A Study on Mindful Learning: Can Mindfulness-Based Social-Emotional Learning Strengthen Student Learning Focus?

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Abstract: This study aims to analyze the effect of Mindfulness-Based Social Emotional Learning (MBSEL) on students' learning focus in private junior high schools. Problems often faced by students include putting their heads on the table when bored, scribbling as a sign of lack of attention, chatting while the teacher is teaching, and using cell phones to check notifications. In addition, less interactive teaching methods also play a role in decreasing learning focus. This study uses a quantitative approach with a survey method. The study population included 140 students, with a sample of 104 students selected using proportional random sampling techniques. Respondents came from grades VII to IX students in the 2024/2025 academic year. The analysis showed a positive and significant effect between MBSEL and students' learning focus, with a t_{count} value of 8.034 and a significance value of $p < 0.05$. Simple regression produced an R^2 value of 0.388, indicating that MBSEL contributed 38.8% to increasing students' learning focus, while 61.2% was influenced by other factors not examined in this study. This finding confirms the importance of implementing MBSEL to improve students' learning focus.

Keyword: Mindfulness-Based Social Emotional Learning; Learning Focus, Mindful Learning; Social Emotional Learning; Social Emotional

1. Introduction

The goal of education is to create intelligent and highly competitive output. Based on Law No. 20 of 2003 concerning the National Education System, article 3 states that the goal of national education is to develop the potential of students to become individuals who believe, fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1]. It means that teaching and learning activities are the core of the education process. The success of educational goals is highly dependent on the quality of learning [2]. The quality of learning in academic institutions starts from the ability to manage and design the teaching itself [3]. One of the efforts made includes maintaining students' learning focus while in class. Good learning focus will condition high absorption of learning materials [4]. The ability to receive suitable learning materials is an indicator of learning success. This effort must be considered in every educational unit. The ideal condition that schools should do to improve students' learning focus is an educational environment that supports

the development of all aspects of students' lives, both academic, social, and emotional [5]. Schools focus not only on achieving the quantity of graduates but also on how to see the process carried out to support the school's output. On the other hand, schools must also pay great attention to students' emotional and social well-being, significantly affecting their ability to focus and learn effectively [6]. Creating a good student learning focus cannot be separated from a well-structured and flexible learning program. The curriculum that is designed must be able to stimulate students' interest in learning and be adjusted to the needs and developments of the times. Interactive and participatory learning, such as group discussions, collaborative projects, and direct experiments, can make students more involved and focused in the learning process [7].

Another supporting factor is that the school's physical environment must support comfortable learning. A clean, tidy classroom with adequate learning facilities will help students feel comfortable and focused [8]. Providing green and fresh open areas, relaxing spaces, and places supporting extracurricular activities is also essential to help students reduce stress and improve their concentration [9]. In addition, the role of competent teachers and school staff who care about student development has a very high influence in creating a focus on learning. Teachers must be trained in effective and innovative teaching methods and have the skills to support students' emotional and social needs. The support provided by attentive teachers who understand students' challenges can make students feel appreciated and more motivated to learn [10]. In addition to teachers, parental involvement is also essential. Schools must establish strong relationships with parents to create a harmonious learning environment [11]. Parents must be invited to be involved in the educational process through good communication and participation in school activities [12]. With support from all parties, students will get the encouragement and enthusiasm to study with focus and perseverance.

However, not all schools can implement efforts to create an excellent student-learning focus. The reality is that there are still educational institutions facing many problems related to student learning focus. Several factors that affect learning focus include 1) anxiety, 2) a new environment, and 3) excessive use of gadgets [13]. In addition, learning focus problems can also be caused by stress due to schoolwork, friendships, and family problems [14]. It can result in irritability, difficulty in activities, and excessive feelings of sadness. Other factors can affect students' learning focus, such as 1) lack of interest in subjects, 2) emotional instability, and 3) multitasking habits [15].

It is reinforced by research by [16] that focus capacity usually only lasts about 15 minutes; after that, focus tends to decrease, making learning less effective. Signs of lack of focus include lack of enthusiasm, getting bored quickly, putting your head on the desk, and doing irrelevant things such as doodling. This results in students being unable to receive the material well [17]. This means that teachers must be innovative in managing the class regarding learning design and methods.

