

A MINDFUL LEARNING: THE EFFECT OF MINDFULNESS ON STUDENT MOTIVATION AND LEARNING EFFECTIVENESS

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ABSTRAK

Tantangan yang semakin besar dalam mempertahankan fokus dan motivasi mahasiswa di pendidikan tinggi telah mendorong meningkatnya penggunaan mindfulness sebagai pendekatan pembelajaran. Mindfulness, yang dipahami sebagai kesadaran penuh akan momen saat ini, diintegrasikan ke dalam pembelajaran di kelas untuk menumbuhkan perhatian, mengurangi distraksi, dan meningkatkan keterlibatan yang bermakna. Studi ini menganalisis dampak praktik mindfulness terhadap motivasi belajar dan efektivitas keseluruhan mahasiswa di sebuah Kampus Buddhis swasta di Kota Bandar Lampung, Indonesia. Populasi terdiri dari 175 mahasiswa, dengan 122 mahasiswa terpilih sebagai sampel. Data dikumpulkan menggunakan kuesioner skala Likert (1–5) dan dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa mindfulness secara signifikan meningkatkan motivasi mahasiswa, tercermin dari antusiasme yang lebih kuat, peningkatan konsentrasi pada materi, dan peningkatan partisipasi selama kegiatan kelas. Lebih lanjut, mindfulness memiliki pengaruh positif terhadap efektivitas pembelajaran, terbukti dengan pemahaman yang lebih tinggi, keterlibatan yang lebih aktif, dan berkurangnya hambatan psikologis dalam pembelajaran. Temuan ini menunjukkan bahwa mengintegrasikan mindfulness ke dalam pembelajaran tidak hanya bermanfaat bagi kesejahteraan mental mahasiswa tetapi juga memperkuat pencapaian tujuan pembelajaran. Penelitian ini memberikan kontribusi secara teoritis dengan memperluas literatur tentang pembelajaran berbasis kesadaran dan secara praktis dengan menawarkan panduan bagi para pendidik tentang cara menerapkan teknik kesadaran di ruang kelas pendidikan tinggi.

Kata Kunci: *Proses Pembelajaran, Pembelajaran Penuh Kesadaran, Motivasi Siswa, Efektivitas Pembelajaran*

ABSTRACT

The growing challenges of maintaining student focus and motivation in higher education have led to the increasing use of mindfulness as an instructional approach. Mindfulness, understood as full awareness of the present moment, is integrated into classroom learning to cultivate attention, reduce distractions, and enhance meaningful engagement. This study analyses the impact of mindfulness practices on student learning motivation and overall effectiveness at a private Buddhist Campus in Bandar Lampung City, Indonesia. The population consisted of 175 students, with 122 selected as the sample. Data were collected using a Likert-scale (1–5) questionnaire and analysed using multiple linear regression. The results show that mindfulness significantly improves student motivation, as reflected in stronger enthusiasm, improved concentration on materials, and increased participation during class activities. Moreover, mindfulness has a positive influence on learning effectiveness, as evidenced by higher comprehension, more active engagement, and reduced psychological barriers to learning. These findings demonstrate that integrating mindfulness into learning not only benefits students' mental well-being but also strengthens the achievement of instructional objectives. The study contributes theoretically by extending the literature on mindfulness-based learning and

practically by offering guidance for educators on how to apply mindfulness techniques in higher education classrooms.

Keywords: *Learning Process, Mindful Learning, Student Motivation, Learning Effectiveness*

INTRODUCTION

Improving the quality of learning has become a crucial issue in modern education, including in Indonesia. Learning is no longer viewed merely as a process of transferring knowledge but as a complex interaction between teachers, students, and the learning environment aimed at developing human potential (Hrp et al., 2022). The effectiveness of this learning process plays a significant role in shaping students' character and improving educational outcomes (Firdaus & Dea, 2020). Learning success is influenced by both internal and external factors, with learning motivation serving as the dominant internal determinant of student achievement (Halawa & Muyanti, 2023).

In recent years, mindfulness has emerged as a contemporary approach widely adopted to enhance students' motivation and focus during learning activities. Mindfulness is defined as the ability to maintain conscious awareness of thoughts, emotions, bodily sensations, and the surrounding environment without judgment (Lathifa et al., 2024). This practice helps students understand the meaning behind learning activities (Saputro et al., 2023). It also supports the development of focus and assists learners in managing stress or anxiety that may interfere with learning (Zhang et al., 2021). Simple mindfulness-based activities such as short breathing exercises before lessons—have been shown to improve classroom concentration (Amseke, 2024).

