real life, (7) the use of media in accordance with the demands of competency standards and basic competencies, as well as (8) developed school culture. All of the factors mentioned above in the learning process of Hinduism are interrelated with one another, but the most dominant are teacher's competency factors, student's motivation and innovative learning models. Based on data analysis carried out using qualitative descriptive analysis techniques, a number of factors were found that could influence students' learning motivation in studying Hinduism at SMK Negeri 1 Sukawati vocational school as follows: 1) implemented curriculum, 2) competency of Hinduism education teachers in managing learning, 3) existence of students' intrinsic and extrinsic motivation, 4) educative learning environment, 5) innovative learning models, 6) linkage of teaching materials with students' real life, 7) the use of media in accordance with the demands of competency standards and basic competencies as well as 8) developed school culture. Related to the learning process of Hinduism in the classroom, there are curriculum factors, teacher's competence, student's motivation, learning models and learning environment. This is in accordance with the literature review above that the determining factors for the success of learning are: curriculum, teaching programs, quality of teacher, learning materials, learning strategies, learning resources and assessment techniques.

2. Efforts Made to Increase Student's Motivation in Learning Hinduism at SMK Negeri 1 Sukawati Vocational School

Regarding the efforts to increase the learning motivation of students at SMK Negeri 1 Sukawati vocational school in studying Hinduism, the researchers conducted interviews with the principal, deputy principal and Hinduism teachers at SMK Negeri 1 Sukawati vocational school. Besides, the data were also collected by observing and studying documents. Through interviews conducted to the principal of SMK Negeri 1 Sukawati vocational school, it was obtained a number of data related to efforts to increase student's motivation to study Hinduism. The results of the interviews are as follows: In principle, the school always strives to improve student learning outcomes by optimizing the potential associated with the implementation of learning. This is in accordance with the Regulation of the Minister of National Education Number 41/2007 concerning Process Standards for Elementary and Secondary Education Units. Optimizing the quality of learning greatly affects the experience and results of student learning. As already stated, there were many factors that could affect the implementation of Hinduism learning which also had an impact on student's learning motivation. These factors included curriculum, teacher's competence, student's motivation, infrastructure, learning media, learning models, teaching materials, school culture and conducive learning environment.

Efforts made by schools to increase student's motivation in studying Hinduism are: increasing teacher's competence through education and training, conducting class supervision, fulfilling teacher handbooks and implementing *dharmayatra* (pilgrimage). Besides, every teacher, including Hinduism teachers, applies innovative learning models in carrying out their duties professionally as agents of learning in the classroom. Fulfillment and provision of contextual infrastructure, learning media and teaching materials are always pursued continuously because it is certain to affect students' motivation and learning outcomes. School's scholarship program, joint prayers every full

moon and new moon and completing LKS in school, provincial and national levels are intended to be educationally expected to increase students' motivation in productive, adaptive and normative subjects including motivation to study Hinduism.

School always strives for an educative learning environment through environmental management with the 7K program namely shade, beauty, cleanliness, security, comfort, health and kinship as a school culture that adheres to the concept of *Tri Hita Karana* (three sources of happiness) (Dharma et al., 2021). These efforts are carried out jointly by involving all the potential of the school community in accordance with their respective main tasks and functions. The efforts made by the school are included in the school's Strategic Plan program with the intention that their implementation can be monitored and measured more. The same thing was also conveyed by the Deputy Principal in charge of infrastructure and facilities that the school continuously makes efforts to fulfill and provide learning infrastructure, where the costs are sought through the assistance of the school committee, assistance from the District, Provincial and Central Youth and Sports Education Offices. The efforts made are related to the implementation of Regulation of the Minister of National Education of the Republic of Indonesia Number 40/2008 concerning Standards of Infrastructure for SMK/MAK.

Furthermore, data were obtained from the Deputy Principal in charge of Public Relations at SMK Negeri 1 Sukawati vocational school stating the school has programmed pilgrimage (*dharmayatra*) to temples on and off the island of Bali for all school communities. This *dharmayatra* program is implemented with the intention of vertically providing real experiences and spiritual insights for the school community. Horizontally, it is meant to foster harmonious relations among society as a whole as a concrete form of practicing the teachings of *Tri Hita Karana*. The following is the *dharmayatra* program at SMK Negeri 1 Sukawati vocational school. The *dharmayatra* is a school program implemented to increase the *sradha* and *bhakti* of community at SMK Negeri 1 Sukawati vocational school. The *dharmayatra* program is carried out every six months using a mid-semester break by involving the entire school community consisting of teachers, staff and students. The destinations cover all the temples on the Bali Island, Nusa Penida, Java Island and Lombok Island. This program is coordinated by the Deputy Principal in charge of Public Relations together with all Hinduism education teachers at SMK Negeri 1 Sukawati vocational school.

