Mindful Learning: Mindfulness Practice Matters for Students on the Quality of Learning in the Classroom

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Abstract: This study aimed to find the effect of mindfulness practices on the quality of junior high school students' learning. The problems that occur in students are that students pay less attention when the teacher explains the material, can understand the material if the lesson is following their interests, some teachers are also considered to use teaching methods that are not very suitable for students, and some teachers are considered too monotonous in teaching students are also often sleepy in class during learning. This study uses a quantitative approach with a survey method. The population in this study was 70. This study was conducted in junior high schools with respondents from the 2023/2024 academic year. The study's results showed a significant favorable influence between mindfulness practices and the quality of student learning, with a t count of 13.706 and a significance value (p) of 0.000 <0.05. From the simple regression analysis calculation results, the R square value was obtained as 0.734, meaning that mindfulness practices affect the quality of learning by 73.4%, and the remaining 26.8% is influenced by other factors not discussed in this study.

1. Introduction

Education provides an understanding of the world around an individual and has the potential to change it for the better. Education can broaden one's outlook on life, help form opinions, and provide perspective in viewing various aspects of life. Therefore, education should start at an early age.[1]. Based on the PISA (Program for International Student Assessment) survey 2018 results, Indonesia ranked low in the world's secondary education system, namely 74th out of 79 countries. This places Indonesia in the 6th lowest position compared to other countries. This situation is very concerning, even though Indonesia has many human resources. The quality of education can improve the quality of these human resources.[2]. This is caused by the low interest in learning and literacy interest in reading books among the Indonesian people, which results in the quality of education in this country being far behind compared to other countries [3]. The percentage of student learning completion only reached 68%. 50% of students who achieve learning completion[4]. The percentage of student learning completion reached 38%. This reflects the low effectiveness of learning carried out before the implementation of the new

method. According to data from the Ministry of Education and Culture, in 2020, only around 60% of students achieved the minimum standard in Mathematics and Indonesian subjects. One of the steps that needs to be taken by the Indonesian nation so as not to lag behind other countries is to improve the quality of its education. This improvement in the quality of education will produce more qualified human resources and be able to compete competitively in the international arena in various fields.[5].

If education in Indonesia is still low, it can affect the teaching and learning process, and students find it increasingly challenging to develop their potential, such as difficulties in achieving increased knowledge, skills, and understanding of students [6]. This must be addressed immediately so that the quality of learning in Indonesia is getting better. The quality of learning is the level of effectiveness of learning to achieve learning objectives. In learning, the main goal is to achieve the goals set [7]. Achieving learning objectives requires quality learning, meaning that to achieve optimal results, teachers use the components of the learning process optimally [8]. Therefore, the quality of learning can be improved by increasing learning activities and enhancing student learning outcomes.[9]. The quality of learning also measures how well students learn and understand the material educators teach. Pay attention to the quality of student learning because it can help students acquire the knowledge and skills needed to face the future [10]. Therefore, it is essential to identify factors that affect the quality of student learning. Teacher creativity in developing innovative and exciting teaching methods can increase student involvement in the learning process to improve the quality of education[11]. Meanwhile, high teacher motivation in teaching can help students feel motivated to learn, which can also improve the quality of student learning [12].

Mindfulness has become a prevalent topic in education to improve the quality of learning. Mindfulness is paying full attention to the present without focusing on the past or future. In education, mindfulness can help students concentrate better, become calmer, and more effective in learning [13]. Mindfulness has been applied in school learning, especially in several subjects. One of them is religious studies, especially Buddhism. In this context, students are invited to do concentration exercises by observing their breathing before starting learning. The goal is to improve focus during learning [14]. In mindfulness practice, one is encouraged to consciously focus on the present moment, observing the mind, breathing, bodily sensations, and surroundings. In the satipatthana sutta, a monk should diligently and mindfully contemplate the body, feelings, mind, and mind objects separately and objectively, without being attached or affected by worldly desires and attachments. Mindfulness aims to increase self-awareness, reduce stress, and improve concentration.[15]. The importance of using mindfulness in learning today cannot be ignored because it can enhance the quality of education. Mindfulness emphasizes that reality is constantly changing and must be open to these changes.[16].

Based on the description above, researchers are interested in delving deeper into the influence of mindfulness practices on the quality of student learning, so it is necessary to research to uncover the problem of learning quality as the primary variable, which is undoubtedly connected to other variables that are thought to be able to overcome the problem of learning quality, namely the mindfulness practice variable. The final result

expected from this study is to prove the research hypothesis regarding the influence of mindfulness practices on the quality of student learning.

