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The Influence of Silent Sitting and Mindful Parenting on Interest in Learning The Students of STIAB Jinarakhita Lampung

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ABSTRACT

The research aims to find out the influence of silent sitting and mindful parenting on the interests of students of STIAB Jinarakkhita Lampung. In the research there are some problems, among others, there are still students who do not pay attention to the lecturer when explaining, there is still a student who does not collect lectures, still there are students who don't answer questions when asked by the teacher, and there are also students who talk to my cousins when the lecturers explain the lectures in class this indicates that there is a problem related to the interests of learning. The methodology used is descriptive quantitative research. The subject in this study is a student of the Buddhist Religious Education study program with a total of 45 Students. The sample in this study is as many as 30 people. Data collection techniques in this study include using interviews and lifts. (kuisioner). This study uses a double linear regression analysis with a degree of error of 5%. R square or R2=0.940=94%. The value shows that the variation of student learning interest variables (Y) can be explained by the variable silent sitting (X1) and mindful parenting (X2) combined at 94%. In other words, the variables silent siting (x1) and Mindful Parenting (x2) influence the student interest variable (y) by 94% and the remaining 6% are influenced by other factors that are not included in this study model. (Y). Based on data analysis, it can be concluded that 1) there is a simultaneous influence between silent sitting and mindful parenting on learning interests. 2) This shows that the more positive silent sitting and the higher mindful parenthood, the more will increase the interest of students of STIAB Jinarakkhita Bandar Lampung.

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Introduction

Education has a very important role in shaping the character and personal development of students. Faced with the demands of an increasingly complex and dynamic curriculum, an

interest in learning becomes one of the keys to student success. At the Jinarakkhita School of Buddhist Religious Sciences (STIAB), spirituality and religious values are also an integral part of education. Therefore, it is important to investigate the factors that can influence student interest in learning in this academic environment.
One approach that is increasingly gaining attention is the use of Silent Sitting, a practice of meditation known in the religious context, especially in the Buddhist tradition. Silent Sitting has the potential not only to provide inner peace, but also to deepen self-understanding, improve concentration, and reduce stress levels. The fundamental question that arises is to what extent Silent sitting practice can contribute to increased student learning interest at STIAB Jinarakkhita.

In addition to Silent Sitting, the role of parents and the family environment also has a significant impact in shaping the character and learning interests of students. Mindfulness Parenting, which advances the presence and awareness of parents in educating children, becomes relevant to be explored in the context of religious education. Through this research, we aim to answer the question and gain a deeper understanding of the influence of Silent Sitting and Mindfulness Parenting on the learning interests of students at STIAB Jinarakkhita. The results of this research are expected to make a positive contribution to the development of a more holistic learning method and relevant to the religious values adhered to in STIAB Jinarakkhita.

Theory

A. Interest in Learning

is the psychological aspect that encourages individuals to engage actively in learning activities. The theoretical path of learning interest involves an understanding of the psychological, social, and environmental factors that can influence a person's level of interest in a subject matter. Some theories and concepts relevant in the context of learning interests include:

1. Learning Motivation Theory: Abraham Maslow's Theory of Hierarchical Needs: According to Maslow, human needs can be ordered in a hierarchy, and the need for self-actualization can provide an intrinsic motivation for learning. If these needs are met, individuals tend to have a high interest in learning.
2. Deci and Ryan's self-motivation theory: This theory emphasizes the importance of intrinsic motivation, which arises from the need for autonomy, competence, and social relationships. Interests in learning driven by intrinsic motivation are more likely to persist and produce better learning outcomes.
3. Piaget: Piaget emphasizes the role of cognitive structures in the formation of learning interests. The process of assimilation and accommodation forms the way individuals understand the world, and interest in learning can arise when the learning material matches their cognitive structure.
4. Vygotsky's Theory of Constructivism: Vygotsky highlights the importance of social interaction in learning. Interest in learning can grow through collaboration with others, discussion, and collaborative learning.
5. Personality theory: The Big Five Personality Theory: Personality factors such as openness, open-mindedness to new experiences, and persistence can affect interest in learning.

6. Self-concept theory: The theory of self-concepts by William James: Positive and confident self concepts can increase interest in learning. On the contrary, a negative self concept can be an obstacle to learning motivation.

