

Mindful walking as a mindfulness technique and prosocial behavior of students at ekayana ehipassiko school

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Abstract: This study aims to examine in depth the effect of mindful walking practices on the development of prosocial behavior among students at Ekayana Ehipassiko School. Prosocial behavior, which includes empathy, willingness to help, cooperation, and participation in social activities, is a crucial aspect in shaping students' character. The focus of this study is motivated by several problems identified in the school environment, including the tendency of students to be reluctant to help friends who are experiencing academic difficulties, a lack of empathy for the emotional problems of others, a preference for working independently rather than collaborating in groups, and low participation in social activities such as community service and mutual cooperation. In addition, the learning methods that have been applied so far are considered not optimal in fostering prosocial attitudes in students. This study uses a descriptive quantitative approach with a survey method. The research sample consisted of 91 students distributed across three grade levels, namely 32 seventh-grade students, 35 eighth-grade students, and 24 ninth-grade students. Data collection was conducted during the 2024/2025 academic year using research instruments designed to measure the level of mindfulness after practicing mindful walking and students' prosocial behavior tendencies. The results of the statistical analysis showed significant findings. The t-value of 11.597 with a significance level of 0.000 ($p < 0.05$) indicates a strong influence between mindful walking and an increase in prosocial behavior. Furthermore, the coefficient of determination (R^2) of 0.602 reveals that 60.2% of the variation in students' prosocial behavior can be explained by the practice of mindful walking, while the remaining 39.8% is influenced by external factors such as family environment, parenting patterns, or peer influence. These findings strengthen the empirical evidence that mindfulness-based interventions such as mindful walking can be an effective strategy in fostering prosocial attitudes among students.

Keywords: Mindful Walking, Prosocial Behavior, Students

1. Introduction

Prosocial behavior not only reflects social sensitivity, but also plays a role in building harmonious relationships among students. Prosocial behavior is behavior that shapes students' positive character and builds harmonious relationships. Through prosocial behavior, students not only learn to strengthen brotherhood and create a harmonious environment, but also feel inner satisfaction because they can ease the burden of others [1]. Prosocial behavior not only contributes to individual development, but can also create a more positive social environment at school [2]. Students who are accustomed to being

prosocial tend to have better social skills, are more liked by their peers, and are able to work together in various situations. A school environment filled with prosocial behavior will create a more positive atmosphere, reduce conflict, and increase a sense of togetherness and mutual respect [3]. In addition, this behavior also contributes to shaping students' characters to be responsible and caring for the welfare of others.

Prosocial behavior is essentially the intention and tendency to help others, which ultimately benefits those being helped, without considering the motives of the person providing the assistance [4]. Furthermore, prosocial behavior is defined as behavior that is performed voluntarily and aims to help or benefit others, whether individuals or groups [5]. Prosocial behavior is any form of behavior that has positive consequences for the recipient, whether in the form of support, assistance, or kindness to others without expecting direct rewards or personal gain [6].

The importance of prosocial behavior in education is increasingly recognized, especially in the context of students' social and emotional development. Various studies show that prosocial behavior can improve psychological well-being, reduce stress levels, and strengthen academic engagement. Students who have prosocial tendencies are better able to manage their emotions, have higher levels of life satisfaction, and tend to show positive attitudes in learning [7]. Therefore, schools have an important role in instilling and developing prosocial behavior through various character education programs and appropriate interventions.

However, in reality, not everything goes as ideally as expected. In school environments, it is still common to find students who do not exhibit prosocial behavior, such as being reluctant to help friends, not caring about their surroundings, or even engaging in negative behaviors such as bullying. According to a report by the United Nations Children's Fund (UNICEF), in 2018, around 41% of Indonesian students aged 15 had experienced bullying several times a month. The majority of victims experienced bullying in the form of theft/destruction of property (22%) and being teased by other students (22%). Others were bullied through the spread of rumors (20%), ostracized (19%), beaten or ordered around (18%), and threatened by other students (14%).

In addition, factors such as academic pressure, the influence of social media, and a lack of learning that emphasizes social values can be causes of a decline in prosocial behavior among students [8]. This condition certainly poses a challenge for schools in creating a harmonious environment that supports the overall character development of students.