2. Method

In this study, the researcher used a quantitative approach with a survey method and data collection techniques in the form of a questionnaire consisting of 66 statement items using a Likert scale. The population of this study was 70 students, and all students were sampled through a total sampling technique. According to [17] Total sampling is a sampling method in which the entire population is sampled. This research design includes observation activities, background preparation, identification and formulation of problems, and conclusions of research results. Researchers also compile theoretical foundations relevant to mindfulness and learning quality, determine research variables, compile research instruments, collect data through questionnaires, analyze data, and formulate conclusions and suggestions. Data is grouped based on all respondent variables and then analyzed to answer research questions and test hypotheses. This study uses the SPSS 26.0 (Statistical Program for the Social Sciences) data processing program to produce a higher and more reliable analysis.

3. Results and Discussion

3.1. Results

Based on the instrument test on the effect of mindfulness practice on the quality of student learning, it was obtained that out of 71 items, 36 items were mindfulness practice variables, and 35 items were learning quality variables. The results for the mindfulness practice variable contained 34 valid items and two invalid items, while the learning quality variable contained 32 valid items and three invalid items. Several of these items were declared invalid by comparing r_{table} on 40 respondents with a significance level of 0.05, namely 0.312. If $r_{count} < r_{table}$, then the items are declared invalid. In this study, the researcher removed invalid statement items so that from 71 items to 66 statement items. Based on the reliability test of the research instrument, the statistical reliability results obtained using SPPS 26.0 produced a Cronbach alpha value of 0.975 because the significance value was > 0.05, which means that the measuring instrument was declared reliable. It can be concluded that the research instrument used in this study has met the requirements of good reliability.

Table 1. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Item
,976	66

(Source: 2024 research data processing using SPPS 26.0)

A normality test is done using one sample of Kolmogorov smirnow. The requirement for sample data comes from a normally distributed population with a significance level

of 0.05 or 5%. Based on the normality test results obtained from 70 respondents, the significant value (2-tailed) is 0.200, which means 0.200 > 0.05, so it can be concluded that the data is typically distributed—the results of the normality calculation using one sample.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		X_Y
N		70
Normal Parametersa,b	Mean	244,5571
	Std. Deviation	39.39309
Most Extreme Differences	Absolute	,089
	Positive	,058
	Negative	-,089
Test Statistics		,089
Asymp. Sig. (2-tailed)		,200c,d
a. Test distribution is Normal.		

(Source: 2024 research data processing using SPPS 26.0)

The results of the Homogeneity test are seen from the output test of Homogeneity variance. The significance value of mindfulness practice and learning quality is 0.414, which means 0.414 > 0.05, so it can be said that both data are homogeneous. For more details, see the table test of homogeneity of variances below.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variantsice		Levene Statistics	df1	df2	Sig.
Mindfulness Practice	Based on Mean	,674	1	68	,414
	Based on Median	,650	1	68	,423
	Based on Median and with adjusted df	,650	1	62,641	,423
	Based on trimmed mean	,651	1	68	,423

(Source: 2024 research data processing using SPPS 26.0)

The criteria for hypothesis testing is to reject Ho if $t_{count} > t_{table}$ or significance < 0.05. Based on the data analysis, the value obtained counts big as 13,706, and the value table with df=n-2 is df-68 of 1.982 with a significance value of 0.000 because the absolute valuecount-13,706> 1.982 and significance 0.000 < 0.05 then Ho is rejected and Ha is accepted. A positive coefficient means that the adversity quotient positively influences student learning quality; please see the following coefficients table for more details.

Table 4. Regression Equation Output

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	12,942	7,851		1,648	,104
	Mindfulness Practice	,847	,062	,857	13,706	.000

a. Dependent Variable: Learning Quality

(Source: 2024 research data processing using SPPS 26.0)

From the output of the ANOVA analysis Fcount value obtained is 187.862 with a significance of 0.000, so there is no need to match the Ftable because SPSS already provides the significance value. Significance 0.000 <0.05 indicates that Ho is rejected and Ha is accepted. This shows that mindfulness practices affect the quality of learning; for further details, please see the following ANOVA table.

Table 5. Anova Analysis Output

		ANOVA				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20925,068	1	20925,068	187,862	,000b
	Residual	7574,204	68	111,385		
	Total	28499,271	69			

a. Dependent Variable: Mindfulness Practices

b. Predictors: (Constant), Learning Quality

(Source: 2024 research data processing using SPPS 26.00)

The coefficient of determination has an R Square value of 0.734, thus meaning that 73.4% of mindfulness practices affect the quality of learning, while other variables influence the remaining 26.8%. For more details, please see the table model summary below.