7. Csikszentmihalyi Flow Theory: The concept of flow indicates immersive and positive experiences during learning activities. Interest in learning can increase when individuals are in a flow state, where challenges and skills are balanced.

B. Silent sitting

Silent Sitting often referred to as silent meditation, is a practice of meditation aimed at achieving inner peace and mental balance. Silent Sitting Theory involves concepts from psychology, neuroscience, and spiritual traditions that support the idea that this practice of meditation can have a positive impact on learning interests. Some key elements in Silent Sitting theory include Concentration and Focus: Silent sitting involves focusing on a certain breath or object to direct attention. This theory argues that these concentration exercises can help improve the student's ability to focus on the subject matter, thereby strengthening the interest in learning.

Stress Management and Emotional Balance: The meditation practice in Silent Sitting has proven effective in reducing stress levels and improving emotional balance. This theory suggests that by managing stress and emotions, students can more easily engage in the learning process without being hindered by negative factors.

By increasing self-awareness, students can recognize the factors that influence their learning interests, thus overcoming barriers and enhancing intrinsic motivation.
Development of Mental Resilience: The Silent Sitting Theory states that through meditation practice, students can develop mental resilience, the ability to cope with challenges and failures. It can help students stay motivated and maintain their interest in learning despite facing difficulties.

Changes in Brain Structure and Cognition: Neuroscience research suggests that meditation can affect brain structure and cognitive function. Silent Sitting theory argues that these changes can improve students' ability to cope with the complexity of learning material and increase their interest in deeper knowledge.

Through this theoretical foundation, the practice of Silent Sitting is expected to make a positive contribution to student learning interests in the educational environment, especially at the Jinarakkhita Buddhist College of Religious Sciences (STIAB). The combination of elements of spirituality and meditation practice in an academic context can create a holistic learning environment and support students' personal development in depth.

C. Mindful Parenting

Mindful parenting is a conceptual framework in the context of education and learning that emphasizes the consciousness of parents in educating their children. The theory of mindful parenthood involves several important aspects that can positively influence children's learning interests, including emotional interaction, attentive presence, and the formation of a positive relationship between parents and children.

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Parents' Emotional Awareness: The Mindful Parenting Theory argues that parents who have good emotional awareness are able to understand and manage their own emotions. This ability allows them to provide stable and positive emotional support to children, which in turn can strengthen their children's learning interests.

Mindful Parenting emphasizes the importance of mindfulness when interacting with children. Parents who give full attention to their child in various activities, including the learning process, can increase the child's interest in learning because they feel appreciated and supported.

Positive and Open Communication: This theory highlights the importance of positive and open communication between parents and children. Creating a supportive environment makes children feel comfortable sharing their thoughts, questions, and concerns about learning.

Building Safe Relationships: Mindful Parenting creates a safe and supportive relationship between parents and children. A strong bond can provide a good foundation for learning interests, as children feel accepted and supported in their exploration and learning.

Development of Empathy: Parents who apply Mindful Parenting strive to understand the child's perspective and develop empathy for the experience and feelings of the child. This can motivate the child to learn because they feel emotionally supported and understood.

Through Mindful Parenting theory, it is expected that parents can play a significant role in shaping their children's learning interests. Emotional support, attentive presence, and positive communication are key elements in creating an environment conducive to the child's academic and personal development. Along with the integration of these values into educational practice, it is expected that children's learning interests can be sustainably enhanced.

Methods

The method of descriptive quantitative research using a correlational approach explains the relationship between variables by analyzing numerical data (number) using statistical methods through hypothesis testing (Sugiyono, 2017). The design of this research is carried out by the researcher among other things: performing observations, breastfeeding background, identifying problems, formulating problems, making the theoretical foundations used or looking for theories related to active learning and student learning outcomes, making research methods, determining research variables, making grids of instruments, collecting data through angket, analyzing data, making conclusions and suggestions (Arikunto, 2014).

The population in this research is a students of STIAB Jinarakkhita semester 5 of 45 students.

