

# Silent sitting and study discipline of students at tri ratna elementary school in Jakarta

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**Abstract:** The purpose of this study is to determine the effect of silent sitting on improving the learning discipline of students at Tri Ratna Elementary School in Jakarta. The problems encountered by students include a lack of seriousness in following lessons, students who are busy with their own activities and do not listen to the teacher's explanations, students who like to run around during teaching and learning activities, students who arrive late at school, and students who like to leave and return to class during lesson time. This study uses a quantitative approach, with a survey method and data processing techniques based on the results of the instrument distribution. To determine the sample size for each class, a proportional allocation of 93 samples was used, consisting of 37 fourth-grade students, 24 fifth-grade students, and 32 sixth-grade students. This research was conducted at Tri Ratna Elementary School in Jakarta, with respondents from grades IV, V, and VI in the 2024/2025 academic year. The results showed that silent sitting had a strong and significant effect on improving learning discipline. This effect indicated that the more often silent sitting was practiced, the better the level of learning discipline that could be achieved. From the regression analysis, it was found that silent sitting played a major role in improving student learning discipline, although there were also other factors that had a smaller influence. These results indicate that silent sitting can be a major factor in creating learning discipline both at school and at home. In addition, there was an increase in students' concentration and self-control after regularly practicing silent sitting. This proves that mindfulness-based relaxation techniques are effective in gradually forming habits of discipline.

**Keywords:** Silent Sitting, Study Discipline, Mindfulness

## 1. Introduction

In the world of education, it is very important to pay more attention during learning, especially in terms of concentration. Basically, concentration is a component that can improve student learning outcomes. Student learning achievement can be significantly improved by focusing on learning in class [1]. As stated by Buddha in the Samādhi Sutta, concentration (samādhi) is not just peace of mind, but also brings great benefits in spiritual practice (AN IV.41). This principle can be adopted in educational approaches, particularly in creating a conducive learning environment for building student concentration. However, in practice, the learning process in the classroom is often faced with various challenges that can disrupt student concentration.

Given the challenges that exist in the quality of education in Indonesia, educators and prospective educators must be able to solve problems that arise in schools and problems faced by students. One of the problems that often arises in teaching and learning activities is the issue of student discipline. Students often neglect their discipline when they are at school, especially when they are in class.

There have been many reports about the lack of discipline among students at school, such as students who often wander outside and skip classes during school hours, as reported by Borneonews, Palangka Raya. On June 5, 2017, at SMK Larenda Brebes, several problems were found regarding poor student discipline, characterized by students arriving late to school, frequently skipping classes, making noise during class, and copying their friends' homework to turn in as their own. Some students also rarely attend school due to a lack of discipline in learning [2].

Student discipline issues highlight the importance of discipline, especially for the next generation in Indonesia. We must start from school to shape a disciplined generation. School discipline can educate and build the character of students who always follow the rules. Student discipline, which is the ability to manage and control oneself in the learning process in the classroom, in particular, and at school in general, demonstrates student discipline. Thus, discipline has the ability to control student behavior to create an effective learning process and support the achievement of learning objectives. Learning discipline greatly affects student learning outcomes. Students who have learning discipline will usually achieve better results, while those who do not will achieve poorer results.

In the case of the research location chosen by the researcher, in this case the Tri Ratna Buddhist school in Jakarta, it was found that student learning discipline had a positive impact on academics. This was due to a special program developed by the school. One of these programs was the development of silent sitting practices. The development or increase of awareness within oneself through meditation will naturally increase self-discipline. In addition, several studies have found that people who practice mindfulness can have a positive impact on students [3]. Mindfulness has been linked to improved academic performance, concentration, and cognitive processes, all of which are important for learning [4]. Furthermore, research supports the idea that mindfulness can enhance the learning experience, achieve learning potential, and improve self-discipline [5].

Silent sitting is a simple and easy-to-practice meditation technique. By doing silent sitting, students can develop their capacity to observe and concentrate more in learning [6]. This technique does not require any special tools or skills, only a few minutes to sit in a comfortable position, regulate breathing, and calm the mind. In addition, this technique can help students overcome exam-related anxiety and improve their overall emotional well-being. The implementation of silent sitting in academic activities can provide additional support to students to be more disciplined.

