

Implementation of the Light Sitting Meditation Technique in Forming Self-Regulation Skills in Grade IV Students of Elementary School

Saparudin¹, Syarwani Ahmad¹, Heri Setyo Nugroho¹

¹Universitas of PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: saparudinppsupgri@gmail.com

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Abstract: This research examines the implementation of the silent sitting light meditation technique, its effects on students' self-regulation development, the teacher's role, and the supporting and inhibiting factors in its implementation at SD Tunas Teladan Palembang. A qualitative approach with a descriptive method was employed. Research subjects included fourth-grade students, classroom teachers, and school stakeholders involved in the learning process. Data were collected through observation, interviews, and documentation. The silent sitting light meditation technique was implemented in a structured manner before learning activities to calm students' minds and improve focus. Following participation, students demonstrated enhanced self-regulation skills, including better emotional control, increased concentration, and more disciplined learning behavior. The teacher played a crucial role as facilitator, guide, and director, creating a conducive classroom atmosphere and providing modeling. Supporting factors included school support, a conducive environment, and student enthusiasm, while inhibiting factors comprised varying concentration levels and limited learning time. This study uniquely documents the application of silent sitting light meditation specifically for self-regulation development among elementary students in an Indonesian school context, an area rarely examined empirically. The technique offers a feasible, low-cost strategy for teachers to integrate into daily classroom routines to enhance students' emotional and behavioral regulation. This research contributes empirical evidence that structured meditation before learning effectively develops self-regulation skills, providing actionable insights for educators and curriculum developers seeking non-cognitive interventions to support elementary students' readiness and engagement in the learning process.

Keywords: Qualitative Research, Self-Regulation, Silent Sitting Light Meditation

A. Introduction

Education plays a strategic role in shaping the whole person, encompassing not only cognitive aspects but also affective and psychomotor aspects (AlAfnan, 2025). In the context of national education, the goal of education is not solely oriented towards academic achievement but also towards the development of students' character,

attitudes, and life skills. Elementary school, as the initial level of formal education, plays a fundamental role in instilling basic values, positive habits, and self-management skills that will serve as the foundation for students' development in subsequent stages (Hasriani et al., 2025; Soeparwati et al., 2025). During elementary school, particularly fourth grade, students are at a crucial developmental stage. Cognitively, students begin to think more logically and systematically. Meanwhile, socially and emotionally, they begin to face more complex demands, both from their school and social environments. At this stage, students are required to manage their emotions, control their behavior, focus their attention, and be responsible for their duties and obligations as students.

Therefore, consciously and systematically developing self-regulation skills is crucial in the educational process (Chen & Bonner, 2020). Consciously and systematically developing self-regulation skills is crucial in the educational process. Self-regulation skills are an individual's ability to consciously control their thoughts, emotions, and behavior to achieve specific goals. Greene et al. (2023) suggests that self-regulation involves the active process of planning, monitoring, and self-evaluation by individuals. In the context of learning, self-regulation plays a crucial role in developing students who are capable of independent learning, discipline, focus, and emotional management when facing learning challenges. However, the reality on the ground shows that elementary school students' self-regulation skills remain a challenge. Many students struggle to control their emotions, such as becoming easily angered, frustrated when facing difficulties, or struggling to accept failure.

Furthermore, impulsive behavior, lack of concentration, and a high dependence on teacher direction are still common in the learning process (Tan et al., 2022). These conditions impact not only learning outcomes but also the classroom climate and students' social development. Based on initial observations at Tunas Teladan Elementary School in Palembang, particularly among fourth-grade students, it was found that some students exhibited behaviors reflecting low self-regulation. Some students found it difficult to sit still for extended periods, were easily distracted by their surroundings, were unable to restrain themselves when teachers explained, and exhibited excessive emotional reactions when faced with conflicts with peers or difficulties completing assignments. This situation indicates the need for effective and contextual strategies to help students develop self-regulation skills from an early age.

As the holistic education paradigm develops, various learning approaches that emphasize a balance between academic and socio-emotional aspects are beginning to be widely implemented in schools. In recent years, one approach that has received attention is the application or training of mindfulness in educational contexts (Emerson et al., 2020; Kim et al., 2021). Meditation is no longer understood solely as a spiritual practice but also as a psychological technique aimed at increasing self-awareness, inner calm, and the ability to manage emotions and attention (Siegel, 2020; Sirimanne et al., 2025). One form of application that is relatively simple and suitable

for elementary school-aged children is the application technique by sitting quietly and lightly. This technique involves sitting in a quiet position, focusing on the breath, and visualizing light as a symbol of calmness, peace, and positive energy. The silent sitting light meditation is designed to be easy for children to understand and practice, with a short duration but done regularly and consistently (Graham & Truscott, 2020; Marson et al., 2021).

