

The Effect of *Thina-middha* on Emotional Intelligence of Buddhist Students at School

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Abstract: This study aimed to find *Thina-middha* on students' emotional intelligence. The problems that occur in students are those who are lazy in doing assignments, procrastinating on assignments at school and home, and students who prefer other activities such as playing games, playing social media, and playing with friends rather than doing assignments. Difficulty dividing time in doing school assignments given by teachers. This study uses a quantitative approach with a survey method. The population in this study was 69. This study was conducted in Junior High Schools with student respondents in the 2023/2024 academic year. The study results showed a significant positive effect between the *Thina-middha* variable and the emotional intelligence variable of junior high school students in 2024, with a t_{count} of 17.274 and a significance value ($0.000 < 0.05$). The magnitude of the influence of *Thina-middha* on the emotional intelligence of Buddhist students at Jambi Middle Schools in 2024 can be seen from the R Square, which has a value of 0.817, thus meaning that 81.7% of *Thina-middha* has a significant influence on student's emotional intelligence, while the remaining 18.3% is influenced by other variables that were not studied.

Keyword: *Thina-middha*; Emotional Intelligence; Buddhist Education

1. Introduction

Emotional intelligence is essential in managing oneself and others' emotions [1]. In the *Kāyagatāsati Sutta*, Buddha said that by developing attention to the body, a practitioner can increase self-awareness and emotional control [2], in line with the *Anuruda sutta*, it explains *mahāgattacitta* which includes attention, understanding, calmness, and balance, these thoughts contribute to the development of emotional intelligence [3]. Emotional intelligence is recognized as one of the critical factors that has a significant influence on learning success and individual growth [4] [5]. Emotional intelligence includes the ability to identify, understand, and manage personal emotions as well as the emotions of others [6]. Research shows that emotional intelligence significantly impacts academic achievement, interpersonal relationships, and psychological well-being [7]. Emotional intelligence is one of the essential factors that significantly influences success in learning [8], [9], [10]. Contemporary psychological research shows that in addition to IQ factors, learning and achievement are greatly influenced by emotional intelligence [11].

Emotional intelligence in Buddhism is reflected in a person's ability to control themselves [12]. This is in line with the Buddha's teachings in the Dhammapada [13], the Buddha emphasized the importance of self-control in life. When people can control their thoughts, speech, and actions, they are training the emotional intelligence within them. This sentence means that by practicing self-control, a person can better cope with stress, build healthy relationships, and make wise decisions. Overall, the Buddha's teachings on self-control are a practical guide to a more peaceful and harmonious life and a way to develop emotional intelligence, which is very important in everyday life. One of the suttas that discuss self-control is the Kakacupama Sutta (comparison with cloth), which says that a person who truly has self-control will be able to control his anger and not be affected by the badness of others. They can maintain their calm and not retaliate with anger [14]. In the explanation of the sutta, self-control does not only include the ability to control anger but also the ability to keep the mind from getting caught up in lethargy and unproductivity. Thus, self-control is the primary key to overcoming obstacles such as *Thina-middha* (sloth and torpor), which can significantly hinder mental and spiritual progress.

Thina-middha, which translates to sloth and torpor, is one of Buddhism's five hindrances (*nīvaraṇa*) that hinder mental clarity and spiritual progress. It represents a state of mental lethargy, Laziness, and lack of motivation, often manifesting as drowsiness or a heavy, unmotivated mind. Such a state of mind can hinder the ability to concentrate and engage actively in learning or other productive activities. The Buddha's teachings in the Satipatthana Sutta discuss the nature of *Thina-middha* and its impact on mental and emotional well-being. The presence of *Thina-middha* covers the mind like moss, and slime covers a clear pond, obstructing clear perception and understanding [15]. Overcoming *Thina-middha* requires special mental attention and training, including energy development and perseverance, to counteract lethargy and restore mental clarity and strength. Laziness is the main obstacle to all human activities. Individuals need to maintain balance and manage all their senses when carrying out a job. Laziness is part of the forms of thought that prevent the emergence of knowledge in improving the quality of the human mind [16]. Laziness arises because of forms of thought or consciousness of the mind that have darkness that is unable to know everything properly. Humans who do not have enthusiasm (*virya*) are lazy and unwilling to make an effort. This condition can affect a person's productivity and well-being and tends to occur in various levels of society. Some factors that can cause Laziness include lack of motivation, fatigue, stress, and interest in activities that must be done [17], [18].

This program is designed to help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making [19], [20][21]. By participating in the social and emotional education program, students will learn to understand and manage their emotions and not be lazy in developing emotional intelligence to become better students and reduce anxiety and stress levels when facing academic and social pressures [22][23][24]. The *Thina-middha* in more depth on students' emotional intelligence in Jambi. So, it is necessary to research to reveal the problem of emotional intelligence as the primary variable, which is undoubtedly connected to other

variables that are thought to be able to overcome the problem of emotional intelligence. The final result expected from this study is to prove the research hypothesis regarding the influence of *Thina-middha* on students' emotional intelligence.