Various efforts have been made to improve prosocial behavior in schools, one of which is through character education and the application of empathy-based learning methods. However, conventional approaches are often not effective enough in forming deep prosocial habits. A more comprehensive and experience-based method is needed, such as mindfulness techniques, which can help students improve self-awareness, empathy, and emotional regulation [9]. By integrating approaches such as mindful walking, schools can provide a more realistic experience in training students to be more sensitive to their environment and the needs of others, thereby encouraging prosocial behavior to emerge naturally.

Based on data from observations and surveys in school environments, it was found that many students still exhibit low levels of prosocial behavior. For example, in daily interactions, only a small number of students actively offer help to friends who are experiencing difficulties, while others tend to be indifferent. In addition, observations also show that there is still a high degree of individualism, where students focus more on personal interests than on building positive social relationships. Several teachers also reported a tendency for students to avoid cooperation in group tasks and a lack of initiative in sharing or helping friends who experience difficulties in learning.

The low level of empathy and social awareness among students is also evident in extracurricular and social activities at school. Data shows that student participation in social service activities and environmental awareness programs is still minimal. This indicates that even though schools have provided a platform to foster prosocial behavior, there are still obstacles in forming these habits as part of the students' character. This condition further reinforces the urgency to implement more effective methods in improving prosocial behavior, one of which is through mindfulness techniques such as mindful walking, which has the potential to help students develop social awareness and increase empathy towards others.

In addition, various reports show that prosocial behavior among adolescents is declining due to increasing individualism and low-quality social interaction [10]. One article highlights that many students prefer to spend time with digital devices rather than interacting directly with their peers. This has an impact on reducing empathy and concern for others, which should be an important part of students' social development. Other studies also reveal that bullying in schools remains a serious problem, indicating a lack of social awareness and empathy among students [11]. Many cases of bullying occur due to a low understanding of the importance of mutual respect and support. This phenomenon shows that a more systematic and effective approach is needed to instill prosocial values in students' daily lives. One approach that can be applied is the mindful walking method, which can help students become more aware of their own feelings and increase their sensitivity to their social environment, thereby forming prosocial behavior habits more naturally.

Based on observations on November 9, 2024, it was found that there were still students who did not show concern for their peers. In certain situations, many students choose not to get involved when they see their classmates experiencing difficulties, both academic and non-academic. For example, when a student has difficulty understanding a lesson, only a few friends voluntarily offer help. In addition, in group activities, it was found that some students prefer to work alone without actively contributing to teamwork, which indicates a low level of social awareness and empathy.

Observations also reveal that in the school environment, social interactions that reflect prosocial behavior are still limited. When a friend experiences emotional problems or difficulties in adapting, most students tend to ignore or even distance themselves rather than provide moral support. In social activities such as mutual assistance or social service, student participation is also still relatively low, indicating a lack of initiative to help others. This condition indicates the need for more effective strategies to increase students'

social awareness and empathy, one of which is through the mindful walking approach, which can help students better understand their own feelings and increase their concern for others in their daily lives.

The suboptimal prosocial behavior at Ekayana Ehipassiko School is not an isolated problem, meaning that there are factors that influence the improvement of students' prosocial behavior at the school. The improvement in prosocial behavior is assumed to be related to the application of mindful walking as a mindfulness technique that can increase students' social awareness and empathy.

Based on the above description, research needs to be conducted to examine more deeply the influence of mindful walking on the prosocial behavior of students at Ekayana Ehipassiko School. This research is needed to understand prosocial behavior as the main variable and whether mindful walking can help increase awareness and positive social interaction among students. This research is expected to prove the hypothesis regarding the influence of mindful walking on the improvement of students' prosocial behavior.

2. Research Method

In this study, the researcher used a survey method with a quantitative descriptive approach and data processing techniques in the form of a questionnaire with 70 questions using a Likert scale for the answers. In this study, the population used was 91 students of Ekayana Ehipassiko School, and all of these students were used as samples through total sampling techniques. A sample is a part of the population that serves as a source of research data. In other words, a sample is a part of the population that represents the entire population [12]. According to Arikunto in [13], a sample is a part of the population and has its own characteristics. The research sample is a portion of the population taken as a source of data and can represent the entire population. Therefore, if the research subjects are less than 100, 10%-25% of the existing subjects are taken. This research is a population study because the number of subjects is 91 students.