The learning environment both inside and outside the classroom has a very large influence on the implementation of Hinduism learning, which in turn has an effect on student's learning motivation (Wastawa et al., 2023). This was conveyed by the Deputy Principal in charge of Student Affairs of SMK Negeri 1 Sukawati vocational school with reference to the Regulation of the Minister of National Education Number 19/2007 concerning Standards for Management of Education by Elementary and Secondary Education Units. The school creates an atmosphere, climate and educational environment which is conducive to efficient learning. The school regulates students in carrying out worship in accordance with their religion, maintaining infrastructure and facilities, cleanliness, orderliness, security, beauty and comfort of the school. A conducive and educative learning environment is pursued through the 7K program (shade, beauty, cleanliness, safety, comfort, health and kinship). The learning environment in the classroom is strived for by carrying out cleaning every day by optimizing the function of students on duty of each class with cleaning service officers appointed by the school. For the comfort and readiness of learning in the classroom, school requires Hindu students to perform *Tri Sandhya* puja together before and after learning ends. Meanwhile, the learning environment outside the classroom is pursued by planting, arranging and caring for school yard plants including the school's *Padmasana* shrine environment. A

comfortable, cool and calm learning environment outside the classroom is also sought by requiring students to pray together every full moon day and at the time of the *Wali* (celebration ritual) at school's *Padmasana* shrine every full moon of tenth month in Balinese calendar (falling around April). This is sought with the intention of getting each student's physical and spiritual balance as well as a manifestation of the implementation of contextual learning models

Efforts made to increase students' learning motivation collected through interviews, observation and study of documents were analyzed descriptively and qualitatively. The results of the analysis showed that the efforts made by SMK Negeri 1 Sukawati vocational school in increasing students' learning motivation in learning Hinduism are: (1) implementing the curriculum, (2) increasing teacher's competence through education and training, implementing continuous class supervision, fulfillment of teacher handbooks and *dharmayatra*, (3) preparation of contextual teaching materials, (4) implementing contextual learning models, (5) provision of adequate learning infrastructure and media in accordance with the demands of competency standards and basic competencies, (6) seeking a learning environment and educative school culture and (7) carrying out prayers every full moon and new moon day continuously.

Efforts made to increase students' motivation in studying Hinduism in accordance with the results of the data analysis mentioned above are as follows: 1) Improving teacher's competence through education and training, 2) Implementation of continuous class supervision, fulfillment of teacher handbooks and *dharmayatra*, 3) Preparation of contextual teaching materials, 4) Provision of adequate learning infrastructure and media in accordance with the demands of competency standard and basic competency, 5) Conditioning educative learning environment and school culture, and 6) Carrying out prayers every full moon and new moon day continuously.

3. Increasing Teacher's Competency

As already mentioned in the general description of the research location, overall there are 69 Vocational School teachers consisting of 11 normative teachers, 8 adaptive teachers, 43 productive teachers and 3 counseling guidance teachers. There are 3 Hinduism education teachers. In terms of quantity, it is sufficient compared to the class ratio and the number of students for the 2008/2009 academic year amounting to 400 people. All Hinduism education teachers meet educational qualification standards because they already have a bachelor's degree, and have passed teacher certification. In carrying out their professional duties as manager of learning (agents of learning), Hinduism education teachers are required to have real abilities in the learning process. Hinduism education teachers must be competent in managing learning, so that changes in student behavior are produced as learning outcomes.

Hinduism education teachers are called competent if they have and master pedagogic competence, personal competence, professional competence and social competence. Hinduism education teachers are considered professional if they have and master professional competence. Professional competence is the ability to master learning material broadly and in depth which enables it to manage learning effectively and efficiently. The enhancement of competence of Hinduism education teacher is intended to increase pedagogic competence, personal competence, professional competence and social competence. This is very important because the competence of Hinduism education teachers greatly influences students' motivation and learning outcomes. On this basis, the Principal of SMK Negeri 1 Sukawati vocational school as the person in charge sees the need for the competence of Hinduism education teachers to be continuously improved in line with the developments in the demands for the quality of graduates. Some efforts made to improve the competence of Hinduism education teachers are as follows.