2. Method

In this study, the researcher used a quantitative approach with a survey method and data collection techniques in the form of a questionnaire consisting of 74 statement items using a Likert scale. The population of this study was 69 students of class VII at SMP Nasional Sariputra Jambi, and all students were sampled using a total sampling technique. According to [25] total sampling is a sampling method in which the entire population is sampled. This research design includes observation activities, compiling a background, identifying and formulating problems, and concluding research results. The researcher also compiled a theoretical basis relevant to *Thina-middha* and emotional intelligence, determining research variables, compiling research instruments, collecting data through questionnaires, analyzing data, and formulating conclusions and suggestions. Data are grouped based on all respondent variables and then analyzed to answer research questions and test hypotheses. This study uses the SPSS 25.0 (Statistical Program for the Social Sciences) data processing program to produce a higher and more reliable analysis.

3. Results

Based on the instrument test regarding the influence of *Thina-middha* on students' emotional intelligence, it was obtained that out of 77 items, there were 34 *Thina-middha* variable items and 43 emotional intelligence variable items. The results for the variables *Thina-middha* There are 33 valid items and one invalid item, while the emotional intelligence variable has 41 valid items and two invalid items. Some of these items are declared invalid by comparing the r table on 36 respondents with a significance level of 0.05, which is 0.329. If r count $<$ r table, then the items are declared invalid. In this study, the researcher removed invalid statement items from 77 to 74 statement items. Based on the reliability test of the research instrument, the statistical reliability results obtained using SPSS 25.0 produced a Cronbach alpha value of 0.976 because the significance value $>$ 0.05, which means that the measuring instrument is stated as reliable, so it can be concluded that the research instrument used in this study has met the requirements for good reliability.

Table 1 Instrument Reliability Test

Reliability statistics	
Cronbach's Alpha	N of Item
.976	74

The normality test was conducted using the One-Sample Kolmogorov-Smirnov test. The requirement for sample data comes from a normally distributed population with a significance level of 0.05 or 5%. Based on the results of the normality test obtained from 69 respondents, the significant value (2-tailed) is 0.200, which means $0.200 > 0.05$, so it can be concluded that the data is typically distributed. The results of the normality

calculation using the One-Sample Kolmogorov-Smirnov test are presented in the following table.

Table 2 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		69
Normal Parameters a,b	Mean	264.3478
	Std. Deviation	40.57159
Most Extreme Differences	Absolute	.088
	Positive	.064
	Negative	-.088
Test Statistics		.088
Asymp. Sig. (2-tailed)		.200 c,d
a. Test distribution is Normal.		

A homogeneity test is a way to determine whether several population variants are the same. A homogeneity test is carried out as a requirement in analyzing independent sample tests using Compare Means One Way ANOVA. The assumption underlying the study (ANOVA) is that the variance of the population is the same. If the test criteria are more than 0.05 or 5%, then it can be said that the variance of the two data groups is the same. The results of the homogeneity test are seen from the output of the test of homogeneity variance. The significance value of *Thina-middha* and emotional intelligence is 0.188, which means $0.188 > 0.05$; then, it can be said that the two data are homogeneous. For more details, see the following table of tests of homogeneity of variances.

Table 3. Results of the Homogeneity Test

Test of Homogeneity of Variance					
		Levene	df1	df2	Sig.
		Statistics			
The effect of X on Y	Based on Mean	1,715	2	66	.188
	Based on Median	1,667	2	66	.197
	Based on the Median and with adjusted df	1,667	2	54,407	.198
	Based on trimmed mean	1,710	2	66	.189

Table 4 Regression Equation Output

Coefficients a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(constant)	15,749	7.303		2.157	.035
	<i>Thina-middha</i>	1.005	.058	.904	17,274	.000
a. Dependent Variable: Emotional intelligence						

Based on the output results by reading the coefficients, the constant value of 15,749 is obtained, meaning that if *Thina-middha* has a value of 0, then the consistent value of the emotional intelligence variable is 15,749. The regression coefficient on the *Thina-middha* variable (X) is 1.005, meaning that if *Thina-middha* experiences an increase or development, the emotional intelligence variable (Y) will decrease by 1.005, so that a regression equation is obtained between the *Thina-middha* variable (X) and the emotional intelligence variable (Y). The hypothesis testing criteria use alpha 5% (0.05), namely reject H_0 if the significance is ≤ 0.05 by reading the following anova table.

Table 5 ANOVA analysis output

ANOVA a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26622.414	1	26622.414	298,401	.000 b
	Residual	5977.528	67	89,217		
	Total	32599.942	68			
a. Dependent Variable: emotional intelligence						
b. Predictors: (Constant), <i>Thina-middha</i>						

From the ANOVA analysis output, the calculated F value was obtained as 298.401 with a significance of 0.000, so there is no need to match the F table because SPSS has provided its Significance value. Significance $0.000 < 0.05$ indicates that H_0 is rejected and H_a is accepted. This shows that *Thina-middha* has a significant effect on students' emotional intelligence.