The research design used in this study was observation, compiling the background of the problem, identifying the problem, formulating the problem using theory or searching for theories related to mindful walking and prosocial behavior, including exploring theories, creating research methods, and making decisions. This was followed by determining the variables, creating an instrument grid, collecting data with questionnaires, analyzing data, and making conclusions and suggestions. The data analysis used in this study employed simple linear regression analysis. To obtain higher and more reliable analysis results, this study utilized data analysis using the SPSS data processing program.

3. Results and Discussion

3.1. Results

Based on the instrument for testing the effect of mindful walking on students' prosocial behavior, it was found that out of 80 items, there were 40 items for the mindful walking variable and 40 items for the prosocial behavior variable. The results for the mindful

walking variable showed 35 valid items and 5 invalid items, while for the prosocial behavior variable, there were 35 valid items and 5 invalid items. Several items were declared invalid by comparing the r table on 30 respondents with a significance level of 0.05, namely 0.361. If $r_{hitung} < r_{tabel}$, the item was declared invalid. The invalid statement items were removed by the researcher because other item numbers already represented each statement indicator, so that out of 80 statement items, there were still 70 statement items used in the study.

Table 1. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.957	70

Source: Data processed using SPSS 16.0

Based on the reliability test of the research instrument, the reliability statistics obtained using SPSS 16.0 produced a Cronbach Alpha value of 0.957 because the significance value was > 0.05 , meaning that the measuring instrument was declared reliable. It can be concluded that the research instrument used in this study met the requirements and had good reliability.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
	N	91
Normal	Mean	.000000
Parameters ^a	Std. Deviation	1.099.251.476
Most Extreme Differences	Absolute	.058
	Positive	.040
	Negative	-.058
	Kolmogorov-Smirnov Z	.554
	Asymp. Sig. (2-tailed)	.919
a. Test distribution is Normal.		

Source: Results of data processing in 2025 using SPSS 16.0

The normality test was performed using the One Sample Kolmogorov Smirnov test. The data sample requirement came from a normally distributed population with a significance level of 0.05 or 5%. Based on the normality test results obtained from 91 respondents, the significance value (2-tailed) is 0.919, which means that $0.919 > 0.05$, so it can be concluded that the data is normally distributed. Based on the test results from 91 respondents, a significance value (2-tailed) of 0.919 was obtained. This value is much greater than the previously set significance level of 0.05. This condition ($0.919 > 0.05$) indicates that the distribution of the research data does not deviate significantly from the normal distribution. In other words, these results provide strong evidence that the data collected in this study originate from a normally distributed population. The fulfillment

of the assumption of data normality has important implications for the validity of the statistical analysis performed. In this study, the normal distribution of data allows researchers to use various more powerful parametric analysis techniques, such as t-tests, ANOVA, or linear regression. The condition of data normality also indicates that the sample characteristics represent the population well, so that the research results can be generalized with a high level of confidence. In addition, these findings also indicate that the data collection process was carried out systematically and did not contain significant bias.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variances				
Variable_X Against_Y				
<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>	
.343	1	180	.559	

Source: Data processed in 2024 using SPSS 16.0

The homogeneity test was conducted as a requirement in the independent sample test analysis using the Compare Means One Way Anova method. The underlying assumption in the analysis (anova) is that the variance of the population is the same. The test criterion is that if it is greater than 0.05 or 5%, then it can be said that the variance of the two data groups is the same. The results of the homogeneity test are seen in Table 3, the output of the test of homogeneity variance, with a significance value of mindful walking and prosocial behavior of 0.559, which means that 0.559 is greater than 0.05, so it can be said that the two data sets are homogeneous.

Table 4. Regression Equation Output

Coefficients ^a					
Model	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	<i>Std. Error</i>	Beta		
1	(Constant)	27.674	8.389	3,299	.001
	Variable X	.744	.064	.776	11.597

a. Dependent Variable: Prosocial Behavior

Source: Data processed in 2025 using SPSS 16.0

Based on the output results by reading *the coefficients*, a constant value of 27.674 was obtained, which means that if *mindful walking* has a value of 0, the consistent value of the prosocial behavior variable is 27.674. *The regression coefficient* for the *mindful walking* variable (X) is 0.744, meaning that if *mindful walking* increases or develops, the prosocial behavior variable (Y) will decrease by 0.744 with the following regression equation. $Y=27.674 +(0.744)X$

The statistical hypothesis in this study is:

H_a: Mindful walking has an effect on the prosocial behavior of students at Ekayana Ehipassiko School.

