

A Case Study on Mindful Students: How Does Silent Sitting Practice in the Classroom Affect a Student's Academic Achievement?

Duta Nyana^{1*}, Wistina Seneru², Vike Aprilianin Marwintaria Saputri³,
Burmansah⁴, Karsinah⁵, Iin Avitasari⁶, Juni Suryanadi⁷

Jinarakkhita Buddhist College of Lampung, Jl. Raya Suban, Pidada, Kec. Panjang, Kota Bandar Lampung, Lampung, Indonesia, 35241

duta.nyana@sekha.kemenag.go.id

Abstract: This study explores the impact of silent sitting on students' academic achievement. The problems faced by students include lack of focus while studying, low active participation, and high levels of stress and anxiety. This study uses a descriptive quantitative approach with data processing techniques from the distribution of questionnaires containing 78 statement items using the Likert scale, involving 94 students as the population. Data analysis was carried out using simple linear regression with the help of SPSS 26.0. The study results showed a significant effect between silent sitting and students' academic achievement, with a t count of 10.761 and a t table of 1.661 ($p = 0.000 \leq 0.05$), so H_0 was rejected, and H_a was accepted. The R square value of 0.557 indicates that silent sitting affects academic achievement by 55.7%, while other factors influence 44.3%. Thus, it is concluded that silent sitting significantly affects students' academic achievement

Keyword : Silent Sitting, Students' Academic Achievement

1. Introduction

In the modern educational landscape, student academic achievement remains a primary focus, driving innovations in teaching and learning methods. However, amid efforts to improve academic achievement, it is essential to acknowledge that factors beyond mastery of subject matter also play a significant role. [1] stated that in an increasingly competitive educational environment, students often face tremendous pressure to achieve good results, which can hurt students' mental and emotional health. Prolonged stress and anxiety can interfere with concentration, memory, and motivation to learn, ultimately hindering students' ability to reach their full academic potential [2]. Silent Sitting is a meditation practice that involves sitting in a state of silence with the primary goal of developing mindfulness [3]. In this practice, individuals sit in a comfortable position in a quiet environment, either with closed or open eyes, and attempt to focus entirely on the present moment experience. This technique helps one become more aware of thoughts, feelings, and bodily sensations without external distractions [4]. By practicing Silent Sitting, individuals can develop the capacity to observe and accept students' mental experiences more objectively.

Silent Sitting can be a valuable tool in education to help students cope with academic challenges. By increasing awareness and management of stress, students can better manage their time and attention, contributing to better academic performance [5]. This technique can also help students cope with test anxiety and improve overall emotional well-being. Implementing Silent Sitting into academic routines can provide additional support to develop practical study skills. Student academic achievement is a measure or indicator that shows how well a student can understand, master, and apply the knowledge and skills taught in school [6]. This is usually evaluated through various methods such as test scores, report card averages, class rankings, and academic awards received [7]. Academic achievement reflects students' success in achieving predetermined educational goals and is often used to assess their learning progress and abilities [8].

Students' academic achievement reflects their ability to get high grades or a particular class rank, a deep understanding of the material taught, and the ability to apply that knowledge in real situations. Academic achievement is an essential indicator of how well students achieve their educational goals, both individually and in the context of the overall educational program [9]. Academic achievement also shows students' readiness to face challenges in the real world, both in the context of further education and in professional life [10]. Student academic achievement is a measure or indicator that shows how well a student can understand, master, and apply the knowledge and skills taught in [11]. This is usually evaluated through various methods such as test scores, report card averages, class rankings, and academic awards received [12]. Academic achievement reflects students' success in achieving their educational goals and is often used to assess their learning progress and ability [13]. Students' academic achievement reflects their ability to score high or rank in a particular class, a deep understanding of the material being taught, and the ability to apply the knowledge is real. Academic achievement is an essential indicator of how well students achieve their educational goals, both individually and in the context of the overall educational program [13] Academic achievement also shows students' readiness to face real-world challenges in the context of further education and professional life [14], [15], [16]. This research is all the more critical given the high rates of stress and anxiety among students, especially in competitive and demanding school environments. Prolonged stress and anxiety can hurt students' mental health, disrupting their concentration and motivation to learn and lowering their academic performance. In the long term, these impacts can affect students' personal and social development, even increasing the risk of more serious mental health problems such as depression and anxiety disorders.