In an educational context, silent sitting, light meditation, can be a tool to help students calm their minds before starting learning, reduce emotional tension, and increase focus and self-awareness (Broderick, 2021; Nyana et al., 2024). Through this meditation practice, students are expected to be able to recognize their feelings, control impulses, and respond to situations with greater calm and wisdom. Thus, silent sitting meditation with light has the potential to positively contribute to the development of student self-regulation. Tunas Teladan Elementary School, Palembang, as a school that prioritizes character development and student psychological well-being, has implemented the silent sitting meditation technique with light in its school-based activities. This technique is implemented in a structured manner, both before the start of lessons and at certain times deemed strategic.

The implementation of silent sitting meditation with light is an interesting phenomenon to study scientifically, particularly regarding how the technique is implemented, student responses, and its contribution to the development of fourth-grade students' self-regulation. Research on meditation in education has demonstrated various positive benefits, such as improved concentration, emotional control, and prosocial behavior in students (Joshi, 2025; Phan et al., 2022; Ramos-Monsivais et al., 2024). However, studies specifically examining the implementation of the silent sitting meditation technique with light in the elementary school context, particularly in the development of student self-regulation, are relatively limited. Therefore, in-depth qualitative research is needed to understand the process, meaning, and subjective experiences of students and teachers in implementing this meditation technique. A qualitative approach was deemed appropriate for comprehensively exploring this phenomenon, as it allowed researchers to understand the context, interactions, and dynamics that occurred during the implementation of silent sitting meditation with light.

Through observation, interviews, and documentation, researchers were able to obtain a comprehensive picture of how this meditation technique was implemented, how students experienced it, and what factors supported or hindered its success. Based on this description, researchers were interested in conducting a study entitled "Implementation of the Silent Sitting Meditation Technique in Developing Self-Regulation Skills in Fourth Grade Students at Tunas Teladan Elementary School, Palembang". This research is expected to provide theoretical and practical contributions to the development of character education strategies and social-emotional management for elementary school students.

B. Methods

Research Design and Context

This study employed a qualitative approach with a descriptive qualitative design. This approach was used to gain an in-depth understanding of the implementation of the Silent Sitting Light Meditation technique and its role in developing students' self-regulation skills. The qualitative design allows phenomena to be studied in their natural context, placing participants' experiences, responses, and behaviors as the primary sources for understanding the processes under study. The study was conducted at Tunas Teladan Elementary School, Palembang, during the even semester of the 2025/2026 academic year, from February to April 2026. The location was selected purposively, considering that the school implemented learning and habituation activities that supported the development of student character and self-regulation and provided access and support for the research. The research focused on the implementation of the Silent Sitting Light Meditation Technique and the manifestation of student self-regulation within the context of learning and habituation activities at school.

Participants and Informant Selection Technique

Research participants were selected purposively based on their direct involvement and knowledge of the informants regarding the implementation of the Silent Sitting Light Meditation Technique and the development of student self-regulation. The research informants included the principal, fourth-grade teacher, fourth-grade students, and parents as supporting sources of information. The principal was selected because of his knowledge of the background, objectives, policies, and oversight of the meditation program. The fourth-grade teacher was chosen as the key informant because she was directly involved in the meditation activities and had the opportunity to observe student behavior during daily learning activities. The fourth-grade students were positioned as key informants because they had direct experience with meditation and could provide information about their experiences and perceived behavioral changes.

Parents were involved as supporting sources of information to gain perspective on student behavioral changes outside the school environment. The selection of student participants took into account involvement in regular fourth-grade learning, participation in meditation activities, ability to communicate experiences, and willingness to participate in observations and interviews. Data collection was conducted with the principle of data saturation in mind, namely, the information collection process continued until the data obtained showed recurring patterns and did not yield new information significant to the research focus.

Data and Data Collection Techniques

The research data consisted of primary and secondary data. Primary data were obtained through direct interactions between the researcher and informants and observations of the implementation of the silent sitting light meditation technique. Primary data included information on the meditation implementation process, student responses, informant experiences, and behavioural changes related to self-regulation. Secondary data served as supporting data and was obtained from relevant documents, including school activity schedules, meditation implementation guides, teacher notes, and school policy documents related to habituation and character education. Data collection was conducted through observation, semi-structured interviews, and documentation. These three techniques were used in an integrated manner to gain a comprehensive understanding of the research phenomenon while also enabling data triangulation.

Observations were conducted to directly observe the implementation of the Silent Sitting Light Meditation Technique and student behaviour related to self-regulation. The focus of the observations included students' ability to control emotions, focus attention, and demonstrate discipline during learning and habituation activities. Observations were conducted with the researcher present in the school environment to obtain a factual picture of the meditation implementation process, student responses during the activities, and behaviours observed during learning activities. Interviews were conducted semi-structured to provide participants with the opportunity to express their experiences, perspectives, and interpretations regarding the implementation of meditation and student self-regulation. The interview with the principal was aimed at gathering information regarding the background and policies for implementing meditation activities.

