

Silence Technique for the Children Character Building at the Shaiva Dharma Kindergarten School Singaraja, Bali

by Suwendra Suwendra

Submission date: 01-Feb-2023 03:58PM (UTC+0700)

Submission ID: 2003972319

File name: 12_Silence_Technique_for_Children.....pdf (317.88K)

Word count: 5282

Character count: 28338



Journal of Arts & Humanities

Volume 07, Issue 07, 2018: 23-30

Article Received: 15-06-2018

Accepted: 06-07-2018

Available Online: 29-07-2018

ISSN: 2167-9045 (Print), 2167-9053 (Online)

DOI: <http://dx.doi.org/10.18533/journal.v7i7.1430>

Silence Technique for the Children Character Building at the Shaiva Dharma Kindergarten School Singaraja, Bali

I Wayan Suwendra¹, Kadek Suranata²

ABSTRACT

The purposes of this phenomenology study were to seek the concept, the best place and time, the process and the contribution of silence technique for the children character building at the Saiva Dharma Kindergarten School, Singaraja, Bali, Indonesia. The respondents of the study were 10 students and 10 teachers of the Saiva Dharma Kindergarten School. The data were collected through observation, interview, and document recording for two class's level, namely, preschool 1 and preschool 2. Data were analysed by using descriptive qualitative techniques. The result of the study indicated that; (1) after doing silence technique in morning circle before learning process, students pra School 1 were more calm of emotion, more stable personality, good sociability, and more independence; (2) students pra school 2 occurred significant improvement in personality, sociability, morality, emotionality development; and (3) students derive from Saiva Dharma Kindergarten had the better personality, sociability, morality, emotionality with the others after the students continued their study to elementary school. Policy implication and suggestions for future research should be continued for the better result in the larger study.

Keywords: Character Building, Hinduism, Meditation, Pre-School, Religious.

This is an open access article under Creative Commons Attribution 4.0 License.

1. Introduction

The urgency of implementing silence technique for children education has been proposed by several Hindu holy men (i.e., Gurus, Rsis, Bhagavan, & Jnanin), such as Shri Satya Narayana (2004); Jendra (2009) Suryani (1996); Rigopoulos (1998); and Ananda Mitra Acarya (1991), who claim that silence for some minutes (1-5 minutes) every day is very important for doing relaxation or refreshing of mind before starting new activities in daily life.

Anandas Ra (2004) cited the result of researchers who have conducted by Shaw and Kolb at Texas University that the people who often doing meditation (silence) have faster responses than the others. Normal people have 0,5 second to give response/reaction, and meditator has 0,35 second to

¹ STKIP Agama Hindu, Singaraja, Indonesia. Center for Research and Community Service Hindu State College of Singaraja, Indonesia. E-mail: wayan_suwendra333@yahoo.com

²Corresponding Author, Kampus Tengah Universitas Pendidikan Ganesha, Singaraja, Indonesia. E-mail: sura@konselor.org; kadek.suranata@undiksha.ac.id

give response toward their stimulant. Anandas Ra (2004) in Allison and Fehr concluded his research result that people sick, angry, and sad were breast faster than people healthy, calm, and happy. The effect of doing silence technique (meditation) was healthy, calm, happy, more confidence, more effective and efficiency in doing something. The other hand, the negative behavioural could be decreased such as stressed, worried, afraid, aggressive and so on. Chulalongkorn University was conducting the experiment (1967-1971) and they concluded that the effect of doing meditation are fresh feeling, calm mind, peace and biologically the someone to produce endorphin liquid in their body but the other hand the angry man, full of stress, often worried will be produced adrenaline liquid. Delmonte (2009) In general, high anxiety levels predict a subsequent low frequency of silence practice. However, the evidence suggests that those who practice regularly tend to show significant decreases in anxiety. Likerman (2009) stated that leveraging or the fower of silence can be canged negative reaction to creat positive value such as: motivate the students to attempt to answer question, more effective their job, more effective to listen, more clear view into the hearts of others, more attractiveness, more self controle and more wisdom.

In the context of education in the modern era and globalization, silence is often misunderstood as a cruel method of exposing oneself from words or limiting oneself. The educational world tends to be colored by the nuances of competition, tends to see students who are more silent, more listening as students who can not afford. Conversely silence is a great method of self-control that enables spiritual growth. Roshni and & Benedict (2016) concluded that most psychological problems are caused by self-regulation failure. Self-regulation helps an individual to be in harmony with himself. The religious approach effectively helps an individual to develop such self-regulation. The goal of every religious method, when applied in the right way with correct understanding and guidance, improves performance, transcends boundaries, and achieves peace, to achieve that level one must follow such practices.