2. Method

Penelitian dengan pendekatan kuantitatif menggunakan metode survei dan kuesioner. With this opinion, it can be concluded that all research subjects have the same characteristics. The population used in this study was Ekayana Ehipassiko School BSD City Grades IV, V, and VI in 2023/2024, totaling 122 students.

The sample calculation aims to determine the number of individuals who need to be studied from a population. The calculation of 94 respondents shows that by studying 94

individuals, researchers can obtain representative results for the entire population with a certain level of confidence and margin of error. The number 122-94 has no special meaning in the context of this sample size calculation. So, the sample calculation is 94 students.

3. Result and Discussion

3.1. Instrument Validity Test

The results of the Silent Sitting variable show that there are 39 valid items and 1 invalid item. The invalid item is number 26, with an r_{count} value of -0.119. The Student Academic Achievement variable has 39 valid items and one invalid item. The invalid item is number 64, with a value of -0.269. Several of these items were declared invalid by comparing r_{table} in 32 respondents with a significance level of 0.05, namely 0.349, if $r_{count} \leq r_{table}$, then the item is declared invalid. The researcher deleted invalid statement items because the old item number could already represent each statement indicator, so out of 80 statement items, 78 statement items were still used.

3.2. Reliability Test

Based on the data test, a Cronbach value of 0.975 was obtained, which stated that the reliable data or instrument met the requirements of good reliability.

Table 1. Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.975	.975	78

(Source: SPSS 26.0 data processing results)

3.3. Statistical Description Analysis

Based on data processing from questionnaires filled out by 94 respondents obtained data range, minimum, maximum, mean, std Deviation, dan varians. Skor rentang 41.00, skor minimum 44.00, skor maksimum 85.00, skor rata-rata 70.5851, std. Skor deviasi 8.37997, dan skor varians 70.224.

Table 2. Statistical Description of Silent Sitting

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Silent Sitting	94	41.00	44.00	85.00	70.5851	8.37997	70.224
Valid N (listwise)	94						

(Source: Researcher Calculations Using SPSS 26)

Based on data testing, it was found that the academic achievement variable (Y) of students from the questionnaire filled out by 94 respondents obtained a range value of

69.00, a minimum score of 106.00, a maximum score of 175.00, an average score of 136.7447, a standard deviation value of 14.81857 and a variance value of 219.590.

Table 3. Statistical Description of Student Academic Achievement

	Descriptive Statistics					Std. Deviation	Variance
	N	Range	Minimum	Maximum	Mean		
Student Academic Achievement	94	69.00	106.00	175.00	136.7447	14.81857	219.590
Valid N (listwise)	94						

(Source: Researcher Calculations Using SPSS 26)

3.4. Normality Test

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		94
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.86010713
Most Extreme Differences	Absolute	.064
	Positive	.054
	Negative	-.064
Test Statistic		.064
Asymp. Sig. (2-tailed)		.200 ^{c,d}

(Source: 2023 data processing results using SPSS 26.0)

Referring to the test results obtained, it shows that the data is normally distributed with a value of $0.200 > 0.05$.

3.5. Homogeneity Test

Table 5. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Variabel_X_Y	Based on Mean	.641	1	92	.425
	Based on Median	.648	1	92	.423
	Based on the Median and with adjusted df	.648	1	91.488	.423
	Based on trimmed mean	.619	1	92	.433

(Source: Process data for 2024 using SPSS 26.0)

The variance of the X and Y variables can be considered homogeneous. Thus, the assumption of variance homogeneity is met for these data, which is important for parametric statistical tests such as ANOVA

3.6. Hypothesis Testing and Simple Linear Regression Analysis

Table 6. Regression Equation Output Table

Model	Coefficients ^a		Beta	T	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error			
1 (Constant)	43.568	8.719		4.997	.000
X	1.320	.123	.746	10.761	.000

a. Dependent Variable: Y

(Source. SPSS 26.0 Data Processing Results)

The regression model shows that variable X has a positive and significant influence on variable Y. With a standardized Beta coefficient of 0.746, it has a fairly strong influence on Y.