Based on the results of the interview on June 26, 2024, several students often had difficulty focusing during learning. One student said, almost every lesson, there must be a lack of focus. Students expressed several reasons for not concentrating while studying, which were caused by various factors. Noise in the classroom, either from friends chatting

or noise from outside, often interferes with students' focus, making it difficult for them to hear the teacher's explanation. The use of cell phones is also one of the causes of lack of focus, significantly when notifications or incoming messages distract students from their assignments. The teacher's teaching method, which only explains the material without additional interaction, such as question and answer sessions or games, tends to make students bored and unfocused [18]. In addition, difficulty understanding certain subjects, especially mathematics, can cause stress and anxiety, inhibiting students' ability to focus. Social problems, such as conflicts with friends or family, are essential because students often think about these problems during lessons. Finally, the lack of time management in doing assignments also causes students to be confused and have difficulty focusing on learning.

Based on a survey conducted by [19], student activities during learning that occupy a low percentage indicate listening to the teacher's explanation. The indicators above are very inhibiting students' learning focus. It means that most students do not maintain their focus when studying; they tend to do other activities that are not boring to them. The results of interviews and existing data strengthen the fact that the emphasis on learning at the Private Junior High School (SMPS) Buddha is not optimal. That is why efforts are needed to optimize the focus on learning at the Private Junior High School Buddha. Suppose students can recognize self-awareness, emotional management, and social skills. In that case, they can identify and regulate negative emotions, feel more comfortable, and be motivated so that it will be easier to focus on learning, and their learning quality will be better. The suboptimal focus on learning at SMPS is a problem that does not stand alone, meaning that there is a related influence on increasing the focus on learning at SMPS. Increasing the emphasis on learning is assumed to be related to mindfulness-based social-emotional learning. Based on the description above, research is needed to examine the influence of mindfulness-based social-emotional learning on the focus on the teaching of SMPS Buddha students. This research is required to understand the problem of learning concentration as the primary variable and whether mindfulness-based social-emotional learning can help overcome this problem. This research is expected to prove the hypothesis regarding the influence of mindfulness-based social-emotional learning on increasing students' focus on learning. The following is explained as a framework for testing the impact of mindfulness-based social-emotional learning on learning focus.
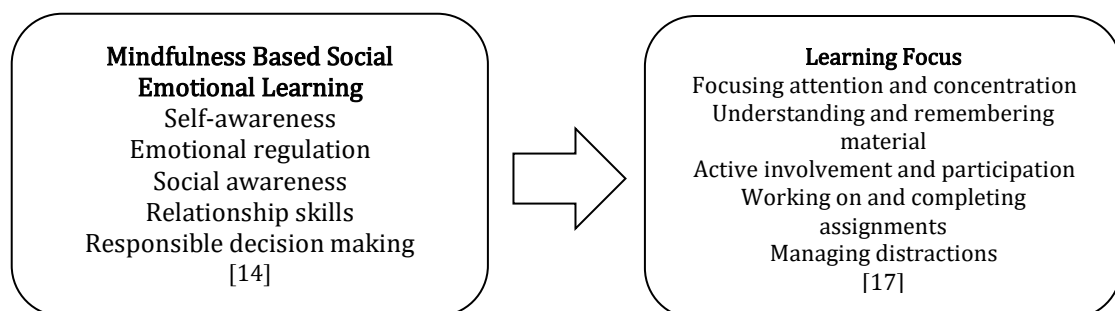
Mindfulness Based Social Emotional Learning
Self-awareness
Emotional regulation
Social awareness
Relationship skills
Responsible decision making
[14]

Learning Focus
Focusing attention and concentration
Understanding and remembering material
Active involvement and participation
Working on and completing assignments
Managing distractions
[17]

Figure 1. Constellation Model Research

2. Method

This study uses a quantitative approach with a survey method to test the effect of Mindfulness-Based Social Emotional Learning (MBSEL) on students' learning focus. The study location was a Private Junior High School (SMPS) Buddha, with a population of 140 students from grades VII to IX in the 2024/2025 academic year. A sample of 104 students was taken using the proportional random sampling technique, calculated using the Slovin formula. Data were collected by distributing a questionnaire with 69 statement items arranged based on a 5-point Likert scale (1-5). This questionnaire instrument measures the research variables, namely MBSEL and students' learning focus. Data analysis was done using a simple regression statistical method to determine how much MBSEL influences students' learning focus. Data processing was carried out with the help of Statistical Program for the Social Sciences (SPSS) software version 26 to ensure the reliability and validity of the analysis results. The data from the analysis are then presented descriptively, followed by a discussion and conclusions from this study.

