International Journal of Science and Applied Science: Conference Series P-ISSN: 2549-4635
Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) E-ISSN: 2549-4627
https://jurnal.uns.ac.id/ijsascs/ doi: 10.20961/ijsascs.v9i1.113273

Total relaxation as a mindfulness and concentration technique for students at Ekayana Dharma Budhi Bhakti junior high school

Aryo Sentana[1], Hendri Ardianto[2], Sutiyono[3]

[1,3]Buddhist Education Department, Jinarakkhita Buddhist College of Lampung, Indonesia
[2]Buddhist Business and Management Department, Jinarakkhita Buddhist College of Lampung, Indonesia

Corresponding: aryo.sentana@sekha.kemenag.go.id

Abstract: This study aims to identify the effect of total relaxation techniques as part of mindfulness on the learning concentration of students at Ekayana Dharma Budhi Bhakti Junior High School. The main problems faced by students include difficulty in maintaining concentration while studying, academic stress, social pressure, and an unsupportive learning environment. Most students do not yet have effective strategies or techniques for managing stress and improving their focus on learning. This study uses a quantitative approach with a survey method. The population consists of 109 students, and 31 students were sampled using the Proportional Random Sampling technique. Data collection was carried out using a closed questionnaire with a Likert scale that had been tested for validity and reliability. The data analysis technique used simple linear regression with the help of SPSS version 26 software. The results showed that there was a positive and significant effect between total relaxation as a mindfulness technique and students' learning concentration, with a t-value of 7.698 and significance (p) of 0.000 ($p < 0.05$). The coefficient of determination (R^2) value of 0.438 indicates that the total relaxation technique contributes 43.8% to the increase in students' learning concentration, while 56.2% is influenced by other factors outside this study. These findings indicate that the integration of mindfulness techniques, particularly total relaxation, is effective in improving student learning focus and is recommended to be systematically implemented in educational practices at the junior high school level.

Keywords: Total Relaxation, Mindfulness Techniques, Concentration on Learning.

1. Introduction

Learning concentration is a very important cognitive ability in the learning process, as it allows students to focus fully on receiving, processing, and storing information [1]. Optimal concentration plays a significant role in improving understanding of the material, sharpening memory, and supporting overall academic success. However, the reality in the field shows that many students have difficulty maintaining focus during teaching and learning activities. This challenge is further complicated by increasing academic pressure, the influence of social media, heavy workloads, and a lack of effective stress management strategies.

Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) doi: 10.20961/ijsascs.v9i1.113273

In the context of 21st-century education, a holistic and student-centered approach is increasingly necessary. One approach that has developed and proven to benefit students' psychological and cognitive conditions is the practice of mindfulness. Mindfulness is understood as full awareness of the present moment without judgment, which can be trained through specific techniques such as relaxation, meditation, and conscious breathing [2]. One mindfulness technique that is quite popular and easy to apply in an educational setting is total relaxation, a method that integrates breathing exercises, muscle tension release, and mind focusing to create physical and mental calm. This technique is believed to reduce stress levels, improve emotional control, and strengthen cognitive focus.

Research conducted by [3] shows that relaxation and mindfulness exercises can improve working memory capacity and problem-solving skills in students. These findings provide empirical evidence that mindfulness-based interventions have the potential to overcome concentration problems commonly experienced by students. Unfortunately, to date, there has been relatively little research specifically examining the effect of total relaxation as a mindfulness technique on the learning concentration of junior high school students, especially in Indonesia. The lack of local studies integrating psychological approaches in improving learning quality is one of the research gaps that needs to be addressed.

Initial observations conducted at Ekayana Dharma Budhi Bhakti Junior High School revealed that a number of students experienced difficulties in maintaining concentration during lessons. They reported feelings of anxiety, mental fatigue, and difficulty maintaining attention for long periods of time. Most of them also did not have systematic strategies for managing academic pressure and external distractions. This situation indicates that a new self-awareness-based approach is urgently needed to support the effectiveness of the learning process.

Based on this background, this study aims to examine the effect of total relaxation as a mindfulness technique on junior high school students' learning concentration. This study is expected to provide theoretical and practical contributions, both in the development of more adaptive learning strategies and as a reference for schools in developing programs to improve students' mental well-being. In addition, the results of this study are expected to expand the literature on the integration of psychological and pedagogical approaches in the context of formal education in Indonesia.