Education is a way to develop a person's abilities and knowledge as well as attitudes and behavior in a learning process [7]. Education is the process of acquiring knowledge and developing attitudes [8]. In this process, direct experience, structured learning (school), and self-reflection are used to produce individuals who are intellectually, emotionally, and socially strong. Education makes people smart by combining these three

components. It also gives them emotional intelligence (EQ) to manage themselves and social intelligence (SQ) to work together and contribute to society. Ultimately, a comprehensive education will produce a generation that not only has expertise in their field, but also has character, is flexible to change, and is responsible for their environment [9]. One of the important factors in successful learning development is learning discipline.

Study discipline is an important component that influences students' success in achieving their learning goals [10]. Students who have good study discipline will be more focused, persistent, and responsible during the learning process. Study discipline is a person's ability to control themselves in carrying out learning activities according to a predetermined schedule, targets, and goals [11].

Discipline is an attitude of obedience to applicable rules. Having an attitude of obedience to rules means reducing laziness and working harder. This is in line with what the Buddha explained, "Even if a person is young and strong, if he is lazy and unwilling to fight when fighting is necessary, and thinks slowly, then that person will not find the path that leads to wisdom" (Dhp.280).

Discipline in school requires students to obey the rules. This is because student success is not only measured by ability but also by the level of discipline they possess. Discipline is an attitude or behavior of individuals in complying with norms and ethics in learning. Discipline does not come from within, but is influenced by instructions and educational . Students' disciplined behavior is one of the keys to their success. Teaching people to control themselves and obey rules is the main goal of discipline. When someone has discipline in their life, they will easily achieve success.

Based on the results of observations and interviews conducted on November 9, 2024, there are several problems, including: Some students are still not serious in following lessons, some students are still busy with themselves and do not listen to the teacher's explanations, some students still like to run around during teaching and learning activities, some students still come late to school, and some students still like to go in and out during class hours.

Violations of learning discipline, such as not doing homework, arriving late to school, wearing uniforms that do not comply with regulations, and sleeping during class hours, are also experienced by schools at Binsus Dumai State High School [12]. These problems need to be addressed so that student learning discipline can be improved. Therefore, it is necessary to practice self-discipline, one way of which is to practice silent sitting before teaching and learning activities are carried out. In this case, the researcher sees that the problem of learning discipline is influenced by how students develop themselves, especially by doing silent sitting, so that there is an effect that doing silent sitting can improve student learning discipline.

Based on the observations and description above, the researcher is interested in researching this issue quantitatively with the title "The Effect of Silent Sitting on Improving Student Learning Discipline at Tri Ratna Elementary School in Jakarta." This study was conducted to measure the extent to which silent sitting by students can improve learning discipline.

## 2. Method

In this study, the researcher used a survey method with a quantitative descriptive approach and data processing techniques in the form of a questionnaire with 75 questions using a Likert scale for the answers. In this study, the population studied were students in grades IV, V, and VI at Tri Ratna Elementary School in Jakarta. In this study, 93 respondents were studied, and all of these students were used as samples through total sampling techniques. The population is the area of generalization consisting of objects or subjects that have certain qualities and attributes selected by the researcher to be studied and then conclusions are drawn [13]. The population in this study was the students of Tri Ratna Elementary School in Jakarta. In theory, according to Arikunto in Rumina (2024), a sample is part of the population and has its own characteristics. The research sample is a portion of the population taken as a data source and can represent the entire population [14]. Therefore, if the research subjects are less than 100, 10%-25% of the existing subjects are taken. This research is a population study because the number of subjects is 93 students. To obtain higher and more reliable analysis results, this study uses data analysis using the SPSS program.

## 3. Results and Discussion

Based on the results of the research reliability test, the Reliability Analysis Scale (alpha) using SPSS 27.0 produced an alpha of 0.977 because it was greater than  $p > 0.05$ , meaning that the measuring instrument was declared reliable. In addition, an alpha value of 0.977 indicates a very high level of internal consistency, meaning that the items in the research instrument are strongly correlated and measure the same construct. This value, which is close to 1, indicates that the instrument can be relied upon for data collection, as there is minimal measurement error. Thus, the research results obtained will be more accurate and consistent, providing a strong basis for conclusions and policy recommendations. It can be concluded that the research instrument used in this study meets the requirements for validity and reliability.