H₀: Mindful walking has no effect on the prosocial behavior of students at Ekayana Ehipassiko School.

The hypothesis testing criterion is to reject H_0 if t count is greater than 0.05 or 5%. Based on the data analysis, the calculated t value = 11.597 and the table t value with $df = n-2$ is $df = 180$ at 1.662 with a significance value of 0.000 because the absolute value of $t = 11.597 > 1.662$ and the significance of $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. A positive coefficient means that mindful walking has a positive effect on the prosocial behavior of students at Ekayana Ehipassiko School. Based on these results, H_0 is rejected and H_a is accepted, so it can be concluded that mindful walking has a positive and significant effect on the prosocial behavior of students at Ekayana Ehipassiko School. The hypothesis testing criteria use an alpha of 5% (0.05), which is to reject H_0 if the significance is ≤ 0.05 by reading the following ANOVA table.

Table 5. ANOVA Analysis Output

ANOVA ^b					
Model		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i> <i>Sig.</i>
1	<i>Regression</i>	16,432,772	1	16,432,772	134,482 .000 ^a
	<i>Residual</i>	10,875,184	89	122,193	
	<i>Total</i>	27,307,956	90		
a. Predictors: (Constant), <i>Mindful Walking</i>					
b. Dependent Variable: Prosocial Behavior					

Source: Data processed in 2025 using SPSS 16.0

From the ANOVA analysis output, the calculated F value is 134.482 with a significance of 0.000, so there is no need to match the F table because SPSS already provides the significance value. A significance of $0.000 < 0.05$ indicates that H_0 is rejected and H_a is accepted. This shows that mindful walking affects students' prosocial behavior. A significance level of 0.000 (< 0.05) clearly indicates that the null hypothesis (H_0), which states that mindful walking has no effect on prosocial behavior, must be rejected. Conversely, the alternative hypothesis (H_a), which states that mindful walking has a positive effect on students' prosocial behavior, is accepted. This very large F value (134.482) reinforces our belief that the relationship between the two variables is very strong and does not occur by chance. The magnitude of the effect indicated by the F value suggests that mindful walking can be an effective intervention to improve students' prosocial behavior in school. This practice is not only beneficial for individual mental health, but also contributes to creating a more harmonious and collaborative learning environment. These highly significant analysis results encourage the need to consider integrating mindful walking into school programs.

Table 6. R Square Determination Coefficient Values

Model Summary ^b				
Model	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Standard Error of the Estimate</i>
1	.776 ^a	.602	.597	11.05410
a. Predictors: (Constant), X				
b. Dependent Variable: Y				

Source: Data processed in 2025 using SPSS 16.0

The coefficient of determination (R Square) in Table 6 shows a value of 0.602, which means that 60.2% of the variation in prosocial behavior can be explained by the practice of mindful walking. This indicates that mindful walking has a significant influence in shaping or improving a person's prosocial behavior. However, there is still 39.8% variation in prosocial behavior that is influenced by factors other than mindful walking. Thus, although mindful walking makes a significant contribution, there is still room for other variables to play a role in shaping this behavior. The magnitude of mindful walking's influence on prosocial behavior, which is 60.2%, shows that mindfulness-based interventions such as this can be an effective tool in encouraging prosocial actions. However, the remaining percentage of 39.8% suggests that factors such as personality, social environment, cultural values, or personal experiences also play an important role.

4. Discussion

Based on the descriptive analysis of the impact, students at Ekayana Ehipassiko School who practiced mindful walking were in the high category. This can be seen from the average score on the mindful walking variable, which was 77%, with details for each indicator, namely full awareness of steps, synchronization of steps with breathing, awareness of bodily sensations while walking, management of distracting thoughts and emotions, and comfortable posture and position, with the average respondent answering in the high category. This shows that the majority of students have been able to integrate mindful walking into their routines well. This also proves that mindfulness-based interventions can be effectively applied in an educational context to support students' psychological and emotional development.

