Factor Analysis of Teachers' Skills in Directing Silent Sitting Given Emotion Regulation and Concentration of Early Childhood Children

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Abstract

This study aims to investigate the effect of teachers' ability to direct sitting still on early childhood emotion regulation and concentration. Education plays a crucial role in changing bad habits into good ones, shaping students' morals, character and intelligence to achieve superior learning achievements and compete. In the context of education, silent sitting can help students develop better focus and concentration skills, and reduce anxiety and stress. This research method uses the Partial Least Square (PLS) approach using Smart PLS 3.0 software. PLS is a variant-based method of Structural Equation Modeling (SEM) aiming to analyze the relationship between variables. The results showed that the teacher's ability to direct sitting still positively and significantly affects Emotion Regulation and Concentration in early childhood. These results highlight the importance of the teacher's role in creating a learning environment conducive to developing emotions and concentration in early childhood. This study implies the need to develop teaching skills for teachers to implement various learning strategies effectively and efficiently.

Keywords: *Children's Concentration, Emotion Regulation, Teacher Skills*

INTRODUCTION

Teachers play a vital role in the education system, shaping young minds and nurturing future generations (Dunlop, Atkinson, Stubbs, & Diepen, 2020). Their role goes beyond simply delivering lessons. They play a crucial role in shaping students' personalities, fostering critical thinking, and preparing them to face world challenges (Zourmpakis, Papadakis, & Kalogiannakis, 2022). In order to navigate the dynamic and ever-evolving educational landscape, teachers must possess a wide array of skills that go beyond mere mastery of subject matter (Albrahim, 2020). At the core of teacher skills lies pedagogical mastery (Halimah & Sukmayadi, 2019). This includes designing and delivering lessons effectively, adapting instructional strategies to diverse learning

styles, and engaging students in meaningful learning experiences. A skilled teacher understands how to organize information, ask thought-provoking questions, and facilitate discussions that stimulate intellectual growth (Rusilowati & Wahyudi, 2020).

In today's rapidly changing world, the ability to adapt is essential. Educational trends, technology, and student demographics continue to evolve over time. Teachers who can adapt their teaching methods to meet these changes are better at keeping students engaged and meeting their unique needs. Effective communication skills go beyond simply conveying information. A skilled teacher communicates with clarity, enthusiasm and empathy (Baniyah, Jannah, & Utama, 2023). They listen attentively to student concerns, provide constructive feedback, and foster an open and respectful classroom environment (Numonjonov, 2020). Maintaining a positive and productive classroom environment is a skill that requires a balance between authority and openness. Teachers must manage a range of behaviors, ensure that the classroom is a safe place to learn, and create routines that optimize learning opportunities (Franklin & Harrington, 2019). With technology integration into education, teachers must have the skills to utilize digital tools effectively. This includes using educational software, online resources and interactive platforms to enhance learning experiences and promote digital literacy among students (Ansorida, 2022). In today's rapidly changing world, the ability to adapt is essential. Educational trends, technology and student demographics continue to evolve over time. Teachers who can adapt their teaching methods to meet these changes are better at keeping students engaged and meeting their unique needs.

Teacher teaching skills are needed so that teachers can carry out and implement various learning strategies in managing the process so that learning can run effectively and efficiently. Essential teaching skills that are well implemented will be followed by good methods and results (Kholid, Suhono, & Noviyandi, 2020). Therefore, teachers are required to master skills related to the learning process. School is an educational institution with a mission that all learning activities can run smoothly and students can receive knowledge well, the student learning concentration factor is needed in achieving learning goals (Hastuti & Utomo, 2022). Likewise, the Education curriculum is the main benchmark and guides a learning objective at school. In addition, schools are formal education centers that organize education or learning, referring to national education standards.Although some experts argue that parents should not overload their children with unnecessary learning that does not yet need to be given, many parents have provided learning stimuli in early childhood by enrolling them in early childhood education institutions or teaching children to read, write and count, before elementary school age (Muhammad Yusuf, 2022). Some parents hope that when children are enrolled in early childhood education institutions, they will gradually get used to following the learning process well.