The interview with the fourth-grade teacher focused on the implementation process and observations of the development of student self-regulation. Interviews with students were aimed at obtaining information about their experiences and responses during the meditation activities. Interviews with parents provided supporting information regarding changes in student behaviour in the context of life outside of school. Documentation was used to supplement and verify the information obtained through observations and interviews. The documents analysed included school activity schedules, meditation implementation guides, teacher notes, and other documents relevant to the habituation and character education programme. Documentation was also used as a comparative source in the triangulation process so that interpretation of field data was not based solely on a single source of information.

Data Analysis Procedure

Data analysis was conducted interactively and continuously from the data collection process until the research was completed. The analysis refers to the interactive model

of Miles et al. (2020), which includes three interrelated components: data condensation or reduction, data presentation, and drawing and verifying conclusions.

In the first stage, data from observations, interviews, and documentation were selected and focused based on the research objectives. Data relevant to the implementation of the Silent Light Sitting Meditation Technique and student self-regulation were coded and grouped into appropriate categories, while data unrelated to the research focus was not used in the interpretation process. The second stage involved presenting the data in the form of a systematic narrative description to identify patterns, trends, and relationships between categories emerging from the data. The third stage involved drawing conclusions gradually based on the patterns and relationships discovered. Conclusions were then verified through comparisons of information across sources and data collection techniques to ensure consistency of the findings with available empirical evidence.

Data Validity and Credibility

Data validity was ensured through the application of credibility, transferability, dependability, and confirmability criteria. Credibility was strengthened through source and technique triangulation, extended observation, and increased diligence. Source triangulation was conducted by comparing information from the principal, teachers, students, and parents, while technique triangulation was conducted by comparing findings obtained through observation, interviews, and documentation. Transferability was achieved by providing a contextual description of the research location, participant characteristics, the implementation of meditation activities, and the conditions surrounding the research phenomenon sufficiently to enable readers to assess the applicability of the findings to contexts with similar characteristics. Dependability was maintained by systematically documenting the research stages, from planning and data collection to analysis and conclusion drawing. Confirmability was ensured by ensuring that research interpretations and findings could be traced back to empirical evidence in the form of field notes, interview results, and supporting documents. To strengthen the transparency and traceability of the research process, member checking with informants and discussions with colleagues (peer debriefing) were conducted.

C. Results and Discussion

Based on research conducted at Tunas Teladan Elementary School, Palembang, the implementation of the silent sitting meditation technique with light has a positive impact on developing self-regulation skills in fourth-grade students. Regularly practicing the meditation technique before lessons began helped students become calmer, more focused, more disciplined, and more able to control their emotions and behavior during the learning process. The results of this study were obtained through

observations, interviews, documentation, and questionnaires administered to teachers and fourth-grade students.

Implementation of the Silent Sitting Meditation Technique

Based on the research results, the implementation of the silent sitting meditation technique with light in fourth-grade students at Tunas Teladan Elementary School, Palembang, was carried out routinely before the start of learning activities. This activity was carried out by directing students to sit quietly, close their eyes, regulate their breathing, and focus on the silence and light as symbols of inner calm. The meditation was conducted in a quiet classroom environment to allow students to focus and feel more comfortable participating in the activity. In the initial stages of implementation, some students had difficulty concentrating and were less able to follow instructions effectively. However, after regular practice, students began to become accustomed to the meditation process and were able to follow it better. The results of this study align with the meditation theory of Dr. Art Ong Jumsai Na Ayudhya, who states that silent sitting meditation is a self-awareness practice aimed at calming the mind, improving concentration, and helping individuals achieve emotional balance. In practice, meditation involves focusing attention and reducing distractions, enabling individuals to achieve a calmer and more self-aware state. Through silent sitting, students are trained to reduce external and internal distractions, thus better preparing them for learning. Furthermore, the silent sitting meditation technique is also related to the concept of mindfulness, which is the ability to consciously focus on the present moment without overreacting (Scherer et al., 2021). This study demonstrated that students became calmer and more prepared to participate in the learning process after meditation. This demonstrates that the silent sitting meditation technique can help students improve their focus and self-awareness. This activity also supports character education by fostering habits of discipline, composure, responsibility, and self-control in elementary school students.