a. Education and Training

The enhancement of teacher's competence is closely related to the quality of student learning outcomes in learning Hinduism. To improve the competence of Hinduism education teachers, education and training are very important. Therefore, the school provide opportunities for Hinduism education teachers to attend education and training in order to improve their competence. However, data findings in the field showed that education and training activities were rarely carried out by the Gianyar Religion Agency and the Bali Regional Office of the Ministry of Religious Affairs causing few opportunities for Hinduism education teachers at SMK Negeri 1 Sukawati vocational school to be able to improve their competence through education and training. This led to real conditions showing that Hinduism learning is not conducive because Hinduism education teachers are less innovative in managing learning. Hinduism education teachers still used conventional learning models with the dominant lecture method. Based on the observations made, the students had low motivation in learning Hinduism. The efforts made by SMK Negeri 1 Sukawati vocational school in increasing the competency of Hinduism teachers have not been optimal yet because they were not in accordance with the demands of the curriculum, namely the use of innovative learning models with contextual teaching materials.

b. Carrying out Class Supervision

In the era of decentralized education, the principal is obliged to raise the enthusiasm of the teaching staff and school staff and work well together to build vision and mission, welfare, relationships with school staff and students and developing curriculum. Regulation of the Minister of National Education Number 41/2007 concerning process standards and supervision activities is implemented by principal and education unit supervisors. The Principal of SMK Negeri 1 Sukawati vocational school serves as a supervisor, namely fostering and guiding Hinduism teachers so that they work well in the learning process by referring to the principles of supervision. Learning supervision has three principles, namely: (1) direct learning supervision that influences and develops teacher's behavior in managing the learning process, (2) supervisor's behavior in helping teachers develop their abilities must be clearly designed, and (3) learning supervision is meant to make teachers more capable of being a facilitator in learning for their students. Supervision is carried out as a planned coaching activity to assist Hinduism teachers in carrying out their work effectively and professionally.

In an effort to improve the professional competence of teachers of Hinduism education, namely the ability in terms of mastery of learning material broadly and in depth which allows them to guide students to meet the competency standards set by the school and the National Education Standards (SNP), the Principal of SMK Negeri 1 Sukawati vocational school carries out class supervision on an ongoing basis continuously so that all teachers can be supervised. The technique used is classroom observation by conducting class visits to observe situations or events taking place in the classroom using a learning observation instrument or check list. The indicators observed for each element include preparation and apperception, relevance of material to instructional objectives, mastery of material, strategies, methods, classroom management, giving motivation to students, tone and voice, use of language, style and attitude of teacher's behavior in carrying out their duties in classroom. By carrying out classroom supervision, it is hoped that there will be an increase in pedagogic competence, personal competence, professional competence and social competence of Hinduism education teachers.

c. Fulfillment of Teacher's Handbook

Enhancement of the competence or quality of Hinduism education teachers is not only pursued through education, training and supervision, but also pursued by fulfilling

literature books as a guide for Hinduism teachers. Books are a very important and strategic source of learning in an effort to improve the competence of Hinduism teachers, meaning that teachers' competence can be improved by self-study (independent learning) through books or Hindu scriptures as a learning resource. School provides the costs of procuring handbooks for Hinduism teachers according to their needs. This school policy is ideal because the handbook is a reference for Hinduism teachers as a learning resource in carrying out innovative learning activities. Thus, the Hindu scriptures are very important as a guide or source of reference for Hinduism education teachers in carrying out their duties professionally. Procurement of teaching material resource books and other supporting teachers' competence books should always be pursued by school on an ongoing basis in line with the development and progress of education.

d. Dharmayatra Program (Pilgrimage)

Dharmayatra means a pilgrimage namely carrying out a religious journey by holding prayers together to holy places. This program is carried out to provide real experience for teachers, especially Hinduism education teachers. Improving the competence of Hinduism education teachers is not enough through formal education, classroom supervision, fulfillment of handbooks, but school see the need to add insight by direct learning (contextual learning or *dharma Sadhāna*) is very important. *Dharmayatra* is held for teachers and students in the context of implementing religious teachings in real life by holding spiritual journey to temples inside and outside the Island of Bali. Temples as holy places function as a means for praying, meditating, and carrying out various other ritual activities. The temple contains elements of education because those who come to temples with *dharmayatra* activities will naturally receive education in morality, ethics, and morals. *Dharmayatra* activities are concrete forms of *dharma Sadhāna* or contextual learning programmed by schools to improve the spiritual quality of teachers, staff and students.

4. Preparation of Teaching Materials (Instructional Materials)

Starting from the contents of the Republic of Indonesia's Law Number 20/2003 concerning the national education system chapter I article 1 (20), learning is formulated as student interaction process with educators and learning resources in a learning environment. Learning is an external event designed to support the learning process. The set of learning events is designed to include the organization of learning, learning resources, teaching materials, and evaluation of learning outcomes carried out by the teachers.