Furthermore, the fulfillment of the validity and reliability requirements in this research instrument strengthens the validity of the research results as a whole. A reliable and valid instrument ensures that the data collected truly represents the variables being studied, so that the research findings can be scientifically accounted for. This also gives researchers and readers confidence that the measurement process in the study was carried out carefully, reducing the risk of bias and increasing the credibility of the study. Therefore, this instrument is not only suitable for use in current studies, but can also be used as a reference for similar studies in the future.

**Table 1.** Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.977	75

Source: Results of data processing in 2025 using SPSS 27.0

The silent sitting variable in the study conducted at Tri Ratna Elementary School in Jakarta in 2025 was measured using a questionnaire with a Likert scale consisting of 37 statements that were declared valid and reliable through validity and reliability tests of the instrument with a scoring scale of 1 to 5. The calculations in this study were analyzed using the SPSS 27.0 computer software program, thereby obtaining a description of the research data obtained through questionnaires related to silent sitting. Through the description presented, the maximum and minimum scores obtained in the questionnaire data analysis can be seen ( ). In this study, the silent sitting variable has several indicators, namely 1) physical, 2) mental, 3) emotional, and 4) the impact after silent sitting.

**Table 2.** Silent Sitting Variables

Descriptive Statistics							
	N	Range	Min	Maximum	Mean	Standard Deviation	Variance
Silent Sitting	93	103	69	172	131.85	19,875	395.021
Valid N (listwise)	93						

Source: Data processing results for 2025 using SPSS 27.0

Based on data processing using the Statistical Software for Social Science (SPSS 27.0) program, the data description obtained from the Silent Sitting (X) variable, which was obtained through a questionnaire filled out by 93 respondents, showed a score range of 103, a minimum score of 69, a maximum score of 172, a mean score of 131.85, a standard deviation of 19.875, and a variance score of 395.021.

Each of these indicators covers important aspects of silent sitting, including physical, mental, emotional, and the impact after silent sitting. The recapitulation of this variable provides a comprehensive picture of the extent to which students who do silent sitting are able to impact their learning discipline both at school and at home.

The learning discipline variable in the study conducted at Tri Ratna Elementary School in Jakarta in 2025 was measured using a questionnaire with a Likert scale consisting of 38 statements that were declared valid and reliable through validity and instrument tests with a scoring scale of 1 to 5. The calculations for this study were analyzed using SPSS 27.0 computer software, which provided a description of the research data obtained through questionnaires related to learning discipline. The description presented shows the maximum and minimum scores obtained in the questionnaire data analysis. In this study, the variable of learning discipline has several indicators, namely 1) obeying school rules, 2) disciplined behavior in class, 3) discipline in keeping to the study schedule, and 4) studying regularly.

**Table 3.** Learning Discipline Variable

	Descriptive Statistics						
	N	Range	Min	Maximum	Mean	Standard Deviation	Variance
Learning Discipline	93	91	96	187	139.49	18,865	355.905
Valid N (listwise)	93						

Source: Data analysis results for 2025 using SPSS 27.0

The normality test aims to determine whether the distribution of residual values is normal or not. The normality test was conducted using SPSS 27.0 with the One Sample Kolmogorov Smirnov test. The data sample must come from a normally distributed population with a significance level of 0.05 or 5%. A significance level of 5% or 0.05 means that the researcher takes a 5% risk of making a wrong decision in rejecting the correct hypothesis and is at least 95% correct in making a decision. The smaller the error rate, the better the research.

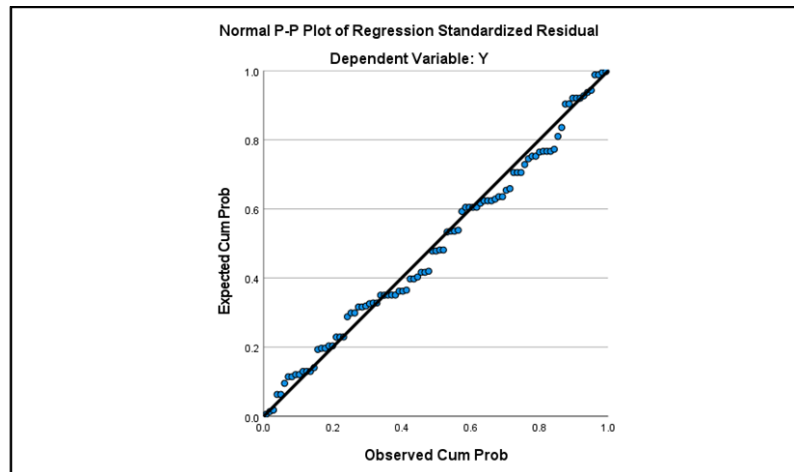
Based on the normality test results obtained from 93 respondents, the significance value (2-tailed) was 0.200, which means it is  $> 0.05$ , so it can be concluded that the data is normally distributed.

