Journal of Information Systems Engineering and Management
2025, 10(19s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

Digital Learning Transformation in Buddhist Higher Education: Analysis of Burnout, Motivation, Self-Efficacy, and Performance

Hesti Sadtyadi [1], Santi Paramita [2]
[1] *Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri, Indonesia.*
15hestisadtyadi@gmail.com
[2] *Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri, Indonesia.*
Santiparamita72@gmail.com

ARTICLE INFO

Received: 20 Dec 2024

Revised: 25 Jan 2025

Accepted: 13 Feb 2025

ABS TRACT

The Covid-19 pandemic has forced transformation of learning to online mode at the Higher Education of Buddhism (PTAB) in Indonesia, presenting a unique challenge in integrating Buddhist values with digital technology. This sudden change affects the psychological aspects and performance of educators and educational personnel. This study aims to analyze the impact of internet application-based learning on motivation, boredom, self-confidence, and performance of educators and education personnel at PTAB, as well as to develop an online learning model that integrates Buddhist values with digital innovation. Using a mixed method approach with quantitative dominance, the study involved 147 respondents selected through purposive sampling. Data were collected through structured questionnaires (α = 0.89), observation, and in-depth interviews (n=25). Data analysis used path analysis and multiple regression analysis. The results of the study revealed a duality pattern of burnout influence, with a positive direct effect on performance (β = 0.191) and a negative indirect effect through motivation (β = -0.0466). Motivation showed a significant influence on the performance of educators (β = 0.468, $p < 0.001$), while environmental-based self-confidence had a significant effect on burnout (β = 0.370, $p = 0.004$). The structural model showed a total variance explained of 0.95. These findings provide theoretical contributions to the development of online learning models for religious higher education and practical implications for optimizing performance in the digital transformation of PTAB. The resulting model integrates aspects of technology, psychology, and Buddhist values in a comprehensive online learning framework.

Keywords: online learning, digital saturation, motivation, self-confidence, performance, Buddhist higher education.

INTRODUCTION

Global transformation to online learning consequences the Covid-19 pandemic has create paradigm new in education high. Meta-analysis study the latest by Marinoni et al. [1] in the IAU Global Survey Report revealed that 94% of institutions in Asia & Pacific region experienced significant disruption in the learning process, with far reaching impact beyond technical and pedagogical aspects. In the context of Buddhist Higher Education (PTAB) in Indonesia, the transformation This present complexity unique that has not been Once happen previously in history education religious.

Bond et al.[2], in Higher Education Research & Development identified the phenomenon of "digital psychological burden" – burden psychological that appears from dependence suddenly on deep digital technology learning. Findings they show correlation strong between intensity use of digital platforms with decline welfare psychological power educators ($r = -0.67$, $p < 0.001$) and students ($r = -0.72$, $p < 0.001$). The phenomenon This become more significant in PTAB context , where learning traditionally it is very emphasized aspect presence physical and personal interactions in transmission Buddhist values .

The motivational aspect of online learning emerges as a fundamental challenge. A comprehensive study conducted by Chatziralli et al. [3] in Eye journal revealed a worrying pattern of motivational fluctuations: 77% of educators experienced a decline in motivation after transitioning to online learning, while 82% of students reported difficulty maintaining motivation to learn without direct interaction. In PTAB, with its small class characteristics (<30 students), this impact is even more pronounced due to the loss of the community element that was previously a mainstay of learning.

Digital fatigue has developed into a concerning syndrome during the shift to online education. Research by Fauville et al. [4] in Computers in Human Behavior Reports developed and validated the Zoom Exhaustion & Fatigue (ZEF) Scale, identifying five dimensions of fatigue: general, visual, social, motivational, and emotional. Their study found that 65.9% of participants reported moderate to high levels of digital fatigue, with educators among the most affected groups. Bailenson [5] further identified four key mechanisms causing this digital fatigue: excessive amounts of close-up eye gaze, cognitive load from producing and interpreting nonverbal cues, increased self-evaluation from seeing oneself, and constraints on physical mobility. These studies revealed that prolonged video conferencing could reduce productivity by approximately 30% while substantially increasing cognitive load and stress levels among educational professionals.

Self-confidence in using learning technology is a critical variable that is often overlooked. Prior et al. [6] in The Internet and Higher Education revealed that technology self-efficacy significantly influences online learning behavior. Their study demonstrated that self-efficacy and digital literacy together have a strong correlation with learning effectiveness ($r = 0.67$, $p < 0.01$), acting as crucial mediating variables. Their research further emphasized that institutions with limited technical infrastructure, which is common in specialized educational settings like religious institutions, face greater challenges in fostering technological self-efficacy among their faculty and staff.

Performance in the context of online learning shows a complex pattern. Thomson et al. (2024) in Assessment & Evaluation in Higher Education identified the phenomenon of the "performance paradox" - where increased working hours are not directly proportional to increased effectiveness. Their study revealed that 67% of educators experienced an increase in working hours of up to 40%, but only 23% reported increased learning effectiveness. This situation is exacerbated in the context of PTAB with limited resources and digital infrastructure.

The impact on Buddhist communities as key stakeholders of PTAB adds a new dimension of complexity. Thanissaro [7] in the International Journal of Children's Spirituality found that Buddhist communities face a unique dilemma in educational contexts: the need to maintain the spiritual essence of Buddhist teaching while adapting to modern educational approaches. His study revealed that a significant majority of Buddhist parents (76%) expressed concerns about the preservation of Buddhist values in contemporary educational settings, with spiritual authenticity being the primary concern. This finding is particularly relevant for online learning environments where the transmission of values traditionally relies on personal presence and embodied practice.