Related to self-regulation through spiritual silence techniques, studies by Zell and Baumeister (2013) show basic effects on four main elements of self, namely standard, monitoring, strength and motivation. Standards are principles or what needs to be done. People feel confused because there are standards that are contrary to morals. Monitoring becomes an important aspect of self-regulation. Self-regulation often fails a person has no trace of what they do. Increased self-awareness implies an increase in self-control.

Odhiambo (2002) describes the metacognitive processes occurring in the silence process of implementation, that when we turn away from the sensory input and manipulation of these inputs by the brain, we enter into ourselves and move on to the inner mind and consciousness. The resulting inner silence unlocks the consciousness and the soul. This silence of mind raises many challenges and demands of practice. But once acquired, it leads to a new dimension of transcendental nature. It is the realization that peace, the knowledge of true power and wisdom comes from within the soul. This inner knowledge and peace helps one in making decisions and gaining knowledge about oneself.

The same case we also have given the very very rude words, with loudly sound, angrily, but without touching the pure plant during 3 hours, at the end, the pure plant was withered and died after 5 days. The number of another pure plant, have given smooth words, love words, and sweet words, they are growing up so fast, with nice colourful, and it is very interesting in all kind of colours leave. So, plants, animals and kids if we give enough love will grow up run well, physically and psychologically.

In relation to the character education, in Bali or Indonesia, it has many techniques were applied, start from informal education, formal education, and non-formal education but the character problem is increased, more and more, quantitatively and qualitatively. It means the techniques, method, approach, and strategy to build the good character are not effective. In this study were apply the simple, unique and natural technique to built the children character through "Silence Technique", it was applied at Shaiva Dharma Kindergarten School. Based on the previous study, it seems this technique is so good, therefore I was very interesting to study it. Furthermore, it could be formulated the statement of research problems such as: (1) What was the silence technique? (2) Where was this technique can do it by the student? (3) When could the students do it? (4) How were the silence technique processes? And (5) Why were the silence techniques could be built student's good character?

2. Methods

2.1 Research site and participant

The situation and condition of this Shaiva Dharma Kindergarten School are very simple, natural, and there are many small and big plants, many kinds of flowers in the schoolyard. The Shaiva Dharma Kindergarten have one hall, one holy room, and seven classes. Two classes for playgroup, each class consist of 12 students for class A and B, so the number of all students are 24 students. Two classes for small kindergarten, class A consist of 24 students and class B consist of 23 students. Three classes for big kindergarten, consist of 25 students for class A, 25 students for class B, and 24 students for class C. The total general of all students is 145, who are derived from social, economic, and parent profession differences.

2.2 Data collection methods

The number of students for each grade was getting from documentary record, how the students did silence Technik it got from observation and interview. The information or resource persons could be students or teachers. There were 10 students for each level as an informants and 10 teachers from 14 teachers as information or resource persons who had been observed and interviewed by a researcher.

A researcher was observed about the processing, body movement, body postures and body language of silence technique who have been done in morning circle (praying time) before learning in each class. The other hand researcher also has been done to interview 10 students to know about their feeling and thinking in doing silence technique. Furthermore, the researcher interviewed the 10 teachers to know about why doing silence technique like that, what were the purposes, and what were the significant effect of silence technique in relation to character building of the students at Shaiva Dharma Kindergarten School, Banyuning village, Buleleng district.

2.3 Data analysis

This study is qualitative research through phenomenology approach which was want to look for the meaning based on the phenomena/happened and it was not to find out the facts or factual findings and cause findings (Creswell, 2007). The meaning was got by the real phenomena based on subject interpretation (*verstehen*). The researcher entered to conceptual respondent itself in order to understand the meaning around their daily lives. How were the students daily life at school with their friends and teachers or at home with their parent, brothers and sisters?

Data analysis technique has been used as cultural themes or content analysis. Janis (1949), Berelson (1952), and Aronson in Muhadjir (2000) explained that there were three requirements in discovering cultural themes, such as labelling of social-cultural phenomena, classifying the symbol/labelling, and making prediction meaning. Cultural themes/ postulate/preposition were got by the several analysis, it could is domain trial, taxonomical, and componential analysis qualitative techniques.