Despite its growing popularity, most mindfulness studies still emphasize mental health and emotional well-being rather than examining its direct relationship with learning motivation and learning effectiveness (Hayati, 2025). Meanwhile, mindfulness consists of four foundational aspects: awareness of the body, awareness of feelings, awareness of the mind, and awareness of mental objects. Two of which are clearly outlined by Mashuri and Yudasari (2024). These components can be integrated into learning through practices such as breathing exercises, body-focusing techniques (Nasihudin et al., 2023), and the visualization of learning goals (Risma Rosita et al., 2025). Such practices have been shown to reduce students' stress levels, improve concentration (Wiraja et al., 2025), and support emotional and social development (Krismayanti, 2024). However, although these studies highlight the psychological benefits of mindfulness, most of them remain limited to mental health and emotional regulation, without directly examining how mindfulness influences learning motivation and learning effectiveness. Moreover, previous studies have not yet explored how the four foundational aspects of mindfulness operate specifically within learning processes, creating a significant research gap that requires a more comprehensive empirical investigation.

On the other hand, learning effectiveness refers to the extent to which learning objectives are clearly implemented and successfully achieved (Albina & Pratama, 2025). It can be observed from the quality of interactions between students and teachers during learning activities (Maizah & Ratnawati, 2024) and from students' ability to understand the subject matter efficiently (Pratama, 2024). Given the importance of these components, an empirical investigation linking mindfulness practice to learning motivation and learning effectiveness is needed, particularly within the Indonesian educational context. This study provides a theoretical contribution by positioning mindfulness not merely as an emotional regulation strategy, but as a psychological mechanism capable of enhancing intrinsic motivation and learning effectiveness. By integrating the four components of mindfulness into the theoretical

framework of learning motivation, this research offers a new and more holistic perspective on how mindful awareness can strengthen students' attention, learning meaning, and academic engagement.

Therefore, this study aims to analyze the influence of mindfulness practice on students' learning motivation and learning effectiveness. This research also seeks to explore the psychological mechanisms that connect mindfulness with effective learning. Theoretically, the study contributes to expanding knowledge about the integration of mindfulness within educational settings and strengthens the theoretical understanding of learning motivation. Practically, the findings are expected to guide educators and policymakers in designing learning strategies that are more reflective, humanistic, and student-centered, thereby fostering a conducive and meaningful learning environment in today's educational landscape.

METHOD

This study used a quantitative survey design to examine the effect of mindfulness on learning motivation and learning effectiveness among students at STIAB Jinarakkhita Bandar Lampung, Indonesia. From a population of 175 students, 122 participants were selected through proportional simple random sampling. Data were collected using an 18-item Likert-scale questionnaire developed from the operational indicators of each variable and validated through expert judgment, item-total correlation, and Cronbach's Alpha reliability testing. The questionnaire was administered during class sessions with informed consent from all participants. Data were analyzed using SPSS through descriptive statistics, normality and linearity tests, and multiple linear regression at a 0.05 significance level.