Table 1. Data of Responden

Gender	Sum
Man	20
Woman	25

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Total	**45**

Source: Absence from class

The data collection technique in this study is using instruments in the form of angket. Data collection techniques in this research include using interviews (interview) and angket (questionary) (Sugiyono, 2015b). Interviews are data collection techniques carried out through face-to-face and direct responsibility questions of the researcher and the source, while questioner is a technique of data collection by giving respondents to be answered. The type of lift used in the research is a closed lift. (Sugiyono, 2015a).

Findings

1. **Validity Testing of Instruments Y, X1, and X2**

The test of the instrument was conducted on a student of the 5th semester of STIAB Jinarakkhita with a total of 15 students. Based on data analysis with the help of SPSS obtained results from 45 statements items namely statements from the variables silent sitting (X1), mindful parenting (X2) and learning interest (Y) 3 statements are invalid namely in items 20, 25 and 30 so there are 42 valid statements.

Reliability Statistics	
Cronbach's Alpha	N of Items
.760	15

2. **Reliability Testing of Instruments Y, X1, and X2**
   1. Learning Interest (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.749	15

Source: data processed with SPSS

Based on the Reliability statistics test table above the obtained rehabilitation coefficient of the learning interest variable is 0.760 because p > 0.05 means the measuring instrument is declared reliable. It can be concluded that the research instruments used in this study have qualified for good validity and reliability.

   2. Silent Sitting (X1)

Source: data processed with SPSS

Based on the Reliability statistics test table above the obtained rehabilitation coefficient of the learning interest variable is 0.749 because p > 0.05 means the

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measurement is declared reliable. It can be concluded that the research instruments used in this study have qualified for good validity and reliability.

3. Mindful Parenting (X2)

Reliability Statistics

Cronbach's Alpha	N of Items
.737	15

Source: data processed with SPSS

Based on the above Reliability statistics test table, the recovery coefficient of the learning interest variable is 0.737 because p > 0.05 means the measurement is declared reliable. It can be concluded that the research instruments used in this study have qualified for good validity and reliability.

3. Normality test

One-Sample Kolmogorov-Smirnov Test

		X1	X2	Y
N		30	30	30
Normal Parameters[a,b]	Mean	44.93	50.27	35.87
	Std. Deviation	6.596	5.477	5.171
Most Extreme Differences	Absolute	.149	.147	.177
	Positive	.149	.109	.177
	Negative	-.131	-.147	-.128
Test Statistic		.149	.147	.177
Asymp. Sig. (2-tailed)		.089[c]	.096[c]	.017[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the spss output table it is known that the significance values of Asiymp.Sig (2-tailed) variables X1, X2 and Y are greater than 0.05. Then according to the basis of decision-making in the normality test Kolmogorov Smirnov above, it can be concluded that the data is normally distributed. Thus, the normality assumption or requirement in the regression model has been met.

4. Analysis of Multiple Regression

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change

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1	.970[a]	.940	.936	1.308	.940	212.966	2	27	.000

a. Predictors: (Constant), Silent_Sitting, Mindful_Parenting

b. Dependent Variable: Interest in Learning

The determination coefficient in the summary model above is R square which has a value of 0.940 thus means 94% of Silent Sitting (X1) and Mindful Parenting (X2) influence Interest in Learning (Y) while the remaining 6% is influenced by other factors not included in this study. The contribution of each free variable can be seen at R = 0.970, which means that the bound variable and free variables in this study have a very strong relationship.

Tabel 3. Coefficients[a]

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.985	2.274		-1.752	.091
	Mindful Parenting	.231	.056	.245	4.144	.000
	Silent Sitting	.628	.046	.801	13.541	.000

a. Dependent Variable: Interest in Learning

The above coefficient table explains that interest can be described by silent sitting and mindful parenting of 47.1% through the linear relationship Y=a+b1x1+b2x2+b3x3 or Y= (-3.985) + 0.231x 1 + 0.628x2. Thus it can be understood that in order for students to have a good interest in learning, they must be supported by the practice of silent sitting and mindful parenting.