Fathermore Faisal (2004) stated that discovering cultural theme in qualitative study constructed the dark social situation or it was still unclear become bright and clear by domain trial, taxonomical and componential analysis. The application of data analysis which was want to look for answers all the statement problems of the research such as: (1) What was the silence technique? (2) Where was this technique, it can do it by the student? (3) When could the students do it? (4) How were the silence technique processes? And (5) Why were the silence techniques, it could be built student good character?

3. Results

Presenting the research result, it could be divided into five section, namely: the concept of silence technique for building up the good student character, the best place and timing for applying silence technique for the students, processing of the silence technique, and the effect of silence technique toward good student character development.

3.1 Silence technique concept

The silence was kept quiet, motionless, no words, and mind motion for certain object only. It could imagine the parts of our body, imagine to seat under the big tree which is very sad, imagine to see the nice blue and large ocean, imagine to see the beautiful mountain panorama, and so on. This concept is especially for children in Saiva Dharma kindergarten School, and it is very different for the adult. Silence technique concept for an adult is called meditation or how to relate our mind to the mental universe. Anadas Ra (2004) gave the concept of praying and meditation. Praying is the process of how the prayer to be waiter or waitress toward the God and meditation is the process of prayer to persuade the God to meet Him, to give inspiration, enlightenment or the prayer wants to make unity the God. Silence technique for the children is exercised for making good concentration as a base of all learning processes in daily life, from child age, pubertal age, puberty age, adolescent age, adult age, and old age. So, the concentration is very important to build up all of personalities aspects development, including to build and to develop student's character.

3.2 The best place and timing for applying silence technique

The best place for doing silence technique for building up good students character are the sandy place, nice panorama, high and calm place. The good place can be in the classroom, the school hall before starting learning processes. Students of *Saiwa Dharma* Kindergarten do silence technique every day which is called "morning circle". Doing morning circle all students are guided by a teacher, giving command and instruction and other teachers are control all students from the front line up to back line. At the end of the month is putting school programme, the teachers escort the students go to the nice place for applying silence technique before doing other activities. The nice place can be the large green yard, clean beach with many trees, botanical garden yard, a coastal area of the lake with nice mountain panorama, the coastal area of the nice view of rice field and other nice, calm, and conducive places. The best timing for doing silence technique is in the morning before starting learning processes, and at noon before students going home.

3.3 Processing of the silence technique for building up the good students character

- (1) Seating on the carpet covering the floor
- (2) The body upright position from bottom, back part of body, neck and back head
- (3) Two eyes see the nose and close the eyes slowly.
- (4) Focusing on the thinking between eyebrows, smoothly, slowly, and relax
- (5) Imagine something depend on the topic chosen by the teachers and students together
- (6) Selecting the topic is depended to the purpose of learning, such as: (a) part of our body, for recognizing, the functions and understand the part of our body, (b) ideas, for recognizing and identifying the type of ideas, (c) botanical environment, for identifying the type of plants and environment, (d) and so on.
- (7) Recognizing and understanding a topic was selected in applying the silence technique. Explanation of this technique, it would give an example of the topic which had been applied. The topic of silence technique about feet as a part of our body, namely:
 - (a) The step 1 up to 4 was done
 - (b) Imagine our feet as a part of our body from bottom to up, see through the mind, and asked the question about our feet: what, why, who, how, and when. What are the feet? why we have the feet? who is has this foot? how the functions of the feet? when are the feet used? These processes are knowing, understanding, and being grateful to God of our feet so perfect. The learning processes can be developed are self-confident, self-responsibility, self-direction, self-stand alone/ self-independence, self-grateful feeling, and so on. All of this one are the aspects of character education.
- (8) Time duration 3 – 5 minutes
- (9) Interpretation the topic of the silence technique who were guided by the teachers
- (10) Making several important conclusions who were guided by the teachers based on students opinions, orally, words simply, and happily.

As a comparative study of meditation, there were other research results stated that the process of meditation, namely: (1) Focus their attention on a particular target (for example their own breathing,

a sound or a sensation), (2) Notice when their attention has wandered away from the target, (3) Bring their attention back to the target.