**Table 4.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
	N		Unstandardized Residual
Normal Parameters <sup>a,b</sup>		Mean	.000000
		Std. Deviation	9.36820928
	Most Extreme Differences		Absolute
		Positive	.076
		Negative	-.051
	Test Statistic		.076
	Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>
a. Test distribution is Normal.			

Source: Results of data processing in 2025 using SPSS 27.0

The positive relationship between silent sitting and study discipline is shown in the p plot data, which shows a positive regression line.



**Figure 1.** P Plot Results Source: Data analysis results for 2025 using SPSS 27.0

The results of data processing for normality testing can be seen from the p plot as follows: Normality testing was carried out to test whether the regression model of the independent and dependent variables had a normal distribution or not. A good regression model is one that has a normal or near-normal data distribution. To determine whether it is normal or not, we can look at the distribution of data (points) on the diagonal axis. The basis for making a decision is as follows:

- a. If the data is scattered around the diagonal line and follows the direction of the diagonal line, then the regression model meets the normality assumption.
- b. If the data is scattered or far apart and does not follow the direction of the diagonal line, then the regression model does not meet the assumption of normality.

The p plot shows points that point to a straight diagonal line from the lower left to the upper right, indicating a positive relationship between silent sitting and the learning discipline of students at Tri Ratna Elementary School in Jakarta.

The homogeneity test is a way to determine whether several population variants are the same or not. The homogeneity test is carried out as a requirement in the independent sample test analysis by comparing means using one-way ANOVA. The underlying assumption in the analysis (ANOVA) is that the variants from the population are the same. The test criterion is that if it is more than 0.05 or 5%, then it can be said that the variants from the two data groups are the same.

The results of the homogeneity test can be seen from the test of homogeneity variance output significance value of silent sitting 0.879, which means  $0.879 > 0.05$ , so the silent sitting data is homogeneous. Meanwhile, the significance value for learning discipline is 0.600, meaning that  $0.600 > 0.05$ , so the learning discipline data is homogeneous. Because the significance value is greater than 0.05, it can be said that the two data sets are homogeneous. For more details, see the following test of homogeneity of variances table.

**Table 5.** Homogeneity Test Results  
 Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
X	Based on Mean	.023	1	91	.879
	Based on Median	.057	1	91	.812
	Based on Median and with adjusted df	.057	1	87.477	.812
	Based on trimmed mean	.014	1	91	.907
Y	Based on Mean	.276	1	91	.600
	Based on Median	.192	1	91	.662
	Based on Median and with adjusted df	.192	1	90.944	.662
	Based on trimmed mean	.251	1	91	.618

Source: Results of data processing in 2025 using SPSS 27.0

Data analysis techniques were used to answer the research questions posed through hypotheses. These hypotheses were tested as tentative answers to the question "Does Silent Sitting Affect the Learning Discipline of Students at Tri Ratna Elementary School in Jakarta?" Hypothesis testing in this study used a simple linear regression formula, and the data was obtained using SPSS 27.0. Testing with simple linear regression yielded the following results.

**Table 6.** Regression Equation Output

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.864	6.588		4,685	.000
	X	.824	.049	.868	16,674	.000

a. Dependent Variable: Y

Source: Data processed in 2025 using SPSS 27.0

Based on the output results by reading the coefficients, a constant value of 30.864 was obtained, which means that if silent sitting (X) has a value of 0, study discipline (Y) has a positive value of 30.864. The regression coefficient for the silent sitting (X) variable is 0.824, meaning that if silent sitting increases or develops, the learning discipline (Y) variable will increase by 0.824 with the following regression equation.

$$Y = 30.864 + 0.824 X$$

The statistical hypothesis in this study is:

H<sub>a</sub> : It is suspected that silent sitting has a significant effect on improving the learning discipline of students at Tri Ratna Elementary School in Jakarta.