Silent sitting is a meditation practice that involves sitting quietly and focusing on breathing and feelings in the body (Buono, 2019). The procedure can be done individually or in groups and for short or long periods depending on individual goals and preferences. In an educational context, silent sitting can help students to develop the ability to focus and concentrate better, reduce anxiety and stress, improve mental and emotional clarity, and develop self-awareness. Through this practice, students can learn to manage their emotions more effectively and gradually improve their skills in dealing with challenges and stress in daily life. Silent sitting can also help students in

enhancing their creativity and imagination (Kirby, 2020). Students can reflect on their ideas and thoughts more deeply and clearly in this practice. This can help them find creative solutions to complex problems or inspiration for creating artwork or other creative projects.

Silent sitting activities or what is commonly referred to as silent sitting implemented at SAYA ANAK INDONESIA PAUD School have a purpose: so that learners are psychologically prepared before participating in classroom learning. One of the positive results obtained from silent sitting activities carried out regularly before starting the activity is that students have good concentration, so that students more easily understand the learning delivered by the teacher in each subject, with this silent sitting activity can also regulate the emotions of early childhood. The silent sitting method carried out before the learning process makes students have concentration during the learning process, silent sitting has an impact on calmness, concentration, strengthening memory, increasing the excitement and enthusiasm for learning of students. Thus, students are able to follow the learning process well and are able to appreciate teachers who are providing learning and good motivation for students.

METHODOLOGY

This research is a hypothesis testing study that explains the effect of the independent variable on the dependent variable. The nature of this research is a correlation that aims to find important variables related to the problem in the study (Zhang, Gong, & Brown, 2023). The research was conducted at PAUD Saya Anak Indonesia, Cilincing District, North Jakarta. The population in this study were all students at PAUD Saya Anak Indonesia, totaling 52 students. The data collection method in this study was to use a survey method with questionnaire techniques. The measurement scale used is the Likert scale, which is used to measure the results of respondents' answers or opinions with five answer choices that have different score levels. This research was conducted with an analysis that focused more on the relationship between variables and the development of prediction models using the PLS (Partial Least Squares) Analysis Model (Kumar, 2021). To analyze the variable Teacher Skills in directing Silent Sitting for that in the PLS Analysis model, the second stage or second order test is then carried out, known as the second order construct formative. This is a quantitative research method to analyze the dimensions that build variables.

The Average Variance Extracted (AVE) method is used to measure discriminant validity. The AVE method is used to measure how much variance of each latent variable can be explained by its own indicators. This method assumes that a good construct or latent variable must have high variance among its own indicators and low among indicators of other latent variables. If the AVE value of a latent variable is greater than the correlation between other latent variables, it can be concluded that the latent variable has good discriminant validity. In other words, the latent variable can be distinguished from other latent variables quite well. Therefore, using the AVE method can help evaluate the discriminant validity of constructs or latent variables measured by different indicators. Discriminant validity of a construct refers to the ability of a measurement tool to distinguish between a particular construct and other constructs that should be different. In other words, it measures how well a measurement tool can distinguish between a particular construct and other similar or

related constructs. Convergent validity is the degree to which two or more measures that are supposed to measure the same thing or similar constructs, can actually be related or interrelated. In the context of research, convergent validity refers to the extent to which the measurement instruments used to measure a particular variable show that they measure the same or similar constructs.

Processing research data to test the causality model or influence relationship and testing the hypotheses proposed in this study is a multivariate data analysis technique used to model the relationship between various variables with SEM PLS (Structural Equation Modeling Partial Least Squares). In the second order SEM PLS SEM model or Structural Equation Modeling operated through the SMARTPLS program has one or more latent constructs (hidden variables) measured through several indicators. In the PLS SEM model, each variable is considered to consist of two components: measurable component and latent component. The measurable component is represented by one or more indicators that can be measured directly, while the hidden component cannot be measured directly but can be measured through several related indicators (Chen, Dewi, Huang, & Caraka, 2020).