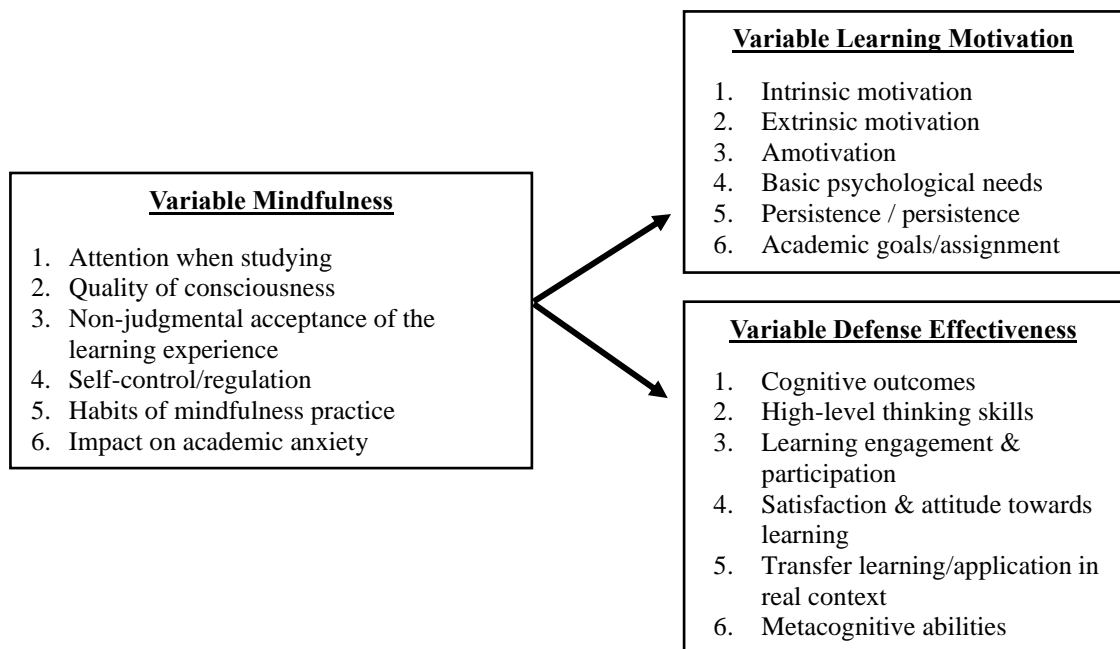


Figure 1. Variables Conceptual Model

The study population consisted of 175 students. The research was conducted at STIAB Jinarakkhita Bandar Lampung, Indonesia, with a sample of 122 students who were selected representatively. This study employs a quantitative approach, utilising a survey method, to

investigate the impact of mindfulness on motivation and learning effectiveness. Data analysis is carried out using the SPSS program to ensure accurate and reliable results. The research procedure encompasses problem formulation, development of the theoretical framework, instrument design, validity and reliability testing, data collection through questionnaires, and statistical analysis. The results of the research are then presented, discussed, and concluded according to the steps of quantitative research. To evaluate the internal consistency of the research instrument, a reliability test was conducted on the 18 questionnaire items used in this study. The resulting reliability coefficient reflects the extent to which the items consistently measure the intended constructs. A summary of the reliability test results is presented in Table 1.

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,458	18

Source: SPSS Data Research Management, 2025

As presented in Table 1, the Cronbach's Alpha value of 0.458 indicates that the internal consistency of the instrument is below the commonly accepted threshold for well-established measurement tools, which typically ranges from 0.70 to 0.90. Nevertheless, for exploratory research particularly studies involving newly developed or adapted instruments values between 0.40 and 0.60 may still be considered adequate. This suggests that the instrument demonstrates a moderate level of stability and remains suitable for capturing variations in mindfulness, learning motivation, and learning effectiveness among respondents. Therefore, despite its limitations, the instrument is considered appropriate for use in subsequent data analysis.

RESULTS AND DISCUSSION

Results

The results of this study present a comprehensive examination of the role of mindfulness in influencing students' learning motivation and learning effectiveness. A series of statistical analyses were conducted to ensure the validity and reliability of the data before testing the research hypotheses. These analyses include reliability testing of the instrument, assessments of normality and homogeneity, regression analysis, and the evaluation of determination coefficients. Each of these stages provides essential evidence to support the accuracy and robustness of the findings presented in the subsequent subsections.

Table 2. Normality Test Results

Normality Test Results				
		Mindfulness	Learning Motivation	Learning Effectiveness
N		122	122	122
Normal Parameters ^{a,b}	Mean	17,40	18,96	18,64
	Hours of deviation	3,031	3,092	3,358
Most Extreme Differences	Absolute	,078	,073	,070
	Positive	,069	,065	,069
	Negative	-,078	-,073	-,070
Test Statistic		,078	,073	,070
Asymp. Sig. (2-tailed) ^c		,063	,166	,200e

Monte Carlo Sig. (2-tailed) ^d	Itself.		,067	,114	,150
	99% Confidence Interval	Lower Bound	,061	,106	,141
		Upper Bound	,074	,122	,159

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- Lilliefors' method based on 10000 Monte Carlo samples with starting seed 897978343.
- This is a lower bound of the true significance.

Source: SPSS Data Research Management, 2025

Table 2 presents the results of the normality test for the three main variables in this study: mindfulness, learning motivation, and learning effectiveness, each measured from 122 respondents. The table shows that the mean scores for the three variables are relatively close, with mindfulness at 17.40, learning motivation at 18.96, and learning effectiveness at 18.64, indicating comparable central tendencies across constructs. The standard deviations ranging from 3.031 to 3.358 suggest a moderate level of variation within each dataset. The Kolmogorov Smirnov indicators, shown in the “Most Extreme Differences” and “Test Statistic” rows, display small absolute values (between 0.070 and 0.078), which indicate minimal deviation from a normal distribution. Most importantly, the Asymp. Sig. (2-tailed) values for all variables exceed the threshold of 0.05, with mindfulness at 0.063, learning motivation at 0.166, and learning effectiveness at 0.200. These significance levels confirm that none of the variables violate the normality assumption. The Monte Carlo significance values and their accompanying 99% confidence intervals further support this conclusion, as all generated p-values remain above 0.05, reinforcing that the datasets approximate a normal distribution. Based on these results, it can be concluded that the data for all three variables meet the normality requirement, allowing parametric analyses such as multiple regression to be conducted appropriately.