3.4 The silence technique could build up good students character development

There were several reasonings that the silence technique could build up good students character development as the research results:

Nowadays, learning processes are domination to build up the logical or rational aspects of the students based on adopting the theories and concepts from another country. All of these actions want to make students academic ability increase. These efforts come from outside. It can be from teachers, parents, instructors, tutor, etc. The other hand this effort (silence technique) come from inside. Students learn (recognize, understand, and adaptation) to themselves according to their condition, ability, aptitude, interest, and intelligence. They learn more from inside rather than outside. Building up the students good character must be started from inside and it is not from outside.

There were many kinds of topics could be chosen in applying the silence technique, in Shaiva Dharma Kindergarten such as: imagine the parts of our body, imagine sitting down under the shady tree in the beach, imagine went on foot in nice garden with friends, imagine was played with close friend in kid's playing centre, and so on. This technique special for the kindergarten school and it was not for the playgroup. every day it was applying a topic of silence only.

Based on the observation and interview to the students in doing silence technique and with their teachers, the silence technique with the certain topic, it could be developed personality aspect. Imagine something in silence technique could be developed personality aspects, including to develop good character building, such as (1) Silence could be arisen the creative reasoning and fantastic energy, because of it was very important to the students doing silence for several minutes. (2) refreshing mind after doing many things in their lives, (3) taking rest of mind, because of sleeping was not enough to make calm of feeling and mind, (4) minimizing of stress, because of many difficulties and handicaps in family social and peer group environment, individually and socially, (5) pre-training of concentration or focusing of mind for certain object. Based on learning all, doing all, serve all are the concentration of mind. The success of concentration, it could be said that it was also success for all of learning and profession or job.

Silence technique by imagining the parts of our body, it could be developed many things namely: (1) recognizing the form, quantities and qualities of the parts of our body. Through recognizing this one, it would be known the strengths and the weaknesses of the parts of our body. (2) developing realistic view by the students toward their parts of bodies, especially for disabilities students which were genealogically or empirically. (3) adopting in the social peer group according to their parts of body condition.

Silence technique by imagining their father and mother's love, it could be developed several personalities aspects, namely: (1) developing the feeling of love as a base of heart education and spiritual education. The core of all religion is "love", the core of civilization of human being is "love", the core of good human relation is "love", the core of success in developing personalities is "love", the core of success in learning and profession is also "love". (2) receiving love from mother and father, it would be able to give love to other people. These one could be able to develop through silence technique who was guided by their teachers, every morning cycle before entering the classroom.

Silence technique by imagining seating down under the shady tree at the beach, it could be developed the positive attitude to their environment, such as (1) shady tree could give fresh air which was important for our breathing and health because of the shady tree came out the oxygen which was needed by the human being. (2) students could be able to love for all plants, because of between human being and the plants must be cooperated one to another (symbiosis mutualist), (3) after the children to come teenagers, they would have the motivation to plant many kinds of plants, take care of plants, love and everlast their environment, (4) imagine set and saw the beach, it would be developed love feeling for the beach, taking care of beach cleaning, and loving beautiful of beach.

After graduating from Shaiva Kindergarten, the major of students to continue their study to SD Negeri 3,4, 7 (government elementary schools 3,4,7 Singaraja), SD Negeri 4, 7 (government elementary schools 4,7 Singaraja), SD Negeri 1 Banyuning (government elementary school 1, Banyuning), Elementary School of Laboratory Ganesha University, and Mutiara Elementary School. These

elementary schools were very famous and favourite at Singaraja town. We would like to know the student's character development after they were being at elementary school.

Based on observation and interview for the 30 students who were taking elementary schools above, at variation grades or classes (10 students of the third classes of Elementary Schools, 7 students of the fourth classes of Elementary Schools, 13 students of the fifth classes of Elementary Schools), it got the students character development was better than the others, especially in: (1) having fortitude to face the problems, (2) having higher self-control in fulfil their desires, (3) having fallen in love with one another, (4) having positive attitude to face something in their peer groups, and (5) doing home works more seriously at home or at schools. These elements of characters were taken from Mc Donnell (2000) consist of 10 characters such as wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. In this study applied 5 elements characters only, because of 5 elements were suitable for students development at elementary school and the others elements were more suitable for the secondary school students. In other research findings (Shapiro, Brown, and Astin, 2008) had discovered that meditation could be developed (1) cognitive and academic performance such as: improve ability to maintain preparedness and orient attention, improve ability to process information quickly and accurately, improve concentration based meditation, practice over a long-term, may have a positive impact on academic achievement. (2) Mental health and psychological well being, namely: mindfulness meditation may decrease stress, anxiety, depression and support better regulation of emotional reactions and the cultivation of positive psychological states, (3) Development of the whole person such as meditation can support the development of creativity, support and enhances the development of skills and needed for interpersonal relationship, empathic responses are increased with meditation and mindfulness practice, meditation may help to cultivate self-compassion.