RESULTS AND DISCUSSION
Early Childhood Teacher Skills

Early childhood education (ECED) plays an essential role in forming the basis of children's development from an early age (Utama & Tanfidiyah, 2019). PAUD teachers are the main facilitators in an effective and enjoyable teaching and learning process for children. To achieve this goal, early childhood teachers need to have comprehensive skills. ECED teachers' skills play a central role in shaping children's development in the early stages of their lives. ECD teachers equipped with communication skills, creativity, knowledge of child development, classroom management, collaboration, and cultural sensitivity can create positive and meaningful learning experiences for children. Thus, ECED teachers are not only educators but also prime movers in preparing a high-quality and highly competitive future generation (Kamaruddin et al., 2023).

Good communication skills are essential in teachers' interactions with children and parents. Early childhood teachers must be able to communicate with age-appropriate language, articulate ideas clearly, and listen attentively. By communicating effectively, teachers can understand children's needs and interests and establish good cooperation with parents in supporting children's development. Children at an early age have a creative and imaginative mind. Therefore, PAUD teachers need to have skills in designing creative and exciting learning methods. Using innovative teaching aids, educational games, and art activities can encourage children's active involvement in learning, thus facilitating the understanding of essential concepts (Schachter, Gerde, & Hatton-Bowers, 2019). Early childhood teachers need to understand the stages of physical, cognitive, social and emotional development in young children. This knowledge helps teachers identify children's needs and potential and design learning experiences that are appropriate to each child's developmental level. Effective classroom management skills are essential in creating a conducive learning environment. ECED teachers need to have skills in organizing classroom activities, managing children's behavior, and creating clear and

fair rules. With good classroom management, teachers can create a safe, structured learning atmosphere that supports children's social development.

ECED teachers not only interact with children, but also with parents, fellow teachers and other stakeholders. Good collaboration skills enable teachers to work with various parties to optimize early childhood education. Collaboration can also generate new ideas and better approaches in meeting children's needs. Teachers will interact with children from different cultural and social backgrounds in an ECED setting. Skills in appreciating cultural diversity and integrating inclusive approaches are essential. ECED teachers need to ensure that all children feel welcome and valued in the learning environment.

Result Analysis

Silent sitting is a practice that involves sitting in silence and stillness, often accompanied by a focus on breathing or centering. The course has been recognized to positively benefit mental and emotional well-being, even in early childhood. Teachers have an important role in guiding children to silent sitting. However, challenges arise in teaching this practice to children who may still not be able to regulate their emotions and concentration fully.

Data processing using the Smart-PLS application is carried out with the processing stages of instrument validity and hypothesis testing on 52 samples with the results presented in this discussion. The instrument validation results display valid and reliable calculation results. The results of this study are consistent with theory and previous research which shows that emotional regulation and concentration of early childhood are still lacking in the absence of teacher skills, so the need for Teacher Skills in directing Silent Sitting in this study. The reliability testing results using Partial Least Square (PLS) stage 1 (before being modified) can be seen in Table 2 where variables are said to have reliability if the composite reliability value is greater than 0.7. Measuring reliability here does not use Cronbach's alpha but composite reliability which in testing construct reliability can provide better value when compared to Cronbach's alpha. The model shows that the Cronbach alpha value for all constructs is above the 0.7 value. Thus it can be concluded that all constructs have good reliability following the required minimum value limit.

Table 1: Reliability Testing Results

	Cronbach's Alpha	rho_A	Reliabilitas Komposit	Rata-rata Varians Diekstrak (AVE)
Disiplin	0,855	0,861	0,892	0,580
Kemampuan pedagogik	0,848	0,882	0,887	0,574
Kepribadian	0,925	0,928	0,938	0,626
Keterampilan Guru	0,960	0,968	0,964	0,510
Konsentrasi	0,924	0,926	0,935	0,546
Pemusatan pikiran	0,891	0,895	0,916	0,610
Profesional	0,913	0,932	0,931	0,607
Rasa tanggung jawab	0,906	0,922	0,925	0,583
Regulasi Emosi	0,957	0,959	0,961	0,556
Sambutan lisan	0,705	0,706	0,837	0,632
kesadaran diri	0,916	0,933	0,932	0,611
perilaku prososial	0,898	0,900	0,920	0,622

value, the better the level of determination. R-squared can be interpreted as the percentage of variation in the data that the model can explain. The R-squared value

ranges between 0 and 1; the closer to 1, the better the statistical model fits the observed data.