Table 3. Tests of Homogeneity of Variances

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Learning	Based on Mean	1,339	13	106	,202
	Based on Median	1,021	13	106	,437
Motivation	Based on Median and with adjusted df	1,021	13	81,639	,440
	Based on the trimmed mean	1,254	13	106	,253
Learning	Based on Mean	1,792	13	106	,054
	Based on Median	1,189	13	106	,297
Effectiveness	Based on Median and with adjusted df	1,189	13	76,376	,303
	Based on the trimmed mean	1,728	13	106	,065

Source: SPSS Data Research Management, 2025

Based on Table 3, the results of Levene’s Test indicate the homogeneity of variances for the variables of learning motivation and learning effectiveness. This test aims to determine whether the variance across groups is equal, which is a key assumption for parametric analyses such as ANOVA and regression. For the learning motivation variable, all four Levene test criteria. Based on Mean, Based on Median, Based on Median and with adjusted df, and Based on the trimmed mean show significance values well above the threshold of 0.05, with p-values of 0.202, 0.437, 0.440, and **0.253**, respectively. These results indicate that the variances across groups are homogeneous, meaning there is no significant difference in variance for learning motivation.

Similarly, for the learning effectiveness variable, the significance values for the four criteria also exceed the 0.05 threshold, except for the value 0.054 under “Based on Mean,” which is still very close to the acceptable limit. The other criteria yield significance values of 0.297, 0.303, and 0.065, all indicating non-significant variance differences across groups. This confirms that the learning effectiveness variable also meets the homogeneity assumption. Overall, the results in Table 3 demonstrate that both learning motivation and learning effectiveness possess consistent variances across groups. Thus, the assumption of homogeneity is fulfilled, and the dataset is appropriate for further parametric analyses, including regression and group comparison procedures.

Table 4. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,495 ^a	,245	,239	2,698

a. Predictors: (Constant), Mindfulness

Source: SPSS Data Research Management, 2025

The result shown at Table 4 summarizes the regression model used to assess the influence of mindfulness on learning motivation. The model yields an R value of 0.495, indicating a moderate positive correlation between mindfulness and learning motivation. The R Square value of 0.245 shows that mindfulness explains 24.5% of the variance in learning motivation. This means that nearly one-quarter of the changes in learning motivation can be attributed to variations in students’ mindfulness levels. The Adjusted R Square value of 0.239 further confirms the model’s stability after adjusting for sample size, demonstrating that the predictive power remains consistent. Additionally, the Standard Error of the Estimate (2.698) indicates the average deviation of the observed values from the regression line, with a lower value reflecting a more accurate model fit. Overall, the results in Table 4 demonstrate that mindfulness has a meaningful contribution to predicting learning motivation, providing statistical support for the positive relationship identified in this study.

Table 5. Coefficients^a

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,174	1,429		7,118	,000
	Mindfulness	,505	,081	,495	6,237	,000

a. Dependent Variable: Learning Motivation

Model	Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	12,397	1,690		7,335	,000
	Mindfulness	,359	,096	,324	3,749	,000

a. Dependent Variable: Learning Effectiveness

Source: SPSS Data Research Management, 2025

The findings of the analysis are presented in Table 5 of the regression coefficients analysis examining the influence of mindfulness on learning motivation and learning effectiveness. The first part of the table shows the coefficient estimates for the model predicting learning motivation. The unstandardized coefficient (B) for mindfulness is 0.505 with a standard error of 0.081, indicating that each one-unit increase in mindfulness contributes to an estimated 0.505-point increase in learning motivation. The standardized coefficient (Beta) of 0.495 demonstrates a moderately strong predictive relationship. The t-value of 6.237 with a significance level of 0.000 confirms that mindfulness has a statistically significant positive effect on learning motivation.