H<sub>0</sub> : It is suspected that silent sitting has no significant effect on improving the learning discipline of students at Tri Ratna Elementary School in Jakarta.

The criterion for testing the hypothesis is to reject H<sub>0</sub> if the t-value is greater than 0.05 or 5%. Based on the analysis of the data obtained, the t-value = 16.674 with a significance value (p) of 0.000 < 0.05. It can be concluded that the two variables have a positive



regression relationship and that silent sitting has a significant effect on improving the learning discipline of students at Tri Ratna Elementary School in Jakarta.

Looking at these results,  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that silent sitting has a significant effect on the learning discipline of students at Tri Ratna Elementary School in Jakarta. The hypothesis testing criteria use Alpha 5% (0.05), namely  $H_0$  is rejected if  $\leq 0.05$  by reading the following ANOVA table:

**Table 7.** ANOVA Analysis Output

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24669.020	1	24669.020	278,030	.000 <sup>b</sup>
1 Residual	8074.228	91	88,728		
Total	32,743.247	92			

a. Dependent Variable: Y  
 b. Predictors: (Constant), X

Source: Results of data processing in 2025 using SPSS 27.0

Based on the ANOVA analysis output, the calculated F value is 278.030 with a significance of 0.000, so there is no need to match it with the F table because SPSS already provides the significance value. A significance of  $0.000 < 0.05$  means that  $H_0$  is rejected and  $H_a$  is accepted. This means that silent sitting has a positive effect on learning discipline.

**Table 8.** Residual Statistics

Residual Statistics <sup>a</sup>					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	87.71	172.57	139.49	16.375	93
Residual Standard	-23.789	26,734	.000	9,368	93
Predicted Value Standard	-3,162	2.020	.000	1.000	93
Residual	-2,525	2,838	.000	.995	93

a. Dependent Variable: Y

Source: Data processed in 2025 using SPSS 27.0

The minimum residual for silent sitting on learning discipline was -23.789, the maximum value was 26.734, the mean was 0.000, and the standard deviation was 9.368 with a total of 93 respondents.

**Table 9.** R Square Determination Coefficient Values

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.868 <sup>a</sup>	.753	.751	9.420

a. Predictors: (Constant), X  
 b. Dependent Variable: Y

Source: Data analysis results for 2025 using SPSS 27.0

The coefficient of determination in Table 4.19 above is R Square, which has a value of 0.753, meaning that 75.3% of silent sitting affects learning discipline, while the remaining 24.7% is influenced by other factors.

The results of the quantitative analysis and normality test showed a residual significance value of 0.200. Because the significance for the residual value is greater than 0.05, it can be concluded that the data population is normally distributed. From the results of the homogeneity test, the influence of silent sitting was found to be significant at 0.879 and learning discipline at 0.600, which is significant at  $\geq 0.05$ . Therefore, it can be concluded that the data on silent sitting on learning discipline has the same variance.

The results of the analysis of  $t_{\text{calculated}}$  obtained a value of 16.674 with a significance level of 0.000, while  $t_{\text{table}}$  with  $n=93$  and  $\alpha= 0.05$  obtained a value of 1.661. This can be assumed that  $t_{\text{(calculated)}} > t_{\text{(table)}} (16.674 > 1.661)$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so there is an effect of silent sitting on the learning discipline of students at Tri Ratna Elementary School in Jakarta.

The magnitude of the effect can be seen from the R square value of 75.3%, which indicates that silent sitting affects learning discipline, while the remaining 24.7% is influenced by other factors not included in the regression equation. This shows that silent sitting has an effect on the learning discipline of students at Tri Ratna Elementary School in Jakarta. This means that learning discipline can be influenced by silent sitting by 75.3% through the linear relationship  $Y=30.864 + 0.824 X$ .

### 3.1. The Effect of Silent Sitting on Improving Study Discipline

Based on the results of data analysis, there is a significant positive influence between silent sitting and learning discipline. This can be seen from several pieces of evidence proven through research results in the form of questionnaires, which were then analyzed from each variable to obtain analysis results that were tested and verified for accuracy and can be used in making research conclusions. The higher the score, the higher the level of study discipline. Silent sitting refers to sitting in meditation, usually with eyes closed, focusing on breathing, sounds, or specific objects to relax and calm the mind. The goal is to become calmer, more self-aware, and reduce anxiety and stress, which can lead to greater discipline.