Table 6. R Square Determination Coefficient Value

		Model Summaryb		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,857a	,734	,730	10.55393

a. Predictors: (Constant), adversity quotient

b. Dependent Variable: Learning Quality

(Source: 2024 research data processing using SPPS 26.0)

3.2. Discussion

Based on the results of data analysis, there is a positive and significant influence between mindfulness practices and the quality of student learning, which can be seen

from several pieces of evidence that have been carried out through research results in the form of questionnaires, then analyzed from each variable to obtain an analysis result that can be tested and accounted for its truth and can be used in making decisions and conclusions of the study. The mindfulness practice referred to in this case is essential in everyday life because being fully aware of the activities carried out both in everyday life and in learning, such as carrying out tasks, expressing opinions, asking questions, giving answers, discussing, adjusting to the school environment, and sharing views with classmates can improve the quality of student learning. Mindfulness dramatically affects students' participation in education, so there must be stages to maintain attention consciously. When students have achieved full awareness, they will feel happy interested, and pay attention and enthusiasm in the learning process [18], [19], [20], [21].

In the *Satipatthana Sutta*, mindfulness includes directing attention to the present experience, whether physical, mental, or other objects, without getting caught up in judgments or thoughts about the past or what is yet to come. [21] stated that in Buddhism, there is a particular scripture on mindfulness called the Satipatthana Sutta, known as the four basic foundations of mindfulness. This scripture contains the steps of meditation that must be followed in practicing Buddhist mindfulness. These steps include meditation on the body (*kayanupassana*), meditation on feelings (*vedananupassana*), meditation on the mind (*cittanupassana*), and meditation on phenomena (*dhammanupassana*). The practice of mindfulness in this study is carried out by students. The existence of good mindfulness practices is expected to generate a fully conscious mind and good emotions in a quality learning process. Well-developed mindfulness practices can help students improve the quality of learning well and densely expand students' knowledge. In uttana-sampada, which teaches hard work in line with the importance of perseverance and hard work to achieve optimal results in learning. A person needs to struggle and be diligent in the learning process, just like in everyday life. Mindfulness has a crucial role in improving the quality of student learning. When students have full awareness, they will feel happy and interested and pay attention and enthusiasm to the learning process. In appamada vagga "People who are full of enthusiasm, always aware, pure in actions, have self-control, live according to the Dhamma and are always alert, then happiness will increase".

The quality of learning can be improved by increasing learning activities and enhancing student learning outcomes[22]. Learning quality is the extent to which the teaching process meets the needs and expectations of students and can provide the desired results [23]. This includes the suitability or compatibility of the use of learning methods with student needs, focusing on meeting user needs. The process of achieving learning quality is a never-ending process, and improving the quality of learning must be done continuously. "With real patience, effort, and will, one can achieve success and wisdom". In learning and life, achieving good results requires perseverance, hard work, and a solid determination to continue learning and developing. Uttana-sampada, which teaches hard work, in line with the importance of persistence and hard work to achieve optimal results in learning. One must struggle and persevere in learning, just as in everyday life. The quality of learning includes the activities designed and the actions taken by the students, including the materials or learning experiences used. Quality learning will make the

materials or information given to students easy to understand, remember, and apply by students [10]. The most important thing about the quality of learning is the extent to which the lesson is easy for students to understand. In the Bhaṇḍagāma, a monk wishes to cultivate wholesome qualities that are not yet present; he makes an effort, increases his diligence, directs his mind, and makes an effort. This is what is called effort in development. Improving the quality of learning can be achieved by increasing student learning activities and achievements [24]

4. Conclusion

There is a positive and significant relationship between mindfulness practices and the quality of student learning. The magnitude of the influence of mindfulness practices on the quality of student learning can be seen from the R Square value, which shows that mindfulness makes a significant contribution to improving the quality of education, although it is mainly influenced by other factors that are not analyzed in this study. This indicates that mindfulness is an essential factor in improving the quality of student learning. Although different variables play a role, they are not examined in this study. The result of the study can be recommended to schools on how they can manage the classroom atmosphere during learning and teaching mindfully by putting mindfulness practice in such a way as learning. The quality of learning will develop during mindfulness, which is absorbed in the body and mind of students while practicing mindfulness. The study has limitations on the study period, and it will be much better if, in the upcoming research, the next researcher can elaborate on the research method using a qualitative approach as well.

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