Mindful walking is a practice that integrates mindfulness while walking, allowing individuals to feel every step and breath they take [14]. According to Jon Kabat-Zinn, mindful walking is a mindfulness practice that involves full awareness of body movements, breathing, and the surrounding environment [15]. Mindfulness is the ability to be fully present in the current moment, aware of thoughts, feelings, bodily sensations, and the surrounding environment without judgment or excessive reaction [17]. Mindfulness is also known as the ability to be aware and pay attention to things as they are. By becoming fully aware, one can become more connected to oneself and one's surroundings through continuous practice [16]. Mindfulness in Buddhism is described as the ability to be present in the moment. In the Satipatthana sutta, Buddha explains that there are four things that must be observed and contemplated, namely contemplating the physical dimension as a physical aspect, reflecting on feelings as a feeling aspect, contemplating thoughts as a thought aspect, and contemplating objects of thought as objects of thought (M.I:56). The activities of observing and contemplating can be a way to be fully present in the moment, without thinking about the past or worrying about the future [17]. Mindfulness itself is also divided into several types based on the situation, such as Mindful Walking.

Mindful walking involves synchronizing movement and breathing, which can improve mind-body connection, helping students to be more focused and calm [18]. So, from the above theory, it can be concluded that mindful walking can strengthen self-awareness and

empathy, which can support students to be more patient in interacting with friends and teachers so that students are able to understand other people's feelings. In addition to strengthening self-awareness, mindful walking also trains students to be more empathetic towards others. When walking mindfully, they learn to observe and feel without judgment, both towards themselves and others. This habit will gradually carry over into daily interactions, making students more sensitive to the feelings of friends or teachers. That way, they can respond to social situations more wisely and understandingly [19]. When self-awareness and empathy develop, students will tend to be more patient in communicating. They are no longer easily provoked or react impulsively, but are able to pause for a moment to consider other people's points of view. This patience is very important in building harmonious relationships at school, both with peers and teachers. Patient students tend to be more cooperative, appreciate differences, and create a positive learning environment.

Based on the results of data analysis and hypothesis testing, it is known that there is a positive and significant influence between mindful walking and prosocial behavior. Prosocial behavior is defined as actions that help and benefit others without directly benefiting the individual who performs them, and may pose a risk to the individual who performs them. Prosocial behaviors that can be applied by adolescents include lending items, giving rides, listening to friends' stories, cooperating during group activities, empathizing with friends who are in difficulty, helping people who need assistance, and considering the rights and welfare of others [20]. Prosocial behavior is a voluntary action aimed at helping and benefiting other people or groups [21]. Prosocial behavior is actually based on sincerity without expecting anything in return, solely driven by the desire to help others without expecting anything in return [22]. Prosocial behavior is behavior that reflects a child's concern or attention to other children. Prosocial behavior is a form of positive action that is carried out voluntarily without any motive, without coercion from others, and on one's own initiative, carried out solely to provide assistance or help others without expecting anything in return [23]. Prosocial behavior is voluntary behavior designed to help or benefit another person or group of people. Prosocial behavior is beneficial behavior that benefits others without directly benefiting the person performing the action, and may even pose a risk.

Based on the various concepts that have been described, it can be synthesized that prosocial behavior is a voluntary action that aims to benefit others and support overall social welfare. This means that mindful walking is very important for students to practice because it can increase awareness in every step, allowing students to be more present and connected with their environment and the people around them, which can increase empathy and prosocial behavior. The results of this study are in line with Ananda's [24] opinion that the practice of mindful walking also creates space for deep self-reflection. When students walk with full awareness, they not only pay attention to their physical environment but also their own feelings and thoughts. This process allows students to manage their emotions better, which can contribute to prosocial behavior. Students who are able to manage negative emotions tend to be more willing to provide support to others. The mechanism of mindful walking's influence on prosocial behavior can be explained in

several stages. First, when students practice mindful walking with full awareness, they not only pay attention to physical movements but also develop the ability to recognize and reflect on their own feelings and thoughts. This process of deep self-reflection creates space for students to recognize and manage negative emotions that may arise. This ability to regulate emotions is an important foundation for prosocial behavior, as students who are able to manage their emotions well tend to be more psychologically stable and more open to providing support to others.