Furthermore, the mechanism of silent sitting in improving learning discipline can be explained through its ability to train self-control and concentration. When students get used to regulating their thoughts and emotions through meditation, they develop the

ability to focus longer, manage time effectively, and reduce procrastination. In addition, the peace of mind gained from this practice helps students face learning challenges with a more controlled and diligent attitude. Thus, silent sitting is not only beneficial for mental health, but also serves as an effective tool in fostering consistent and focused learning habits.

Silent sitting is expected to shape students to become more disciplined, both at school and at home. This practice helps students manage their time, improve their focus, and control their thoughts better [15]. By continuously developing the practice of silent sitting, students are able to control themselves and become more motivated to complete academic tasks, as stated by the Buddha in the Mahasatipatthana Sutta, namely the ability of individuals to continuously observe the body, feelings, thoughts, and phenomena, as well as strive to be mindful, control themselves, and overcome greed and sadness within themselves (D.II.22). Sitting meditation also increases self-awareness, which helps students determine their learning priorities and organize their schedules more orderly.

Kabat-Zinn's Mindfulness Meditation Theory states that meditation techniques, such as sitting quietly or silent sitting, can help individuals become more focused and better able to control themselves, which is the basis of learning [16]. The habit of quiet reflection while sitting still helps students manage their time, emotions, and desire to study on their own [17]. In his theory, Lally also states that students become more organized in their learning at school and at home through a routine of sitting quietly, which forms a pattern of discipline through regular repetition. In addition to calming the mind, sitting quietly also helps them become more disciplined through the mechanisms of awareness, self-regulation, and positive behavioral habits [18]. Thus, silent sitting not only calms the mind, but also helps students become more disciplined, which helps them learn better at school and study independently at home.

Discipline is compliance with rules, order, norms, or submission to supervision and control [19]. Discipline in education does not only mean obeying school rules; it also means having the ability to regulate oneself, such as managing time, concentration, and taking responsibility for academic tasks [20]. Silent sitting helps students build self-discipline by teaching them to stay focused, calm, and more aware of their responsibilities. Practicing silent sitting regularly helps students control their thoughts and emotions, which makes it easier for them to adhere to class schedules, complete homework on time, and obey school rules without external pressure. Therefore, discipline built through silent sitting is intrinsic, coming from within, and supports academic success more effectively and sustainably.

The process of forming intrinsic discipline through silent sitting is also in line with the principle of lifelong learning. When students get used to regulating themselves through meditation practice, they not only become more disciplined in their studies, but also develop self-regulation skills that are useful in various aspects of life. The ability to stay focused, manage emotions, and act consciously is an important foundation not only for academic achievement but also for future success in the workplace and social life. Thus, silent sitting does not merely increase momentary discipline but instills positive habits that will continue to be beneficial throughout life.

In addition, sitting quietly or silent sitting has a positive effect on students' character. When students learn to regulate their own emotions and thoughts, they are more resistant to academic and social pressures. Research by [21] shows that mindfulness practices such as sitting quietly can help students improve their metacognitive awareness, enabling them to make better decisions and evaluate their priorities. This is in line with the opinion of [22] that intrinsic discipline improves academic achievement and builds good habits such as being honest, independent, and able to control stress. Therefore, silent sitting is not just a passive activity; it is a long-term effort to create a generation that is socially, emotionally, and academically mature.

The explanation and elaboration of the theory and analysis in this study provide a clear picture of the influence of the silent sitting variable in improving the learning discipline of students at Tri Ratna Elementary School in Jakarta. This is confirmed by the results of data processing using SPSS 27.0, which obtained a value of  $t_{(calculated)} > t_{(table)}$  ( $16.674 > 1.661$ ), so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that silent sitting has an effect on the learning discipline of students at Tri Ratna Jakarta Elementary School. Meanwhile, the R square value is 0.753, which means that 75.3% of silent sitting affects learning discipline, while the remaining 24.7% is influenced by other factors.