The second part of Table 5 displays the regression results for learning effectiveness. The unstandardized coefficient for mindfulness is 0.359 with a standard error of 0.096, meaning that a one-unit increase in mindfulness results in a 0.359-point rise in learning effectiveness. The standardized coefficient (Beta) of 0.324 indicates a moderate positive influence. The t-value of 3.749 and the significance value of 0.000 further validate that mindfulness significantly contributes to enhancing learning effectiveness. Overall, the regression results in Table 4 demonstrate that mindfulness serves as a significant positive predictor for both learning motivation and learning effectiveness. The consistently low significance values ($p < 0.05$) across both models confirm that the influence of mindfulness is statistically meaningful, reinforcing its role as an important psychological factor in academic outcomes.

Table 6. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	143,019	1	143,019	14,055	,000 ^b
	Residual	1221,112	120	10,176		
	Total	1364,131	121			

a. Dependent Variable: Learning Effectiveness

b. Predictors: (Constant), Mindfulness

Source: SPSS Data Research Management, 2025

Table 6 outlines the results of the subsequent analysis ANOVA results used to evaluate the overall significance of the regression model examining the effect of mindfulness on learning effectiveness. The table shows that the regression model produces a Sum of Squares of 143.019 with 1 degree of freedom, resulting in a Mean Square value of 143.019. Meanwhile, the residual or unexplained variance amounts to 1221.112 with 120 degrees of freedom, indicating the portion of variability in learning effectiveness not accounted for by mindfulness.

The F-value of 14.055 demonstrates that the regression model provides a statistically significant improvement in predicting learning effectiveness compared to a model without the predictor. This conclusion is reinforced by the significance value (Sig.) of 0.000, which is far below the threshold of 0.05, confirming that mindfulness has a meaningful and statistically significant influence on learning effectiveness. Overall, the ANOVA results in Table 6 indicate that the model is valid and that mindfulness serves as a significant predictor of learning effectiveness. This finding supports the conclusion that higher levels of mindfulness contribute positively to students' learning outcomes.

Discussion

The results of this study indicate that mindfulness has a significant influence on students' learning motivation and learning effectiveness. This finding suggests that full awareness supports better emotional regulation and attentional control, which in turn encourages deeper engagement in learning activities. The improvement in learning motivation aligns with the findings of Risma Rosita et al. (2025), who reported that the implementation of mindfulness techniques enhances students' motivation both emotionally and behaviorally. This result is also supported by Hayati (2025), who found that mindfulness increases concentration and academic achievement by helping students manage academic stress and maintain focus during learning. From a Buddhist perspective, mindfulness is described as full awareness of the present moment, enabling individuals to observe reality clearly and manage emotional responses adaptively.

The findings of this study are further strengthened by Rohman et al. (2025), who identified mindfulness as an important factor in enhancing learning motivation among Gen-Z students. The crucial role of motivation in academic performance is emphasized by Saryanto et al. (2021), who state that motivation serves as the internal driving force of student learning behaviors. This perspective is consistent with Zebua (2021), who explains that motivation is a key determinant of improved learning outcomes, and with See (2016), who notes that motivation positively influences overall learning effectiveness. Similarly Alvira et al. (2023) argue that learning effectiveness reflects the extent to which learning objectives are successfully achieved.

Overall, the findings reinforce theoretical perspectives stating that mindfulness functions as a key psychological mechanism that supports effective learning. By enhancing attention, emotional balance, and academic engagement, mindfulness enables students to better understand learning materials and manage cognitive demands. These results provide empirical support for integrating mindfulness-based approaches into higher education as a strategy to increase learning motivation and improve learning effectiveness across various academic contexts. This study also contributes to the broader literature by offering evidence on how mindful awareness operates within educational settings and why it should be considered an essential component of contemporary learning models.

CONCLUSION

The findings of this study demonstrate that mindfulness plays a significant role in enhancing both learning motivation and learning effectiveness among students. These results confirm the initial expectation that mindful awareness can positively influence students' engagement and cognitive performance in the learning process. Mindfulness helps strengthen internal motivation, improve attention regulation, and reduce academic anxiety, thereby creating a more conducive environment for meaningful learning. Substantively, this study

clarifies how mindful learning functions as a mechanism that promotes deeper focus, emotional balance, and active involvement in academic activities. The findings also provide theoretical support for integrating mindfulness-based approaches into higher education. Future research may further explore more specific mindfulness interventions, compare different student populations, or examine long-term effects on academic achievement. Practically, the results open opportunities for educators to implement structured mindfulness programs to cultivate sustained motivation and enhance learning effectiveness in various instructional settings.

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