Tabel 3. Anova[b]

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1594.198	2	797.099	12.018	.000[a]
	Residual	1790.769	27	66.325		
	Total	3384.967	29			

a. Predictors: (Constant), Silent_Sitting, Mindful_Parenting

b. Dependent Variable: Minat_Belajar

Based on the ANOVA table above, it can be assumed that if sig > 0.05 then Ha is rejected while if sig < 0.05, then H_0 is refused or Ha is accepted. So based on the results obtained, silent sitting and mindful parenting have a significant influence on the interests of 5-semester students of STIAB Jinarakkhita.

Discussion

Interest in learning can be understood as an attitude that reflects readiness and adherence to the learning process, including in terms of planning the learning schedule or the initiative to seriously engage in the learning effort (Olivia, 2011) (Nurhasanah & Sobandi, 2016). There are three factors underlying the emergence of interest: 1) internal impulse factors, 2) social motivation factors, 3) emotional factors. Teachers need to arouse students' interest in learning so that they can be passionate about receiving lessons, conscious students to engage in learning, learn with fun and be able to use a variety of methods, strategies and models of learning that are pleasant (Simbolon, 2013).

Mindfulness was found to correlate strongly with aspects of general mental health of mothers including, general stress, parent stress and depression, while careful parents are stronger and consistently associated with stress aspects related to parent roles, and parent-child interactions. (Cowling & Van Gordon, 2022). Research results (Menezes & Dell'Aglio, 2010) show that the more a person practices meditation, the greater the psychological well-being it manifests. In addition, the results also showed that for people who meditated six to seven days a week, the effect on well-being was the same for those who had been meditating for a year or more.

The great influence of silent sitting and mindful parenting on learning interests can be seen from the magnitude of R square values of 94% and 6% influenced by other factors. This suggests that silent sitting and Mindful Parenting have a positive influence on the learning interests of students of STIAB Jinarakkhita. It is in line with Maslow's hierarchical desire theory (Cahyono et al., 2022) that teachers strive to satisfy the basic needs of their children so that higher needs are also satisfied. Teachers aim to meet the needs of security, love, self-esteem, and self-fulfillment. Besides, the teacher acts as a student facilitator. Teachers who truly understand and apply methods effectively can create an environment that supports a positive sitting experience (Pujiarto, 2023).

This study is also in line with a study conducted by (Wahyuningsih et al., 2021) which states that there is a significant relationship between the Silent Sitting method and the Learning Concentration of students at Sathya Sai Denpasar Elementary School. This is demonstrated by the calculations using the Pearson Product Moment formula with a contribution of 63%.

Not only in the silent sitting dimension, the mindful parenting dimension is also very important. It appears from data analysis that silent sitting and mindful parenting have a role in improving the learning motivation of students of STIAB Jinarakkhita. Of course the two aspects together also influence on the interest in learning. It is proven from data analysis, that silent sitting and mindful parenting influence student learning interests. It can be seen from the significant value of anova analysis carried out. The sig value is 0.00%<5%, which means that together silent sitting and mindful parenting influence student learning interests. The great influence can be seen from R Square's determination value of 94% and the remaining 6% is influenced by other factors.

Conclusion

Based on the results of research and discussion, it can be concluded that there is a significant influence of silent sitting and mindful parenting on the interests of students of STIAB Jinarakkhita, the magnitude of the influence on learning interests is 94% and the remaining 6% is influenced by other factors that are not included in the regression model research. It shows that silent sitting and mindful parenting have a positive impact on student learning interests.

Implication

1. The findings that Silent Sitting and Mindful Parenting have a significant positive impact on student learning interests validate the effectiveness of both approaches. Institutions may consider actively incorporating Silent Sitting and Mindful Parenting practices into curricula or learning policies.
2. As an educational institution with a Buddhist background, can see these implications as an impetus to further integrate religious values into the learning process. Silent Sitting, which has its roots in the Buddha meditation tradition, can be used as a means to deepen the religious experience of students.
3. A strong implication of this research is the need to develop more systematic programs and training related to Silent Sitting and Mindful Parenting. Teachers and parents can be given specialized training to implement this approach effectively in support of student learning interests.
4. Although Silent Sitting and Mindful Parenting have significant influences, the presence of 6% unexplained variability suggests that other factors can also play a role. Institutions need to continue to optimize other supportive factors, such as learning facilities, social interactions, and curricula, to create a holistic learning environment.

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