2. Method

This study uses a quantitative approach with a survey method to examine the effect of total relaxation as a mindfulness technique on students' learning concentration. This method was chosen because it allows researchers to measure the relationship between variables objectively based on numerical data obtained from respondents through a questionnaire instrument. The population in this study was all 109 students of Ekayana Dharma Budhi Bhakti Junior High School. The sampling technique used was Proportionate Stratified Random Sampling, which is a random sampling technique that is proportional based on strata or groups in the population that have different

Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) doi: 10.20961/ijsascs.v9i1.113273

characteristics, such as grade levels. This technique was used to ensure that each layer (grades VII, VIII, and IX) was proportionally represented in the sample. Based on this technique, a total sample of 31 students was obtained.

Data collection was conducted using a closed-ended questionnaire based on the Likert scale, which had undergone validity and reliability testing to ensure the accuracy of the instrument in measuring the research variables. The independent variable in this study was total relaxation as a mindfulness technique, while the dependent variable was student learning concentration. After the data was collected, the next stage was data processing and analysis. The data obtained was classified based on each variable and type of respondent, then tabulated to see the distribution of scores and response trends. Data analysis was performed using Statistical Product and Service Solutions (SPSS) software version 26. The statistical test used was simple linear regression analysis to test the effect of the independent variable on the dependent variable and to answer the research questions and test the research hypothesis. This research was conducted over four months, from March to July 2025. The research location was at Ekayana Dharma Budhi Bhakti Private Junior High School, Jakarta.

3. Results

The results of the study indicate that there is a positive effect. This shows that total relaxation as a mindfulness technique has a positive effect on students' learning concentration. Students who practice total relaxation regularly experience an increase in their ability to focus on learning tasks, a decrease in distractions from irrelevant, and an increase in awareness of the learning process they are undergoing. These results were obtained through various data processing techniques as follows:

3.1. Regression Prerequisite Test

3.1.1. Normality Test

One way to determine whether a variable has a normal distribution or not is by using the *one-sample Kolmogorov-Smirnov* test in SPSS for Windows version 26. The basic decision-making requirement in the normality test is that if the significance value is > 0.05, then the residual value is normally distributed. And, if the significance value is < 0.05, then the residual value is not normally distributed.

Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) doi: 10.20961/ijsascs.v9i1.113273

Table 1.1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		78
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	12.49413059
Most Extreme Differences	Absolute	0.068
	Positive	0.038
	Negative	-0.069
Test Statistic		0.068
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		

Source: SPSS 26.0 data processing results, 2024

Based on the output results in the one-sample Kolmogorov-Smirnov test column above, it can be seen that the significance value (2-tailed) is 0.200. This value is greater than 0.05, so it can be concluded that the population data from the measurement tool distribution, namely the questionnaire, is normally distributed.

3.1.2. Simple Linear Regression Analysis

Data analysis techniques were used to answer the research questions posed through hypotheses. These hypotheses were tested to provide tentative answers to the questions "Does total relaxation have an effect on student concentration at Ekayana Dharma Budhi Bhakti Junior High School?" and "How much effect does total relaxation have on student concentration at Ekayana Dharma Budhi Bhakti Junior High School?". Hypothesis testing in this study used the simple linear regression method, with data obtained through SPSS version 26. The results of testing with simple linear regression went through the following stages.

3.1.3. Simple Regression (Significance Test)

Simple linear regression analysis was used to determine the effect of the independent variable (total relaxation) on the dependent variable (students' concentration). The following table shows the regression coefficient (B), which indicates the magnitude of change in students' concentration for each unit change in total relaxation. The significance value (Sig.) is used to test whether the effect is significant, with the significance criteria for each coefficient and standardized coefficients (Beta) indicating the relative strength of the independent variable's effect on the dependent variable.