Table 6 Value of R Square Determination Coefficient

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904 a	.817	.814	9.445
a. Predictors: (Constant), <i>Thina-middha</i>				

Coefficient of determination R Square has a value of 0.817, thus meaning that 81.7% of *Thina-middha* has a significant influence on students' emotional intelligence, while the remaining 18.3% is influenced by other variables that were not studied.

4. Discussion

Based on the results of data analysis, there is a positive and significant influence between *Thina-middha* and students' emotional intelligence, which can be seen from several pieces of evidence that have been carried out through research results in the form of questionnaires, then analyzed from each variable so as to obtain an analysis result that can be tested and accounted for its truth and can be used in making decisions and conclusions of the study. *Thina-middha* what is meant is an important aspect that needs to be considered in the learning process [26], [27]. In the context of education, Laziness can hinder students' development in various activities, such as completing assignments, discussing, or actively participating in class. By increasing awareness of *Thina-middha*,

students can recognize behaviors and habits that hinder their progress. Overcoming *Thina-middha* requires the right strategy. For example, creating a positive learning environment, setting clear goals, and practicing time management techniques. When students are able to overcome *Thina-middha*, they will feel an increase in enthusiasm and interest in learning, which in turn can improve the quality of their learning as a whole. This aligns with research showing that a supportive environment can reduce Laziness and increase learning motivation [26].

Thina-middha, which in Buddhism refers to mental Laziness and sluggishness, is a significant obstacle that needs to be avoided in daily life. When someone is overwhelmed by *Thina-middha*, he tends to lose motivation and enthusiasm to act, so that important tasks, both at home and at school, are often postponed or even ignored. Eliminating *Thina-middha* means that someone can face daily activities more productively and consciously, such as: completing assignments on time, attending lessons with focus, and actively engaging in activities that require attention and concentration can improve emotional intelligence. When *Thina-middha* is successfully overcome, it also has a positive impact on emotional intelligence. By better managing oneself and emotions, a person can avoid excessive stress due to piling work and be wiser in dealing with pressure or challenges [28], [29]. *Thina-middha* that is well overcome will increase a person's ability to recognize, understand, and manage their emotions so that they are better prepared to face life with better balance. Avoiding *Thina-middha* is very important for students in identifying and managing the feelings that occur within themselves so that through good emotional management, students can build good relationships with the environment in which they are located.

The results of the study above are in line with research conducted, Laziness or slowness in daily activities has a significant relationship with emotional intelligence. The study shows that individuals who often postpone work or lack initiative struggle to manage their emotions [30], [31]. The tendency to be passive and less responsive to environmental demands can reduce a person's ability to recognize and control emotions and inhibit healthy social interactions. As a result, the ability to understand other people's feelings and regulate stress and emotional pressure becomes weak. Mairan emphasized that self-discipline and reducing Laziness are essential to improving emotional intelligence. Individuals who are more active and have better self-control can deal with emotional and situational challenges more effectively.

In Buddhist terminology, mental Laziness or sluggishness in Pali is called *thīna*, which means Laziness of mind and body [27]. Laziness (*thīna*) and inactivity (*middha*) arise in consciousness or mind rooted in greed (*Lobhamūla citta*) associated with wrong views [32], [33]. People with *thina* nature become lazy in doing good deeds that bring happiness, such as schoolwork. Laziness comes from mental ignorance, covered by someone unmotivated to do something [32]. Emotional intelligence has a strong relationship with subjective well-being and academic performance. Students with high emotional intelligence can better manage academic stress and adapt to changing situations. They tend to achieve better academically because they can control their emotions when facing challenges. Conversely, individuals who are less disciplined or

lazy tend to avoid responsibility, which harms their psychological well-being, reduces their ability to adapt, and inhibits optimal academic and emotional achievement [34]. In Buddhism, managing emotions is the ability to stay calm and eliminate anxiety, anxiety, depression, sadness, or something annoying. Managing emotions means controlling yourself. Individuals must be able to manage everything that is in themselves, both negative and positive. Buddha said a person without desire, without joy, he is a true monk [35].

5. Conclusion

A significant favorable influence exists between the *Thina-middha* variable (X) and emotional intelligence (Y). The results indicate that H_0 is rejected and H_a is accepted, so there is a significant influence between *Thina-middha* and students' emotional intelligence. The magnitude of the impact of *Thina-middha* on students' emotional intelligence in 2024 can be seen from the R Square has a value of 0.817, thus meaning that 81.7% of *Thina-middha* has a significant effect on student's emotional intelligence, while the remaining 18.3% is influenced by other variables that were not studied. This indicates that *Thina-middha* is an essential factor that needs to be avoided to improve students' emotional intelligence, although other variables play a role but were not examined in this study.

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