Students who have good study discipline tend to show mutual respect, reduce classroom disturbances, and are better able to work together in groups. In addition, the regular implementation of silent sitting in schools can result in a more cooperative and harmonious learning culture [23]. A study by [22] also found that schools that implement mindfulness practices experience a significant decrease in cases of bullying and conflicts between students. This shows that study discipline is good for people and strengthens the educational environment. Therefore, silent sitting should be considered a broad strategy. It not only prepares students for academic tasks but also provides them with important life skills for the future.

Silent sitting is in line with the Buddha's teachings in the *Vitakkasaṅṭhāna Sutta*, which emphasizes the importance of training the mind to achieve calmness and self-control (MN.20). The Buddha taught that by consciously observing and regulating the mind (silent sitting), one can overcome emotional disturbances and negative behaviors. These principles can be seen in the reduction of bullying and conflict in schools [24]. Thus, the Buddhist teachings on silent sitting have a scientific and spiritual basis that has been tested over thousands of years. By combining this practice with modern education, a transformative approach is created that develops students to be academically excellent, strong in character, and mindful. In conventional education systems that often only pursue academic grades, this approach offers balance by training calmness of mind, emotional control, and mindfulness. Students are not only equipped with cognitive knowledge, but also the ability to cope with pressure, manage stress, and build better relationships with themselves and others.

The result is the formation of a generation that excels academically while also having strong character and awareness. They are not only capable of critical and creative thinking, but also have emotional maturity, empathy, and mental resilience in facing the

complexities of life. With this foundation, education is no longer merely a transfer of knowledge, but a process of developing well-rounded individuals who are ready to contribute positively to society with wisdom and inner peace.

### ***3.2. The Significant Influence of Silent Sitting in Improving Learning Discipline***

Based on data analysis, it is known that the level of silent sitting among students at Tri Ratna Elementary School in Jakarta is in the high category with a percentage of 53%. The emotional indicator shows that students at Tri Ratna Elementary School in Jakarta answered in the high category with a percentage of 53%. In the emotional indicator, the respondents answered in the high category, meaning that silent sitting can be considered good. Silent sitting is a simple type of mindfulness exercise that involves sitting in a comfortable position with your eyes closed or half-open, focusing on your breathing, and observing your thoughts and bodily sensations without reacting [25].

The results of data analysis on the learning discipline variable at Tri Ratna Elementary School in Jakarta show that 63% of respondents scored in the high category. The details of each indicator responded to the high category on average with the following response percentages: 1) obeying school rules 56% in the high category; 2) disciplinary behavior in the classroom 63% in the high category; 3) discipline in keeping to the study schedule with an average response in the high category of 49%; 4) studying regularly with an average of 49% of respondents answering in the high category. These findings are in line with educational and psychological theories which emphasize that a structured environment, such as clear school rules and schedules, increases motivation and self-regulation, which in turn can improve discipline [26]. Research conducted by Kauchak and Eggen on classroom management provides evidence that clear rules and consistent routines help students become more disciplined [27].

Regular silent sitting can have positive effects, such as improving discipline. Data shows that students who practice silent sitting regularly tend to study more consistently. This is because this habit strengthens the brain's neuroplasticity to adapt to disciplined behavior [28]. Therefore, silent sitting can be an effective method for consistently improving students' academic discipline.

This finding is increasingly relevant in the context of modern education, which is fraught with distractions and demands for multitasking. Consistent silent sitting serves as "mental exercise" that strengthens the prefrontal cortex—the area of the brain responsible for self-control and decision-making. Over time, neuroplasticity trained through meditation not only improves learning discipline but also shapes a more structured mindset in facing various academic challenges. Thus, educational institutions that integrate silent sitting into the daily curriculum not only build momentary discipline but also create a neurological foundation for sustainable learning habits.

Based on a simple linear regression data analysis, a t-value of 16.674 was obtained with a significance value (p) of  $0.000 < 0.05$ . It can be concluded that silent sitting has an effect on improving the learning discipline of students at Tri Ratna Elementary School in Jakarta. The magnitude of the effect can be seen from the results of a simple linear test analysis, which found a determination value of R square of 0.753, meaning that 75.3% of

silent sitting affects learning discipline, while the remaining 24.7% is influenced by other factors that were not studied. The theory of behavioral change shows that structured interventions such as silent sitting can help change behavior towards better discipline [29]. Practices that increase self-awareness and the ability to control oneself, such as silent sitting, are an important basis for the development of learning discipline [30].

