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THE EFFECT OF SILENT SITTING AND LEARNING MOTIVATION ON THE LEARNING BEHAVIOR OF BUDDHIST STUDENTS AT SMP INSAN TERATAI DURING THE COVID-19 PANDEMIC

Nio She Mi[1], Budi Utomo[2], Kabri[3]
Sekolah Tinggi Ilmu Agama Buddha Smaratungga Boyolali; Indonesia
Correspondence e-mail; niomimi195@gmail.com

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Abstract

This study explores the relationship between a quiet environment and learning motivation on the academic performance of SMP Insan Teratai students during the COVID-19 pandemic. This study uses a descriptive quantitative approach with a saturated sampling method involving 42 Buddhist students as respondents. Data was collected through a closed survey and analyzed using simple regression, multiple regression, classical statistical tests, and t-test techniques. The results showed that silent sitting and learning motivation affected students' learning behavior by 28.10% and 53.47%, respectively, simultaneously having an effect of 55.8%. It is proven that improving students' learning behavior can be achieved through a calm atmosphere and increased learning motivation.

Keywords Buddhist; Covid-19; Learning Behavior; Learning Motivation; Silent Sitting.

INTRODUCTION

The COVID-19 pandemic has significantly impacted the education system in Indonesia, including learning in faith-based schools such as Insan Teratai Buddhist Junior High School. During the pandemic, online learning has become the main alternative to reduce the risk of virus transmission (kemdikbud.go.id, 2020). However, this method brings challenges, especially in maintaining students' learning motivation and quality. One of the methods applied at Insan Teratai Buddhist Junior High School is silent sitting meditation, which aims to help students maintain concentration and emotional balance in the face of drastic changes in learning patterns (Sari, 2020).

Spiritually based education should focus on academic achievement and the formation of students' character and psychological well-being (Luthans et al., 2024). Silent sitting meditation, part of the Buddhist tradition, is expected to play an important role in maintaining learning motivation and academic achievement (Wahbeh et al., 2018), especially in stressful situations such as the pandemic. However, until now, no study has examined the impact of silent sitting meditation on the learning motivation and achievement of Buddhist students in Indonesia during the pandemic.

Previous studies have shown a close relationship between meditation, learning motivation, and student academic achievement. (Paramita, 2021) his research at the Banten Buddhist school found that the application of meditation positively affected the formation of students' character. Research (Carpena & Menezes, 2018) emphasized that silent sitting meditation can positively impact a person's psychological well-being and personality, especially for those who have been practicing meditation for more than a year. Meanwhile, in Indonesia, (Yulianti et al., 2022) found a correlation between learning motivation and academic achievement of grade 5 elementary school students in Medan, and (Hadi, 2018) In his research at PGRI Adi Buana University, Surabaya also identified that high learning motivation is directly related to the improvement of academic achievement.

Other research conducted by (Wahyuningsih et al., 2021) at Sathya Sai Elementary School Denpasar showed that the silent sitting and light meditation methods increased students' concentration in learning. On the other hand, (Kusnaeni et al., 2022) highlight the contribution of spiritual methods such as Educare in shaping students' character in a multicultural educational environment. (Fineberg et al., 2022; Miodrag & Hodapp, 2011; Tang & Tang, 2024) It also emphasized that regular meditation can sharpen students' concentration on learning but also reduce the stress experienced by students in the learning process.

However, these studies have not specifically examined the effect of silent sitting meditation on student motivation and learning achievement in Buddhist-based schools, especially during the COVID-19 pandemic. Therefore, this study seeks to fill this void by focusing on the effect of silent sitting meditation on learning motivation and academic achievement at Insan Teratai Buddhist Junior High School during the pandemic so that it can be an important contribution to developing spiritual-based education in Indonesia.

The novelty of this study lies in its focus on Buddhist students at Insan Teratai Junior High School during the pandemic, a condition that has not been explored in previous studies. In this context, this study aims to analyze the role of silent sitting meditation in maintaining learning motivation and improving students' academic achievement. Thus, this research will provide new insights for developing spiritual-based learning methods, especially in crises like the pandemic.

This research is important because it offers concrete solutions to the challenges faced by students in maintaining learning motivation during the online learning period. In addition, the findings of this study are expected to provide a foundation for the further development of meditation programs in Buddhist schools and other spiritually-based education. In conclusion, meditation is important for psychological well-being and impacts academic achievement, particularly among students who study in a faith-based educational environment.