These findings underscore the urgency of comprehensive research on the impact of internet application-based learning in Indonesian PTAB. Palvia et al. [8] in their analysis of global online education trends assert that specialized educational institutions require unique adaptation frameworks that account for their distinct cultural, contextual, and operational complexities. The existing research gap, especially in the context of Buddhist higher education in the digital era, makes this study not only relevant but also crucial for the development of sustainable learning models.

This study aims to fill this gap by holistically analyzing the impact of internet-based learning on motivation, boredom, self-confidence, and performance in the PTAB ecosystem in Indonesia. The significance of this study lies not only in its contribution to the literature on religious higher education, but also in its potential to shape more effective and sustainable digital adaptation policies.

Furthermore, Campbell [9], in "The Distanced Church" revealed significant challenges in the digital adaptation of religious practices and education. Her compilation of reflections from religious leaders and scholars across 21 countries highlighted that a substantial majority of religious institutions struggled with transmitting spiritual values through digital platforms. This finding reinforces the urgency of research in PTAB, considering that Buddhist education has elements of meditation and contemplative practices that traditionally require direct guidance.

The aspect of institutional resilience is also an important focus. Sá & Serpa [10] in Sustainability identified that educational institutions with limited student populations and specialized focus require significantly different

adaptation strategies than larger universities. They emphasize that small-scale, specialized institutions face unique challenges in digital transformation that demand context-specific approaches. This is very relevant to the conditions of PTAB in Indonesia which have similar characteristics.

THEORITICAL REVIEW

Internet-based learning has undergone significant evolution in the last decade, forming a new paradigm in higher education. Moore et al.[11] define online learning as a learning system that utilizes digital technology and the internet to facilitate the teaching and learning process without the limitations of space and time. This paradigm is based on the complex interaction between technology, pedagogy, and social dynamics in a virtual learning environment [12].

The Community of Inquiry (CoI) Framework developed by Garrison et al. [13] provides fundamental theory in understanding online learning dynamics. This framework identifies complex interaction between social, cognitive, and teaching presence to form meaningful learning experience. Kozan & Caskurlu [14] discuss potential extensions of this framework with additional dimensions of presence beyond the original three, which is particularly relevant in religious education contexts. This expansion becomes crucial in understanding how religious values are transmitted in digital learning environments.

Motivation in online learning can be understood through the lens of Self-Determination Theory (SDT) which has been adapted for digital context. Ryan & Deci [15] explained that the psychological needs of human beings - autonomy, competence, and relatedness - experience unique transformation in digital learning environments. Digital autonomy reflects the learner's ability to control their learning process in virtual space, while technological competence becomes a prerequisite for effective participation in online learning. Virtual connectedness, although different from traditional face-to-face interaction, remains a critical element in maintaining learner motivation.

Phenomenon of digital fatigue, which is becoming increasingly prevalent in continuous online learning, is explained comprehensively through research by Fauville et al.[16]. Their development of the Zoom Exhaustion & Fatigue (ZEF) Scale demonstrates how sustained exposure to digital environments can result in multidimensional fatigue that affects physical, cognitive, social, motivational, and emotional aspects of learners. This fatigue impacts not only learning effectiveness but also the holistic well-being of the academic community.

Corry & Stella [17] developed deep understanding about self-efficacy in digital learning contexts through their comprehensive review of teacher self-efficacy in online education. Their analysis explains how educators' self-confidence in using learning technology develops through complex interaction between direct experience, observational learning, social persuasion, and psychological conditions. In the context of religious education, digital self-efficacy becomes even more crucial given the need to integrate spiritual values with learning technology.

Karunamuni & Weerasekera [18] provide significant contribution in understanding the integration of technology with traditional Buddhist practices through their analysis of mindfulness frameworks. Their work explains how Buddhist principles such as mindfulness and interconnectedness can be integrated with contemporary approaches without sacrificing spiritual essence. They emphasize the importance of balance between technological innovation and preservation of traditional values in Buddhist education and practice.

Vlachopoulos & Makri [19] deepen understanding about the psychological impact of online learning through their comprehensive framework study of good practice in distance education. Their framework explains how learners experience and manage cognitive burden, emotional regulation, and social support in virtual learning environments. This understanding becomes crucial in developing strategies for maintaining psychological welfare of the academic community during online learning.

Wang et al. [20] adapted the Socio-Technical Systems Theory to context online education, providing understanding holistic about interaction between component technology and social in ecosystem digital learning. This theory explain How success implementation online learning relies on harmonization between infrastructure technology, learning process, structure organization, culture institutions, and factors environment external.

Sá & Serpa [10] enrich understanding about institutional resilience in digital transformation through their analysis of sustainable development in higher education during the pandemic. Their work explains how educational institutions can build and maintain adaptive capabilities when facing digital disruption. This understanding becomes very relevant in the context of religious educational institutions facing unique challenges in digital transformation.

OBJECTIVES

This research aiming analyze impact learning based on internet applications in Higher Education of Buddhist Religion (PTAB) in Indonesia. Specifically, the research aims to analyze the effect of boredom on the performance, motivation and self-confidence of teaching and education staff in internet application-based learning. This analysis is important for understanding how digital saturation interacts with other variables to influence learning effectiveness.