3. Results and Discussion

From the results of the validity test on the mindfulness-based social-emotional learning variable from 40 statement items, 6 statement items were invalid, while the remaining 34 question items were valid. On the learning focus variable from 40 statement items, 5 statement items were invalid, while the remaining 35 question items were valid. The items were declared valid because the calculated r-value $\leq$ r table of 0.344 was based on 33 respondents with a significance level of 0.05. The researcher removed invalid items because the other items were representative of the statement indicators, so out of 80 items, 69 items were still used in the study. From the results of the instrument's reliability calculation for the influence of mindfulness-based social-emotional learning on students' learning focus on the mindfulness-based social-emotional learning variable, the Cronbach alpha instrument reliability value = 0.939 on 34 valid items. The Cronbach alpha instrument reliability value of the learning focus variable = 0.931 for 35 valid items. Thus, it can be concluded that the instrument for the influence of mindfulness-based social-emotional learning on students' learning focus that has been tested has high reliability so that it can be used in research. From the quantitative analysis of the normality test, the residual significance value is 0.200. Because the residual significance value is more significant than 0.05, it can be concluded that the data population is normally distributed. The results of the homogeneity test show a substantial value of 0.221. Because the considerable value is more significant than 0.05, it can be concluded that the data regarding mindfulness-based social-emotional learning on learning focus have the same variance. The positive regression coefficient shows that mindfulness-based social-emotional learning positively affects the learning focus of SMPS Buddha students. The magnitude of the influence can be seen from the R square value with a value of 0.388, which means 38.8%, which shows that mindfulness-based social-emotional learning affects students' learning focus, while other factors outside the study influence the remaining 61.2%. It shows the influence of mindfulness-based social-emotional learning

on students' learning focus at SMPS Buddha. In other words, learning focus can be influenced by mindfulness-based social-emotional learning by 38.8% through a linear relationship expressed by the equation Y = 37.168 + 0.682X.

3.1. Instrument Validity Test Results

The instrument trial involved 33 respondents and consisted of 80 statement items. The items were divided into two variables, namely, 40 items for the mindfulness-based social-emotional learning variable and 40 items for the learning focus variable. In the mindfulness-based social-emotional learning variable, out of 40 statements were tested, and after the validity test analysis, six statements did not meet the requirements, so they were removed. The removed statements were numbers 2, 9, 12, 14, 17, and 26, while the remaining 34 were valid. In the learning focus variable, out of 40 statements, five did not meet the requirements, so they were removed. The removed statements were numbers 2, 3, 17, 35, and 36, while the remaining 35 were valid. The items were declared valid because the calculated r-value ≤ the table r value of 0.344 based on 33 respondents with a significance level of 0.05. The researcher removed invalid items because other items were sufficiently representative of the statement indicators, so out of 80 items, 69 items were retained for the study.

3.2. Reliability Instrument Test Results

The results of the calculation of the reliability test of the instrument of the influence of mindfulness-based social-emotional learning on students' learning focus using SPSS Version 26 have reliable results. It is because Cronbach's alpha value of the mindfulness-based social-emotional learning variable is 0.939, and the learning focus is 0.931, which means it is more significant than 0.7.

Table 1. Instrument Reliability Test

Reliability Statistics		
Variable	Cronbach's Alpha	N of Items
Mindfulness-Based Social-Emotional Learning	.939	34
Focus on studying	.931	35

(Source: SPSS 26 Data Processing Results)

Thus, it can be concluded that the mindfulness-based social-emotional learning instrument and the student's learning focus that have been tested have high reliability. Therefore, the instrument can be used in research.

3.3. Normality Test Results

This normality test was conducted using the One-Sample Kolmogorov-Smirnov method. Sample data is considered to come from a normally distributed population if the significance level is 0.05 or 5%. Based on the normality test results on 104 respondents, a significance value (2-tailed) of 0.200 was obtained. Because this value is more

significant than 0.05 (0.200 > 0.05), it can be concluded that the data is typically distributed. The results of the normality test calculation using the One-Sample Kolmogorov-Smirnov method are presented in the table below.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		104
Normal Parameters,b	Mean	.0000000
	Std. Deviation	14.77574313
Most Extreme Differences	Absolute	.056
	Positive	.056
	Negative	-.055
Test Statistic		.056
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		

