

Student learning focus in the application of mindful learning in the digital age

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Abstract: Education plays a very important role in shaping character and improving the quality of the learning process, especially amid the challenges of the digital age, which is full of distractions. This study aims to determine the effect of mindful learning on students' learning focus. For example, the issues identified among students include a decline in their ability to maintain focus during learning, high levels of distraction due to the use of digital devices, and low levels of active student participation in class. This study is expected to provide solutions to improve students' focus in order to create a more comfortable and productive learning atmosphere. Mindful learning, which involves learning activities through the practice of samatha Bhavana (meditation for inner peace), can have a positive impact on students' focus on learning. Through learning experiences that emphasize mindfulness, students are gradually trained to manage their attention better, reduce distractions, and increase concentration and active participation in the learning process. This study used a survey method with a quantitative approach. Data collection techniques were carried out through a questionnaire with a Likert scale. The study population included all eighth-grade students, with a sample size of 51 students selected at random. Simple linear regression analysis was used to test the research hypothesis, with the help of SPSS version 27 software to analyze the data. The results showed that mindful learning had a positive and significant effect on students' learning focus. These findings confirm that the practice of mindful learning, particularly through the Samatha Bhāvanā method (meditation for inner peace), can improve students' concentration and active participation in the learning process. Therefore, the integration of mindful learning into the learning process is highly recommended in order to create a more comfortable, conducive, and productive learning atmosphere.

Keywords: Student Learning Focus, Mindful Learning, In the Digital Age

1. Introduction

In contemporary learning, the biggest challenge faced by the Indonesian education system is the decline in students' competence in maintaining focus during the learning process. Especially in today's digital era, many students experience various learning difficulties because they are easily distracted by gadgets, social media, or excessive academic pressure. As a result, students' ability to focus on understanding the material has declined, which in turn reduces the effectiveness of learning and has a negative impact on students' academic achievement [1]. The search results show several articles relevant to the issue of student learning focus, although not all of them specifically discuss SMP Tri Ratna. One can find articles on the influence of learning discipline and interpersonal communication that can affect student learning outcomes, as well as efforts to increase student interest in learning, which may be related to focus. Ideally, the learning process

should place students as active subjects in teaching and learning, not merely passive recipients of information. In an interactive learning model, teachers act as facilitators, not just conveyors of information. Students are encouraged to actively participate in discussions, ask questions, and engage in activities that stimulate critical thinking. Several methods commonly used to attract students' attention are the Apperception Method, which brings students into relevant learning; the Fun Story Method, which uses various interesting stories to build students' mental capacity and interest with the aim of increasing their concentration, facilitating the learning process, and boosting their confidence [2].

Students' focus on learning when receiving information from teachers is very important for completing the learning process because when students have the ability to focus, they can absorb information better and understand the material taught in depth. Some reasons why students' focus on learning is very important include improving their ability to absorb information, increasing learning productivity, strengthening memory, increasing confidence, and reducing stress. With good focus, students can not only understand lessons more deeply, but also participate actively in learning activities, which will ultimately have a positive impact on their academic achievement. However, a common problem is the lack of student focus in the learning process in Indonesia, which is characterized by increased symptoms of lack of focus, decreased attention, and low active involvement during teaching and learning activities. Currently, many students face challenges in maintaining concentration due to excessive exposure to digital technology, social media, and various external stimuli that cause their attention patterns to become fragmented. Rapid technological developments, despite offering easy access to information, have contributed to a decline in long-term focus, thereby negatively impacting conventional learning processes in the classroom. This condition is exacerbated by a learning approach that is dominated by one-way and passive methods, which fail to accommodate students' needs to be actively and meaningfully involved in the learning process. Therefore, innovation in learning methods is needed to increase student engagement and focus so that the learning process is more effective and enjoyable.

This condition emphasizes the importance of focus as an essential skill that students must possess in order to concentrate on specific learning materials and tasks without being distracted by internal or external disturbances. Focus is a key component of academic success. Students with high focus tend to be better able to understand learning materials and achieve optimal learning outcomes [3]. Research also shows that student learning focus is influenced by internal factors such as physical condition and mental health, as well as external factors such as the teaching methods used. Therefore, in the classroom, teachers have an important role in creating an environment that supports the improvement of student learning focus. One effective way to improve student learning focus is through Samatha Bhavana, or inner peace meditation. Samatha Bhavana is a meditation practice that is very useful not only spiritually but also in learning. By training concentration and achieving inner peace, students can improve their ability to maintain focus during the

learning process. When the mind is calmer and more controlled, students can absorb information more effectively and understand the material presented by the teacher.