Learning of Hinduism education is a programmatic design of learning activities in instructional design to support student learning processes optimally and maximally by utilizing learning resources, teaching materials, methods as well as approaches in the learning process. In achieving optimal goals, learning resources, teaching materials, methods and approaches are very urgent components. The success of the learning process is the realization of the learning process in students and the influence of teaching materials on changes in student behavior significantly. Hinduism education teaching materials are very important in achieving the learning objectives of Hinduism, namely the realization of students who have ethics and morals, the morals in accordance with the teachings of Hinduism. Therefore, teaching materials should be prepared as carefully as possible in accordance with competency standards and basic competencies that have been defined in the curriculum. Teaching materials in the learning process can increase the motivation and desire of students to be actively involved during the learning process. This can be realized if the teaching materials are relevant to the needs of students other than being presented with the right packaging strategy.

This is in accordance with the principle of curriculum development, namely being centered on the potential, development, needs and interests of students and their environment. Students have a central position to develop their competencies in order to become human beings who fear God Almighty and have noble character. Development of basic competencies is tailored to the potential, development and needs of students. The reality faced by Hinduism education teachers at SMK Negeri 1 Sukawati vocational school in learning activities must develop the learning material contained in the syllabus into teaching materials that are contextual and relevant to the real needs of students' life. This must be pursued because in the syllabus of learning material is only written in outline in the form of subject matter. It is the duty of the Hinduism education teacher to describe the subject matter so that it becomes a complete and contextual teaching material.

In this regard, Hinduism education teachers are required by the school to prepare learning tools coordinated by the deputy principal in charge of curriculum. The preparation of learning tools is carried out jointly at the end of the school year with the hope that at the beginning of the new school year the teachers will be ready to carry out their duties. The principles of selection, determination and preparation of teaching materials to be met must include the principles of relevance, consistency and adequacy. The principle of relevance means that teaching materials are relevant to achieving competency standards and basic competencies. The principle of consistency means that all competency standards and basic competencies are all constant. Meanwhile, the principle of adequacy means that the materials taught must be adequate in helping students master their competency standards and basic competencies.

Prior to determining teaching materials, identify the aspects of competency standards and basic competencies that students will learn and master because each competency standard and basic competency requires different teaching materials. The steps taken in preparing teaching materials include: (1) Analyzing competency standards, basic competencies and syllabus as well as (2) Preparation of Learning Implementation Plans (RPP) and teaching materials including the data of learning device related to teaching materials used by Hinduism education teachers at SMK Negeri 1 Sukawati vocational school in learning interactions.

5. Provision of Learning Infrastructure and Facilities

Facilities are direct supporting components for the smooth running of the learning process including learning media, learning tools and other school supplies. Meanwhile, the supporting learning infrastructure such as roads, classrooms, lighting and other school facilities indirectly supports the success of the learning process. Learning infrastructure is very influential on the learning system in addition to the factors of teachers, students, media, tools and environmental factors.

The completeness of learning infrastructure is very helpful for teachers in carrying out learning assignments. Infrastructure and facilities are important components that can influence the learning process in achieving goals. Facilities and infrastructure can foster teachers' passion or motivation in teaching, which can be seen from two sides, namely as a process of delivering teaching materials and as a process of setting up an environment that motivates students to learn. If teaching is seen as a process of delivering teaching materials, then learning facilities are needed in the form of tools and materials that can convey messages effectively and efficiently. Meanwhile, if teaching is seen as a process of setting the environment so that students can learn, then facilities related to various learning resources are needed to encourage students to learn. Thus, the provision of adequate learning infrastructure allows teachers to have a variety of choices that can be used to carry out their duties professionally as learning agents.

The efforts of the SMK Negeri 1 Sukawati vocational school providing learning infrastructure refer to the Regulation of the Minister of National Education Number 24/2007 concerning standards for learning facilities and infrastructure. The standard of learning infrastructure and facilities for each educational unit has at least: land, buildings, classrooms, library rooms, leadership rooms, room of teachers, places of worship, UKS rooms, latrines, warehouses and sports fields. Educational media include multimedia equipment, namely 1 computer set, television, VCD/DVD, blackboard and bulletin board. Based on the data obtained from the school's Strategic Plan document, the infrastructure and facilities owned by SMK Negeri 1 Sukawati vocational school have met the required minimum standards. To achieve effectiveness and productivity of learning at SMK Negeri 1 Sukawati vocational school, the school has been supported by 20 building units, consisting of 6 two-storied building and 14 single-storied buildings, a Padmasana shrine, 26 classrooms, 5 laboratories, 1 library, 1 principal's room, 1 administrative head's room, 1 deputy principal's room, 1 counseling guidance's room, 1 student's room, 1 employee's room, 1 treasurer's room, 1 teacher's room, 1 structural staff's meeting room, 1 teacher's meeting room, 1 school health's room, 1 hall, 1 student's organization room, 1 warehouse, 4 student's work exhibition/display rooms, 10 toilet rooms, 1 guard post unit (security guards), 3 units of gazebo as well as 2 parking lots.