Mindful walking has a significant impact on students' prosocial behavior. The practice of mindful walking trains focus and concentration by paying attention to each step, bodily sensations, and the surrounding environment, teaching students to be present in the moment. This can improve students' ability to focus on learning and increase empathy, encouraging students to understand and feel the feelings of others. Mindful walking has been proven to have a significant influence on improving students' prosocial behavior through the mechanisms of increased focus and self-awareness. When students practice this technique by paying attention to each step, bodily sensations, and the surrounding environment, they gradually develop the ability to be fully present in the present moment (present moment awareness). This state of full awareness creates a strong psychological foundation for various positive effects, including increased cognitive capacity and emotional intelligence. The process of mindful walking, which trains concentration on movement and breathing, indirectly hones students' ability to focus their attention in the context of learning. Students who regularly practice this show a marked improvement in their ability to maintain focus during the teaching and learning process. The ability to maintain attention is a basic skill that supports academic achievement while facilitating a deeper understanding of the subject matter.

Mindful walking in this study refers to mindful walking practiced by students at Ekayana Ehipassiko School. Mindful walking is a form of meditation practiced by walking with full awareness (mindfulness). Awareness in this case refers to awareness of the body's condition, relaxation of breathing, and clearing the mind, similar to sitting meditation [25]. Mindful walking, as a practice that emphasizes full awareness while walking, has shown a positive impact on prosocial behavior. Prosocial behavior refers to voluntary actions taken to help others without expecting anything in return, even if it involves sacrifice on the part of the perpetrator.

Prosocial behavior is driven by empathy, caring, and the desire to improve the welfare of others or groups [26]. This is in line with Safitri's [27] opinion that the main driving factors of prosocial behavior are empathy and caring within a person. This is in line with what the Buddha taught in the Metta Sutta about loving-kindness that "This is what I, who am skilled in goodness, who have attained tranquility and wish to penetrate the peaceful state (Nibbāna), should do" (Sn.18).

The results of this study show that the prosocial behavior variables among students at Ekayana Ehipassiko School are in the high category, covering indicators of cooperation, helping, sharing, giving, and honesty. The high scores in all aspects of prosocial behavior indicate that students have internalized these positive values in their daily lives. This proves that the school environment, learning methods, or culture implemented at Ekayana

Ehipassiko School have succeeded in encouraging the growth of strong prosocial attitudes among students, showing that students are accustomed to collaborating, supporting each other, and appreciating each other's roles in academic and non-academic activities. Meanwhile, the high scores in the aspects of helping and sharing reflect the empathy and concern that have been strongly instilled in students. Furthermore, the attitude of generosity, which is also in the high category, shows students' social awareness to contribute to others in need. Finally, honesty, as one of the main indicators of prosocial behavior, also received a high score, indicating that integrity and moral values have become part of the students' character. These findings are also proof that character education at Ekayana Ehipassiko School has succeeded in creating a generation that is not only academically intelligent but also has a high level of social awareness. The prosocial behavior practiced by students is not only beneficial in daily interactions at school but also serves as an important foundation for the formation of a responsible personality in the future. Thus, it can be concluded that students at this school not only understand the theory of prosocial values but are also able to apply them consistently in real life.

Based on data analysis, it is known that the level of mindful walking among students at Ekayana Ehipassiko School is in the high category with a percentage of 77%. The indicator of full awareness of steps shows that 79% of students at Ekayana Ehipassiko School are in the high category, meaning that students at Ekayana Ehipassiko School are already able to be fully aware of their steps. The indicator of synchronization of steps with breathing shows that students at Ekayana Ehipassiko School, with a percentage of 80%, are in the high category, meaning that students at Ekayana Ehipassiko School are able to synchronize their breathing rhythm while walking or running. The indicator of awareness of bodily sensations while walking shows that 76% of Ekayana Ehipassiko School junior high school students are in the high category, meaning that they are already aware of bodily sensations while walking as a form of attention or mindfulness to various physical signals felt when walking. The indicator of managing thoughts and emotions showed that 77% of Ekayana Ehipassiko School junior high school students were in the high category, meaning that they are able to manage their thoughts and emotions to recognize, regulate, and respond healthily to intrusive thoughts and uncomfortable emotions (such as anxiety, anger, or sadness). The indicator of body posture and comfortable position shows that 73% of Ekayana Ehipassiko School junior high school students are in the high category, meaning that they are able to maintain a comfortable position that refers to physical harmony and body posture that supports comfort, health, and movement efficiency.