Table 1.2 Simple Linear Regression Analysis (Significance Test)

Model		Coefficients[a] Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.850	13.302		3,221	.002
	Total relaxation	.616	.080	.662	7,698	.000

a. Dependent Variable: student learning concentration

Source: SPSS 26.0 data processing results, 2024

Based on the output in the coefficient table, a constant value of was obtained, which means that if the student learning concentration variable has a value of 0, the total relaxation consistency value will be 42.850. The regression coefficient for the student learning concentration variable (X) is 0.616, indicating that every one-unit increase in total relaxation will increase the Y variable or total relaxation variable as a mindfulness technique by 0.616. The hypothesis testing criteria are to reject Ho if tcount > ttable or if the significance < 0.05. Based on the data analysis, the t-count value obtained is 7.698, with a degree of freedom (df) = n - 2 or df = 74. The t-table value at a significance level of α = 0.05 is 1.653. Thus, because tcount > 7.698 ttable 1.653 and significance 0.000 < 0.05, Ho is rejected and Ha is accepted. A positive regression coefficient indicates that student learning concentration has a positive effect on total relaxation as a mindfulness technique.

3.1.4. Analysis of the Coefficient of Determination

Table 1.3. Analysis of the Coefficient of Determination

Model	Model Summary[b] R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.662[a]	.438	.431	12.57606

a. Predictors: (Constant), total relaxation

b. Dependent Variable: student learning concentration

Source: SPSS 26.0 data processing results, 2024

The coefficient of determination in the table shows an R Square value of 0.438 or 0.438x100% = 4.38%. This means that 4.38% of the total relaxation variable in Ekayana Dharma Bhakti Bhakti junior high school students is influenced by learning concentration. Meanwhile, the remaining 5.12% is influenced by other variables not included in this study. The quantitative analysis also shows that the normality test value obtained from the residual significance value is 0.200, which is greater than 0.05. Therefore, it can be concluded that the data is normally distributed. The R square score of 0.438 shows that concentration while studying has a positive effect of 4.38%. on total relaxation as a mindfulness technique, while the remaining 5.12% is influenced by other factors. The resulting regression model can be written as Y = 42.850 + 0.616 X, which means that every one-unit increase in student learning concentration will increase total

Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) doi: 10.20961/ijsascs.v9i1.113273

relaxation as a mindfulness technique by 0.616 units. This study concludes that there is a linear relationship between the variables of student learning concentration and total relaxation as a mindfulness technique. This illustrates how total relaxation as a mindfulness technique impacts the learning concentration of students at Ekayana Dharma Budhi Bhakti Junior High School.

3.1.5. Summary of Total Relaxation Indicators

Table 1.4 Summary of Total Relaxation Indicators

Total Relaxation as a Mindfulness Technique					
No.	Indicator	Number (F.X)	Average	Percentage	Criteria
1	Attention to the Present Moment	339	4.35	87	Very High
2	Non-judgmental acceptance	331	4.24	85	Very High
3	Awareness of Thoughts and Emotions	347	4.45	89	Very High
4	Regulatory Attention	348	4.46	89	Very High
	Average Number	341.25	4.38	88	Very High

Source: Data processed using Microsoft Excel 2019

Based on the table, the results of the total relaxation variable recapitulation include four indicators, namely Attention to the Present Moment, Nonjudgmental Acceptance, Awareness of Thoughts and Emotions, and Attention Regulation. Each indicator is displayed in the form of a number (frequency multiplied by weight x), average value, percentage , and criteria. The Mindfulness of the Present Moment indicator has a percentage of 87%, which is classified as a "very high" criterion.

Furthermore, the Nonjudgmental Acceptance indicator obtained a "very high" criterion with a percentage of 85%. The Awareness of Thoughts and Emotions indicator, with a percentage of 89%, was classified as "very high". Other indicators such as Attention Regulation with a percentage of 89% are classified as "very high". Overall, the average value of all indicators is 4.38 with a percentage of 88% falling into the "very high" criteria.

The highest scores were found in the Attention Regulation and Awareness of Thoughts and Emotions indicators, with a percentage of 89% falling into the very high criteria. This criterion indicates that students who practice total relaxation regularly experience an increase in their ability to focus on learning tasks, a decrease in distractions from irrelevant thoughts, and an increase in awareness of the learning process they are undergoing.