According to Fatchuroji, learning focus is defined as the ability of students to concentrate their attention on the learning activities that are taking place. The indicators are: a) the ability to focus attention and concentration during learning, b) the ability to understand learning material well, c) the ability to answer questions correctly and quickly, d) having high motivation and interest in learning, e) showing active participation in the learning process, and f) not easily getting bored or distracted during learning sessions [4]. According to research by Firdam, student learning focus is the ability of students to direct their thoughts and actions in a focused manner during the learning process. This focus involves a conscious effort to concentrate on the subject matter or task at hand, while ignoring any distractions or interruptions that may arise. Conversely, students with low learning outcomes tend to show poor concentration, characterized by a lack of attention to the teacher's explanations and minimal active participation in the learning process [5]. Students' focus in classroom learning varies greatly depending on their learning outcomes. Students with high learning outcomes tend to have good concentration, show active involvement in learning, and are able to apply their knowledge well, while students with moderate learning outcomes show a fairly good level of concentration but still need improvement in their understanding of the material. Conversely, students with low learning outcomes tend to have poor concentration, characterized by a lack of attention to the teacher's explanations and a lack of active participation in learning [6].

The focus of student learning in this study is closely related to the application of mindfulness in education. Mindfulness is defined as the ability to be fully present in the moment with an attitude of full attention, without judgment. In education, mindfulness is used to improve the well-being of students, teachers, and school staff through increased focus, stress management, and strengthened interpersonal relationships [7]. Meanwhile, research conducted by Suryanadi shows that mindfulness practice involves various techniques, such as breathing meditation, body observation, and mindfulness exercises in daily activities [8]. In the classroom, mindfulness helps students improve their concentration, emotional management, and self-control. In other words, mindfulness is not only a tool for reducing stress, but also a way to develop deeper learning skills, where students are taught to be aware of their thoughts and emotions so that they can learn better, focus more on tasks, and be better able to handle academic challenges. Therefore, the application of mindfulness in the context of learning contributes directly to increased learning focus, which is a major factor in the success of the learning process. With the ability to focus strengthened through mindfulness, students are not only able to maintain their attention on the learning material for longer, but also improve their understanding, information retention, and active engagement during the learning process. This confirms that learning focus and mindfulness are closely related as important components in creating an effective and conducive learning environment.

This understanding is in line with the teachings contained in the Dvedhāvitakka Sutta, which describes the Buddha's journey before he attained enlightenment. At that time, he divided his thoughts into two categories: bad thoughts, which included lust, hatred, and

cruelty, and good thoughts, which consisted of letting go, good intentions, and non-violence. The Buddha realized that bad thoughts were harmful and hindered wisdom, while good thoughts supported the development of wisdom and paved the way for liberation from suffering. By continuously contemplating good thoughts, one can direct one's heart toward peace and enlightenment (M.III). By continuously contemplating good thoughts, one can direct one's heart toward peace and enlightenment [10]. This sutta provides deep insight into the importance of sorting out thoughts and staying focused on the goal of learning, namely the development of wisdom and self-control. This sutta is very relevant in the context of learning focus, as it teaches ways to maintain calm and concentration when faced with mental distractions or obstacles. Here are some definitions related to learning focus.

Mindfulness practices involving breath observation, observation, and mindfulness exercises not only help students improve their concentration, emotional management, and self-control in the classroom, but also guide them to be more aware of the thoughts and emotions that arise during the learning process so that they can withstand academic challenges more effectively. This approach has a deep connection with Buddhist teachings as explained in the Dvedhāvitakka Sutta, where the Buddha divides the mind into two categories: bad thoughts that hinder wisdom, and good thoughts that support the development of wisdom and open the path to enlightenment (M.II.19). By consistently directing and guiding the mind properly, a person is able to remove unhelpful mental distractions and bring the mind to a calm, engaging, and focused state known as *samādhi*. This condition is an important foundation for maintaining focus in learning, as it guides students to remain calm and able to manage mental obstacles during the learning process. Therefore, understanding mind control in the Dvedhāvitakka Sutta is highly relevant as a theoretical basis for developing optimal learning focus. Here are some definitions related to learning focus.

In Buddhist terminology, focus or concentration in learning is often associated with the concept of "*samadhi*." *Samadhi*, known as the "Noble Eightfold Path," is an important part of meditation practice and mental development that helps achieve enlightenment. *Naññasampanno Samadhi* is often translated as "concentration" or "meditative absorption," which refers to a state of mind that is highly focused and calm, where attention is completely centered on one object without distraction from other thoughts. *Samadhi* is a state in which the mind becomes calm and clear, allowing a person to see reality more clearly and deeply. Furthermore, in the *Vitakkasanthāna Sutta*, the Buddha taught how a monk can overcome unwholesome thoughts with the following steps: 1) shifting focus to positive communication, 2) assessing the negative impact of unwholesome thoughts, 3) ignoring unwholesome thoughts, 4) striving to stop the formation of unwholesome thoughts, and 5) using strong mental effort (M.I.19). By following these five steps, unwholesome thoughts will disappear, and the mind will become calm, serene, and focused. This enables a monk to attain *samādhi*, a state of mind that reaches a profound level of calm and depth that opens the way to enlightenment and liberation from suffering. This sutta is highly relevant to the context of learning focus, as

it teaches how to maintain calm and concentration amid mental distractions or challenges. Here are some definitions related to learning focus.

The variable of student learning focus can be explained through the teachings of Satipaṭṭhāna Sutta by the Buddha, which emphasizes paying full attention to what is being done at the moment and instilling four kinds of mindfulness (satipaṭṭhāna) as a direct path to achieving spiritual purification, overcoming sorrow, eliminating physical and mental suffering, and realizing subtlety and Nibbāna. The four focuses of establishment include: first, Kāyānupassanā (contemplation of the body), which includes attention to breathing (ānāpānasati), posture, physical activity, parts of the body, elements that make up the body, and reflection on death with the aim of realizing the impermanence and true nature of the body; second, Vedanānupassanā (contemplation of feelings), which is the observation of pleasant, unpleasant, or neutral feelings that arise within oneself, in order to understand that feelings are phenomena that arise and disappear, not belonging to oneself; third, Cittānupassanā (contemplation of the mind), which is the observation of mental states such as thoughts filled with desire, free from desire, angry, calm, chaotic, or gentle, with the aim of recognizing the ever-changing nature of the mind; and fourth, Dhammānupassanā (contemplation of mental phenomena), which includes observing the five hindrances (nīvaraṇa), the five aggregates (khandha), and the six sense bases (āyatana). Attention to these four objects helps us understand the universal laws that govern life experiences.

Mindful Learning is a learning approach that integrates the principles of mindfulness to improve the quality of learning. This approach involves paying full attention to the present moment without judgment, so that students can be more focused, actively involved, and less distracted during the learning process. Mindful learning aims to provide participants with an approach that promotes awareness while learning and creates a conducive environment by increasing students' awareness of the material being studied and interactions in the classroom [13]. Mindfulness refers to a deep and complex psychological state, which primarily involves paying full attention to the present experience and non-judgmental awareness. This concept originates from the Buddhist tradition, particularly in meditation practice, where attention, known as Sāti in Pali and Smṛti in Sanskrit, serves to increase awareness of mental activities and sensations. In the context of Buddhism, mindfulness is seen as the key to achieving enlightenment and spiritual liberation [14].

In the Mahasatipaṭṭhāna Sutta, the Buddha explains to the monks that there are four types of mindfulness meditation (satipaṭṭhāna) that are the path to concentration and enlightenment. This meditation aims to purify the lives of beings, overcome suffering, reveal the truth, and achieve enlightenment through deep observation of the body, feelings, thoughts, and principles with full awareness, alertness, and freedom from lust and displeasure (D.II.271). The practice of mindfulness described in this sutta emphasizes the importance of full awareness of present experiences in order to understand reality, reduce suffering, and achieve liberation. The mindful learning approach is a learning method that combines conventional learning principles with a learner-centered approach, accommodating openness to new learning content and increased cognitive awareness that

encourages the development of creativity and critical thinking in learners. This phenomenon is in line with the core principle of mindful learning, which emphasizes focus on awareness and full attention during the learning process, thereby helping students understand and appreciate the learning process itself, not just the results [16]. Research by Pratama reveals that the mindful learning approach has a significant influence on students' learning abilities, with a learning approach that integrates the principles of full awareness (mindful learning) helping students to focus more, pay attention to details, and foster curiosity in the learning process [17].

According to Wijayanti, the stages of mindful learning consist of three stages that support a smooth and creative learning process, namely the ability of students to find conclusions independently. The first stage is information, where students begin to receive knowledge and direct experience; some of this information may be completely new and stand alone, while other information serves as a supplement, refinement, or enrichment of previous knowledge. The second stage is transformation, which is the process where students begin to understand, process, and analyze the new information they have acquired so that this knowledge becomes flexible and can be applied in various contexts. The third stage is evaluation, where students assess the results of the transformation that has been carried out to ensure the suitability of the knowledge acquired in understanding phenomena or solving problems encountered, as well as reflecting on the use of this knowledge in learning [18].

Several important indicators in the application of mindful learning that describe how awareness and full attention are manifested in student learning activities include: first, full awareness during learning activities, where students are fully present in the learning process without being distracted by other thoughts, negative emotions, or external disturbances; second, full attention, which means that students are truly mentally present and pay attention to the material, instructions, or tasks with full awareness; third, self-reflection as a process of conscious and deep thinking to explore learning experiences, attitudes, and ways to correct mistakes; fourth, efforts to reduce conscious distractions, both internal, such as wandering thoughts and negative emotions, and external, such as noise, gadgets, or conversations, so that learning can take place in a focused and calm manner; fifth, emotional engagement, where students connect emotionally with the learning process so that they not only understand the material cognitively, but also feel the meaning and interest in learning with full awareness of the emotions that arise; and sixth, self-regulation, which allows students to manage their emotions and attention so that they remain focused and engaged in the learning process. Mindful learning in Buddhism Buddhist meditation practices have changed significantly. Modern meditation has different goals and priorities from traditional Buddhist meditation. Current meditation practices focus more on stress reduction, mental health, or real benefits in daily life than on spiritual development, self-liberation, or enlightenment.

2. Method

This study uses a survey method with a quantitative descriptive approach, which is research that takes samples from a population and uses questionnaires as the main data

collection tool with a correlation approach to obtain information on students' focus through mindful learning. In this study, there are two independent variables and one dependent variable. The independent variables are mindful learning (X) and student learning focus (Y). The questionnaire in this study consists of questions and answers that have been provided so that respondents only need to choose one answer that suits them. The questionnaire was designed for respondents, namely students, who were also the subjects of analysis in this study. The research stage began with the development of research instruments. Next, the instrument was submitted using statistical methods. After obtaining a valid and reliable instrument, the next stage was to distribute the instrument to the sample. The constellation of the relationship model between the independent and dependent variables.

The population in this study is a group of students with similar characteristics, so that the results of the study can be generalized for that group. The sampling technique used in this study is saturated sampling, where the entire population is used as the sample. Since the population consists of 51 students, the sample in this study consists of 51 respondents. A sample is a portion of the population used to represent the entire population according to [19]. This means that from all members of the population, a sample is taken to represent the population in the study. Total sampling techniques are often used when all members of the population have generally been taken, especially when the population is relatively small, from 30 people, or in studies that aim to make generalizations with a very low margin of error. Total sampling is a sampling technique where all members of the population are used as samples.

The research design used in this study involved making observations, editing the background of the problem, identifying the problem, formulating the problem using a theoretical basis or searching for theories related to mindful learning and student learning focus, including exploring theories, creating research methods, and making decisions. This is followed by using variables, creating instrument grids, collecting data with questionnaires, analyzing data, and making conclusions and suggestions. The data analysis used in this study uses simple linear regression analysis techniques. To obtain higher and more reliable analysis results, this study uses data analysis using the SPSS 27 data processing program.

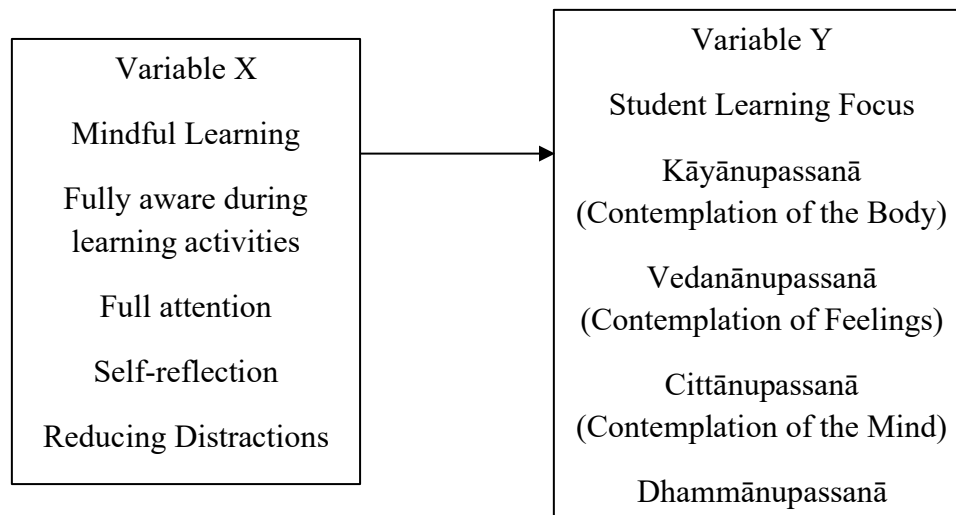


Figure 1. Conceptual Framework

3. Results And Discussion

3.1. Research results

Based on the instrument used to test the effect of mindful learning on student learning focus, it was found that of the 25 items, there were 25 items for the mindful learning variable and 25 items for the student learning focus variable. The results for the mindful learning variable showed that 23 items were valid and two items were invalid. Several items were declared invalid by comparing the r table of 30 respondents with a significance of 0.05, which was 0.361. Statement items number 36 and 46 were $< r$ table (0.361), so these statement items were no longer used in the research data collection. Meanwhile, there were 23 valid statement items in the student learning focus variable, and these valid statements were used to obtain research data from the 25 items used for research or data collection.

3.1.1. Validity Test

Data analysis is a process carried out after all data from respondents or other sources have been collected. Dimiyati states that the stages in data analysis include grouping data based on variables from all respondents, presenting data for each variable studied, calculating to answer the research questions, and testing the predetermined hypotheses. In this study, the analysis technique used was simple linear regression with the aim of obtaining accurate and meaningful analysis results. To support this process, the SPSS version 27 data processing program was used to make data processing more efficient and valid [20].

Based on the validity test of the instrument for the effect of mindful learning on students' focus, which was conducted with the help of SPSS 27, the results showed that out of 25 statement items, 23 items were valid. Meanwhile, items 36 and 46 for the student learning focus indicator were declared invalid because their calculated r value was less than the table r value of 0.361 (with 30 respondents and a significance level of 0.05). Therefore, these two items were no longer used in the research data collection. Thus, the

23 valid statement items on the student learning focus variable were then used to obtain the overall research data.

Table 1. Validity Test

Case Processing Summary			
		N	
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure

Source: Results of data processing in 2025 using SPSS

3.1.2. Instrument Reliability Test

Reliability is a tool used to assess the consistency of a questionnaire that serves as an indicator of a variable or construct. A measuring tool is considered to have a good level of reliability or to be trustworthy if it demonstrates stability, consistency, and reliability in its use. In other words, reliability indicates the extent to which an instrument can be relied upon as a means of data collection. The reliability test in this study uses the Cronbach Alpha formula because this study uses instruments in the form of statements on a Likert scale. The test criteria are to compare the calculated r with the table r . If the calculated r is greater than the table r , the instrument is said to be reliable. If the calculated r is less than the table r , the instrument is said to be unreliable. The reliability test results can be determined using the alpha formula, because the research instrument in this study is in the form of a questionnaire and the scores range from 1 to 5, and the validity test uses total items.

$$R_{11} = \left(\frac{K}{(K-1)} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma t^2} \right)$$

Explanation:

r_{11} :Instrument reliability

K : number of social items

$\sum \sigma b^2$: total item variance

σt^2 : total variance

The calculated r result is then compared with the r table in the 5% significance paragraph. If the calculated r is greater than the r table, the instrument is considered reliable, and if the calculated r is less than the r table, the instrument is considered unreliable. The Reliability Test is a tool for measuring a questionnaire that is an indicator of a variable or construct. In this context, a measuring instrument is said to have high reliability or be trustworthy if it is consistent, stable, dependable, and predictable. In other words, reliability indicates the extent to which the instrument is trustworthy enough to be used as a data collection tool in research. To test reliability in this study, the Cronbach Alpha formula was used because the instrument consisted of statements on a 1-5 Likert scale. The reliability testing criteria were carried out by comparing the calculated r value with the table r ; if the calculated r was greater than the table r , the instrument was declared

reliable. Conversely, if the calculated r was smaller than the table r , the instrument was considered unreliable. Therefore, this reliability test was an important step to ensure the quality of the research instrument. Based on the results of the reliability test, the reliability analysis using SPSS version 27 produced an alpha value greater than $p > 0.05$, so that the measuring instrument can be declared reliable. Thus, it can be concluded that the instruments used in this study have met the criteria for adequate validity and reliability.

Table 2. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.968	47

Source: Results of data processing in 2025 using SPSS 27

Based on the results of the reliability test, the Reliability Analysis Scale (alpha) using SPSS 27 produced an alpha value greater than $p > 0.05$, meaning that the measuring instrument is reliable. It can be concluded that the research instruments used in this study meet the requirements of good validity and reliability.

Normality Test

The purpose of the normality test is to see whether the distribution of residual values is normal or not. The results of the normality calculation using the One Sample Kolmogorov Smirnov test are presented in the following table.

Table 3. Normality Test Results

An Example of the Kolmogorov Smirnov Test		
		Unstandardized Residual
N		51
Normal Parameters ^{a,b}	Mean	.000000
	Std. Deviation	6.11057020
Most Extreme Differences	Absolute	.083
	Positive	.079
	Negative	-.083
Test Statistic		.083
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.502
	99% Lower Bound	.489
	Confidence Interval Upper Bound	.514

a. The test distribution is normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10,000 Monte Carlo samples with a starting seed of 2,000,000.

Source: 2025 Data Processing Results Using SPSS 27

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%. In this study, the researcher tested the normality obtained from 51 respondents and found that the significance value (2-tailed) was 0.200, which means > 0.05 , so it can be concluded that the data is normally distributed.

Homogeneity Test

The homogeneity test is a way to check whether the variance of two or more groups comes from populations that have similarities or homogeneity. This procedure is carried out by comparing the variance between the groups being tested [21]. The homogeneity test was carried out as a requirement in the independent sample test analysis by comparing means using one-way ANOVA. The underlying assumption in variance analysis (ANOVA) is that the variances of the populations are equal. The test criterion is that if the p-value is greater than 0.05 or 5%, then the variances of the two data groups can be said to be equal.

The results of the homogeneity test are seen from the test of homogeneity variance output, where the significance values of mindful learning and student learning focus are 0.913 and 0.913, which means that 0.913 is greater than 0.05, so it can be said that the two data sets are homogeneous. For more details, see the following test of homogeneity of variances.

Table 4. Homogeneity Test Results

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	.015	1	100	.901
	Based on Median	.000	1	100	.991
	Based on Median and with adjusted df	.000	1	97.018	.991
	Based on trimmed mean	.012	1	100	.913

Source: Data Processing in 2025 Using SPSS 27

Hypothesis Testing and Simple Analysis

Hypothesis testing and simple analysis are used to answer research questions posed through hypotheses. These hypotheses are tested as tentative answers to the question, "Is there an effect of *mindful learning* on student learning focus?" Hypothesis testing in this study uses a simple linear regression formulation, and the data is obtained through SPSS 27. Testing with simple linear regression provides the following results.

Table 5. Regression Equation Output

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.235	6.472		.345	.731
1 X Mindful Learning	.936	.071	.885	13,276	.000

a. Dependent Variable: Y Student Learning Focus

Source: Data Analysis Results for 2025 Using SPSS 27

Based on the output results by reading the coefficients, a constant value of 2.235 was obtained, which means that if mindful learning has a value of 0, the consistent value of the student's learning focus variable is 2.235. The regression coefficient for the mindful learning activity variable (X) is 0.936, meaning that if mindful learning increases or develops, the learning focus variable (Y) will decrease by 0.936, with the following regression equation.

$$X=2.235+(0.936)Y$$

The statistical hypothesis in this study is:

Ha: Mindful learning has an effect on students' learning focus

Ho: Mindful learning has no effect on student learning focus

The criteria for testing the hypothesis are to reject Ho if $t \text{ count} > t \text{ table}$ or significance < 0.05 5%. Based on data analysis, the t-count value obtained is 13.276, and the t-table value with $df=n-2$ is $df=49$ at 1.676 with a significance value of 0.001 because the absolute value of t-count 13.276 is greater than 1.676 and the significance is 0.000 less than 0.05, so Ho is rejected and Ha is accepted. A positive coefficient means that mindful learning has a positive effect on student learning focus. Based on these results, Ho is rejected and Ha is accepted, so it can be concluded that mindful learning has a positive and significant effect on student learning focus. The hypothesis testing criteria use an alpha of 5% (0.05), which is to reject H0 if the significance is ≤ 0.05 by reading the following ANOVA table.

Table 6. ANOVA Analysis Output

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6715.203	1	6715.203	176,247	.000 ^b
Residual	1,866,953	49	38,101		
Total	8,582,157	50			

a. Dependent Variable: Learning Focus

b. Predictors: (Constant), Mindful Learning

Source: Data Analysis Results for 2025 Using SPSS 27

From the ANOVA analysis output, the calculated F value is 176.247 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 learning affects students' learning focus.

Table 7. R-Squared Determination Coefficient Values

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.885 ^a	.782	.778	6.173
a. Predictors: (Constant), Mindful Learning				
b. Dependent Variable: Student Learning Focus				

Source: Data Analysis Results for 2025 Using SPSS 27

The coefficient of determination in Table 4.7 above is R Square, which has a value of 0.782. This means that 78.2% of mindful learning affects student learning focus, while the remaining 21.7% is influenced by other variables.

4. Discussion

Based on the results of data analysis and hypothesis testing, it is known that mindful learning has a positive and significant effect on student learning focus. This shows that the application of mindful learning is very important for students because it can increase their focus and involvement in the learning process. With this method, students become more able to maintain attention, reduce distractions, and actively participate in learning activities in the classroom. Mindful learning, which involves full awareness exercises through Samatha Bhavana (inner peace meditation), is able to guide students to be more aware and emotionally and cognitively involved during the learning process. In addition, this approach also plays an important role in shaping a disciplined attitude, particularly in terms of improving concentration, managing emotions, and the ability to complete tasks on time and with maximum results. Through mindful learning, students not only develop attention management skills, but also critical thinking skills and a greater sense of responsibility in undergoing the learning process at school. Thus, the application of mindful learning contributes significantly to improving the quality of learning and the overall character development of students, which in turn can create a more effective learning environment.

The focus of student learning in the context of this study is closely related to the application of mindfulness in education. Mindfulness is defined as the ability to be fully present in the moment with an attitude of attentive non-judgment. In education, mindfulness is used to improve the well-being of students, teachers, and school staff through increased focus, stress management, and strengthened interpersonal relationships. Thus, the application of mindfulness can be an effective strategy to support a more optimal learning process [5]. In line with this concept, research conducted by Abdurrochim examined the effect of the mindful learning approach on the learning outcomes of Natural and Social Sciences (IPS) in fifth-grade elementary school students [22]. This study confirms that the mindful learning approach has a positive impact on

student learning outcomes, particularly in the context of regional culture material. This shows the importance of integrating mindful learning into the learning process to increase student engagement and understanding. The method used was a quasi-experiment with a pretest and posttest design on an unequal control group. The research sample consisted of fifth-grade students at SDN Wangisagara 02 as the experimental group and fifth-grade students at SDN Toblong 02 as the control group, located in Majalaya District, Bandung Regency. The sample selection was conducted using purposive sampling, which allowed the researcher to select subjects based on specific characteristics relevant to the research objectives.

The results of this study are to conduct a meta-analysis of the effectiveness of mindful learning in the context of education in Indonesia and to integrate various findings to provide a deeper understanding. The results of the study revealed that mindful learning has a significant positive impact on student learning outcomes, self-control, and knowledge competence. Although its effectiveness varies based on education level and regional context, the number of students in a class does not have a significant effect on the successful implementation of mindful learning. This research was conducted by Anna in the 2023/2024 academic year at SMP Tri Ratna. This study specifically aims to analyze the impact of the mindful learning approach on student learning outcomes in Natural Sciences and Social Studies (IPS) at the elementary school level. The main focus of this study is on learning. Mindful learning on student learning outcomes in (Natural Sciences and Social Studies) at the elementary school level. The following are important points related to the objectives of the study: Focus on Mindful Learning: This study specifically investigates how the mindful learning approach affects student learning outcomes in Buddhist Studies, particularly in the context of the topic "My Region, My Pride" with the sub-topic of local culture. This is important because it explores relatively new educational strategies in this subject area. The results of this study highlight the impact of the Mindful Learning approach on the learning outcomes of fifth-grade students in Social Studies (Natural and Social Sciences). The results of this study's analysis show that the Mindful Learning approach contributes to a 38.56% increase in learning outcomes, compared to a 30.47% increase from the conventional approach used in the control group. This shows that the Mindful Learning method is more effective in improving students' understanding of the subject matter [23].

Mindfulness-Based Social Emotional Learning conducted by Putri in a private junior high school provides a similar picture to previous studies. This study involved students in grades VII to IX in the 2024/2025 academic year with a sample of 104 students selected using proportional random sampling from a total population of 140 students. The main focus of the study was to analyze the effect of mindfulness-based social-emotional learning on students' focus on learning [24]. This shows that this study focused on understanding the impact on students' focus on learning in this educational environment. The main objective of this study was to analyze the effect of Mindfulness-Based Social-Emotional Learning on students' focus on learning in private junior high schools. This study aims to answer several key issues: Understanding Student Behavior: This study identifies common problems faced by students, such as lack of attention, boredom, and

distractions during lessons, which can have a negative impact on student learning focus. These behaviors include putting their heads on the table, doodling, chatting, and using cell phones during lessons.

From the results of reviewing various previous studies, it can be synthesized that the mindful learning-based approach has a positive and significant impact on learning outcomes, self-control, and the knowledge competence of students. The effectiveness of mindful learning does vary based on education level and regional context, but the number of students in a class does not greatly affect its effectiveness. Overall, research on mindful learning shows that this approach is not only beneficial for academic development but also contributes to students' mental health and well-being, thereby improving the overall quality of the learning experience. Mindful learning itself is a learning approach that integrates principles to improve the quality of learning. This approach involves paying full attention to the present moment without judgment, so that students can be more focused, actively involved, and less distracted during the learning process. The goal of mindful learning is to create a conducive learning environment by increasing students' awareness of the material being studied and interactions in the classroom [25].

Mindfulness refers more deeply to a complex psychological condition, which primarily involves full attention to current experiences and non-judgmental awareness. The concept of mindfulness originates from Buddhist traditions, particularly in meditation practices, where attention, known as *Sati* in Pali and *Smṛti* in Sanskrit, serves to increase awareness of mental activities and sensations. In the context of Buddhism, mindfulness is seen as an important key to achieving enlightenment and spiritual peace.

5. Conclusion

Based on the results of research conducted on the influence of mindful learning on learning focus, it is known that mindful learning has a positive and significant effect on improving student learning focus. This effect was measured using a coefficient of determination (*R Square*) of 0.782 or 78.2%, which means that mindful learning contributes 78.2% to the variation in student learning focus. Thus, mindful learning can explain most of the changes in students' learning focus, while the remaining 21.8% is influenced by other factors outside this study, such as family environment, peers, social conditions, and school policies that are not explicitly discussed in this study. This means that even though mindful learning has a significant effect, there are still other variables that need to be considered to analyze students' learning focus as a whole.

Readers are advised to understand how to hone students' learning focus with mindful learning: effective strategies in the digital age, but also to use this research as a reference or inspiration for research, such as using this study as a basis for applying a similar approach in other religious education contexts. Future researchers are expected to be able to develop a more effective mindful learning model in the digital age and test its effectiveness in the long term. In addition, future researchers can explore the relationship between mindful learning and other aspects such as learning motivation, mental health, and academic performance to provide a more comprehensive picture of mindfulness in education.

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