4. Discussion

The purposes of this qualitative study were to seek the silence technique concepts were applied at Kindergarten Saiva Dharma Banyuning, The best place and time doing silence technique by the students, the silence technique processes and the silence technique application could be built up good students character.

Silence techniques concepts were applied at Saiva Dharma Kindergarten, it was kept quiet, motionless, no words, and mind motion for certain object only. This concept is especially for children in kindergarten, and it is very different for the adult. Silence technique concept for the adult is called meditation or how to relate our mind to the mental universe. Anadas Ra (2004) gave the concept of praying and meditation. Praying is the process of how the prayer to be waiter or waitress toward the God and meditation is the process of prayer to persuade the God to meet Him, to give inspiration, enlightenment or the player wants to make unity the God. Silence technique was the children are exercises for making good concentration as a base of all learning processes in daily life, from child age, pubertal age, puberty age, adolescent age, adult age, and old age. So, the concentration is very important to build up all of personalities aspects development, including to build and to develop student's character. The application of silence technique (meditation) by the Rsi, yogi, or Hindu holy priest at previous age who were the cause of to be the brilliance man that could see the previous age, present age and future age.

The best place for doing silence technique for building up good students character is a sandy place, nice panorama, high and calm place. The good place can be in the classroom, the school hall before starting learning processes. Students of *Saiwa Dharma* Kindergarten do silence technique every day which is called "morning circle". Doing morning circle all students are guided by a teacher, giving command and instruction and other teachers are control all students from the front line up to back line. At the end of the month is putting school programme, the teachers escort the students go to the nice place for applying silence technique before doing other activities. The nice place can be a large green yard, clean beach with many trees, botanical garden yard, the coastal area of the lake with nice mountain panorama, a coastal area of the nice view of rice field and other nice, calm, and conducive places. The best timing for doing silence technique is in the morning before starting learning processes, and at noon before students going home.

Nowadays, learning processes are dominated to build up the logical or rational actions want to make students academic ability increase. These efforts come from outside. It can be from teachers, parents, instructors, tutor, etc. The other hand this effort (silence technique) come from inside. Students learn (recognize, understand, and adaptation) to themselves according to their condition, ability, aptitude, interest, and intelligence. They learn more from inside rather than outside. Building up the students good character must be started from inside and it is not from outside.

Based on the observation and interview to the students in doing silence technique and with their teachers, the silence technique with the certain topic, it could be developed personality aspect. Imagine something in silence technique could be developed personality aspects, including to develop good character building, such as (1) Silence could be arisen the creative reasoning and fantastic energy, because of it was very important to the students doing silence for several minutes. (2) refreshing mind after doing many things in their lives, (3) taking rest of mind, because of sleeping was not enough to make calm of feeling and mind, (4) minimizing of stress, because of many difficulties and handicaps in family social and peer group environment, individually and socially, (5) pre-training of concentration or focusing of mind for certain object. Based on learning all, doing all, serve all are the concentration of mind. The success of concentration, it could be said that it was also success for all of learning and profession or job.

5. Conclusion

Silence techniques concepts were applied at Saiva Dharma Kindergarten, it was kept quiet, motionless, no words, and mind motion for certain object only. This technique gave exercises for making good concentration as a base of all learning processes in daily life, from child age, pubertal age, puberty age, adolescent age, adult age, and old age. So, the concentration is very important to build up all of personalities aspects development, including to build and to develop student's character.

The best place for doing silence technique for building up good students character are the sandy place, nice panorama, high and calm place. The good place can be in the classroom, the school hall before starting learning processes. Students of *Saiwa Dharma* Kindergarten do silence technique every day which is called "morning circle". Doing morning circle all students are guided by a teacher, giving command and instruction and other teachers are control all students from the front line up to back line. At the end of the month is putting school programme, the teachers escort the students go to the nice place for applying silence technique before doing other activities. The nice place can be a large green yard, clean beach with many trees, botanical garden yard, the coastal area of the lake with nice mountain panorama, the coastal area of the nice view of rice field and other nice, calm, and conducive places. The best timing for doing silence technique is in the morning before starting learning processes, and at noon before students going home.