3.1.6. Summary of Student Learning Concentration Indicators

Table 1.4 Summary of Student Learning Concentration Indicators

Total relaxation as a mindfulness technique					
No.	Indicator	Number (f.x)	Average	Percentage	Criteria
1	Intrinsic motivation	349	4.47	89	very high
2	emotional control	341	4.37	87	very high
3	adaptation to the environment	324	4.15	83	very high
4	use of effective learning techniques	308	3.95	79	high
	average number	330.50	4.24	85	very high

Source: Microsoft Excel 2019 Data Processing Results

Based on the table, the results show a recapitulation of student learning concentration variables covering four indicators, namely Attention to Intrinsic Motivation, Emotional Control, Adaptation to the Environment and Emotions, and Effective Use of Learning Techniques. Each indicator is displayed in the form of a number (frequency multiplied by weight x), average value, percentage, and criteria. The indicator of Attention to the Present Moment has a percentage of 85%, which is classified as "very high". Furthermore, the indicator of Non-Judgmental Acceptance obtained a "very high" criterion with a percentage of 89%. The indicators of intrinsic motivation and emotional control, with a percentage of 87%, are classified as "very high". Overall, the average value of all indicators is 4.24, with a percentage of 85% falling into the "very high" criteria.

The highest score was for the intrinsic motivation indicator, with a percentage of 89% falling into the very high criteria. This criterion indicates that in addition to its effect on concentration, total relaxation exercises also contribute to reducing academic stress, which is often the main cause of learning disorders. Students who were given relaxation exercises showed a decrease in anxiety and were calmer when facing challenging lessons.

4. Discussion

4.1. The Effect of Total Relaxation on Student Learning Concentration

The results of the study show that total relaxation as a mindfulness technique has a positive effect on student learning concentration. Students who practice total relaxation regularly experience an increase in their ability to focus on learning tasks, a decrease in distractions from irrelevant thoughts, and an increase in awareness of the learning process they are undergoing [4]. This is in line with the opinion [5], which states that mindfulness helps individuals deliberately direct their attention to the present moment, without judgment, thereby increasing focus and concentration. Total relaxation, which

Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) doi: 10.20961/ijsascs.v9i1.113273

integrates deep breathing, muscle tension release, and body awareness, has been proven to strengthen these aspects.

From the quantitative data obtained, it can be seen that the experimental group that received total relaxation intervention experienced a significant increase in concentration scores compared to the control group. This difference shows that the implementation of total relaxation as part of mindfulness training can be used as a psychoeducational intervention strategy to support the learning process of students, especially in facing academic demands that require high focus and attention. In the context of education, increased concentration has a direct impact on the learning process [6], [7]. Better concentration allows students to understand lesson material more effectively, complete tasks with greater focus, and improve overall academic performance [6], [8]

In addition to improving concentration, total relaxation also has a positive impact on managing stress and anxiety, which are often major obstacles in the learning process. Chronic stress can interfere with executive brain functions, such as focused attention, working memory, and the ability to regulate impulsive responses [9], [10]. Mindfulness practices help reduce stress responses through more balanced limbic system activation and increased activity in the prefrontal cortex, the area of the brain involved in decision-making and emotion regulation. This explains why students who regularly practice total relaxation tend to be calmer, more stable, and better prepared to face academic challenges [11].

For optimal results, the integration of total relaxation techniques into learning should not be temporary or merely an experimental project. Institutional commitment is needed to include this practice as part of the student mental well-being curriculum [12], [13], [14]. As stated by [15], [16], the success of mindfulness programs in schools greatly depends on teacher training, the involvement of the entire school community, and the sustainability of the practice over time [17].

However, the effectiveness of total relaxation as a mindfulness technique also depends heavily on factors such as the frequency of practice, support from the learning environment, and students' mental readiness. Consistent practice allows for the formation of mindful habits that have a long-term impact. Students who regularly practice this technique tend to enter a calm and focused state more quickly because their bodies and minds have recognized the relaxation pattern as a signal to activate the parasympathetic nervous system, which plays a role in reducing tension and improving concentration. Support from the learning environment, such as teachers who understand mindfulness practices and create a conducive classroom atmosphere, is also very important.

