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The Effect of Mindfulness Practice on the Learning Process of Learners.

Riyan Gunawan[1]* https://orcid.org/0009-0002-3752-7917
Burmansah[2] https://orcid.org/0000-0003-1572-1946
Wistina Seneru[3] https://orcid.org/0000-0003-4787-0217
Troi Bao Tang[4] https://orcid.org/0009-0007-3157-0283

[1,2]*Buddhist Education Department, Jinarakkhita Buddhist College of Lampung, Indonesia*
[3]*Buddhist Communication Science Department, Jinarakkhita Buddhist College of Lampung, Indonesia*
[4] *The Institute of Advanced Buddhist Studies , Plum Village, Bordeaux, France*
**Corresponding author: riyan.gunawan@sekha.kemenag.go.id*

ABSTRACT

The aim is to determine the effect of mindfulness practices on learners' learning process. Frequently encountered problems, such as stress, academic anxiety, distraction, and lack of motivation, which can hinder learners' concentration and academic performance. This study used a quantitative approach with a survey method involving 102 learners as respondents. The research instrument is a questionnaire with a Likert scale that measures learners' awareness on four mindfulness indicators, namely the body, feelings, thoughts, and objects of thought. The results showed that the practice of mindfulness had a positive effect on learners' learning process, with the majority of respondents being in the high category on body awareness, feeling awareness, and mind awareness. However, awareness of mental objects was in the medium category. Overall, mindfulness practices have a significant influence on learners' learning process and the rest is influenced by other factors.

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Introduction

In this study, the teaching and learning process in junior high schools faced various challenges, including how to create a learning environment that supports students' academic and emotional development. Education should not only focus on intellectual development, but it also needs to pay attention to students' mental health and emotional well-being. This is important because students' learning process is often disrupted by various factors that can affect their concentration, motivation and academic performance. Some of the problems often encountered in the learning process include academic stress and anxiety, low emotion regulation, impaired attention and concentration, lack of motivation and interest in learning,

and difficulties in time management and organization (Pascoe, Hetrick, & Parker, 2020).

According to experts learners often have difficulty managing negative emotions such as anger, anxiety, or sadness, which can interfere with their ability to maintain focus and process new information during the learning process (Graziano, Reavis, Keane, & Calkins, 2007; Sansone & Thoman, 2005). Other factors, such as noisy environments, mental health issues, or excessive use of technology, can also cause disruptions to students' attention and concentration, ultimately hindering their learning process (Wammes et al., 2019). In addition, lack of motivation and interest in learning is another common problem. This can be caused by several factors, such as uninteresting teaching methods, lack of support from the surrounding environment, or lack of understanding of the importance of learning (Brophy, 2004).

Low study skills, such as note-taking ability, effective reading, and suboptimal study strategies, can hinder students' learning process (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013; Hartwig & Dunlosky, 2012). In addition, problems in time management and organization are also significant obstacles in students' learning process. Many learners have difficulty in effectively managing their study time and academic tasks, which can lead to procrastination, stress, and poor academic performance (Macan, Shahani, Dipboye, & Phillips, 1990).

Given the importance of the learning process in education, efforts need to be made to address these issues so that learners can optimize their academic potential. Interventions and programs that focus on improving self-regulation skills, time management, learning motivation, and effective learning strategies can help learners overcome the challenges faced during the learning process (Broadbent, 2021; Dunlosky et al., 2013). One approach that is gaining attention in an effort to improve the quality of learners' learning process is mindfulness. Mindfulness is a meditation practice that focuses on being present in the moment without judgment (Kabat-Zinn, 2003). It involves being fully aware of present thoughts, emotions and bodily sensations. Research has shown that mindfulness practices can provide significant benefits to mental and cognitive health, including reducing stress, anxiety, and depression, as well as improving attention, memory, and academic performance (Mrazek, Franklin, Phillips, Baird, & Schooler, 2013; Zenner, Herrnleben-Kurz, & Walach, 2014).

Based on the above opinions, this study was conducted to explore the effectiveness of mindfulness practices in improving the quality of learning process at the junior high school level. Education at the junior high level plays an important role in forming the basis of learners' knowledge and skills that will influence the next stage of education. However, the learning process in junior high school often faces various challenges, such as stress, academic anxiety, distraction, and lack of motivation, which can hinder learners' concentration and academic performance. The researcher conducted a preliminary study in September 2023 and with an interview by the vice principal of Tri Ratna Junior High School Jakarta on August 15, 2024 that there are

students who often experience stress, academic anxiety, and attention disorders that can hinder the learning process due to the many school assignments that can hinder students' academic performance. Based on this preliminary study, one way to overcome the obstacles that occur in the learning process is to train awareness through *mindfulness* practices by always being aware of every event that is happening or experienced.