The results of data analysis on the prosocial behavior variable of students at Ekayana Ehipassiko School show that 75% are in the high category. The details of each indicator show that the average response is in the high category with the following response percentages: 1) cooperation with a percentage of 75% in the high category; 2) helping with a percentage of 77% in the high category; 3) sharing with a percentage of 78% in the high category; 4) charity with a percentage of 75% in the high category; 5) honesty with a percentage of 68% in the high category. These findings indicate that most students

have developed good prosocial attitudes in their daily lives at school. This figure is a significant achievement in character education, considering that prosocial behavior is an important foundation in shaping a personality that cares for others and the social environment.

Based on statistical test results, this study shows that mindful walking has a significant positive effect on prosocial behavior. This is demonstrated by the results of a simple regression test, where an R Square value of 0.602 illustrates that mindful walking contributes 60.2% to the increase in prosocial behavior. This means that more than one-third of the variability or change in prosocial behavior can be explained by the mindful walking variable. Thus, it can be concluded that the mindful walking program has a substantial impact on increasing prosocial behavior in the school environment. The results of this regression test show that mindful walking not only helps students develop self-awareness and empathy, but also directly improves students' ability to focus on learning and remain actively engaged in the teaching and learning process. This effect is considered significant because the significance value obtained is $p = 0.000$, which is much smaller than $\alpha = 0.05$, indicating that the effect did not occur by chance but is a real result of the mindful walking program.

The regression model used in this study produced the equation $Y = 27.674 + (0.744)X$. The interpretation of this equation is that Y represents prosocial behavior as the dependent variable, while X represents mindful walking as the independent variable. The coefficient 0.744 indicates that for every 1-unit increase in the mindful walking program, students' learning focus will increase by 0.744 units. In other words, the higher the level of mindful walking implementation, the higher the level of prosocial behavior that can be achieved. This reinforces the role of mindful walking as an important factor contributing to improving students' prosocial behavior. The constant value of 27.674 indicates that without mindful walking, the value of prosocial behavior remains at a baseline level of 27.674. This means that even without the implementation of mindful walking, there are other factors that also influence prosocial behavior, but mindful walking significantly strengthens and enhances this behavior.

In this study, mindful walking was found to have a significant effect on improving the prosocial behavior of students at Ekayana Ehipassiko School. This finding is consistent with several previous studies that have shown the positive effects of mindfulness on various aspects of attention and empathy, particularly prosocial behavior. Research by [28] entitled "A Description of the Prosocial Behavior of Seventh Grade Students at SMP Negeri 1 Cimahi" shows that the results of the study describe that of the six aspects of prosocial behavior in general, the prosocial behavior of students at SMP Negeri 1 Cimahi can be categorized as high, especially in the aspects of helpfulness, generosity, and cooperation. This finding is relevant because the mindful walking program also involves elements of self-awareness and empathy, which enable students to increase their empathy towards others. Although the methods used are different, both studies show that approaches involving self-involvement and mindfulness can help students maintain high levels of empathy.

Based on a simple linear regression analysis using SPSS, a t-value of 11.597 was obtained, and the significance value (p) was $0.000 < 0.05$, so H_a was accepted and H_0 was rejected. From these results, it can be said that mindful walking has a positive effect on the prosocial behavior of students at Ekayana Ehipassiko School. The magnitude of the effect can be seen from the results of the simple linear test analysis in the model summary with an R square value of 0.602, which means that mindful walking affects the prosocial behavior of students by 60.2% and the remaining 39.8% is influenced by other factors that were not studied. Based on this, it can be seen that mindful walking is one of the factors that can influence the prosocial behavior of students at Ekayana Ehipassiko School.

5. Conclusion

Based on the results of the study conducted on the effect of mindful walking on prosocial behavior, it can be explained that mindful walking has a positive effect on increasing prosocial behavior. This effect is measured by an R-squared value of 0.602%, which means that mindful walking affects students' prosocial behavior by 60.2%. However, 39.8% of the factors that influence prosocial behavior come from other variables that were not considered in this study. These factors are social, age, social support, and social media, which were not explicitly discussed in this study. So this study shows that there is a positive and significant influence between mindful walking and prosocial behavior. This can be interpreted to mean that mindful walking is very important for students to practice because it can increase awareness in every step, allowing students to be more present and connected with their environment and the people around them, which can increase empathy and prosocial behavior.

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