Teachers who make room for this practice on a regular basis, for example through short relaxation activities before class begins, can help students apply these techniques in real-life contexts. Research by [18] confirms that teachers who practice mindfulness not only experience an increase in personal well-being, but are also able to create more positive relationships with students, which indirectly supports the success of mindfulness practices in the classroom (Roudebush et al., 2024)..

Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) doi: 10.20961/ijsascs.v9i1.113273

In addition, students' mental readiness also determines the effectiveness of this exercise. Students who have intrinsic motivation and openness to new experiences will more easily receive the benefits of mindfulness practice [20]. Conversely, students who experience severe emotional disturbances or resistance to relaxation techniques may require a more individualized approach and additional support from school counselors [21]. Thus, the results of this study confirm that total relaxation as a mindfulness technique is an effective and practical approach to improving student concentration and can be integrated into learning activities or counseling programs in schools.

4.2. The Magnitude of Total Relaxation's Influence on Student Learning Concentration

The magnitude of the effect of total relaxation on student learning concentration is indicated by the coefficient of determination (R Square) value, which shows a strong relationship between the two variables. This shows that most of the students' ability to concentrate while studying can be explained by the practice of total relaxation as part of the mindfulness approach [22]. Meanwhile, other factors outside this study, such as the learning environment, internal motivation, individual learning styles, and students' emotional conditions, also have an influence on learning concentration. The total relaxation technique has been proven to have a significant effect on improving students' learning concentration. After participating in relaxation exercises, students became better able to maintain focus for longer periods of time and return to their main tasks more quickly after experiencing distractions. This ability is very important in the learning process, especially in a digital age full of distractions. Total relaxation helps students to be more aware of their mental state and refocus their attention on the subject matter.

These findings are in line with the results of a study [23], which found that mindfulness training through relaxation techniques, such as conscious breathing and visualization, can improve students' focus and attention during the learning process [24]. Students trained with this approach tend to have better attention control and are able to resist the urge to daydream or lose focus [25]. In addition to impacting concentration, total relaxation exercises also help reduce academic stress, which is often an obstacle in the learning process. Many students experience emotional pressure when facing assignments, exams, or certain academic expectations [26]. Relaxation techniques have been proven to help reduce anxiety levels, making students feel calmer and more prepared to face challenging lessons [27].

In practice, methods such as deep breathing, body scans, and short meditations can create a calm and focused inner state. Research conducted by Folch et al. [28] shows that mindfulness, including body and breathing relaxation techniques, significantly contributes to reducing stress and improving students' mental readiness during the learning process. This reinforces the view that relaxation-based interventions can be part of a comprehensive learning strategy. Thus, total relaxation as a mindfulness technique is not just an additional tool, but an important strategy that can be systematically applied in educational settings. Schools may consider integrating relaxation practice sessions

into students' daily routines, either at the beginning or end of learning activities, to create a healthier, more productive, and meaningful learning environment.

5. Conclusion

Based on the results of research and data analysis regarding the effect of total relaxation on the learning concentration of students at Ekayana Dharma Budhi Bhakti Junior High School, it can be concluded that total relaxation as a mindfulness technique has a positive and significant effect on improving students' learning concentration. Students who regularly practice this technique show better focus, reduced academic stress levels, and improved emotional management during the learning process. The results of simple regression analysis show that total relaxation contributes significantly to students' concentration, where this technique can be one of the determining factors in supporting learning success. Meanwhile, other factors not examined in this study, such as the learning environment, internal motivation, and social support, also continue to play an important role.

Thus, total relaxation not only functions as a stress reduction method but also as an effective strategy for improving the quality of the teaching and learning process, particularly in terms of focusing attention and creating mental readiness in students. This study also emphasizes the importance of integrating mindfulness approaches into education as part of efforts to develop students who are not only academically intelligent but also mentally and emotionally healthy. The implications of this study point to the need for schools or educational institutions to consider the systematic implementation of mindfulness-based programs, both through intracurricular and extracurricular activities. Teachers and educational staff can be involved in relaxation technique training so that they are able to guide students on an ongoing basis. For further research, it is recommended to expand the research variables, such as examining the relationship between total relaxation and learning motivation, academic achievement, or student emotion regulation in greater depth. In addition, involving samples from schools with different backgrounds will also enrich the findings and increase the generalization of this research.