Method

This study uses a survey method with a descriptive quantitative approach and data collection techniques in the form of a questionnaire consisting of 71 questions with a Likert scale on the answer choices. The population in this study were Tri Ratna Jakarta Junior High School students, totaling 140 people The research sample is part of the population that is the subject of research, using the Slovin formula to determine the sample size. The sampling technique used is *Proportionate Random Sampling*, which is suitable for populations consisting of several groups with diverse characteristics. The number of samples in this study were 102 respondents.

This research design includes various stages, such as making observations, compiling the background of the problem, identifying problems, formulating problems, and designing theoretical foundations related to *mindfulness* practices and student learning processes. In addition, this research also involves preparing research methods, determining research variables, making instrument grids, collecting data through questionnaires, analyzing data, and preparing conclusions and suggestions. Data analysis is carried out after data is collected from all respondents or other data sources (Sugiyono, 2019) which includes grouping data based on variables, presenting data for each variable studied, calculating to answer problem formulations, and evaluating hypotheses. To obtain accurate and reliable analysis results, this study used SPSS (Statistical Program for the Social Sciences) software.

Findings

Based on the results of the instrument trial at Tri Ratna Jakarta Junior High School, the results obtained are 71 valid items and 9 invalid items contained in numbers 9, 15, 17, 25, 45, 48, 56, 63, 78. Some of these items are declared invalid by comparing rtable on 30 respondents with a significance level of 0.05 which is 0.361 if rcount ≤ rtable then the item is declared invalid. Invalid statement items were removed by researchers because other item numbers could already represent each statement indicator so that of the 80 statement items there were still 71 statement items used in the study.

Based on the research instrument reliability test, the reliability coefficient was obtained on 71 items that were valid, the results of reliability statistics using SPSS 26 resulted in a Cronbach's alpha value of 0.864 because the significance value> 0.05 means that the measuring instrument is declared reliable. It can be concluded

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that the research instruments used in this study have met the requirements of good reliability.

Table 1. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.864	71

Source: SPSS 26 data processing results

The normality test was carried out using the One Sample Kolmogorov Smirnov test. Sample data requirements come from a normally distributed population with a significant level of 0.05 or 5%. Based on the results of the normality test obtained from 102 respondents, it is known that the significant value (2-tailed) is 0.630, which means 0, 126> 0.05, it can be concluded that the data is normally distributed. The results of the normality calculation using the One Sample Kolmogorov Smirnov test are presented in the following table.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		102
Normal Parametersa	Mean	.0000000
	Std. Deviation	21.98802258
Most Extreme Differences	Absolute	.116
	Positive	.113
	Negative	-.116
Kolmogorov-Smirnov Z		1.176
Asymp. Sig. (2-tailed)		.126
a. Test distribution is Normal		

Source: SPSS 26 Data Processing Results

The results of the homogeneity test are seen from the output of the test of homogeneity variance, the significance value of mindfulness practices and the learning process is 0.800, which means 0.800> 0.05, so it can be said that the two data are homogeneous. For more details, it can be seen in the following test of homogeneity of variances table.

Table 3. Homogeneity Test

Test of Homogeneity of Variances			
Effect of X on Y			
Levene Statistic	df1	df2	Sig.
0.065	1	202	.800

Source: SPSS 26 Data Processing Results

Based on the output results by reading the coefficients, the constant value of 45.788 means that if the practice of mindfulness has a value of 0, the consistent value of the learning process variable is 45.788. The regression coefficient on the mindfulness

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practice variable (X) is 0.184, meaning that if the *mindfulness* practice experiences an increase or development, the learning process variable (Y) will decrease by 0.184 with the regression equation as follows.

Table 4. Regression Equation Output

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.393	18.360		2.091	.044
	Praktik Mindfulness	.698	.129	.680	5.408	.000

a. Dependent Variabel: Learning Process

Source: SPSS 26 Data Processing

The hypothesis testing criteria is to reject Ho if the tcount> ttable or significance <0.05. Based on data analysis, the tcount value is 2.091, and the ttable value with df = n-2 is df = 100 of 1.984 with a significance value of 0.000 because the absolute value of tcount 2.091> 1.983 and significance 0.000 <0.05, Ho is rejected and accepts Ha. The negative coefficient means that the practice of *mindfulness* has a negative effect on the learning process of Tri Ratna Jakarta Junior High School students. Seeing these results means that Ho is rejected and Ha is accepted, so it can be concluded that the practice of *mindfulness* has a negative and significant effect on the learning process of Tri Ratna Jakarta Junior High School students. Hypothesis testing criteria using alpha 5% (0.05), namely reject Ho if the significance ≤ 0.05 by reading the following anova table.