METHOD

This study aims to evaluate the influence of silent sitting practice and learning motivation on the learning behavior of Buddhist students at Insan Teratai Junior High School, located at Jalan Kalimati RT 012/ RW 010, Gelam Jaya, Pasar Kemis, Tangerang, Banten 15560. This study uses a quantitative approach with a survey design and quantitative causal methods, especially multiple regression analysis, to test the relationship between independent variables—silent sitting practices and learning motivation—and bound variables, namely student learning achievement (Maidiana, 2021). Primary data was collected through a questionnaire distributed to students in grades VI, VII, and IX, with 42 respondents. This questionnaire collects information about silent sitting practices, learning motivation, and student learning outcomes.

Additional data on student learning outcomes, such as test scores, attitude scores, and learning behavior reports, will be obtained from school documents. Data was collected by distributing questionnaires using the Google Forms platform, which contained closed questions and

a tiered scoring scale. The research instrument was tested for validity and reliability using Pearson's correlation coefficient and Alpha Cronbach formula (Sukendra & Atmaja, 2020).

Data analysis involves data descriptions in frequency distribution tables and histograms and classical assumption tests, including normality tests with Kolmogorov-Smirnov, multicollinearity tests, and heteroscedasticity tests. Furthermore, multiple regression analysis was conducted using SPSS to measure the influence of silent sitting and learning motivation on students' learning behavior. The t-test is used to determine the partial significance of the influence of each independent variable. In contrast, the F-test is used to determine the simultaneous significance of the overall regression model. The determination coefficient is measured to assess how well an independent variable's variability can explain a bound variable's variability.

Here are three hypotheses involving the variables of silent sitting, learning motivation, and learning behavior:

Hypothesis 1 (Effect of Silent Sitting on Learning Behavior)

H0: Silent sitting does not significantly influence students' learning behavior.

H1: Silent sitting has a significant positive influence on students' learning behavior.

Hypothesis 2 (Effect of Learning Motivation on Learning Behavior)

H0: Learning motivation does not significantly influence students' learning behavior.

H1: Learning motivation has a significant positive influence on students' learning behavior.

Hypothesis 3 (Effect of Silent Sitting and Learning Motivation on Learning Behavior)

H0: Silent sitting and motivation to learn together do not significantly influence students' learning behavior.

H1: Silent sitting and learning motivation together have a significant positive influence on students' learning behavior.

FINDINGS AND DISCUSSION

Findings

1. Instrument Test Results

a. Validity Test

The validity test aims to assess the accuracy of the measurement instruments used in the research method. The validity check results, using the Pearson Product Moment approach, show that one factor related to the comprehensive variable of educational achievement has been proven

to have validity because the calculation value exceeds the predetermined stable threshold (0.297).

Table 1. Validity Test

Number	Indicators	R Count	Table r	Information
1	X1.1	0,703	0,297	Valid
	X1.2	0,769	0,297	Valid
	X1.3	0,750	0,297	Valid
	X1.4	0,597	0,297	Valid
	X1.5	0,464	0,297	Valid
	X1.6	0,606	0,297	Valid
	X1.7	0,651	0,297	Valid
	X1.8	0,693	0,297	Valid
	X1.9	0,443	0,297	Valid
	X1.10	0,661	0,297	Valid
2	X2.1	0,696	0,297	Valid
	X2.2	0,572	0,297	Valid
	X2.3	0,616	0,297	Valid
	X2.4	0,347	0,297	Valid
	X2.5	0,417	0,297	Valid
	X2.6	0,334	0,297	Valid
	X2.7	0,506	0,297	Valid
	X2.8	0,715	0,297	Valid
	X2.9	0,645	0,297	Valid
	X2.10	0,321	0,297	Valid
	X2.11	0,569	0,297	Valid
	X2.12	0,614	0,297	Valid
	X2.13	0,381	0,297	Valid
3	X3.1	0,434	0,297	Valid
	X3.1	0,464	0,297	Valid
	X3.2	0,528	0,297	Valid
	X3.3	0,678	0,297	Valid
	X3.4	0,623	0,297	Valid
	X3.5	0,300	0,297	Valid
	X3.6	0,623	0,297	Valid
	X3.7	0,617	0,297	Valid
	X3.8	0,385	0,297	Valid
	X3.9	0,629	0,297	Valid
	X3.10	0,746	0,297	Valid

Based on Table 4.1, the validity test of the value of each variable statement is Valid. This is seen through the value of Corrected Item – Total Correlation greater than the r-table value of 0.297 with df = 42 obtained from (df = N – 42) where N is the number of respondents and with a significance level of 0.05

b. Reliability Test

The results of the reliability test of the variables for sitting still (X1), variables for learning motivation (X2), and student learning behavior (Y) were assessed using the Cronbach alpha

coefficient because the Cronbach alpha value exceeded the threshold of 0.60. As a result, the study can be considered reliable.

Table 2. Reliability

Variable	Cronbach Alpha (α)	Cronbach Alpha Standard (α)	Information
Silent Sitting	0.801	0,60	Reliable
Learning Motivation	0.737	0,60	Reliable
Learning behavior	0.712	0,60	Reliable

Based on the table above, it can be concluded that all variable items have a Cronbach alpha value > 0.6, thereby concluding that all variable items in this study can be said to be reliable.

2. Descriptive Data Analysis

The findings obtained from the distribution of the research survey consisting of 33 questions to 42 participants who are students of SMP Insan Teratai produced the results presented in the following table:

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Silent Sitting	42	31.00	50.00	38.5476	4.22075
Learning Motivation	42	45.00	64.00	53.4762	4.42409
Learning behavior	42	32.00	49.00	39.5952	3.94511
Valid N (listwise)	42				

a. Silent Sitting

The data obtained shows an average number of 38.54 for the silent sitting variable, meaning that students are full of attention, awareness, in-depth investigation, and vigilance.

b. Learning Motivation

The data obtained shows an average value of 53.47 for the learning motivation variable, meaning that students have curiosity, enthusiasm for learning, independence, readiness, encouragement, never giving up, and confidence.

c. Learning behavior of Insan Teratai Junior High School Students

Based on the data collected, the average variable of student learning behavior was 39.56, indicating that students had good cognitive, affective, and psychomotor assessments.

3. Technical Data Analysis

a. Normality Test

Tabel 4.4

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		42
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.62179192
Most Extreme Differences	Absolute	.075
	Positive	.075
	Negative	-.068
Test Statistic		.075
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Processed by Researcher

Based on the results of the normality test, it is known that the significance value is .0.2 > 0.05, so it can be concluded that the residual value is normally distributed and is a good regression model.

b. Multicollinearity Test

Table 5. Multicollinearity Test

Coefficients a								
Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.091	5.233		.591	.558		
	Silent Sitting	.262	.120	.281	2.188	.035	.689	1.452
	Learning Motivation	.494	.114	.554	4.317	.000	.689	1.452
a. Dependent Variable: Learning behavior								

From the data above, the tolerance number is 0.689 > 0.10, meaning there are no symptoms of multicollinearity, and the basis for another decision is a VIF value of 1.452 < 10, meaning that there are no symptoms of multicollinearity.

c. Heteroscedasticity Test

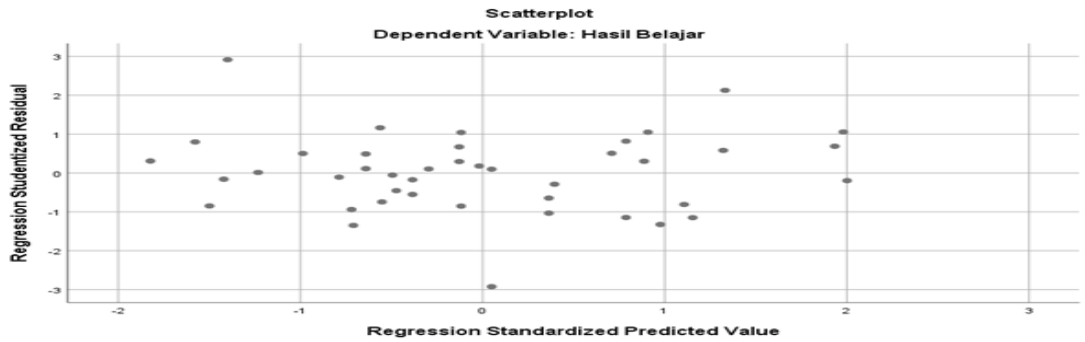

Diagram 1. Heteroscedasticity Test

The diagram mentioned above illustrates the absence of systematic arrangement between various points, which are scattered haphazardly. In addition, the dots are scattered above and below the 0 positions on the Y-axis.

d. Multiple Regression Analysis

Table 6. Multiple Analysis

Coefficients a

Type		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.091	5.233		.591	.558
	Silent Sitting	.262	.120	.281	2.188	.035
	Learning Motivation	.494	.114	.554	4.317	.000

a. Dependent Variable: Learning behavior

Y= 3.091+0.262X1+0.494X2

The above equation partially predicts the relationship between independent variables and dependents. From the table, it can be concluded that:

1. The constant value is 3,091, meaning that if there is no change in the variables of Silent Sitting and Learning Motivation (X1 and X2 values are 0), then the student's learning behavior is 3,091 units

2. The Silent Sitting coefficient has a value of 0.262, which indicates that if the Silent Sitting variable (X1) increases by 1%, assuming that the constant value of Learning motivation (X2) is 0, then there is an increase of 0.262 in students' learning behavior. This implies that engaging in Silent Sitting has a beneficial impact on students' educational achievement.

The regression coefficient value corresponding to Learning Motivation was 0.494, indicating that a 1% increase in the Learning Motivation variable (X2) while holding the constant value of Silent Sitting (X1) at 0 resulted in a growth of 0.783 in student learning outcomes. These results indicate that learning motivation has a positive effect on students' learning behavior

4. Statistical Test

a. Statistical Test T

Table 7. Statistical Test Table

Coefficients a						
Type		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.091	5.233		.591	.558
	Silent Sitting	.262	.120	.281	2.188	.035
	Learning Motivation	.494	.114	.554	4.317	.000
a. Dependent Variable: Learning behavior						

Source: Processed by Researcher

based on the table above shows that the X1 variable, silent sitting with a sig value of 0.035 < 0.05, and the X2 variable, learning motivation with a sig number of 0.000 < 0.05, means that both independent variables, X1, and X2, have a partial influence on student learning behavior (Y)

1. The silent sitting independent variable with a sig value of 0.035 < 0.05, or a tcount of 2.188 > a ttable of 2.018, then H1 influences silent sitting (X1) on student learning behavior (Y). Silent Sitting has a direct positive effect on students' learning behavior

2. The independent variable of Learning Motivation with a sig value of 0.000 < 0.05, or a calculation of 4,317 > a ttable of 2.018, then H2 is accepted, which means that motivation in learning (X2) affects the results of student learning scores (Y).

Partially, the learning motivation variable is more influential than the silent sitting variable, which means that the learning motivation variable from students affects the learning behavior of Insan Teratai Junior High School students compared to Silent Sitting.

b. Statis

Tabel 4.8

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	356.294	2	178.147	24.653	.000[b]
	Residual	281.826	39	7.226		
	Total	638.119	41			
a. Dependent Variable: Hasil Belajar						
b. Predictors: (Constant), Motivasi Belajar, Silent Sitting						

The F test was conducted to determine whether the free variable (X) influenced the bound variable (Y). The test results showed that the significance value of the deviation was 0.000, smaller than the standard value of 0.05. This shows a correlation of X1, X2 and Y. In addition, the value of F is 24.653, greater than the value of Ftable is 3.24. Therefore, it can be concluded that the independent

variable of Silent Sitting and Learning Motivation together significantly influence the bound variable, namely student learning behavior, so the alternative hypothesis (H1) is accepted.

c. Coefficient of Determination

Table 9. Determination Test

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747a	.558	.536	2.68818
a. Predictors: (Constant), Learning Motivation, Silent Sitting				
b. Dependent Variable: Learning behavior				

Based on the table above, it can be concluded that the value of the Adjusted R determination coefficient is 0.558, meaning that the XI and X2 variables that make the bound variable Y are 55.8%. The remaining 45.2% are described by other variables not discussed in this study.

Discussion

The Effect of Silent Sitting on the Learning Behavior of Insan Teratai Junior High School Students

The results of data analysis and the use of SPSS 22 statistical software indicate that sitting quietly influences students' learning behavior. The study's multiple regression analysis results showed that each count was worth 2.188, with a significance value of 0.035, determining the significant influence of sitting quietly (X1) on students' learning behavior (Y). Sitting quietly has a good impact on students' learning behavior. The standard value of Beta coefficients worth 0.281, or equivalent to 28.10%, shows that students' learning behavior is influenced by silent sitting worth 28.10%. In comparison, the remaining 71.90% of variables are subject to external factors not examined in the study. The value of sitting at rest of 0.292 indicates that if there is a 1% increase in the variable of sitting at rest (X1), assuming a consistent level of learning motivation (X2), other factors not explored in this study may have an impact of 0. There will be an increase worth 0.292 in the learning behavior of students. This shows that silent sitting has a direct positive impact on student learning behavior.

Silent sitting is a form of meditation that involves sitting still and focusing your mind on a specific object, such as light, to improve concentration and reduce stress. This study confirms that short meditations, such as silent sitting, help students manage emotions, improve focus, and improve their readiness to receive the subject matter (Marques et al., 2014; Rechtschaffen, 2016). The

positive impact of 28.10% of silent sitting on students' learning behavior shows that students who often do quiet sitting meditation show calmer, more focused, and more engaged behaviors in the learning process (Broderick, 2021; Rechtschaffen, 2014; Tarrasch, 2015).

This research aligns with the theory of relaxation and meditation developed by Herbert Benson and Jon Kabat-Zinn (Giraldi, 2019). Both emphasized the importance of meditation and breathing techniques in reducing stress and improving the quality of concentration, which has implications for improving academic performance. However, the results also showed that 71.90% of students' learning behavior was influenced by other factors not studied in this study. These factors can be in the form of a learning environment, parental support, teacher proficiency, or the availability of learning resources, all of which have great potential to influence learning behavior (Okongo et al., 2015).

The Effect of Learning Motivation on the Learning Behavior of Insan Teratai Junior High School Students

The results of the statistical analysis using SPSS 22 software show that learning motivation has a direct influence on student learning behavior. This analysis uses multiple regression analysis methods, where the independent variable of learning motivation shows a significance value of 0.000, less than 0.05, and a scale value of 4.317, exceeding the Ttable value of 2.018. Thus, it can be accepted that H2 influences motivation in learning (X2) on the final learning outcome of students (Y). The results showed an average score of 53.47, above average.

Learning motivation can be intrinsic (encouragement from within, such as the desire to achieve) or extrinsic (encouragement from external factors, such as praise or encouragement from teachers/parents)(Wahyuni, 2020). This research supports Maslow's Hierarchy of Needs Theory, which emphasizes that human motivation, including students, comes from fulfilling needs, ranging from the most basic to self-actualization. When intrinsically motivated, students are more likely to take the initiative in learning, be more diligent, and not give up easily despite difficulties (Gawel, 2019).

In addition, these results support the Self-Determination Motivation Theory by Deci and Ryan, which emphasizes the importance of autonomy, competence, and social interconnectedness in driving motivation to learn. Students who feel in control of their learning, feel competent, and have good social support from their environment tend to have positive learning behaviors. The higher average scores of students in this study showed that those with strong motivation to learn

were more enthusiastic about facing academic challenges, which had implications for improved learning quality and better learning outcomes (Gagné et al., 2018).

The Effect of Silent Sitting and Learning Motivation on the Learning Behavior of Junior High School Students

The test results show that the significance value of deviation is 0.000, which is less than the standard value of 0.05, indicating a correlation between the independent variables X1 and X2 to the bound variable Y. In addition, the value of Fcal is 24.653, greater than the value of Ftabel is 3.24. Therefore, it can be concluded that the combination of independent variables of sitting still and learning motivation greatly impacts dependent variables, especially student learning behavior. As a result, H1 can be considered valid.

This simultaneous influence shows that these two variables complement each other in shaping more positive learning behaviors. Silent sitting gives students the tools to calm their minds and reduce stress while learning motivation encourages them to keep going and put in the effort in the learning process (Hassed & Chambers, 2014; Saltzman, 2014). The combination of the two provides a strong foundation for students to learn more effectively and efficiently, especially in the face of academic pressure during the pandemic.

Support for the cognitive-social theory developed by Albert Bandura can also be found in this study. Bandura emphasizes that the interaction between environmental factors, cognition, and motivation influences a person's behavior. In this case, silent sitting helps manage the cognitive aspects of students through stress control, while learning motivation stimulates the social aspect and internal drive to excel (Titin & Marlina, n.d.).

This study revealed that both silent sitting and learning motivation significantly influence students' learning behavior, both individually and simultaneously. Thus, these two factors must be considered to improve the quality of student learning, especially during a challenging pandemic.

CONCLUSION

This study concludes that silent sitting and learning motivation positively influence students' learning behavior, especially in increasing concentration, self-control, and involvement in learning. Combining these two factors is beneficial in supporting students facing learning challenges, especially during the pandemic. However, the study was limited to a sample of Buddhist students. It was conducted during the pandemic, so the results may not fully represent normal conditions or

students from other backgrounds. From now on, it is recommended that schools integrate silent sitting into the curriculum, and further research with a wider and more diverse sample needs to be conducted.

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