(Source: SPSS 26 Data Processing Results)

A normality test using a p-plot is conducted to evaluate whether the regression model between independent and dependent variables has a normal distribution. The data processing results for the normality test can also be seen from the p-plot. Based on the shape of the p-plot, the points appear aligned along a straight diagonal line from bottom left to top right. Thus, the regression model meets the assumption of normality.
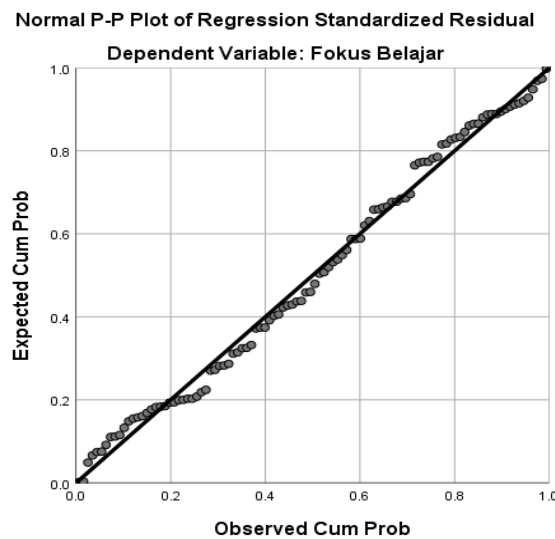

Figure 2. P-plot of Normal Regression
(Source: SPSS 26 Data Processing Results)

3.4. Homogeneity Test Results

A homogeneity test is conducted as a requirement in independent sample test analysis using the Compare Means One-way ANOVA method. The basic assumption in ANOVA analysis is that the population variance must be the same. The test criteria are if the

significance value is more significant than 0.05 or 5%, then the variance of the two data groups is considered the same. Based on the results of the homogeneity test seen from the output of the variance homogeneity test, the significance value of the mindfulness-based social-emotional learning and learning focus variables is 0.221. Because 0.221> 0.05, it can be concluded that the two data groups are homogeneous. More detailed results can be seen in the table below.

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Pengaruh X Terhadap Y	Based on Mean	1.507	1	206	.221
	Based on Median	.901	1	206	.344
	Based on the Median and with adjusted df	.901	1	197.742	.344
	Based on trimmed mean	1.466	1	206	.227

(Source: SPSS 26 Data Processing Results)

The homogeneity of variance test was conducted using the Levene test to ensure that there was equality of variance between groups in the mindfulness-based social-emotional learning variable toward learning focus. Based on the results obtained, Levene's Statistic value for all approaches (mean, median, median with adjusted degrees of freedom, and trimmed mean) showed a p-value of 0.05. The highest significance value was found in the median approach with a p-value of 0.344, while the lowest value in the mean approach obtained a p-value of 0.221. Because all p-values are more significant than 0.05, it can be concluded that the variance between groups is homogeneous. It meets the assumption of homogeneity of variance required for further analysis.

3.5. *The Influence of Mindfulness-Based Social-Emotional Learning on Learning Focus*

Table 4. Regression Equation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	37.168	10.548		3.524	.001
Mindfulness-Based Social-Emotional Learning	.682	.085	.623	8.034	.000

a. Dependent Variable: Learning Focus

(Source: SPSS 26 Data Processing Results)

Based on the output results in the coefficient table, a constant value of 37.168 is obtained. The regression coefficient of the mindfulness-based social-emotional learning variable (X) is 0.682, which indicates that every increase in mindfulness-based social-emotional learning will increase the teaching focus variable (Y) by 0.682. The resulting regression equation is Y = 37.168 + 0.682X. The hypothesis testing criteria are to reject Ho if the calculated t value is greater than the t table value or the significance value is less than 0.05. Based on the data analysis, the calculated t value is 8.034, while the t table value with degrees of freedom (df) = n-2, namely df = 102, is 1.983. With a significance value of 0.000, because the calculated t = 8.034> 1.983 and the significance value of 0.000 <0.05, Ho is rejected, and Ha is accepted. The positive regression coefficient indicates that mindfulness-based social-emotional learning positively affects students' learning focus at SMPS Buddha. Based on these results, Ho is rejected, and Ha is accepted, so it can be concluded that mindfulness-based social-emotional learning positively and significantly affects students' learning focus. The testing criteria use a significance level of 5% (0.05), meaning that Ho is rejected if the significance is ≤ 0.05, as shown in the following table.