Table 7. ANOVA Analysis Output

Model		ANOVA ^a			Sig.	
		Sum of Squares	df	Mean Square		
1	Regression	11380.253	1	11380.253	115.796	.000 ^b
	Residual	9041.619	92	98.278		
	Total	20421.872	93			

a. Dependent Variable: Y

b. Predictors: (Constant), X

(Source. SPSS 26.0 Data Processing Results)

Based on the ANOVA output, the calculated F value is 115,796 and Sig 0.00, so there is no need to match it with the F table because SPSS has facilitated it with a significant value. The interpretation of the results obtained is Sig 0.00 < 5%, which means that H0 is rejected and Ha is accepted. This means that Silent Sitting positively influences students' academic achievement.

Table 8. Output of R Square Determination Coefficient Value (Model Summary)

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	.557	.552	9.91355

a. Predictors: (Constant), X

b. Dependent Variable: Y

(Source. SPSS 26.0 Data Processing Results)

The regression model shows that variable X has a strong and significant contribution in explaining the variability of Y. 55.7% of the variability of Y, and 44.3% is influenced by other factors. This shows that Silent Sitting has an effect on improving the academic achievement of students of Ekayana Ehipassiko School BSD SD City. This means that

students' academic achievement can be explained by the Silent Sitting variation of 55.7% through a linear relationship $Y = 43,568 + 1,320 X$. Silent Sitting has a positive impact on students' academic achievement.

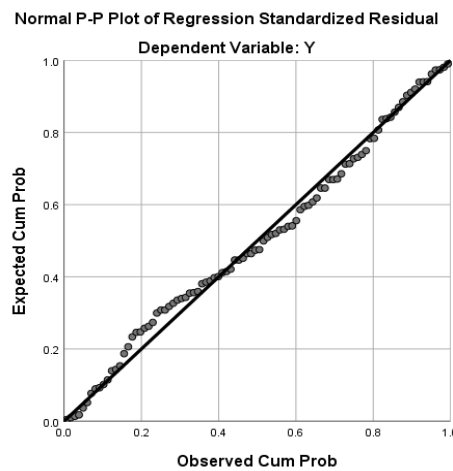


Figure 1. P-plot of Normal Regression
(Source: SPSS 26 Data Processing Results)

Since the data points are close enough to the diagonal line, it can be concluded that the assumption of residual normality in this regression model is met. This is important for statistical validity in regression, especially if inference or hypothesis testing is to be carried out based on the assumption of normality. The results of data analysis showed a positive and significant relationship between Silent Sitting and student academic achievement. It 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 to obtain an analysis result that can be tested and accounted for its truth and can be used in making decisions and conclusions. The conclusion is that there is a positive and significant effect between Silent Sitting on students' academic achievement.

Optimal implementation of Silent Sitting is expected to improve students' academic achievement. This aligns with the statement that Silent Sitting is a meditation or reflection method that involves sitting in silence without verbal interaction to achieve a state of mindfulness or calm. This method allows individuals to increase full awareness and manage stress better, according to [17]. This explains that Silent Sitting can help students develop sharper focus and a more profound sense of calm, which can contribute to improved academic achievement. In other words, this approach has the potential to reduce stress that often hinders the learning process, so that students can be more optimal in understanding the material and completing school assignments. This supports the creation of a comfortable learning atmosphere and helps students achieve their learning goals more effectively.

Continuously developing and understanding Silent Sitting will improve concentration, manage stress more effectively, and support the development of mental well-being, which can ultimately contribute to improving academic achievement and overall quality of life, as explained in the Buddhist teachings in the Mangala Sutta. In the teachings, peace of mind is one of the most important blessings that an individual can have. Research reveals

that integrating Silent Sitting into daily routines in schools can provide holistic benefits, including improved academic performance and students' mental well-being. Silent sitting is a silent condition with closed eyes, awareness of every breath in and out, and greeting yourself by saying things in your heart. This activity lasts only a few minutes [18]. Relaxation can make someone open intuitively so that it is easier to concentrate. A calm, stable, and relaxed state helps someone to optimally complete all tasks assigned to them, which can be completed on time with satisfactory results.