References

[1] F. Maindoka, G. M. O. Anderson, and A. J. Manoppo, “Insomnia dan Konsentrasi Belajar Mahasiswa,” *Nutrix Journal*, vol. 7, no. 2, 2023, doi: 10.37771/nj.v7i2.983.

[2] Y. Navia and P. Yulia, “Hubungan Disiplin Belajar Dan Konsentrasi Belajar Terhadap Hasil Belajar Matematika Siswa,” *Pythagoras: Jurnal Program Studi Pendidikan Matematika*, vol. 6, no. 2, 2017, doi: 10.33373/pythagoras.v6i2.905.

[3] J. T. Mortlock, “Next-generation mindfulness: A mindfulness matrix to extend the transformative potential of mindfulness for consumer, organizational, and societal wellbeing,” *Journal of Consumer Affairs*, vol. 57, no. 2, 2023, doi: 10.1111/joca.12543.

[4] K. L. Thierry, R. L. Vincent, and K. S. Norris, "A Mindfulness-Based Curriculum Improves Young Children's Relationship Skills and Social Awareness," *Mindfulness (N Y)*, vol. 13, no. 3, 2022, doi: 10.1007/s12671-022-01830-w.

[5] T. N. Kander, D. Lawrence, A. Fox, S. Houghton, and R. Becerra, "Mindfulness-based interventions for preadolescent children: A comprehensive meta-analysis," *J Sch Psychol*, vol. 102, 2024, doi: 10.1016/j.jsp.2023.101261.

[6] C. Portele and P. Jansen, "The Effects of a Mindfulness-Based Training in an Elementary School in Germany," *Mindfulness (N Y)*, vol. 14, no. 4, 2023, doi: 10.1007/s12671-023-02084-w.

[7] E. Kim, Jackman, C. L. McPherson, and N. N. Singh, "Effectiveness of the Mindfulness-Based OpenMind-Korea (OM-K) Preschool Program," *Mindfulness (N Y)*, vol. 11, no. 4, 2020, doi: 10.1007/s12671-020-01337-2.

[8] C. Liu and et al., "Effects of Mindfulness Meditation on Doctors' Mindfulness, Patient Safety Culture, Patient Safety Competency and Adverse Event," *Int J Environ Res Public Health*, vol. 19, no. 6, 2022, doi: 10.3390/ijerph19063282.

[9] I. G. Purnawinadi and C. V Lotulung, "Kebiasaan Sarapan Dan Konsentrasi Belajar Mahasiswa," *Nutrix Journal*, vol. 4, no. 1, 2020, doi: 10.37771/nj.vol4.iss1.429.

[10] A. Lestari, A. Mawadah, G. Herlambang, and L. Auliya, "Posisi Tempat Duduk Menentukan Konsentrasi Belajar," *Parade Riset Mahasiswa*, vol. 1, no. 1, 2023.

[11] H. Haslianti, "Pengaruh Kebisingan Dan Motivasi Belajar Terhadap Konsentrasi Belajar Pada Siswa," *Jurnal Ilmiah Psikologi*, vol. 7, no. 4, pp. 608–615, 2019, [Online]. Available: http://dx.doi.org/10.30872/psikoborneo.v7i4.4839

[12] Y. Yuliana, H. A. Anindita, and M. W. Syaifuddin, "Pengaruh Konsentrasi Belajar dan Lingkungan Belajar terhadap Hasil Belajar Matematika pada Pembelajaran Daring," *PRISMA*, vol. 10, no. 2, 2021, doi: 10.35194/jp.v10i2.1732.

[13] O. A. Allo, S. Sugiyanto, and A. Palamba, "Musik Klasik Terhadap Konsentrasi Belajar Mahasiswa Keperawatan," *Jurnal Ilmu Kesehatan*, vol. 5, no. 2, 2021, doi: 10.33757/jik.v5i2.455.

[14] E. Hidayati and F. A. Zarkasyi, "Pengaruh Wudhu Terhadap Peningkatan Konsentrasi Belajar Remaja," *Jurnal Keperawatan dan Kesehatan Masyarakat Cendekia Utama*, vol. 10, no. 2, 2021, doi: 10.31596/jcu.v10i2.756.