Meanwhile, the available educational supporting facilities so far include: 3 units of computers for Deputy Principal staff, 5 units of computer for employees, 88 units of computers for student's training, 6 units of laptops, 2 units of LCD, 6 tape recorders for English listening training, 2 units of sound system, 2 VCD players, 4 televisions, 80 painting standards, 6 sensor saws for sculpture making, 30 sets of carving chisels, 2 units of compressor for communication graphic creation tools, 2 units of movie recorder, and 2 units of digital Kodak, 2 units of recording media and a set of ritual paraphernalia.

6. Applying Contextual Learning Model

Apart from increasing teacher's competence, relevant teaching materials, and fulfillment of infrastructure, the efforts made to foster students' motivation in learning Hinduism also apply contextual learning models. This is a consequence of curriculum implementation. Applying the contextual learning model is intended to apply or use the contextual learning model as a whole in the learning process at SMK Negeri 1 Sukawati vocational school, starting from planning, learning process to evaluation. Examining the curriculum document used as a reference at SMK Negeri 1 Sukawati vocational school in carrying out the learning process showed that there is the use of contextual learning models. Learning materials that support the achievement of basic competencies consider their usefulness and relevance to the real needs of students' life. Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions among students, students and teachers as well as the environment and other learning resources in order to achieve basic competencies. The intended learning experience can be realized through the use of varied and student-centered learning approaches.

Curriculum Development at the SMK Negeri 1 Sukawati vocational school provides opportunities for students to: 1) learn to have faith and fear of God Almighty, 2) learn to be able to carry out and act effectively, 3) learn to live together and be useful to others and 4) learn to build and discover identity through an active, creative, effective and fun learning process. Besides, it also shows the use of a contextual learning approach in the Education Unit Level Curriculum mentioned above, namely the subject matter in learning to support the achievement of basic competencies taking into account the actuality, depth, breadth of relevant learning materials to the needs of students and the demands of the environment in students' daily life.

Learning at SMK Negeri 1 Sukawati vocational school applies a competency-based mastery learning, link and match and flexible system, reflecting the demands of using contextual learning models that provide learning experiences for students in accordance with the realities they face in everyday life. In connection with the implementation of the curriculum mentioned above, teachers have a considerable opportunity to manage a quality learning process by applying a contextual learning model. This is evident in the series of “basic competencies” followed by subject matter, indicators of achievement of learning outcomes, that competency can be achieved more quickly when learning is supported by the context or reality faced by students in everyday life.

The existing fact shows the effort to apply the contextual learning model at SMK Negeri 1 Sukawati vocational school can only have been implemented in productive (vocational) subjects. The application of contextual learning models in productive subjects is realized through dual system learning, curriculum synchronization and the implementation of Industrial Practices (PI) in the business world and the industrial world. The contextualities of learning model lies in the link and match between learning in schools and the needs existing in the business world and the industrial world. Meanwhile, Hinduism education teachers at SMK Negeri 1 Sukawati vocational school have not applied the contextual learning model as a whole in carrying out the learning process in classroom in accordance with the demands of the curriculum with a contextual learning model that provides considerable opportunities for Hinduism education teachers to innovate in an effort to manage the learning process. The contextual learning model places students as learning subjects to be actively involved in expressing their opinions, ideas and thoughts during the learning process. Contextual learning as one of educational innovations has advantages over traditional or conventional learning models. Contextual learning is very applicable where the materials delivered to students place more emphasis on conditions that are being and will be faced by students directly.

Conclusion

Based on the data collected and the results of data processing carried out in the previous sections, at the end of this paper the conclusions and suggestions related to the process and results of this research are presented as follows. The factors that influence students’ learning motivation in studying Hinduism are curriculum, Hinduism teacher’s competence, student’s motivation, teaching materials, learning models, learning media, facilities and infrastructure, learning environment and school culture. The efforts made to increase students’ learning motivation in studying Hinduism are implementing the curriculum, applying contextual learning models, increasing the competence of Hinduism teachers, preparing contextual teaching materials, providing learning infrastructure and media, conditioning the learning environment and an educative school culture as well as holding full moon and new moon prayers continuously.

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