Concentrating the mind on a particular object being studied by eliminating all obstacles that can interfere with concentration in following the learning process is something that needs to be considered and done by a student [19]. This study revealed that the practice of Silent Sitting positively impacts the academic achievement of students at Ekayana Ehipassiko School Elementary School. In Silent Sitting, students are trained to concentrate on their breath and achieve peace of mind before starting learning activities. This practice aligns with the teachings of the Anapanasati Sutta, which emphasizes the importance of attention to the breath to achieve mental balance. Students who start lessons with a calmer and focused mind tend to be more effective in understanding the material. Silent Sitting, often called silent meditation, is a meditation practice that aims to achieve inner peace and mental balance. The Silent Sitting theory involves concepts from psychology, neuroscience, and spiritual traditions that support the idea that this meditation practice can positively impact learning motivation. Some critical elements of the Silent Sitting theory include Concentration and Focus. Silent sitting involves focusing on the breath or a specific object to direct attention. The theory argues that this concentration practice can help improve students' ability to focus on the subject matter, thereby strengthening learning motivation [20]

This Silent Sitting meditation practice helps students develop better self-control skills essential for academic success. Based on the Satipatthana Sutta, the Buddha taught four foundations of awareness: body, feelings, mind, and phenomena. Through mindfulness practice in Silent Sitting, students become more aware of their thoughts and emotions, thus better coping with everyday academic pressures. The mindfulness developed in this meditation helps manage stress and helps students develop a calmer and more focused attitude, contributing to educational achievement. The study's results provide a clear picture of a significant influence between the Silent Sitting variable and the student's academic achievement variable.

The results of this study indicate that Silent Sitting not only helps improve students' focus and calmness but also positively impacts students' academic achievement. Through Buddhist-inspired meditation practices, students are trained to control their thoughts and emotions better. This supports the Buddhist view that inner calmness and mindfulness can positively change various aspects of life. This study examines the effectiveness of Silent Sitting in improving students' academic achievement at Ekayana Ehipassiko School Elementary School. Based on the results obtained, students who routinely participate in the Silent Sitting program show a significant increase in academic scores, especially in subjects that require high concentration, such as mathematics and Indonesian. Silent Sitting, a silent meditation, helps students develop calmness and focus. This aligns with

the teachings in the Anapanasati Sutta [21], where the Buddha teaches the importance of mindfulness of breathing to achieve inner calm. This is in line with what was conveyed [22] as a class teacher at Sathya Sai Elementary School, Denpasar, that Silent Sitting or sitting quietly before starting learning, if done thoughtfully, will be able to train students' concentration in learning, make them calmer, remember learning materials longer, bring out students' creativity and increase students' empathy towards the environment.

Furthermore, the Class Teacher, Yuliantari, stated that students can be more focused on learning so that academic grades or learning achievements can increase. According to the class teacher's experience, before starting learning, especially after a break, students usually find it difficult to concentrate because during break time, students do enough physical activities to make them sweat, such as playing, running, and so on, so that when they finish their break and start the next lesson, students find it difficult to concentrate [23]. Meditation can improve cognitive health by physically changing the structure of the brain. The human brain is made up of different tissues, each active in response to a specific stimulus. This structure can be likened to a complex highway network that transmits different types of information depending on tasks and sensory stimuli. The layout of these networks affects response speed, ease of remembering, flexibility of thinking, and various other cognitive aspects [24]. Several in [25] Meditation can improve academic performance by improving focus, concentration, and stress reduction, which has a positive impact on cognitive function and memory retention. The practice of meditation can also reduce anxiety and depression, as well as improve emotional well-being. Additionally, meditation improves self-awareness, time management skills, and organization, which supports productivity. Meditation also stimulates creativity and problem-solving abilities, as well as increases mental resilience, all of which contribute to a better learning experience [26].

4. Conclusion

Based on the results of the research on the influence of silent sitting on the academic achievement of students, it shows a close and significant relationship. Silent sitting can provide the power of focus and clarity that strengthens concentration in the academic development of students in the learning process in the classroom. Students will be able to receive and respond to various academic lessons given by the teacher in class. The ability to manage oneself and receive lessons adequately is the achievement of successful academics. Successful academic achievement gives an idea that the process of receiving, managing, and creating knowledge by students can be achieved. This research has a limited time and it is hoped that the next researcher can extend the research time and develop a research method that provides more direct overview to students with experimental methods. The results of this study can be perfected by continuing the development of a learning model based on silent sitting guidelines for students at school.

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