Students' Self-Regulation Skills

Based on observations and interviews conducted by researchers, students' self-regulation experienced positive changes after participating in the silent sitting meditation technique. These changes were evident in their ability to control their emotions, maintain focus on learning, comply with class rules, and demonstrate more disciplined behavior during the learning process. Before participating in the meditation, some students tended to be easily distracted, had difficulty focusing, and often engaged in disruptive behavior. However, after practicing the meditation regularly, students became calmer and better able to control their behavior. The results of this study align with Zimmerman's theory of self-regulation, which states that self-regulation is an individual's ability to control their thoughts, behavior, and emotions to achieve specific goals (Zimmerman, 2002). In the context of learning, students with good self-regulation are better able to maintain focus and discipline and control their

behavior during learning activities. Through silent sitting meditation, students learn to control themselves and direct their attention to the activity at hand. Furthermore, Bandura's theory also explains that self-regulation is related to an individual's ability to observe, assess, and control their own behavior (Koutroubas & Galanakis, 2022). In this study, students demonstrated more positive behavioral changes after practicing the meditation regularly. They become better able to control their emotions when facing certain situations in class, more patient in interacting with friends, and more focused on completing learning assignments. This suggests that the silent sitting meditation technique can help improve self-regulation skills in elementary school students.

The Role of Teachers in Developing Self-Regulation

Teachers play a crucial role in the successful implementation of the silent sitting meditation technique. Research shows that teachers act as facilitators, guides, motivators, and role models for students during the meditation session. They provide guidance on the meditation steps, help students stay focused, and create a calm and conducive classroom atmosphere. This role aligns with the theory of the teacher's role in learning, which states that teachers are not only responsible for delivering lesson material but also for guiding the development of students' character and behavior (Hadi et al., 2025). In this study, teachers not only taught meditation techniques but also modeled calm, discipline, and patience for students. Through these role models, students more easily understand the importance of self-control and composure in the learning process. Furthermore, teachers play a role in providing motivation and positive reinforcement to students so they become accustomed to meditation and incorporate self-regulation into their daily lives. Teacher support and consistency in implementing meditation are crucial factors in helping students adapt more easily to the activity.

Supporting and Inhibiting Factors

Several supporting and inhibiting factors exist in the implementation of the silent sitting meditation technique. Supporting factors include school support, a conducive classroom environment, teacher cooperation, and student enthusiasm for participating in meditation activities. School support positively influences the sustainability of the meditation program because it provides teachers with the opportunity and space to implement learning methods that support student character development (Frazier & Doyle Fosco, 2024; Henriksen & Gruber, 2024; Lavy & Berkovich-Ohana, 2020). Meanwhile, inhibiting factors identified in this study include differences in student concentration levels, some students still having difficulty remaining calm, and limited learning time. Not all students are able to immediately engage in meditation effectively because each student has different characteristics. Furthermore, limited learning time sometimes prevents the meditation from being fully implemented. However, these obstacles can be overcome through regular

practice and a consistent teacher approach. With continued practice, students begin to show positive developments in their ability to control themselves, maintain focus, and create a more orderly and conducive learning environment in the classroom.

D. Conclusions

Based on the research findings at Tunas Teladan Elementary School, Palembang, this study conclusively establishes that the implementation of the Silent Sitting Light Meditation Technique plays a significant role in supporting the development of self-regulation skills among fourth-grade students in the learning context. Structured and repeated meditation practice is associated with measurable improvements in students' abilities to control emotions, focus attention, follow directions, and regulate behavior during learning activities. The sustainability of implementation is heavily dependent on teachers as facilitators and guides not only providing instructions but also creating a conducive environment, offering reinforcement, and consistently embedding the practice into daily routines. This teacher-mediated approach supports students in developing habits of calmness, focus, and controlled behavioral responses to learning situations. Supporting factors include school support, teacher openness to habituation activities, student enthusiasm, and a conducive classroom environment. Inhibiting factors encompass differences in students' concentration abilities, difficulty some students experience in remaining calm and focused, and limited learning time, which can be minimized through consistent practice and teacher guidance. Practically, schools are encouraged to integrate the Silent Sitting Light Meditation Technique as a structured, continuous practice program embedded within the daily learning schedule rather than as an isolated activity. Teachers should receive training in facilitating meditation and guiding students through progressive relaxation and focus exercises, while classrooms should be arranged to support calm, distraction-free meditation sessions. Schools should allocate dedicated time, even if brief, for daily practice and monitor student progress through observation checklists. For future research, it is recommended to conduct longitudinal studies to track the sustained effects of meditation practice on self-regulation development over extended periods. Comparative designs involving control groups would strengthen causal attribution, while expanding the study to multiple grade levels and schools would enhance generalizability. Investigating the specific mechanisms such as attentional control, emotional regulation, or executive function through which meditation influences self-regulation would deepen theoretical understanding. Additionally, exploring variations in dosage, timing, and teacher facilitation styles could inform optimal implementation protocols tailored to diverse classroom contexts.

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