The study show that the most important in silent technique is the process of doing, because in doing the process there are many significant experience experiences to build a good character development. The implementation of this silent technique in educational setting by the best teachers is to do the best possible practice for the best results.

The implementation of the silent technique in counseling and psychotherapy as has been done by Zell and Baumeister (2013) is referred to as "Mouna vratha" as a self-regulating technique that helps an individual to explore themselves in the realm of silence, as well as bringing brain changes that affect changes in behavior and achieve spiritual enhancement. This silent technique can be used as a counseling or psychological therapy model to help students improve their quality and potential (ie, self-regulation, emotion, focus, ketenagngan, well-being, etc.) as noted in Schultz and Schultz (2012); Palmer (2000); Essex and Mainemelis (2002); and Vince (2002). Improving the quality of self potential supports the achievement of academic and better life.

The results of this study have implications for character formation education specifically in early childhood. But did not rule out also for the level of other pendidikan wider. A broader study of the character education development model through silent technique needs to be done both for students at the pre-school level and with those who are in higher education levels. The implementation of the silent technique in educational settings in primary, secondary and university students can be implemented integrated with counseling programs and integrated with learning programs in the classroom.

References

- Ananda Murti, SriiSrii (2006) *The Psychology of Yoga*, Jakarta: Ananda Marga Indonesia.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, California: Sage Publications, Inc.
- Delmonte(2009), *Meditation and anxiety reduction: A literature review*, Access date: July 13th 2018, <https://www.sciencedirect.com/science/article/pii/S0272735885900169>
- Essex, E.M., &Mainemelis, C. (2002). Learning from an artist about organizations: The poetry and prose of David Whyte at work" *Journal of Management Inquiry* 11(2), 148-159.
- Lakerman, M.D., Alex (2009). *Happiness in this World*, Accessed date: July 13th 2018, <https://www.psychologytoday.com/us/blog/happiness-in-world/200912/the-effective-use-silence>.
- Na Ayudhya, Art Ong Jumsai (2000). *The Five Human Values and Human Excellence*, Surabaya: Paramita.
- Odhiambo, T. R. (2002). *Reconnecting Science with the Power of Silence. The Cultural Values of Science*, 191.
- Palmer, P.J. (2000) *Let your life speaks*. San Francisco, CA: Jossey-Bass.
- Ra, Anadas (2004), *Meditasi Satya Sai*, Surabaya: Paramita.
- Rigopoulos, A. (1998). *Dattatreya: The Immortal Guru, Yogin, and Avatara: A Study of the Transformative and Inclusive Character of a Multi-faceted Hindu Deity*. SUNY Press.
- Roshni, C., & Benedict, J. N. (2016). *Mouna Vratha: An Effective Traditional Method of Self-Regulation*. *Artha-Journal of Social Sciences*, 15(1), 17-34.
- Schultz, D. P. & Schultz, S. E. (2012). *A history of modern psychology*, (10th ed.). Belmont, CA: Wadsworth, Cengage Learning. Pp.67-77, 88-100.
- Singh, Ranvir (2006), *Veda Abad 21*, Surabaya: Paramita.
- Singh, Ranvir (2008), *Veda Abad 21, Dasar-dasar Pendidikan Shri Sathya Sai*, Surabaya: Paramita.
- Veda BharatiSvami (2008), *Mantra, Inisiasi, Meditasi, dan Yoga*, Surabaya: Paramita.
- Vince, R. (2002). *Organizing Reflection*. *Management learning*, 33(1), 63-78.
- Zell, A. L., and Baumeister, R. F. (2013). How religion can support self-control and moral behavior, in *Handbook of the Psychology of religion and spirituality*, 2nd Edn (R. F. Paloutzian and C. L. Park, Eds.). New York: Guilford, 498-518.

Silence Technique for the Children Character Building at the Shaiva Dharma Kindergarten School Singaraja, Bali

ORIGINALITY REPORT

12%

SIMILARITY INDEX

12%

INTERNET SOURCES

1%

PUBLICATIONS

5%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

6%

★ mail.theartsjournal.org

Internet Source

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography On