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Mindfulness and cognitive task performance in high school students at Sariputra Jambi

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Abstract: The purpose of this study was to explore and determine the extent of *mindfulness's* influence on cognitive task performance among students at Sariputra High School in Jambi. As well as what problems often occur among students, there are students who are unable to remember the learning material that has been explained by the teacher during class so that students are able to remember the information that has been explained by the teacher to the students. There are also students who lack concentration when carrying out the learning explained by the teacher during class. There are students who are unable to evaluate all the learning information that has been explained by the teacher to the students. There are students who are unable to analyse information and find the most appropriate solutions. This study used a quantitative approach that is highly relevant to the population data survey method. In this study, there were 88 students, obtained using the proportional random sampling technique. This research was conducted at Sariputra High School in Jambi with respondents from grades X-XII in the 2024/2025 academic year. The technique used was data analysis. The results of this study indicate that there is a very positive and significant effect between *mindfulness* and cognitive task performance with a t-value of 4.451 and a significance value (p) of 0.000 < 0.05. From the results of the simple regression analysis, an R Square value of 0.187 was obtained. This means that mindfulness has an effect on interpersonal communication of 18.7%, with the remaining 81.3% being influenced by other factors. It is known that the more *mindfulness* is practised by students, the more it will greatly increase their learning potential and concentration and greatly improve their cognitive task performance.

Keywords: *Mindfulness*, Cognitive Task Performance, Concentration, Information Evaluation, Information Analysis.

1. Introduction

Cognitive performance ability is the knowledge needed to perform various mental activities thinking, reasoning, and problem-solving which most societies place a high value on for good reason [1]. Cognitive ability is a skill that is the ability and competence possessed by individuals in carrying out a job in a planned and continuous manner and utilising individual development towards an opportunity by harmonising and motivating oneself by optimising knowledge, understanding, analysis, evaluation and creating cognitive abilities developed through one's personality to achieve goals. The development

of cognitive abilities through indicators of remembering, understanding, applying, analysing, evaluating, and these abilities also include flexibility of thinking that allows a person to adapt to changing situations and new information. In today's digital age, cognitive abilities are increasingly needed because information is available in large quantities and must be processed critically. Logical, analytical, and creative thinking skills are important assets in filtering information and producing innovation. Furthermore, these abilities are not only acquired through formal education, but also through life experiences, social interactions, and deep personal reflection [2].

Maintaining a good quality of life requires ways for individuals to manage various aspects of themselves so that they can perform at their best, whether at work or in education, which generally requires cognitive abilities [3]. One way to improve cognitive abilities and manage emotions is to practise *mindfulness*, which involves paying attention to one's experiences and accepting them. Through *mindfulness*, every experience that arises is given full attention without attempting to change thoughts, bodily sensations, or aspects arising from the experience [4]. *Mindfulness* enables individuals to pay attention to their experiences and accept them as a reference for life that does not need to be overreacted to, thereby facilitating the integrity of the personality system by bringing emotions closer to neutrality. Similarly, individuals with high *Mindfulness* scores do not perform better at focusing on tasks that require analysis, evaluation, and creativity [5].

Cognitive performance is a psychological domain centred on the mind and related to conation (will) and affection (feelings). Essentially, cognitive development is how children think so that they can develop and function in their surroundings. According to Vygotsky, cognitive development states that the socio-cultural environment plays the biggest role in children's cognition and way of thinking [6]. According to his view, child development consists of an endless flow of conflict and dialectical resolution, and children form their knowledge through a process of problem solving that is internalised [7]. In order to maintain quality of life, individuals need ways to manage various aspects of themselves so that they can perform at their best, whether at work or in education, which generally requires cognitive abilities.

One way to improve cognitive abilities and manage emotions is to practise *mindfulness*, which is the attention given by individuals to their experiences accompanied by acceptance of those experiences [8]. *Mindfulness* has been proven to be an effective strategy in improving cognitive function and managing emotional reactions that arise in daily life by giving full attention to the present moment without judging or rejecting the experiences felt by individuals. It allows them to build a more stable and controlled self-awareness. This practice enables individuals to recognise automatic thought patterns, reduce distractions, and improve focus and concentration. Experiences that arise when given full attention without attempting to change thoughts, bodily sensations, or the effects that arise from those experiences, *mindfulness* allows individuals to pay attention to their experiences accompanied by acceptance of those experiences as episodes of life that do not need to be overreacted to, thereby facilitating the integration of the personality system by bringing emotions closer to neutrality [9]. *Mindfulness* is an approach to increasing awareness and responding to mental processes that have emotional stress and

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maladaptive behaviour. Several studies have stated that *mindfulness* can improve cognitive performance, particularly in the areas of memory, attention, problem solving, and academic achievement [10].

In this study, cognitive task performance is one of the important factors that determine students' academic success. Cognitive task performance includes the ability to think, remember, solve problems, and make the right decisions in completing academic tasks. Various factors can influence students' cognitive performance, one of which is *mindfulness* [11]. *Mindfulness* is a state in which individuals focus fully on the present moment with an open and non-judgmental attitude. *Mindfulness* practices have been extensively researched in various fields, including education [12]. A number of studies show that *mindfulness* can improve concentration, reduce stress, and improve cognitive function, which ultimately has a positive impact on students' academic performance as they face various academic challenges that require high concentration and critical thinking skills. In an increasingly competitive educational environment, academic pressure can have a negative impact on students' mental health and cognitive task performance. Therefore, it is important to explore how *mindfulness* can play a role in improving their cognitive abilities [13].

Based on a preliminary study conducted using a survey method on 3 August 2024 by distributing questionnaires to 35 students at Sariputra High School in Jambi, with indicators of memory, attention, processing, and critical thinking, the researchers found problems in cognitive task performance. The problems found are listed in the table below.

Table 1. Survey Results of Cognitive Task Performance of Students at SMA Sariputra Jambi

No	Indicator	Percentage	Description
1	Memory	8	There are students who are unable to remember the information provided by the teacher;
2	Attention	13	There are students who lack concentration when carrying out learning activities;
3	Processing	14	Some students are unable to evaluate the learning information provided by the teacher;
4	Critical thinking	4	There are students who are unable to analyse situations and find solutions;

Source: results of a 2024 researcher survey

Furthermore, various studies indicate that students in Indonesia still face challenges in completing cognitive tasks, particularly those related to higher-order thinking skills. For example, a study at Karang Baru State Senior High School 1 found that students experienced significant difficulties in the areas of creating (C6) with a percentage of 47.37%, analysing (C4) with 46.5%, and evaluating (C5) with 46.00% [14]. A similar situation was observed at SDN 91 Palembang, where students' ability to apply (C3) and create (C6) only reached around 36% (Lestari, 2022). In addition, a study at Karanganyar Regency High School stated that students' thinking skills were still at a low level, far from

the demands of the 21st century, which emphasises critical and complex thinking. Another study at SMP Negeri 02 Rumbio Jaya also showed that students' analytical skills were only 53% [15].

These problems indicate obstacles in information processing, concentration, and problem solving that can hinder students' learning success. One relevant approach to overcoming these problems is to apply *Mindfulness* in the learning process. *Mindfulness* can help students direct their attention to the present moment, improve focus, and relieve stress and anxiety that often interfere with cognitive performance. Through *Mindfulness* practice, students are trained to be more aware of their thought processes, enabling them to manage their emotions, strengthen their working memory, and improve their problem-solving skills in a more reflective and effective manner. The implementation *of Mindfulness* in education can be a strategic solution to support the improvement of students' overall cognitive performance [16].

Based on the existing problems, they can be examined through the *Mindfulness* approach. *Mindfulness* is the habit of being more aware and better at focusing in order to maintain full attention and open awareness and awareness of what is happening now. A study found that *Mindfulness* exercises can improve the learning concentration of high school students in carrying out learning [13]. This is supported by research results, which show that after participating in *Mindfulness* training, the average score for student learning concentration increased from 62 to 66.4, indicating an increase of 4.4 points [6].

Based on the above description, the researcher was interested in further examining the effect *of mindfulness* on the cognitive task performance of high school students at Sariputra Jambi, so it was necessary to conduct research to reveal cognitive task performance as the main variable, which was certainly linked to other variables that were thought to overcome cognitive task performance, namely the *mindfulness* variable. The expected final result of this study was to prove the research hypothesis.

2. Method

This research is quantitative research using a survey method. The research object is the influence *of Mindfulness* on Cognitive Task Performance among students at Sariputra High School in Jambi (a study at Sariputra High School in Jambi). The research subjects are 88 students at Sariputra High School. The research was conducted from February to July 2025. 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 *mindfulness* and cognitive task performance, including exploring theories, creating research methods, and making decisions. This was followed by determining variables, creating an instrument grid, collecting questionnaire data, analysing data, and drawing conclusions and recommendations.

3. Results and Discussion

3.1. Instrument Validity Test

The instrument test was conducted on 9 April 2025 at Sariputra High School in Jambi with 30 respondents and 80 statement items consisting of 40 Mindfulness practice variable items and 40 Cognitive Task Performance variable items. The results for the Mindfulness practice variable showed that 36 items were valid and 4 items were invalid. The invalid items were item number 8 with an $r_{(calculated)}$ value of 0.263, item number 20 with an $r_{(calculated)}$ value of -0.084, item number 24 with an $r_{(calculated)}$ value of -0.263, and item number 28 with an $r_{(calculated)}$ value of -0.276. In the cognitive task performance variable, there were 37 valid items and 3 invalid items. The invalid items were item number 44 with an $r_{(calculated)}$ value of 0.172, item number 48 with an r(calculated) value of -0.045, and item number 64 with an r(calculated) value of 0.045. Several items were declared invalid by comparing r $_{(table)}$ in 30 respondents with a significance level of 0.05, namely 0.361. If r count ≤ r $_{(table)}$, the item was declared invalid. The invalid statement items were removed by the researcher because other item numbers could already represent each statement indicator, so that out of 80 statement items, there were still 73 statement items used in the study.

3.2. Reliability Test of the Mindfulness Practice Instrument and Cognitive Task Performance

Based on the reliability test of the research instrument, the reliability coefficient for the 73 valid items was obtained. The reliability statistics results using SPSS 27 produced a Cronbach's alpha value of 0.954 for the Mindfulness variable and a Cronbach's alpha value of 0.960 for the Cognitive Task Performance variable. Since the significance value was > 0.05, the measuring instrument was declared reliable. It can be concluded that the research instruments used in this study have met the requirements for good reliability.

Table 2. Reliability Test of the Instrument

No	Variable	Reliability Statistics		Status
		Cronbach's Alpha	Number of Items	
1	Mindfulness	0.954	36	reliable
2	Cognitive Task Performance	0.960	37	reliable

Source: SPPS Data Processing 27

3.3. Summary of Mindfulness Practice Indicators

Based on the results of the data description per indicator, the summary of the *Mindfulness* practice variable (X) is as follows.

Table 3. Recapitulation of *Mindfulness* Practice Variables

Mindfulness Practice

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No	Indicator	Number (F.x)	Average	Percentage	Criteria
1	Thoughts	301	3.42	68	Moderate
2	Object of Thought	310	3.52	70	High
3	Physical/body	314	3.57	71	Height
4	Feelings	302	3.43	69	Moderate
	Average number	307	3.5	70%	Height

Source: Data processing using Microsoft Excel

Based on Table 3, the data recapitulation results provide an overview of the Mindfulness practice variable with four indicators, namely: 1) the mind indicator with a percentage of 68% in the moderate category, 2) the objects of mind indicator with a percentage of 70% in the high category, 3) the body/physical indicator with a percentage of 71% in the high category; 2) the feelings indicator with a percentage of 69% in the moderate category. The table shows that the average value of the Mindfulness practice variable is 3.5 with a percentage of 70% in the high category. The highest value is found in the physical indicators with a percentage of 71% in the high category and the lowest value is found in the mental indicators with a percentage of 68% in the moderate category. This condition illustrates that Sariputra Jambi High School students are not yet able to fully practise Mindfulness properly during the learning process.

3.4. Recapitulation of Cognitive Task Performance Variable Indicators

Based on the results of the data description per indicator, the recapitulation of the variable (Y) cognitive task performance is as follows.

Table 4. Recapitulation of Cognitive Performance Variables

Cognitive Task Performance					
No	Indicator	Number (F.x)	Average	Percentage	Criteria
1	Memory	318	3.61	72	high
2	Attention	321	3.65	73	high
3	Processing	329	3.74	75	high
4	Critical Thinking	325	3.69	74	high
	Average number	323	3.67	73%	high

Source: Research data analysis in 2025 using Microsoft Excel

Based on Table 4, the data recapitulation results provide an overview of the cognitive task performance variables with four indicators, namely: 1) Memory with a percentage of 72% in the high category; 2) Attention indicator with a percentage of 73% in the high category; 3) Processing indicator with a percentage of 75% in the high category; 4) Critical Thinking indicator with a percentage of 74% in the high category. The table shows that the average value of the cognitive task performance variable is 3.67 with a percentage of 73% in the high category. The highest value is found in the Processing indicator with a percentage of 75% in the high category and the lowest value is in the Memory indicator with a percentage of 72% in the high category. This condition

illustrates that Sariputra Jambi High School students are not yet fully capable of avoiding academic procrastination.

3.5. Simple Linear Regression Prerequisite Test

3.5.1. Normality Test

The purpose of conducting a normality test is to determine whether the distribution of residual values is normal or not. The normality test is conducted using the One Sample Kolmogorov Smirnov test. The data sample must come from a normally distributed population with a significance level of 0.05 or 5%. Based on the normality test results obtained from 88 respondents, the significance value (2-tailed) is 0.158 for the Mindfulness variable and 0.077 for the cognitive task performance variable, which means > 0.05, so it can be concluded that the data is normally distributed. The results of the normality calculation using the One Sample Kolmogorov Smirnov test are presented in the following table.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
			VAR00001	VAR00002
N			88	88
Normal Parameters[a,b]	Mean		123.7841	131.3750
	Standard Deviation		16.97425	18.41745
Most Extreme Differences	Absolute		.085	.090
	Positive		.069	.081
	Negative		-.085	-.090
Test Statistic			.085	.090
Asymp. Sig. (2-tailed)[c]			.158	.077
Monte Carlo Sig. (two-tailed)[d]	Sig.		.118	.079
	99% Confidence Interval	Lower Bound	.109	.072
		Upper Bound	.126	.086

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10,000 Monte Carlo samples with starting seed 726961337.

Source: Data analysis results for 2023 using SPSS 16.0

3.5.2. Homogeneity Test

The homogeneity test is a way to determine whether several population variants are the same or not. The homogeneity test is carried out as a requirement in independent sample test analysis by comparing means using one-way ANOVA. The assumption

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underlying the analysis (ANOVA) is that the variants of the population are the same. The test criterion is that if it is more than 0.05 or 5%, then it can be said that the variants of the two data groups are the same. The results of the homogeneity test are seen from the test of homogeneity variance output, with a significance value of 0.626 for Mindfulness practice and 0.942 for cognitive task performance, which means that 0.626 and 0.942 are 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.

Table 6. Results of the Homogeneity Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
X	Based on Mean	.239	1	86	.626
	Based on Median	.191	1	86	.663
	Based on Median and with adjusted df	.191	1	84.122	.663
	Based on trimmed mean	.240	1	86	.625
Y	Based on Mean	.005	1	86	.942
	Based on Median	.006	1	86	.937
	Based on Median and with adjusted df	.006	1	85.984	.937
	Based on trimmed mean	.004	1	86	.953

Source: Data processed using SPSS 16.0

3.5.3. Hypothesis Testing and Simple Linear Regression Analysis

Data analysis techniques were used to answer the research questions posed through hypotheses. These hypotheses were tested as tentative answers to the question, "Does mindfulness have an effect on the cognitive task performance of students at Sariputra High School in Jambi?" Hypothesis testing in this study used simple linear regression formulation, and the data were obtained using SPSS 27. Testing with simple linear regression yielded the following results.

Table 7. Regression Equation Output

Coefficients[a]						
		Unstandardised Coefficients		Standardised Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	73.262	13.178		5,560	.000
	X	.469	.105	.433	4,451	.000
a. Dependent Variable: Y						

Source: Data analysis results for 2025 using SPSS 27

Based on the output results by reading the Coefficients, the constant value obtained is 73.262, which means that if the Mindfulness practice has a value of 0, then the consistent value of the cognitive task performance variable is 0.469. The regression coefficient for the Mindfulness practice variable (X) is 0.469, meaning that if Mindfulness practice

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increases or develops, the cognitive task performance variable (Y) will increase by 0.469, with the following regression equation.

Y = 73.262 + 0.469X

The statistical hypothesis in this study is:

H_a: Mindfulness practice has an effect on cognitive task performance in students at Sariputra High School in Jambi.

H_0: Mindfulness practices have no effect on cognitive task performance among students at Sariputra High School in Jambi.

The hypothesis testing criteria are to reject H_0 if $t_{count} > t_{table}$ or significance < 0.05. Based on data analysis, a tcount value of 4.451 and a t_{table} with df=n-2 is df=86, which is 1.660 with a significance value of 0.000. Because the absolute value of t-count 4.451> 1.660 and the significance is 0.000 < 0.05, H_0 is rejected and $H_{(a) \text{ is accepted}}$. A negative coefficient means that Mindfulness practice has a negative effect on the cognitive task performance of students at Sariputra High School in Jambi. Based on these results, $H_{(0)}$ is rejected and $H_{(a)}$is accepted, so it can be concluded that Mindfulness practice has a negative and significant effect on the cognitive task performance of students at Sariputra High School in Jambi. The hypothesis testing criteria use alpha 5% (0.05), which is to reject $H_{(0)}$ if the significance is ≤ 0.05 by reading the following ANOVA table;

Table 8. ANOVA Analysis Output

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5524.767	1	5524.767	19,809	.000[b]
	Residual	23,985.858	86	278,905		
	Total	29,510.625	87			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Source: Data processed in 2025 using SPSS 16.0

From the ANOVA analysis output, the calculated F value is 19.809 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 Ho is rejected and Ha is accepted. This shows that the practice of mindfulness affects students' cognitive task performance.

Table 9. Residual Statistics

Residual Statistics[a]					
	Minimum	Maximum	Mean	Standard Deviation	N
Predicted Value	112.6976	149.3162	131.3750	7.96888	88
Residual	-45.86177	48.54664	.000	16.60420	88
Standard Predicted Value	-2.344	2.251	.000	1.000	88
Standard Residual	-2,746	2,907	.000	.994	88
a. Dependent Variable: VAR00002					

Source: Data analysis results for the year 2025 using SPSS 27

The minimum residual of Mindfulness practice on academic procrastination was obtained at -45.86177, the maximum value at 48.54664, the mean value at 0.000, and the standard deviation at 16.60420 with a total of 88 respondents.

Table 10. Determination Coefficient R Square Values

Model Summary[b]				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.433[a]	.187	.178	16.70046
a. Predictors: (Constant), VAR00001				
b. Dependent Variable: VAR00002				

Source: Data analysis results using SPSS 16.0

The coefficient of determination in Table 10 above is R Square, which has a value of 0.187, meaning that 18.7% of Mindfulness practices affect students' cognitive task performance, while the remaining 81.3% is influenced by other variables. The results of the quantitative analysis and normality test showed a residual significance value of 0.158 and 0.077. Since the significance for the residual value is greater than 0.05, it can be concluded that the data population is normally distributed. From the homogeneity test results, a significant result of 0.120 was obtained. Because the significance is ≥ 0.05, it can be concluded that the data on Mindfulness practices on cognitive task performance in high school students has the same variance. The magnitude of the effect can be seen from the R square value of 18.7%, which indicates that Mindfulness practices affect students' cognitive task performance, while the remaining 81.3% is influenced by other factors. This shows that Mindfulness practices influence the cognitive task performance of high school students at Sariputra Jambi. This means that academic procrastination can be influenced by Mindfulness practices by 18.7% through a linear relationship of $Y=73.262 + 0.469X$.

The results of data processing for normality testing can be seen from the p plot, namely normality testing is carried out to test whether the regression model of independent and dependent variables has a normal distribution or not. A good regression model is one in which the data has a normal or near-normal distribution. To determine whether it is normal or not, we can look at the distribution of data (points) on the diagonal axis. The basis for decision making is as follows:

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a. If the data is scattered around the diagonal line and follows the direction of the diagonal line, then the regression model meets the normality assumption.
b. If the data is scattered or far apart and does not follow the direction of the diagonal line, then the regression model does not meet the normality assumption.

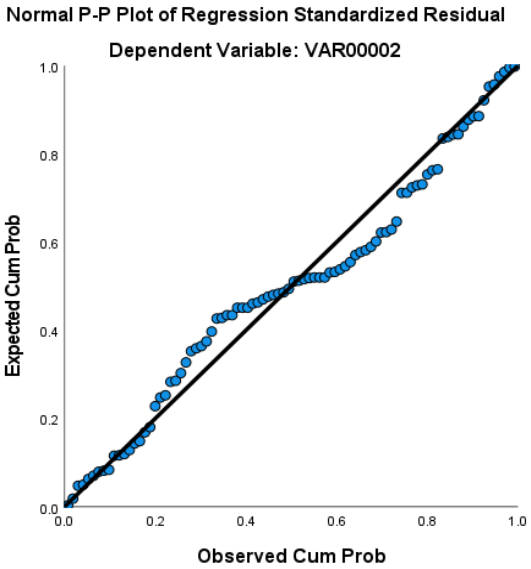

Figure 1. P Plot Results

Source: SPSS 27 data processing output

The p plot shows points that point towards a straight diagonal line from the bottom left to the top right, indicating a relationship between mindfulness practice and cognitive task performance in high school students at Sariputra Jambi.

3.6. The Effect of Mindfulness on Cognitive Task Performance in Students at Sariputra High School in Jambi

Based on the results of data analysis and hypothesis testing, it is known that there is a negative and significant effect between Mindfulness practice and students' cognitive task performance. This can be interpreted as Mindfulness practice being very important for students because it can reduce cognitive task performance by making them fully aware of the learning activities being carried out, such as: doing assignments, giving opinions, asking questions, and actively participating in learning.

The results of this study are in line with Hikmah's opinion that high mindfulness in students will increase efficiency, competence and relevance to tasks as well as motivation to complete tasks, thereby reducing procrastination. Mindfulness practices have a significant impact on successfully reducing cognitive task performance in students. Mindfulness practices can determine the condition of students in the learning process, so steps need to be taken to maintain full attention on the academic tasks assigned to them. When students practise mindfulness, it can certainly lead to accountability, interest, attention, and involvement in the learning process so that students will not procrastinate in completing their academic tasks. Good mindfulness practices are expected to create a mindful mind and positive feelings in the learning process and the completion of

academic tasks, as well as being able to change students' poor learning behaviour. This is in line with the results of Amseke's research, which states that through mindfulness practices, a person will be able to control their behaviour. With good mindfulness practices, the learning process can run well, increasing students' knowledge and ability to complete academic tasks [4].

Mindfulness practices carried out by students can make them aware that they are responsible for the tasks they receive, and the presence of Mindfulness can reduce the occurrence of cognitive task performance. This is because students have the ability to focus and be fully aware of what they are doing and the current events. When students' mindfulness is good, their ability to selectively pay attention to stimuli relevant to tasks and learning improves. They are better able to focus on what they are doing, feel calmer, be fully aware of what they are experiencing, and be better able to pay attention to what is relevant to them as students [10].

The practice of mindfulness in this study refers to the practice of mindfulness carried out by students at Sariputra High School in Jambi. Good mindfulness practice can be expected to create a fully conscious mind and positive feelings in the learning process and can change poor learning behaviour in students for the better. With good mindfulness practice, students become more aware of their responsibilities as students, thereby reducing their cognitive task performance. Once a person has faith or sraddhā, followed by the emergence of enthusiasm or virya, the next stage in Buddhism is the emergence of awareness or mindfulness. The awareness referred to here refers to a person's ability to pay close attention to everything they do. If they begin to feel confused and disorganised because their mind is focused on other things that interfere with their work, then they must be able to return their attention to their original work (A.III.10).

Based on descriptive analysis, it appears that Sariputra High School students in Jambi apply Mindfulness practices at a high level. This can be seen from the average score on the Mindfulness practice variable, which was 70%, with details for each indicator being that for the physical and emotional indicators, the average respondent answered in the moderate category, while for the mind and mind objects indicators, the average respondent answered in the high category. This means that Sariputra Jambi High School students have not fully practised Mindfulness well during the learning process.

Mindfulness can be practised by paying attention to the communication of other people's attention/perceptions. Before entering a state of concentration, a person first thinks about what they will do with their actions and words, then the energy of their breathing affects their mental and physical state, so that when a person focuses on the results of the exercise [17]. What often makes people careless in this practice is the form of sensory pleasure. "Do not be deceived by carelessness, do not be deceived by sensory pleasures, people who are attentive and concentrated will be very happy" (Dh.III.27). The performance of cognitive tasks carried out by students includes writing or making learning reflections, studying for exams, completing paper assignments and attending learning hours [18]. According to another opinion, cognitive task performance can experience a decline in thinking, problem-solving or decision-making abilities [19].

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In Buddhist terminology, cognitive performance is associated with laziness, which in Pali is called thīna, meaning laziness of mind and body. Laziness (thīna) and sluggishness (middha) arise in consciousness or the mind rooted in greed (Lobhamūla citta) combined with wrong views. People who possess thina become lazy in doing good deeds that lead to happiness, such as doing schoolwork. Laziness stems from inner ignorance, covered by the inner ignorance of a person who is not motivated to do anything [20].

The results of this study show that in the variable of cognitive task performance, Sariputra Jambi High School students performed tasks with an average in the moderate category on the indicators of procrastination, tardiness, time gap between plans and performance, and engaging in more enjoyable activities. This can be interpreted to mean that Sariputra Jambi High School students can fully perform cognitive tasks. The occurrence of cognitive task performance in students is due to various factors, such as the long time taken to collect assignments, assignments that are difficult to understand, and the large number of assignments given without in-depth explanations, which causes students to misunderstand the material. This results in laziness, loss of enthusiasm, stress, insomnia, fatigue, and boredom with the lecture material during learning, so that in the end, students prefer to postpone doing their school assignments. This is in line with the results of research by Rabiudin, which states that the biggest cause of cognitive performance is that children are slow to receive the information provided by the teacher.

3.7. The Significant Influence of Mindfulness on Cognitive Task Performance

Based on data analysis, it is known that the level of mindfulness practice among students at Sariputra High School in Jambi is in the high category with a percentage of 67%. The physical indicator shows that students at Sariputra High School in Jambi answered in the moderate category with a percentage of 67%, meaning that students at Sariputra High School in Jambi are sometimes able to be aware of their physical condition and be aware of their breathing during the learning process. The emotional indicator showed that students at Sariputra High School in Jambi responded in the moderate category with a percentage of 69%, meaning that students at Sariputra High School in Jambi are sometimes able to be aware of feelings of happiness and unhappiness. On the indicators of thoughts and thought objects, they were able to respond in the high category with a percentage of 68% and 70%. This can be interpreted as meaning that Sariputra Jambi High School students are aware of their state of mind and are always focused during the learning process. The results of data analysis on the cognitive task performance variable of Sariputra Jambi High School students show a percentage of 70% in the high category. The details of each indicator responded on average in the moderate category with the following response percentages: 1) Memory 72% in the high category; 2) Attention 73% in the high category; 3) Processing 75% in the high category; 4) Critical Thinking 74% in the high category.

Based on simple linear regression data analysis, a t-value of 4.451 was obtained, and the significance value (p) was $0.000 < 0.05$. From these results, it can be interpreted that mindfulness has a positive effect on the cognitive task performance of Sariputra Jambi High School students. The magnitude of the effect can be seen from the results of the

simple linear test analysis, which found a determination value of $R_{(square)}$of 0.187, meaning that the practice of mindfulness affects cognitive task performance by 18.7%, with the remaining 81.3% being influenced by other factors not examined.

4. Conclusion

Based on the results of this study on the effect of mindfulness on the cognitive task performance of Sariputra Jambi High School students, it can be concluded that: 1) There is a significant effect of mindfulness on the cognitive task performance of Sariputra Jambi High School students. 2) The extent of the influence of mindfulness on the cognitive task performance of Sariputra Jambi High School students can be seen from the R Square value, which is 18.7% of mindfulness practices influencing cognitive task performance, while 81.3% is influenced by other factors that were not examined.

Based on the research results, the following theoretical and practical implications can be stated: 1) The results of this study imply that mindfulness plays an important role for Sariputra Jambi High School students, because tasks based on the body/physicality, feelings, thoughts, and objects of thought will show the extent of the decline in cognitive task performance. 2) The results of this study have a significant impact in the context of learning. This can be applied to Sariputra Jambi High School students who constantly practise Mindfulness while studying or doing assignments so that their mental and physical conditions can be balanced in the learning process.

The results of this study indicate that Mindfulness has an effect on the cognitive task performance of Sariputra Jambi High School students. Therefore, the researcher offers the following suggestions: 1) Sariputra Jambi High School should increase its involvement in all school activities by implementing Mindfulness practices to improve learning. 2) For readers, it is hoped that the results of this study can add to their knowledge regarding the effect of mindfulness on the cognitive task performance of students at Sariputra Jambi High School. 3) Future researchers are expected to develop and measure each variable in greater depth and improve existing research supported by the latest information, in accordance with the conditions experienced so that the benefits and results of the research can be felt directly by researchers, the community and Sariputra Jambi High School students.

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