Tabel 2: Nilai R Square

	R Square	Adjusted R Square
Disiplin	0,843	0,840
Kemampuan pedagogik	0,819	0,815
Kepribadian	0,920	0,918
Keterampilan Guru	0,465	0,444
Pemusatan pikiran	0,933	0,932
Profesional	0,912	0,910
Rasa tanggung jawab	0,803	0,799
Sambutan lisan	0,510	0,501
kesadaran diri	0,847	0,844
perilaku prososial	0,818	0,814

The results of the calculation of R2 for each endogenous latent variable in table 4. show that the value of R2 is in the range of values Based on this, the results of the calculation of R2 show that R2 is very high (>040). Because Adjusted R Square is more than 80%, the influence of all exogenous constructs X on Y is very high.

Q2 value is one of the evaluation metrics used to measure the predictive quality of the structural model. Basically, the Q2 value measures how well the model can predict data that has never been seen before. The Q2 value ranges between 0 and 1, where a higher value indicates that the model is more accurate in predicting data that has never been seen before. According to Ghozali (2014), the Q2 value can measure how well the model produces the observed value and its parameter estimates. A Q2 value greater than 0 (zero) indicates that the model is said to be good enough while a Q2 value of less than (zero) indicates that the model lacks predictive relevance. In this research model, the construct or endogenous latent variable has a large Q2 value of more than 0 (zero) so that the predictions made by the model are relevant (Ghozali, 2018).

Bootstrapping path analysis results / Hypothesis Testing with Smart-PLS, is a test of each effect carried out using simulation with the bootstrapping method on the sample. This test aims to minimize the problem of research data abnormalities. The test results with the bootstrapping method of Smart PLS analysis are as follows:
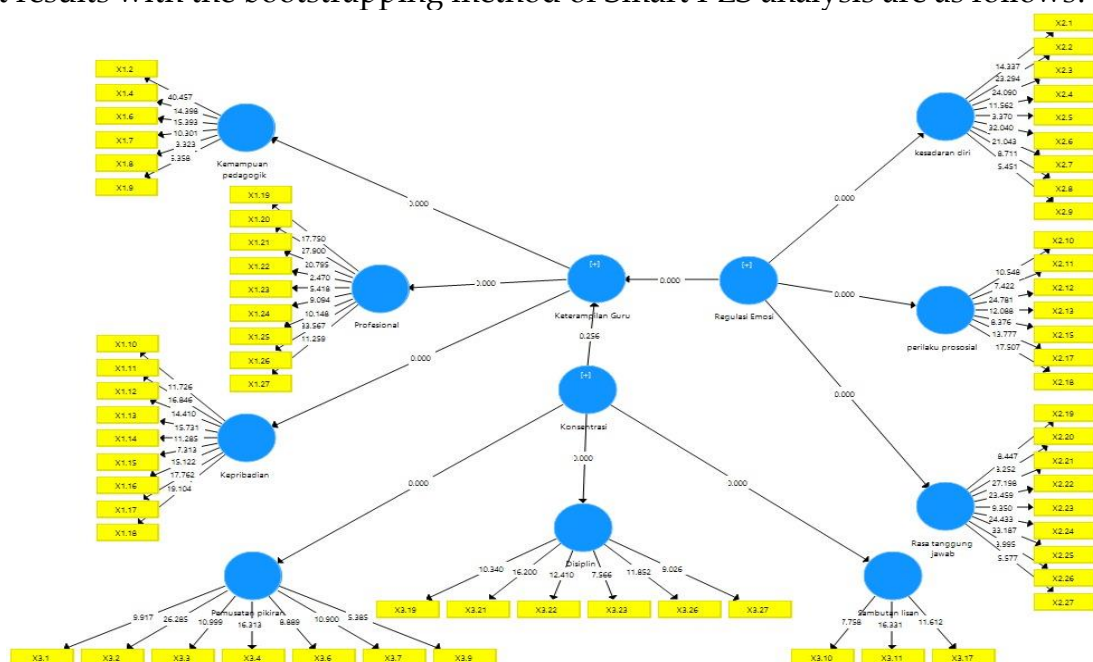
Figure 1: Calculation result image of Smart PLS Application Model

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Table 3: Direct Effect of Dimensions and Variables

	Sampel Asli (O)	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (| O/STDEV |)	P Values
Behaviour -> Kecemasan	0,236	0,235	0,014	16,567	0,000
Behaviour -> Norma	0,834	0,834	0,011	75,060	0,000
Behaviour -> Perilaku	0,886	0,885	0,008	109,515	0,000
Behaviour -> Sikap	0,812	0,812	0,013	61,905	0,000
Belief -> Action	0,768	0,767	0,014	53,918	0,000
Belief -> Barier	0,848	0,848	0,011	74,341	0,000
Belief -> Benefit	0,919	0,919	0,007	141,365	0,000
Belief -> Kecemasan	0,318	0,318	0,014	22,052	0,000
Belief -> Severity	0,397	0,394	0,032	12,455	0,000
Belief -> Suscepbility	0,528	0,528	0,028	18,648	0,000
Persepsi -> Enabling	0,916	0,916	0,007	138,483	0,000
Persepsi -> Kecemasan	0,516	0,517	0,014	36,511	0,000
Persepsi -> Redis	0,634	0,633	0,025	24,930	0,000
Persepsi -> Reinforce	0,949	0,949	0,004	267,486	0,000

Table 3 shows the results of the PLS calculation which states the direct relationship between dimensions and variables, this can be interpreted that in the results of the PLS calculation there is a direct correlation or relationship between the independent and dependent variables that have been reduced in dimension. This shows that each independent variable significantly influences the dependent variable, and the PLS calculation results can be used to estimate the value of the dependent variable more accurately based on the independent variables involved in the analysis.

It is said that there is a direct relationship with a p-value <0.05 and it is said that there is no direct relationship at a p-value> 0.05. Based on table 3, it can be stated that the Behavior dimension affects the anxiety dimension with a p-value of 0.000 <0.05. The same thing is obtained in the Behavior dimension with the Norm dimension stated to influence the P-value of 0.000 <0.05. For the Behavior dimension, it was found that the Behavior dimension influenced the Behavior dimension with a P-value of 0.000 <0.05. As a teacher skill variable, it was found to affect the Emotion Regulation variable

with a P-Value of 0.000> 0.05. This result is in line with the formulation of the problem that there is a direct influence between Teacher Skills on Emotion Regulation

CONCLUSION

This study focuses on an in-depth analysis of teacher skill factors in directing silent sitting practice in early childhood, particularly emphasizing emotion regulation and concentration. The findings illustrate that teacher skills play a central role in determining the successful implementation of silent sitting in this age group. Teachers who thoroughly understand and apply the method effectively can create an environment conducive to positive silent-sitting experiences. In addition, children's emotion regulation also emerged as an essential factor influencing the outcome of this practice. Teachers who were able to help children manage their emotions during silent sitting sessions were able to create a calmer and more reflective space. The results also confirmed that children's concentration level plays an essential role in the success of the silent sitting practice. Teachers must deeply understand children's age-appropriate concentration levels and provide the necessary support to engage in this practice fully. Finally, the interaction between teachers and children also has significant implications for the effectiveness of silent sitting. Teachers who can build good relationships and provide clear guidance and emotional support to children are better able to create meaningful silent-sitting experiences. As such, this study provides a deeper understanding of how these factors interconnect in the context of silent sitting in early childhood, providing an essential foundation for developing a more holistic approach to their education. The results of this study will likely provide an opportunity for teachers to strengthen further their skills in directing Silent Sitting so that students can regulate their emotions well and concentrate during learning.

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