

## Mindfulness Sitting: Enhancing Students' Listening Skill at Jinarakkhita Buddhist College Lampung

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### ABSTRACT

The ancient contemplative traditions that gave rise to the practice of mindfulness have attracted a lot of interest recently because of their potential to improve many facets of human well-being. A fascinating field of study is the connection between mindfulness sitting and attentive listening abilities. In this research, the researcher explore the possible impact of mindful sitting on the growth and improvement of good listening techniques. This study aims to examine the effect of mindfulness sitting on listening skill. The researcher used a pretest-posttest experimental group design. The research used the Statistical Package for Social Science (SPSS) to analyze the data. A rubric score used to analyze and measure the students' listening skill before and after treatment. The students' listening skill improved from 30.7 to 77.1. In addition, the researcher found that students who struggled in listening comprehension now have a grow understanding in their listening skill. Therefore, it is important to use mindfulness method to improve listening achievement.

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## Introduction

Focusing on and giving your entire attention to the current experience without passing judgment is the practice of mindfulness, known as a type of awareness training. People practice mindfulness to help them cope with stress and obstacles in daily life. Mindfulness has been shown to lessen academic stress and enhance students' wellbeing in an academic setting (Anjun Ahmad Nur, 2022). According to (Brown et al., 2007) enhanced emotional well-being, lower stress levels, and better sleep quality are some of the advantages of mindfulness. Furthermore, mindfulness can enhance focus and concentration, both of which are critical in an academic setting. Depending on the individual and the degree of practice, mindfulness can have different effects. Nonetheless, studies have demonstrated the beneficial effects of mindfulness on both physical and mental health, including lowered anxiety and depressive symptoms, enhanced life satisfaction, and enhanced overall wellbeing.

The practice of mindfulness helps to grow, discipline, and cleanse the mind. Within Buddhism,



there are various forms of mindfulness practice outside of sitting. These include mindfulness standing, walking, lying down, and sitting. Mindful sitting sometimes referred to as sitting meditation, is a way of thinking, feeling, and doing in a particular sitting posture. Being mindful while sitting might include being aware of our physical surroundings, such as maintaining an appropriate and straight posture, breathing deeply, and experiencing any new or uncomfortable body sensations. The respiratory system and the functioning of the brain can both be enhanced by mindfulness practices such as mindful sitting and mindful breathing meditation. When someone engages in mindfulness practice, they learn how to maintain awareness of their surroundings and maintain attention. Focus and awareness allow someone to become more conscious of each breath that enters and exits the nose, resulting in more regular breathing. Moreover, mindfulness can support the growth of resilience, or the capacity to bounce back from stress or misfortune.

Training in concentration can undoubtedly affect one's ability to focus in the given circumstances and can yield beneficial outcomes, such as the ability to rein in fantasizing thoughts (Candrawati et al., 2020). In addition, engagement, motivation, focus, awareness, critical thinking abilities, and academic success can all be enhanced by mindfulness activities (Trojan, 2020). Furthermore, studies have shown that mindfulness can have a positive impact on lowering stress and anxiety in the classroom, controlling daydreaming, enhancing attention, fostering cognitive flexibility and creativity, supporting emotional regulation in adolescents, and raising academic achievement (Laukkonen et al., 2019). Reducing anxiety and increasing student engagement in the classroom are the two main goals of the growing number of schools using mindfulness programs (Verson, 2021).

In the world of education, especially in the teaching and learning process, concentration is something that every student must have. Mindfulness practices often involve exercises that enhance concentration and attention. Engaging in regular mindfulness sessions can lead to improve focus, which is crucial for effective learning environments. Learning environments involve the speaker to speak up and interlocutor to listen up. Listening is one of the skill in ESL be side writing, speaking, and reading. Listening and reading are the productive skill while speaking and writing are receptive skill. Listening skill refers to the ability to accurately receive and interpret spoken language. In the context of language learning, developing strong listening skill is important for comprehending and engaging in verbal communication in the target language. Therefore, in this research, researchers desire to know what extent mindfulness sitting influences listening skill.

## **Method**

This research used a quasi-experimental design to obtain quantitative data because this research given the treatment to respondents. This research adopted a pretest-posttest experimental design. Quantitative research measures and examines variables to obtain results (Apuke, 2017). The participant in this research were students of JBCL consisted of 65 participants. As a whole, the research points to a connection between mindfulness and better listening abilities, especially when considering the effects of active-empathic listening on the quality of relationships. By increasing their awareness of their thoughts and feelings, people who practice mindfulness can capable of listening actively. The Repeated Measures T-test was used to compare the means of the pretest and post-test scores. It was used to compare two types of data or mean from the same sample in this study because it dealt with the effect of mindfulness sitting on students' listening achievement. This was done to see if there was a difference in the students' writing achievement after communication skill-based writing instruction was implemented. In addition, after the post-test, the researcher conducted an interview. This case aimed to learn about the students' reactions to mindfulness sitting during listening class, mindfulness may be better able to actively and sympathetically listen to others.



## Results

In this section, researcher explain the improvement of listening skill after implementing mindfulness sitting in the classroom. In this case, the researcher used an indicator how to measure listening comprehension including comprehension, accuracy, retention, note-taking, following instruction, responding appropriately, identifying main ideas and supporting details, inferring meaning, recognizing intonation and stress patterns, and active engagement (Tong & Thi, 2019).

The following were the results of the students' listening post-tests: the average scores of pre-and post-test students' listening skill improved from 30.7 to 77.1. As a result, there was a 46.7% improvement. The result was as follows:

**Table 1** The Students' Listening Improvent Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
					Mean
Pair 1	Pretest	30.77	65	6.249	.775
	Posttest	77.11	65	6.897	.855

The t-test was used to determine whether the improvement was significant or not. The result was as follows:

**Table 2** Paired Sample Test

	Paired Differences		T	df	Sig.(2-tailed)
	Mean	Std.Deviation			
Pair1 Posttest- Pretest	46.338	8.568	43.602	64	.000

  

	Mean	Std.Deviation	Mean	95% Confidence Interval of the Difference	
				Lower	Upper
Pair1 Posttest- Pretest	46.338	8.568	1.063	48.462	44.215

The researcher compared the t-value to the t-table using the table above. The t-value was 43.602, while the t- table 2.000. If t-value > t-table, the current study's result was significant. This could imply that mindfulness sitting could significantly improve students' listening skill. The table above shows a significant difference in the students' listening pretest and post-test scores. According to the Paired Sample T-Test, the treatment significantly impacted the students' scores, as indicated by the sig. (2-tailed) value of .000.

## Discussion

The term "mindfulness" refers to "the awareness that arises through maintaining attention on purpose, in the current moment, and nonjudgmentally to the unfolding of one's existence moment by moment". This level of awareness and cognitive and affective engagement has been suggested to have personal and relational benefits, such as improving active listening (Manusov et al., 2020). According to the findings, mindfulness mediated the association between certain social abilities, such as social expressivity, and AEL. This shows that those who are more mindful might be more willing to engage in active listening activities like paraphrasing, summarizing, and asking questions, which are essential for effective interaction and connection building.

Moreover, it was discovered that, when mediated by mindfulness, the ability for verbal expression—measured by the social expressivity component of the Social Skills Inventory (SSI)—predicted higher AEL scores. This implies that those who practice mindfulness may find it easier to express what they hear or are thinking during a discussion, which is a crucial component of active listening. As a whole, the research points to a connection between mindfulness and better listening abilities, especially when considering the effects of active-empathic listening on the quality of relationships. By increasing their awareness of their thoughts and feelings, people who practice mindfulness may be better capable of actively and sympathetically listen to others.

## Conclusion

Based on the results of research and discussion on Enhancing Students' Listening Skill through Mindfulness Sitting at STIAB Jinarakkhita Lampung, it can be concluded that:

1. The result of t-table value of 43.602, so calculated  $r > \text{table } r$  ( $43.602 > 2.000$ ), so this value is significant. It can be stated that the *Mindfulness Sitting* variable has a positive effect on the Listening skill of STIAB Jinarakkhita Lampung students.
2. The Influence between the Mindfulness Sitting variable and the Listening skill variable is quite strong.

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