Table 5. ANOVA analysis

	Model	Sum of Squares	df	Mean Square	F	Sig.
		ANOVAa				
1	Regression	14229.812	1	14229.812	64.545	.000b
	Residual	22487.226	102	220.463		
	Total	36717.038	103			

a. Dependent Variable: Learning Focus

b. Predictors: (Constant), Mindfulness-Based Social Emotional Learning

(Source: SPSS 26 Data Processing Results)

From the results of the ANOVA analysis, the calculated F value was 64.545 with a significance level of 0.000. A significance value of 0.000 is smaller than 0.05, indicating that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It shows that mindfulness-based social-emotional learning affects students' focus on learning. Mindfulness-based social-emotional learning has five indicators: self-awareness, emotional regulation, social awareness, relationship skills, and responsible decision-making. The learning focus is also measured by five indicators: attention and concentration, understanding and remembering material, involvement and active participation, completing and completing tasks, and managing distractions. Mindfulness-based social-emotional learning is an approach that combines mindfulness training with the development of students' social and emotional skills. This study shows that students who are more aware of their emotions, can regulate their feelings, and have good social awareness tend to have a higher ability to maintain focus while studying. It relates to how students manage distractions and actively participate in learning. The results of the data analysis show a significant positive effect of mindfulness-based social-emotional learning on students' learning focus. The t-value of 8.034 and the significance value (p) of 0.000

is smaller than 0.05, indicating that the effect is significant. Thus, mindfulness-based social-emotional learning has increased students' learning focus at SMPS Buddha.

This study's results align with a survey conducted by [20], which found that mindfulness-based Social Emotional Learning positively affects students' learning focus in Biology subjects. Mindfulness techniques such as STOP help students manage stress and focus during learning [21]. It supports research findings that mindfulness-based social-emotional learning can improve students' concentration and learning quality. Another study by [22] also stated that mindfulness-based social-emotional learning improves students' psychological well-being, which helps them manage their emotions and improve their concentration in learning. The concept of mindfulness used in this study has its roots in Buddhist teachings, particularly in the *Mahaatipaṭṭhāna Sutta*. In this Sutta, the Buddha teaches mindfulness of the body, feelings, mind, and phenomena, which is the basis of meditation practice and mental development. This practice aims to achieve concentration (*samadhi*), essential in improving learning focus. In the *Vitakkasaṇṭhāna Sutta*, the Buddha teaches five ways to overcome mental distractions: direct the mind to beneficial things. This practice is particularly relevant in focused learning, where students are trained to ignore distractions and focus on the studied lesson.

3.6. The Influence of Mindfulness-Based Social-Emotional Learning on Learning Focus

Table 6. Value of R Square Determination Coefficient

Model Summaryᵇ			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623a	.388	.382	14.848

a. Predictors: (Constant), Mindfulness-Based Social Emotional Learning

b. Dependent Variable: Learning Focus

(Source: SPSS 26 Data Processing Results)

Based on the results of the analysis conducted, it was found that the R square value reached 38.8%. It shows mindfulness-based social-emotional learning can explain 38.8% of students' learning focus variation. In other words, the influence of mindfulness-based social-emotional learning on students' learning focus is quite significant and cannot be ignored. The remaining 61.2% of the variation in students' learning focus is influenced by other factors not measured in this study. However, 38.8% of the study shows that mindfulness-based social-emotional learning substantially increases students' learning focus. It aligns with other studies stating that mindfulness-based interventions can provide significant educational results, especially in increasing student concentration and engagement. In addition, the linear relationship between mindfulness-based social-emotional learning and students' learning focus is expressed in the regression equation Y = 37.168 + 0.682X. It shows that any increase in the practice of mindfulness-based social-emotional learning can result in a significant increase in students' learning focus. It indicates that applying mindfulness techniques in the educational curriculum can improve students' attention and concentration.

4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that there is a significant favorable influence between mindfulness-based social-emotional learning and students' learning focus. This influence can be seen from a simple regression analysis, which shows that mindfulness-based social-emotional learning contributes 38.8% to students' learning focus, while other factors influence the remaining 61.2%. The application of mindfulness-based social-emotional learning, which involves practicing self-awareness, emotional regulation, social awareness, relationship skills, and responsible decision making has been proven to help improve students' ability to focus, manage distractions, and actively participate during the learning process.

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