Regular silent sitting practices can create a more structured mindset that is focused on the learning process. When students become accustomed to observing their thoughts and emotions objectively, they develop the ability to choose appropriate responses to learning challenges, rather than reacting impulsively. This directly supports the formation of consistent study habits, as students become better able to maintain concentration and manage time effectively. In addition, the inner calm gained from this practice can reduce academic anxiety, making students better prepared to face tasks that require perseverance and discipline.

The application of silent sitting as part of a learning routine can also strengthen students' intrinsic motivation. With increased self-awareness, students are better able to identify learning goals that are meaningful to themselves, rather than merely external demands. The self-control skills developed through this practice enable students to remain committed to these goals even in the face of distractions or difficulties [31].

The practice of silent sitting helps students to focus more and recognize their emotions and thoughts more deeply. By taking a moment to reflect and observe themselves, students can identify internal distractions, such as laziness, restlessness, or lack of motivation, which often hinder the learning process. The ability to recognize and manage these emotions is the foundation of self-discipline, as students become better able to direct their attention to their learning goals without being easily distracted by external or internal factors.

Developing learning discipline through self-awareness is not only beneficial in an academic context, but also shapes positive habits in everyday life. When students are accustomed to self-reflection through practices such as silent sitting, they will find it easier to manage their time, set priorities, and control impulses that can interfere with productivity. This is in line with the principle of self-regulation in educational psychology, where self-control is the key to success in achieving long-term goals. Thus, integrating self-awareness practices into the learning process not only improves academic outcomes but also equips students with valuable life skills.

Practices such as silent sitting serve as the foundation for learning discipline through the strengthening of metacognitive awareness, which is the ability to observe and regulate one's own thought processes. When students routinely engage in self-reflection in silence, they develop an "internal observer" that helps them recognize patterns of procrastination or ineffective learning habits. Research in educational psychology shows that this kind of self-awareness is a strong predictor of learning independence, as it allows students to actively identify and correct weaknesses in their learning strategies. In an academic context, the effects of silent sitting manifest through improved time management and consistency in study routines. Students who are trained in self-control through meditation

tend to show greater regularity in organizing their study schedules, resisting the temptation to procrastinate, and maintaining focus during study sessions.

The transformative benefits of silent sitting do not stop at academic achievement alone, but shape a mental framework for lifelong learning. The habit of regulating emotions and thoughts developed through this practice creates resilience to academic stress and failure. Students not only become more disciplined in completing today's tasks, but also master self-regulation skills that will be useful in facing future professional challenges. This holistic approach shifts the educational paradigm from merely transferring knowledge to building sustainable mental capacity.

#### 4. Conclusion

Research shows that there is a significant positive influence between silent sitting and improving the learning discipline of students at Tri Ratna Elementary School in Jakarta. This shows that the implementation of silent sitting in schools can help students improve their metacognitive awareness, enabling them to make better decisions and evaluate their priorities. In addition, silent sitting will make students more disciplined in learning, as demonstrated by mutual respect, reduced classroom distractions, and greater ability to work together in groups. The significant effect can be seen from the results of a simple linear analysis, which shows that silent sitting has a significant effect on improving the learning discipline of students at Tri Ratna Elementary School in Jakarta. This shows that sitting quietly, or silent sitting, as a form of focus and self-control exercise, significantly helps students develop more regular and disciplined learning habits. The practice of silent sitting tends to improve time management and increase awareness of academic responsibilities. This is because this exercise teaches self-control and focus, which are important components of independent learning. Students learn more about the importance of prioritizing tasks, reducing procrastination, and developing an awareness of the importance of studying discipline by frequently practicing silent sitting.

The results of this study imply that silent sitting plays an important role for students at Tri Ratna Elementary School in Jakarta, especially in creating good study discipline, mutual respect, and reducing distractions in the classroom. With the practice of silent sitting, teachers can be more effective in managing the classroom during learning hours. The results of this study have a major impact in the context of learning discipline. The practice of silent sitting, when done regularly, helps students improve their concentration and focus during learning. This activity encourages self-control and emotional management, reduces impulsive behavior such as disturbing friends or laziness in doing assignments, and the formation of disciplined habits through silent sitting has an impact on improving time discipline, such as being on time in doing assignments and being more orderly in following lessons.

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