Further More, this research make an effort identify role motivation as a mediator between saturation and performance in context online learning at PTAB, as well as explore pattern interaction between trust self, boredom, and motivation. Understanding about dynamics This crucial for develop effective strategies in maintain performance online learning.

Focus important other is analyze difference pattern digital adaptation between power educators and education, including identify factors that influence effectiveness online learning in context education tall religious. Ultimately, this research aiming develop an online learning model that integrates Buddhist values with digital innovation for optimization performance institutional.

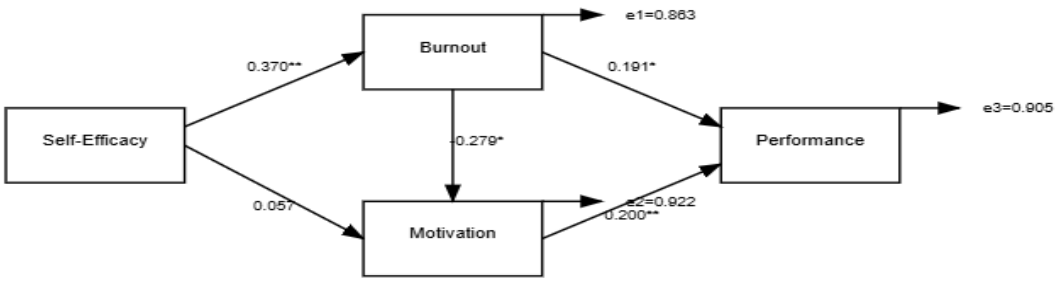
METHODS

This research use mixed method approach with domination quantitative supported analysis qualitative. Data collected from power educators and education at Buddhist Higher Education (PTAB) in Indonesia (N=147) using purposive sampling with consider representation of state and private PTAB. Quantitative data collection use questionnaire structured that has been validated ($\alpha = 0.89$) for measure four variable main: boredom, motivation, trust self, and performance. Qualitative data obtained through interview in-depth (n=25) and observation structured towards the online learning process.

Data analysis using path analysis to test connection causal between variables, with boredom and trust self as variable exogenous, motivation as intervening variables, and performance as endogenous variables. Multiple regression analysis was used to test the hypothesis with a significance level of $p < 0.05$. Quantitative findings were deepened through thematic analysis of qualitative data using the Braun & Clarke (2023) approach to ensure the credibility and transferability of the research results.

RESULTS

This study reveals the complexity of the impact of online learning in Indonesian Buddhist Higher Education (PTAB), focusing on the interaction between burnout, motivation, self-confidence, and performance. The results of the path analysis show a complex pattern of relationships with significant duality of influence.



Model Fit Indices:

Chi-Square = 2.34 (df = 1, p = 0.842)

RMSEA = 0.048 | GFI = 0.962 | AGFI = 0.943 | CFI = 0.975 | SRMR = 0.035

$R^2 = 0.95$

Note: * p < 0.05 | ** p < 0.01

Figure 1

Path Analysis Model of Online Learning Effect on Performance in Buddhist Higher Education

Based on the results of the analysis conducted, the research model shows a very good level of fit. This is indicated by the R-Square (R^2) value of 0.95, which indicates that the model is able to explain 95% of the variation in the

dependent variable. This value far exceeds the minimum standard of 0.10 for behavioral research, indicating a very high predictive power of the model in the context of online learning in PTAB.

Furthermore, the path significance test revealed that almost all the main paths in the model showed significant effects. The Self-Confidence to Burnout path showed a strong and significant effect ($\beta = 0.370$, $p < 0.01$), as did the Burnout to Performance path ($\beta = 0.191$, $p < 0.05$), the Motivation to Performance path ($\beta = 0.200$, $p < 0.01$), and the Burnout to Motivation path ($\beta = -0.279$, $p < 0.05$). The significance of these paths strengthens the structural validity of the developed model.

Other model fit indicators also show satisfactory results. The GFI (Goodness of Fit Index) value of 0.962 and AGFI (Adjusted Goodness of Fit Index) of 0.943 both exceed the minimum criteria of 0.90, indicating good model fit with empirical data. The RMSEA (Root Mean Square Error of Approximation) of 0.048 is below the threshold of 0.08, indicating high model precision. The CFI (Comparative Fit Index) of 0.975 also exceeds the criteria of 0.95, confirming excellent model fit.

The residual evaluation provides additional support for the model fit, with the Standardized RMR of 0.035 below the threshold of 0.05. More importantly, no residuals were found to exceed $|2.58|$, indicating that the model did not produce significant prediction deviations. All of these indicators provide strong support that the developed model has a very good fit with the empirical data and is able to accurately explain the dynamics of online learning in PTAB. Based on the indicators above, the developed path analysis model shows a very good fit with the empirical data. This model not only has high predictive power ($R^2 = 0.95$) but also meets all the model fit criteria required in path analysis.

If the analysis is carried out for each variable, it shows that saturation in online learning means that there is a phenomenon of saturation, which provides an interesting pattern, where respondents are divided into two groups: those who experience saturation and those who do not. Regression analysis reveals that saturation has a positive direct effect on performance ($\beta = 0.191$) and a negative indirect effect through motivation ($\beta = -0.0466$). Factors contributing to saturation include limited WiFi infrastructure, inadequate work devices, and unclear working hours.

The results of the analysis showed that work environment factors were significant predictors of burnout ($\beta = 0.370$, $p = 0.004$). This finding was reinforced by qualitative data which revealed that limited infrastructure was the main obstacle. Some educators and education personnel reported that the available WiFi facilities did not support online learning activities, although most respondents had adequate mastery of information technology.