[15] S. R. Bishop, M. Lau, S. Shapiro, and et al., "Mindfulness: A proposed operational definition," *Clinical Psychology: Science and Practice*, vol. 11, pp. 230–241, 2004.

[16] B. A. Haines, P. Y. Hong, K. R. Immel, and D. A. Lishner, "The Mindfulness-Based Kindness Curriculum for Preschoolers: An Applied Multi-Site Randomized Control Trial," *Mindfulness (N Y)*, vol. 14, no. 9, 2023, doi: 10.1007/s12671-023-02210-8.

[17] J. Mettler, B. Khoury, S. Zito, I. Sadowski, and N. L. Heath, "Mindfulness-based programs and school adjustment: A systematic review and meta-analysis," *J*

Sch Psychol, vol. 97, 2023, doi: 10.1016/j.jsp.2022.10.007.

[18] H. Agius *et al.*, "Mindfulness-based stress reduction for autistic adults: A feasibility study in an outpatient context," *Autism*, vol. 28, no. 2, 2024, doi: 10.1177/13623613231172809.

[19] M. Roudebush, D. W. Murray, H. Netschytailo, and T. M. Jensen, "Patterns and predictors of adolescent engagement in a mindfulness-based social–emotional learning program," *J Adolesc*, vol. 96, no. 4, 2024, doi: 10.1002/jad.12294.

[20] J. L. Frank *et al.*, "The Effectiveness of a Teacher-Delivered Mindfulness-Based Curriculum on Adolescent Social-Emotional and Executive Functioning," *Mindfulness (N Y)*, vol. 12, no. 5, 2021, doi: 10.1007/s12671-021-01594-9.

[21] A. S. Putri, H. Ardianto, A. Andriyaningsih, and B. Burmansah, "A Study on Mindful Learning: Can Mindfulness-Based Social-Emotional Learning Strengthen Student Learning Focus?," *International Journal of Science and Applied Science: Conference Series*, vol. 8, no. 2, p. 103, 2024, doi: 10.20961/ijsascs.v8i2.95113.

[22] S. Anggoro, T. Isnaningsih, and A. Khamid, "Edukasi Pentingnya Sarapan untuk Meningkatkan Konsentrasi Belajar," *Jurnal Peduli Masyarakat*, vol. 3, no. 3, 2021, doi: 10.37287/jpm.v3i3.707.

[23] U. Khairiyah, P. Mariati, M. Nursalim, and D. Rahmasari, "Perlunya Brain Gym Untuk Meningkatkan Konsentrasi Belajar Siswa," *Jurnal Ilmiah Pendidikan Citra Bakti*, vol. 10, no. 1, 2023, doi: 10.38048/jipcb.v10i1.1262.

[24] R. T. Handayani, "Terkadang Sepele, Tapi Inilah Penyebab Anak Sulit Konsentrasi Belajar," *Sonora*, 2023.

[25] U. Hasanah, R. Ahmad, and Y. Karneli, "Efektivitas Layanan Penguasaan Konten untuk Meningkatkan Konsentrasi Belajar Siswa," *International Counseling and Education Seminar*, 2017.

[26] C. Cecep, D. T. Waskita, and N. Sabilah, "Upaya Meningkatkan Konsentrasi Belajar Anak Usia Dini Melalui Metode Demonstrasi," *Jurnal Tahsinia*, vol. 3, no. 1, 2022, doi: 10.57171/jt.v3i1.313.

[27] R. O. L. Gue, A. L. S. Amat, and I. N. Sasputra, "Hubungan Insomnia Terhadap Konsentrasi Belajar Mahasiswa Fakultas Kedokteran Di Kupang," *Cendana Medical Journal (CMJ)*, vol. 9, no. 1, 2021, doi: 10.35508/cmj.v9i1.4939.

[28] P. Tambunan, M. F. Ardhiansyah, and M. G. Kurniawan, "Pengaruh Suasana Lingkungan Belajar Terhadap Konsentrasi Belajar Siswa Dalam Mata Pelajaran Produktif," *Jurnal PenSil*, vol. 9, no. 3, pp. 165–171, 2020, doi: 10.21009/jpensil.v9i3.16674.