Table 5. Anova Analysis Output

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2751.392	1	2751.392	29.250	.000[b]
	Residual	3198.247	34	94.066		
	Total	5949.639	35			

a. Predictors: (Constant), Mindfulness Practice

b. Dependent Variabel: Learning Process

Source: SPSS 26 Data Processing Results

From the anova analysis output, the Fcount value is 29,250 with a significance of 0.000, so there is no need to match the F table because SPSS has provided the significance value. The significance of 0.000 < 0.05 indicates that Ho is rejected and Ha is accepted. This shows that the practice of *mindfulness* has an effect on students' learning process.

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Table 1. Value of Coefficient of Determination R Square

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.680[a]	.462	.447	9.699

a. Predictors: (Constant), Mindfulness Practice

Source: SPSS 26 Data Processing Results

The coefficient of determination in table 4.19 above is R Square which has a value of 0.462, thus meaning that 46.2% of mindfulness practices affect the learning process of students while the remaining 53.8% is influenced by other factors. The results of data analysis and hypothesis testing show that there is a significant negative influence between mindfulness practices and the learning process of students. It can be interpreted that the practice of mindfulness is very important for students because it can help reduce inhibiting factors in the learning process by increasing full awareness of ongoing learning activities, such as doing assignments, expressing opinions, asking questions, and actively participating in class.

Discussion

This is in line with the opinion (Darma & Rani, 2020) that mindfulness in the learning process can be applied by creating a calm and conducive classroom atmosphere, preparing students mentally and physically before learning, and encouraging them to consciously follow the entire series of learning processes. The practice of mindfulness not only focuses on physical preparation but also prepares the mental and emotional state of learners that allows them to follow the learning process with full awareness and focus so that they can achieve maximum learning outcomes.

With the practice of mindfulness applied in the learning process, students are expected to create good mental and emotional conditions so as to improve concentration, improve emotional well-being and reduce academic stress. This is in line with the results of Agatha & Siregar, (2023) 's research which states that mindfulness practices play a role in increasing students' learning concentration so as to restore their full awareness to engage and pay attention to the learning process in class.

In this study, mindfulness practices refer to activities carried out by students of Tri Ratna Junior High School Jakarta. A well-implemented mindfulness practice is expected to be able to build full awareness and positive feelings during the learning process, as well as change poor learning behaviors into better ones. With the optimal application of mindfulness, awareness of responsibility as a learner can be created so that students are more focused in participating in the learning process in class.

After one has faith or sraddhā, the next stage in Buddhism is the emergence of enthusiasm or virya, which is then followed by the development of awareness or mindfulness. Mindfulness here refers to one's ability to carefully pay attention to everything one is doing. If one's attention begins to be distracted or diverted by

other thoughts that result in disorganized work, one needs to be able to redirect one's focus to the main work at hand (A. III:65).

The learning process in junior high school often faces various obstacles, such as stress, academic anxiety, distraction, and lack of motivation, which can interfere with students' concentration and academic achievement. From the explanation above, it can be concluded that the way to create effective learning is by paying attention to supporting conditions which include a safe and comfortable atmosphere, freedom and appreciation, awareness of individual differences, recognition of emotional intelligence, appropriate practice environment, attention and motivation, and creating a pleasant, stimulating, and flexible learning environment (Syarifuddin, 2011).

Conclusion

Based on the results of the research on the influence of mindfulness practices on learners' learning process, it can be concluded that this research highlights that mindfulness practices have a significant influence on learners' learning process. Specifically, learners showed a good ability to be aware of their body during the learning process with a percentage result of 79.8% in the physical indicator. Meanwhile, awareness of feelings that arise during the learning process, such as feelings of pleasure or displeasure, is also in the high category with a percentage of 74%. On the mind indicator, students' awareness of thoughts that arise during learning reached 78%, indicating that mindfulness practices can help them manage thoughts that might interfere with concentration. Judging from the results of data processing, the coefficient of determination r square can be concluded that the practice of mindfulness has an influence of 46.2% on the learning process of students and the remaining 53.8% is influenced by other factors.

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