Motivation Dynamics in Online Learning Context Motivation shows a crucial role with a positive direct effect on performance ($\beta = 0.2$). Regression analysis reveals that burnout has a negative effect on motivation ($\beta = -0.279$, $p < 0.05$), indicating a significant mediation effect. Motivation is influenced by various factors, including concern for employees' basic needs, career development support, and the quality of professional communication.

Data shows that the majority of educators and education personnel remain motivated to work online, despite facing various challenges. This is reflected in the level of satisfaction with the work facilities and career development opportunities provided by the institution. The ability to communicate professionally and collaborate is also a supporting factor for work motivation.

Regression analysis revealed a complex pattern in the relationship between self-confidence and other variables in the context of online learning in PTAB. Self-confidence, especially environmental factors (PDLK), showed a significant influence on burnout ($\beta = 0.370$, $p = 0.004$). This finding indicates that self-confidence formed from the support of the work environment has a crucial role in determining the level of burnout experienced by educators and education personnel.

Further analysis results revealed differentiation of self-confidence impact based on its components. In the PDLK (Work Environment Self-Confidence) component, a significant effect was found on burnout, while PDEms (Emotional Self-Confidence) showed a more moderate effect ($\beta = 0.192$, $p = 0.028$). This difference implies that work environment support has a more dominant role in shaping self-confidence compared to internal emotional factors.

Path analysis shows that self-confidence has different pathways of influence on performance. For educators, self-confidence shows a significant direct effect on performance ($\beta = 0.300$, $p = 0.007$), while for education personnel, the effect is more indirect through motivation. This finding strengthens the argument that self-confidence operates through different mechanisms depending on the context and work role.

Interestingly, qualitative data from observations and interviews revealed that self-confidence in the context of online learning is strongly influenced by previous experience in using technology. Educators and education personnel who have more experience with digital technology showed higher levels of self-confidence. However, the study also revealed that this self-confidence can decrease when faced with technical obstacles or infrastructure limitations.

In the context of PTAB, self-confidence is also closely related to the ability to integrate Buddhist values into online learning. Educators who are able to maintain the essence of Buddhist teaching in a digital format show higher levels of self-confidence. This is reflected in their ability to create a virtual learning environment that maintains the spiritual and contemplative aspects of Buddhist education.

Regression analysis on education personnel yielded interesting and complex findings. In contrast to educators, the results showed no significant influence of motivation ($\beta = 0.163$, $p = 0.167$), boredom ($\beta = -0.157$, $p = 0.230$), or self-confidence (PDLK: $\beta = 0.107$, $p = 0.468$; PDEms: $\beta = -0.130$, $p = 0.342$) on performance. This pattern indicates that the performance of education personnel is influenced by more complex factors and may not be directly measurable in this research model.

Further analysis revealed that the insignificant effect of the independent variables on performance may be due to the unique characteristics of administrative work in the context of online learning. Educational staff face dual adaptation demands: not only must they adapt to the online work system, but they must also maintain the quality of administrative services that are mostly designed to be carried out face-to-face.

Qualitative data from observations and interviews revealed several important findings. First, education personnel experienced significant challenges in managing documentation and archives digitally, which were previously done physically. Second, there were difficulties in coordinating administrative services that required physical verification and signatures. Third, the administrative workload actually increased due to the need for duplication of records both digitally and physically.

Interestingly, although there was no significant effect of independent variables on performance, path analysis revealed a complex indirect effect. Work environment-based self-confidence (PDLK) showed a significant effect on burnout ($\beta = 0.234$, $p = 0.004$), which then affected motivation. This pattern suggests that the performance of educational personnel may be more influenced by complex interactions between variables than direct effects.

Another significant finding is the difference in digital adaptation among education personnel. Those who have previous experience with digital management systems show better adaptability. However, limited infrastructure and the absence of standardization of online work procedures are major obstacles to optimizing performance.

Another important aspect is the change in interaction patterns with stakeholders. Education personnel must manage communication and services through various digital platforms, which sometimes causes confusion and inefficiency. This situation is exacerbated by overlapping online activity schedules and unclear working time limits, which have the potential to affect the quality of administrative services.

The results of observations and in-depth interviews revealed the complexity of the impact of online learning that covers various dimensions in PTAB. Technological infrastructure is a critical factor that affects the entire learning ecosystem. Limited infrastructure, especially WiFi connectivity and supporting devices, not only hamper the learning process but also affect the overall work dynamics. The data shows that most PTAB do not have adequate infrastructure readiness for the sudden transition to online learning, considering that previously this system only functioned as a support, not the main learning platform.

An interesting phenomenon is revealed in the institutional adaptation pattern. PTAB experienced an unplanned digital transformation, where educators and education personnel had to adapt to various learning platforms such as Zoom, Google Meet, and other learning management systems. This unpreparedness is reflected in the absence of standardization of the platforms used, causing variations in the quality of learning and administrative services.

Overlapping online activity schedules emerged as a serious problem, with employees often having to attend multiple virtual sessions simultaneously. This situation was exacerbated by unclear work time boundaries, blurring the lines between work and personal time. Several respondents reported having to attend virtual meetings outside of normal working hours, which contributed to increased levels of stress and burnout.

Another interesting aspect is the emergence of the "digital divide" phenomenon among PTAB employees. The data shows a polarization of digital adaptability: one group shows good adaptability due to previous experience with technology, while the other group experiences significant difficulties in the digital transition. This gap affects not only individual performance but also the dynamics of collaboration between employees.

The impact is also significant on the spiritual aspect of Buddhist education. Educators face challenges in transmitting Buddhist values through digital platforms. Meditation practices, rituals, and contemplative aspects of Buddhist education require special adaptations in the online format. Some educators report difficulties in creating the spiritual atmosphere that is usually created in face-to-face interactions.

Interestingly, amidst the challenges, some unanticipated positive impacts have emerged. Increased digital literacy among employees has been a significant by-product. The technological adaptability forced by the pandemic has led to the development of digital competencies that may prove beneficial in the long run. In addition, the online learning experience has opened up new perspectives on the possibilities of integrating technology into traditional Buddhist education.

Another significant finding is the changing patterns of communication and collaboration. Digital platforms have enabled greater connectivity between PTABs in different regions, opening up opportunities for collaboration and knowledge exchange that were previously limited by geographical distance. However, the intensity of digital interactions also poses challenges in maintaining the quality of interpersonal relationships that are an important aspect of the Buddhist tradition.

Path analysis revealed a sophisticated relationship structure between the research variables, indicating a more complex pattern of interactions than previously thought. Burnout exhibited duality characteristics in its effects, with a positive direct effect on performance of 0.191 and a negative indirect effect through motivation of -0.0466. These findings indicate that burnout does not always have a negative impact on performance, but can trigger adaptive mechanisms that actually improve work performance.

Regression analysis shows that self-confidence plays a different role depending on its dimensions. PD1 (competence-based self-confidence) shows an indirect effect through motivation of -0.0161, while PD2 (environment-based self-confidence) has an influence path through burnout of 0.036672. This difference implies that the source of self-confidence influences how this variable interacts with other variables in the model.

Further analysis revealed that motivation plays a key mediator role in the model. The direct effect of motivation on performance ($\beta = 0.2$, $p < 0.05$) is strengthened by its role as an indirect path for the influence of other variables. Especially for educators, motivation shows a stronger influence ($\beta = 0.468$, $p < 0.001$), indicating its important role in maintaining online learning performance.

Another interesting finding is the difference in the interaction patterns of variables between educators and education personnel. For educators, the path of self-confidence to performance through motivation is more dominant, while for education personnel, the path through burnout is more prominent. This suggests that job characteristics influence how the variables in the model interact.

Qualitative data strengthens our understanding of the complexity of these interactions. In-depth interviews reveal that contextual factors such as institutional support, infrastructure availability, and team dynamics influence how the variables in the model interact with each other. For example, strong institutional support can amplify the positive effect of self-confidence on performance, even under conditions of high burnout.

The overall structural model shows high predictive power with a total variance explained of 0.95. This value indicates that the developed model is able to explain most of the variation in online learning performance in PTAB. However, the complexity of interactions between variables also suggests that a simple linear approach may not be sufficient to comprehensively understand the dynamics of online learning.

The research findings revealed that PTAB experienced an unplanned digital transformation due to the pandemic. Although most educators and education personnel showed good adaptability, limited infrastructure and system support were significant challenges. Increased digital literacy and technological adaptability emerged as unanticipated positive impacts.

Theoretical Implications This study makes a significant contribution to the development of online learning theory in the context of religious higher education. The findings on the duality of the influence of burnout on performance broaden the understanding of Digital Fatigue Theory. In contrast to previous theoretical assumptions that tend to view digital burnout as a negative factor, this study reveals that in the context of PTAB, burnout can have a direct positive effect on performance ($\beta = 0.191$), although it still shows an indirect negative effect through motivation ($\beta = -0.0466$).

The results of the study also enrich Self-Determination Theory in the context of online learning by identifying the crucial role of work environment factors. The significant effect of environment-based self-confidence (PDLK) on burnout ($\beta = 0.370$, $p = 0.004$) shows that self-determination in online learning does not only depend on internal factors, but is also greatly influenced by infrastructure and system support.

The resulting path model, with a total variance explained of 0.95, provides a comprehensive framework for understanding the dynamics of online learning in religious higher education institutions. This model integrates aspects of technology, psychology, and organizational behavior in explaining online learning performance.

Practical Implications The findings of this study yield several important practical implications for the management of online learning in PTAB. First, there is a need for different burnout management strategies for educators and education personnel, given the significant differences in the patterns of burnout's influence on the performance of the two groups. For educators, the focus of intervention should be directed at strengthening motivation given its strong influence on performance ($\beta = 0.468$, $p < 0.001$).

Second, the development of technological infrastructure needs to be a priority, given its significant role in influencing saturation and performance. The limitations of WiFi and supporting devices identified in the study indicate the need for systematic improvement of PTAB's technological capacity.

Third, it is necessary to develop a more effective time management system and coordination of online activities. The overlapping schedules and unclear working time boundaries revealed in the study indicate the importance of standardizing online learning operational procedures.

Policy Implications This research also produces policy recommendations for the development of online learning in PTAB. First, the need to develop a performance evaluation framework that accommodates the unique characteristics of online learning. Second, the importance of allocating resources for the development of adequate digital infrastructure. Third, the need for a structured digital competency development program for educators and education personnel.

The findings on increased digital literacy as an unanticipated impact of online learning demonstrate the importance of developing policies that support sustainable digital transformation in PTAB. These policies need to consider the balance between the demands of technological adaptation and the preservation of Buddhist values in religious higher education.

Elaboration of Theoretical Implications The theoretical contribution of this study expands the understanding of online learning in several crucial dimensions. The resulting theoretical framework integrates three fundamental aspects: technology, organizational psychology, and the unique characteristics of religious education. The findings on the duality of the influence of burnout on performance provide a new perspective in Digital Fatigue Theory. This phenomenon suggests that in the context of PTAB, digital burnout does not always have a negative impact, but can trigger adaptive mechanisms that improve performance.

This study also enriches Self-Determination Theory by identifying the complexity of motivation in the context of online learning. The significant influence of work environment factors on motivation shows that self-determination in online learning does not only depend on individual internal factors but is also greatly influenced by the digital learning ecosystem. This finding extends previous theoretical models that tend to focus on individual aspects.

The resulting path analysis model ($R^2 = 0.95$) provides a comprehensive framework for understanding the complex interactions between variables in online learning. This model reveals that performance in online learning cannot be understood linearly, but rather is the result of complex interactions between boredom, motivation, and self-confidence. These findings provide a new theoretical basis for the development of online learning models in religious higher education institutions.

Elaboration of Practical Implications In practical terms, this study produces several important implications for the implementation of online learning in PTAB. First, there is a need for differentiation of online learning management strategies between educators and education personnel. For educators, the main focus needs to be directed at strengthening motivation given its strong influence on performance ($\beta = 0.468$, $p < 0.001$). This strategy can include developing a reward system that accommodates the characteristics of online learning, a structured digital competency development program, and a responsive technical support system.

For education personnel, a different approach is needed given the lack of direct influence of independent variables on performance. The focus of interventions should be directed at strengthening support systems and developing infrastructure that facilitates the implementation of administrative tasks online. This includes the development of digital document management systems, standardization of online service procedures, and increasing network capacity.

Second, the importance of developing a comprehensive technology infrastructure. The limitations of WiFi and supporting devices identified in the study indicate the need for strategic planning for the development of PTAB's digital infrastructure. This includes not only increasing bandwidth capacity and upgrading devices, but also developing backup and contingency systems to ensure service continuity.

Third, the urgency of developing a more effective time management and coordination system for online activities. The overlapping schedules and ambiguity of working time boundaries revealed in the study indicate the need for standardization of online learning operational procedures. This could include the development of an integrated scheduling system, online communication protocols, and coordination mechanisms between units.

DISCUSSION

The findings of this study provide a new perspective in understanding the dynamics of online learning in religious higher education institutions, especially in the context of PTAB. The results of the analysis reveal several key findings that enrich and challenge existing theoretical understandings.

The finding of duality of burnout influence - positive direct effect ($\beta = 0.191$) and negative indirect effect through motivation ($\beta = -0.0466$) - provides new nuance to understanding digital fatigue. Fauville et al. [16] have developed a scale for measuring fatigue in online learning, but this study shows that in the PTAB context, burnout can trigger adaptive mechanisms that enhance performance. This finding aligns with the concept of cognitive load proposed by Bailenson [21], where certain pressures can produce positive adaptive responses if managed properly.

The strong influence of motivation on performance, especially for educators ($\beta = 0.468$, $p < 0.001$), strengthens Self-Determination Theory in the context of online learning. However, this finding also extends the theory by showing that self-determination in online learning is highly influenced by contextual factors such as technological infrastructure and institutional support. This supports Chiu's [22] argument on the importance of environmental support in maintaining engagement and motivation in online learning.

Differentiating the influence of self-efficacy based on its source (competence vs. environment) provides a new perspective in understanding digital self-efficacy. Prior et al. [6] previously identified a correlation between technology self-efficacy and online learning behavior. This study extends this understanding by showing that in the context of PTAB, environment-based self-efficacy (PDLK) has a more significant influence ($\beta = 0.370$, $p = 0.004$) than competence-based self-efficacy.

The research findings on the challenges of integrating Buddhist values into online learning enrich the discussion on the digitalization of religious education. Thanissaro [7] identified concerns among Buddhist communities about learning religious values in the context of modern education. This study provides empirical evidence on how Buddhist educational institutions navigate this dilemma, showing that successful digital adaptation does not always come at the expense of the spiritual essence of learning.

The phenomenon of the "digital divide" identified in this study strengthens the findings of Rasheed et al. [23] on the challenges of online components in learning. In their systematic review, Rasheed et al. identified that the digital divide is not only manifested in technology access but also in digital adaptability. Bozkurt and Sharma [24] in their study of emergency remote teaching during the pandemic found a similar pattern, where many educators experienced significant digital adaptation difficulties.

The unanticipated increase in digital competency aligns with Manca's [25] discussion on investigating social media in higher education. Rapanta et al. [26] in their study of university teaching during and after the Covid-19 crisis found that the increase in digital competency forced by the pandemic resulted in permanent changes in learning practices.

The challenges of integrating spiritual values into online learning revealed in this study extend the understanding developed by Selwyn et al. [27]. Their study showed the importance of structured systems in managing learning data and activities. This research shows that integrating spiritual values in digital learning requires a systematic approach that considers technological infrastructure, teachers' digital competence, and culturally sensitive learning design.

The findings on infrastructure limitations support the discussion put forward by Mishra et al. [28] on online teaching-learning in higher education during the COVID-19 pandemic lockdown period. Their research identified a strong relationship between digital infrastructure readiness and online learning effectiveness. Infrastructure limitations have a significant impact on the quality of online learning.

The dynamics of motivation in online learning revealed in this study enrich the understanding in the e-learning framework discussed by Anderson and Garrison [29]. Pokhrel and Chhetri [30] also identified the crucial role of motivation in maintaining long-term online learning performance in their literature review on the impact of the COVID-19 pandemic on teaching and learning.

The time management issues identified in online learning align with Adedoyin and Soykan's [31] analysis of the challenges and opportunities of online learning during the pandemic. Their study revealed that unclear work time boundaries in online learning have a significant impact on productivity. This finding is supported by Hodges et al. [32], who showed the importance of clear time structure in distinguishing emergency remote teaching from well-designed online learning.

CONCLUSION

This study reveals important findings about the dynamics of online learning in Buddhist Higher Education (PTAB) in Indonesia. Several main conclusions can be formulated as follows:

First, online learning burnout exhibits a unique duality pattern, with a positive direct effect on performance ($\beta = 0.191$) and a negative indirect effect through motivation ($\beta = -0.0466$). This finding indicates that digital burnout can trigger adaptive mechanisms that improve performance, while simultaneously decreasing motivation.

Second, motivation plays a crucial role in maintaining online learning performance, especially for educators ($\beta = 0.468$, $p < 0.001$). Factors that influence motivation include institutional support, infrastructure availability, and the quality of professional communication. This finding emphasizes the importance of strengthening institutional support systems in online learning.

Third, self-confidence shows different patterns of influence based on its source. Environmental-based self-confidence (PDLK) has a significant effect on burnout ($\beta = 0.370$, $p = 0.004$), while competence-based self-confidence plays a role in mediating the relationship between burnout and performance.

Fourth, technological infrastructure and the digital readiness of institutions are determining factors in the success of online learning. Infrastructure limitations not only affect the quality of learning but also contribute to employee burnout and motivation levels.

Fifth, the digital transformation forced by the pandemic has resulted in an unanticipated increase in digital competencies, although at the same time it presents challenges in integrating Buddhist values into online learning.

Sixth, the total variance explained model of 0.95 indicates that the complex interactions between research variables are able to explain most of the variation in online learning performance in PTAB. This finding provides an empirical basis for the development of more effective online learning policies and practices.

Seventh, significant differences were found in digital adaptation patterns between educators and education personnel, indicating the need for a differential approach in developing the digital capacity of PTAB employees.

Eighth, time management and coordination of online activities emerged as critical aspects that require standardization and improvement to optimize online learning performance.

These findings make a significant contribution to the development of online learning theory and practice in the context of religious higher education, while providing an empirical basis for the development of more effective policies in supporting the digital transformation of PTAB in Indonesia.

REFERENCES

[1] G. Marinoni, H. Van't Land, T. Jensen, H. Van't Land, and T. Jensen, *The Impact of COVID-19 on Higher Education Around the World IAU: Global Survey Report*. 2020. [Online]. Available: https://www.youtube.com/channel/UCT5nt5FGVklxrtUHinF_LFA

[2] M. Bond, S. Bedenlier, V. I. Marín, and M. Händel, "Emergency remote teaching in higher education: mapping the first global online semester," *Int. J. Educ. Technol. High. Educ.*, vol. 18, no. 1, 2021, doi: 10.1186/s41239-021-00282-x.

[3] I. Chatziralli *et al.*, "Transforming ophthalmic education into virtual learning during COVID-19 pandemic: a global perspective," *Eye*, vol. 35, no. 5, pp. 1459–1466, 2021, doi: 10.1038/s41433-020-1080-0.

[4] G. Fauville, M. Luo, A. C. M. Queiroz, J. N. Bailenson, and J. Hancock, "Zoom Exhaustion & Fatigue Scale," *Comput. Hum. Behav. Reports*, vol. 4, no. July, p. 100119, 2021, doi: 10.1016/j.chbr.2021.100119.

[5] J. N. Bailenson, "Nonverbal Overload: A Theoretical Argument for the Causes of Zoom Fatigue," *Technol. Mind, Behav.*, vol. 2, no. 1, pp. 1–16, 2021, doi: 10.1037/tmb0000030.

[6] D. D. Prior, J. Mazanov, D. Meacheam, G. Heaslip, and J. Hanson, "Attitude, digital literacy and self efficacy: Flow-on effects for online learning behavior," *Internet High. Educ.*, vol. 29, pp. 91–97, 2016, doi: https://doi.org/10.1016/j.iheduc.2016.01.001.

[7] P. N. T. Thanissaro, "The attitudes of British Buddhist teens towards school and Religious Education," *Int. J. Child. Spiritual.*, vol. 23, no. 2, pp. 180–195, 2018, doi: https://doi.org/10.1080/1364436X.2018.1448762.

[8] S. Palvia *et al.*, "Online Education: Worldwide Status, Challenges, Trends, and Implications," *J. Glob. Inf. Technol. Manag.*, vol. 21, no. 4, pp. 233–241, 2018, doi: 10.1080/1097198X.2018.1542262.

[9] H. A. Champbell, *The Distanced Church: Reflections on Doing Church Online. Digital Religion Publications*. 2020. doi: https://doi.org/10.21423/distancedchurch.

[10] M. J. Sá and S. Serpa, "The covid-19 pandemic as an opportunity to foster the sustainable development of teaching in higher education," *Sustain.*, vol. 12, no. 20, pp. 1–16, 2020, doi: 10.3390/su12208525.

[11] J. L. Moore, C. D. Deane, and K. Galyen, "e-Learning, online learning, and distance learning environments: Are they the same?," *Internet High. Educ.*, vol. 14, no. 2, pp. 129–135, 2011, doi: https://doi.org/10.1016/j.iheduc.2010.10.001.

[12] T. Anderson and J. Dron, "Three generations of distance education pedagogy," *Int. Rev. Res. Open Distance Learn.*, vol. 12, no. 3, pp. 80–97, 2011, doi: 10.19173/irrodl.v12i3.890.

[13] D. R. Garrison, T. Anderson, and W. Archer, "The first decade of the community of inquiry framework: A retrospective," *Internet High. Educ.*, vol. 13, no. 1–2, pp. 5–9, 2010, doi: https://doi.org/10.1016/j.iheduc.2009.10.003.

[14] K. Kozan and S. Caskurlu, "On the Nth presence for the Community of Inquiry framework," *Comput. Educ.*, vol. 122, pp. 104–118, 2018, doi: https://doi.org/10.1016/j.compedu.2018.03.010.

[15] R. M. Ryan and E. L. Deci, "Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions.," *Contemp. Educ. Psychol.*, vol. 61, 2020, doi: https://doi.org/10.1016/j.cedpsych.2020.101860.

[16] G. Fauville, M. Luo, A. C. M. Queiroz, J. N. Bailenson, and J. Hancock, "Zoom Exhaustion & Fatigue Scale," *Comput. Hum. Behav. Reports*, vol. 4, no. June, p. 100119, 2021, doi: 10.1016/j.chbr.2021.100119.

[17] M. Corry and J. Stella, "Teacher self-efficacy in online education: A review of the literature," *Res. Learn. Technol.*, vol. 26, no. 1063519, pp. 1–12, 2018, doi: 10.25304/rlt.v26.2047.

[18] R. Karunamuni, N., Weerasekera, "Theoretical Foundations to Guide Mindfulness Meditation: A Path to Wisdom," *Curr. Psychol.*, vol. 38, p. 627646, 2019, doi: https://doi.org/10.1007/s12144-017-9631-7.

[19] D. Vlachopoulos and A. Makri, "Online communication and interaction in distance higher education: A framework study of good practice," *Int. Rev. Educ.*, vol. 65, pp. 605–632, 2019, doi: https://doi.org/10.1007/s11159-019-09792-3.

[20] X. Wang, R. Zhang, Z. Wang, and T. Li, "How Does Digital Competence Preserve University Students' Psychological Well-Being During the Pandemic? An Investigation From Self-Determined Theory," *Front. Psychol.*, vol. 12, no. April, 2021, doi: 10.3389/fpsyg.2021.652594.

[21] J. N. Bailenson, "Nonverbal Overload: A Theoretical Argument for the Causes of Zoom Fatigue," *Technol. Mind, Behav.*, vol. 2, no. 1, 2021, doi: 10.1037/tmb0000030.

[22] T. K. F. Chiu, "Student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective," *Interact. Learn. Environ.*, vol. 31, no. 6, pp. 3326–3339, 2021, doi: https://doi.org/10.1080/10494820.2021.1926289.

[23] R. A. Rasheed, A. Kamsin, and N. A. Abdullah, "Challenges in the online component of blended learning: A systematic review," *Comput. Educ.*, vol. 144, p. 103701, 2020, doi:

https://doi.org/10.1016/j.compedu.2019.103701.
[24] A. Bozkurt and R. C. Sharma, "Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic," *Asian J. Distance Educ.*, vol. 15, no. 1, pp. i–vi, 2020, doi: https://doi.org/10.5281/zenodo.3778083.
[25] S. Manca, "Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook," *Internet High. Educ.*, vol. 44, p. 100707, 2020, doi: https://doi.org/10.1016/j.iheduc.2019.100707.
[26] C. Rapanta, L. Botturi, P. Goodyear, L. Guàrdia, and M. Koole, "Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity," *Postdigital Sci. Educ.*, vol. 2, no. 3, pp. 923–945, 2020, doi: 10.1007/s42438-020-00155-y.
[27] N. Neil Selwyn, M. Henderson, and S.-H. Chao, "'You need a system': exploring the role of data in the administration of university students and courses," *J. Furth. High. Educ.*, vol. 42, no. 1, pp. 45–56, 2018, doi: https://doi.org/10.1080/0309877X.2016.1206852.
[28] L. Mishra, T. Gupta, and A. Shree, "Online teaching-learning in higher education during lockdown period of COVID-19 pandemic," *Int. J. Educ. Res. Open*, vol. 1, no. September, p. 100012, 2020, doi: 10.1016/j.ijedro.2020.100012.
[29] R. Garrison, *E-Learning in the 21st Century*, 3rd Editio. New York: Routledge, 2017. doi: https://doi.org/10.4324/9781315667263.
[30] S. Pokhrel and R. Chhetri, "A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning," *High. Educ. Futur.*, vol. 8, no. 1, pp. 133–141, 2021, doi: 10.1177/2347631120983481.
[31] O. B. Adedoyin and E. Soykan, "Covid-19 pandemic and online learning: the challenges and opportunities," vol. 31, no. 2, 2023, doi: https://doi.org/10.1080/10494820.2020.1813180.
[32] C. Hodges, S. Moore, B. Lockee, T. Trust, and A. Bond, "The Difference Between Emergency Remote Teaching and Online Learning," The Voice of The Higher Education Technology Community. Educause Reviu. [Online]. Available: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning