International Journal of Science and Applied Science: Conference Series P-ISSN: 2549-4635
Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 8 No. 2 (2024) E-ISSN: 2549-4627
https://jurnal.uns.ac.id/ijsascs doi: 10.20961/ijsascs.v8i2.95131

A Mindful Character Development: Mindfulness and Self-Efficacy Enhances Emotional Regulation of High School Students

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Abstract: This study explores the influence of mindfulness and self-efficacy on the emotional regulation of high school students. Emotion regulation is the ability of individuals to manage and control their emotions effectively, which is very important in students' psychological development. Along with the increasing academic and social demands among high school students, mindfulness and self-efficacy are essential to help better regulate emotions. This study uses a quantitative survey method. The research population was 139 high school students, with a sample of 104 students using the Proportionate Stratified Random Sampling technique. Data were collected through questionnaires tested for validity and reliability and then analyzed using multiple regression techniques to test the influence of mindfulness and self-efficacy on emotional regulation. The study showed that mindfulness and self-efficacy positively and significantly affected students' emotional regulation. Mindfulness, which includes full attention to the physical body, feelings, and mind, has been proven to help students be more aware of their emotions and manage them more effectively. Self-efficacy, as an individual's belief in their ability to overcome challenges, is significant in helping students cope with difficult emotional situations.

Keywords: Mindfulness; Self-efficacy; Emotional regulation; Mindful-Character.

1. Introduction

Mindfulness and self-efficacy are two psychological concepts that are increasingly gaining attention in the context of education. Mindfulness should refer to a person's ability to focus on the moment non-judgmentally [1]. Mindfulness in a psychological context refers to an individual's ability to consciously be present and focus on the present moment, directly impacting the ability to regulate emotions. The Mindful Attention Awareness Scale (MAAS) model shows that mindfulness can help individuals be more aware of their feelings and thoughts and respond to emotional situations more adaptively [2]. Consistent mindfulness practices allow individuals to reduce emotional reactivity and improve their ability to manage stress [3], [4]. In addition research revealed that mindfulness helps individuals process negative emotions and avoid impulsive behaviors, contributing to more effective emotional regulation [2], [5]. Therefore, mindfulness plays an essential role in improving the ability to regulate emotions in individuals, including students, in the context of education. Self-efficacy is a person's belief in his or her ability to organize

and carry out the actions necessary to achieve a specific goal [6]. This concept plays a vital role in helping students manage their emotions, which can positively impact academic achievement and general well-being.

Self-efficacy in a psychological context refers to an individual's belief in their ability to regulate and manage emotions in various situations [7], [8]. Bandura explains that individuals with high levels of self-efficacy tend to have confidence in facing emotional challenges and respond better to situations [9]. Emotional regulation is essential to a learner's development, as it can significantly impact a person's mental health, relationships, and overall well-being. Students who can regulate their emotions well tend to have better academic performance, more harmonious social relationships, and lower levels of stress [10]. Conversely, an inability to regulate emotions can lead to a variety of problems, such as difficulties in learning, conflicts with peers and teachers, as well as a higher risk of mental health problems such as anxiety and depression [11]. Students who face difficulties managing emotions are at high risk of engaging in destructive behavior [12], [13]. This behavior impacts their academic achievement and social relationships and harms their long-term mental well-being and the school environment[14].

Mindfulness and self-efficacy are essential factors that influence the regulation of an individual's emotions. Mindfulness, defined as full awareness of current experiences, can help individuals better understand and manage their emotions. Mindfulness practices increase emotional awareness and allow individuals to respond to situations more adaptively, reducing emotional reactivity [2]. Consistency in mindfulness practices, individuals can reduce stress and improve their ability to cope with emotional challenges [3]. On the other hand, self-efficacy, defined as an individual's belief in their ability to overcome challenges and achieve goals, also plays a crucial role in regulating emotions. Bandura (1997) explains that individuals with high self-efficacy can better manage their emotions and take positive action in the face of adversity . Schunk and Zimmerman (2008) research shows that solid self-efficacy can increase individual motivation and resilience in coping with difficult emotional situations. Based on the positive influence resulting from mindfulness practices and belief in self-efficacy [15].

In reality, in school, there are still many students who show poor emotional regulation. Negative regulatory behaviors such as physical violence when angry, intimidating friends, damaging school items, and using prohibited substances [16]. Based on the data, 478 cases of bullying were reported. The types of bullying experienced by children at school are also diverse. The most cases of physical bullying were found up to 55.5%, followed by verbal bullying at 29.3% and psychological bullying at 15.2%. The highest bullying rate occurred at the elementary education level, reaching 26%, followed by junior high school level at 25% and high school students at 18.75% [17]. Another potential also arises from the abuse of illegal drugs based on data on the number of reported drug cases in Indonesia consisting of very complex layers of society. The number of drug cases in Indonesia there are 2,239 cases from students and students. This points to concern for educational institutions, where students and students rank 4th in the number of cases of drug abuse. The above cases explain that the impact of negative emotional regulation is hazardous for students. There is a need for specific learning to form good

student emotional regulation. One of the learning trends that helps to regulate students' emotions is the mindfulness approach [18]. With mindfulness learning, students can learn to be more aware of the current experience without judging or overreacting to the emotions that arise. Based on the observations of high school students in Jakarta, 45% have problems with identifying emotions, 33% have problems with emotional control, 29% have problems with proper expression of emotions, and 43% have problems with stress management. The gap in this context is the lack of understanding of how mindfulness and self-efficacy can affect the emotional regulation of high school students. While much research addresses the regulation of emotions and the factors that influence them, few specifically examine the role of mindfulness and self-efficacy as essential factors in the context of student education. Previous research has shown that factors such as social support, school environment, and stress levels affect students' emotional regulation [19], but not many have directly linked this to mindfulness and self-efficacy.

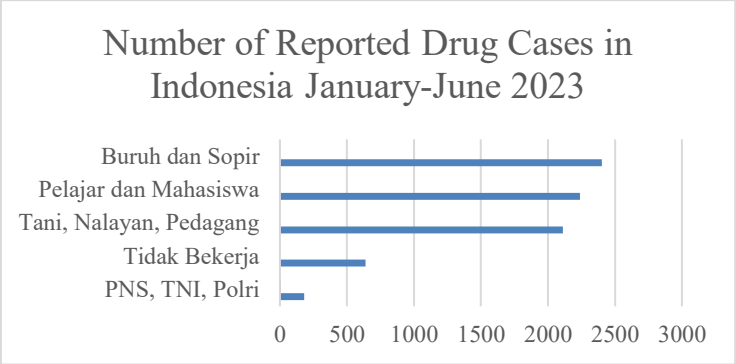

Figure 1. Number of Reported Drug Cases in Indonesia
Source: (Pusiknas, 2024)

Thus, this study has the potential to fill this gap by exploring how mindfulness and self-efficacy can function as variables that affect the emotional regulation of high school students. This is important to understand how students can develop mindfulness skills to improve self-efficacy to manage their emotions better and identify effective strategies for reducing the negative impact of academic and social stress [20].

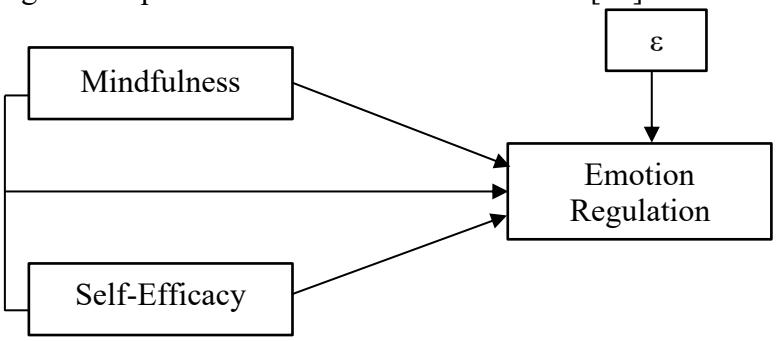

Figure 2. Research model

2. Method

This study used a survey method with a quantitative approach The research population is 139 high school students, with a sample of 104 students using the Proportionate

Stratified Random Sampling technique. Data were collected through questionnaires tested for validity and reliability and then analyzed using multiple regression techniques to test the influence of mindfulness and self-efficacy on emotional regulation. In this study, there are two independent variables and one bound variable. The independent variables are mindfulness and self-efficacy, while the bound variable is emotional regulation.

3. Results

Based on the reliability instrument test, the reliability coefficient was obtained on 108 valid items; the reliability statistics using SPSS 26 produced a Cronbach's alpha value of 0.951 because the significance value of > 0.05 means 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 1. Test Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	108

(Source: Results of data processing in 2024 using SPSS 26)

Based on data processing using IBM SPSS 26 computer software, it is known that the mindfulness variable (X1) from filling out a questionnaire conducted by 104 respondents obtained data on range, minimum, maximum, mean, and std. deviation and variance. The range score was 75; the minimum score was 105; the maximum score was 180; the mean score was 139.47; and the std score was std. deviation of 14. 036, and a variance score of 197.02.

Table 2. Descriptive Statistical Test of Mindfulness

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Mindfulness	104	75.00	105.00	180.00	14505.00	139.4712	14.03668	197.028
Valid N (listwise)	104							

(Source: Results of data processing in 2024 using SPSS 26)

Based on data processing using IBM SPSS 26 computer software, it is known that the self-efficacy variable (X2) from filling out the questionnaire conducted by 104 respondents obtained data on range, minimum, maximum, mean, and std. deviation and variance. The range score was 72; the minimum score was 108; the maximum score was 180; the mean score was 136.15; and the std score was. deviation of 15. 975, and a variance score of 255,199.

Table 3. Descriptive Statistics Self-Efficacy Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Self-Efficacy	104	72	108	180	14160	136.15	15.975	255.199
Valid N (listwise)	104							

(Source: Results of data processing in 2024 using SPSS 26)

Based on data processing using IBM SPSS 26 computer software, it is known that the variable of emotion regulation (Y) from filling out a questionnaire conducted by 104 respondents obtained data range, minimum, maximum, mean, std. deviation and variance. The range score was 74; the minimum score was 106; the maximum score was 180; the mean score was 138.27; and the std score was. deviation of 16. 281, and a variance score of 265,072.

Table 4. Descriptive Statistics for Regulating Emotions

Descriptive Statistics								
	N	Range	Minimum	Maximum	*Sum*	Mean	Std. Deviation	Variance
Emotion Regulation	104	74	106	180	14380	138.27	16.281	265.072
Valid N (listwise)	104							

(Source: Results of data processing in 2024 using SPSS 26)

The results of the normality test using the non-parametric statistics of the One-Sample Kolmogorov Smirnov test from three variables on 104 respondents had mean, mean values of 139.47 (X1), 136.14 (X2), and 138.27 (Y), absolute values of 0.54 (X1), 0.73 (X2) and 0.52 (Y). This Test Statistic value gives an Asymp value. Sig. 0.200 is well above the value of a = 0.05. This proves that the data regarding the three variables obtained from the distribution instrument (questionnaire) has a normal distribution, or H0 is accepted.

Table 5. Test One Sample Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test				
		Mindfulness	*Self-Efficacy*	*Emotion Regulation*
N		104	104	104
Normal Parameters[a,b]	Mean	139.47	136.15	138.27
	Std. Deviation	14.037	15.975	16.281
Most Extreme Differences	Absolute	.054	.073	.052
	Positive	.054	.073	.052
	Negative	-.053	-.041	-.034
Test Statistic		.054	.073	.052
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.200[c,d]
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

(Source: Results of data processing in 2024 using SPSS 26)

The following hypothesis formulation is required to conduct a multicollinearity test.

H_0: There are no independent variable relationship connections.

H_1: There is an independent relationship between variables

Criteria for assessing a decision: if the significant coefficient (Sig. 2-tailed) > 0.05, it can be concluded that there is no multicollinearity between independent variables; on the contrary, if the coefficient is 0.05, it can be concluded that multicollinearity between independent variables does occur.

Table 6. Coefficients[a]

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Mindfulness	.338	2.958
	Self-Efficacy	.338	2.958

a. Dependent Variable: Emotion Regulation

(Source: Results of data processing in 2024 using SPSS 26)

The results of the calculation calculated > t_{table} or 5,279 > 0.192 at a significance level of 0.05, then H0 was rejected and H1 was accepted, this shows that mindfulness has a significant effect on the emotional regulation of Tri Ratna High School students in West Jakarta. n significance level (Sig.) 0.00 while t_{table} dk-2 = 104-2 = 102 and obtained 0.192 thus t_{table} > t_{table} or 5.279 > 0.192 so that the finding that there is a positive and significant influence of mindfulness on students' emotional regulation.

Table 7. Coefficients[a]

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.144	8.468		.371	.711
	Mindfulness	.547	.104	.472	5.279	.000
	Self-efficacy	.432	.091	.424	4.747	.000

a. Dependent Variable: Emotion regulation

(Source: Results of data processing in 2024 using SPSS 26)

The results of the calculation are table with dk n-2 = 104-2 = 102 and obtained 0.192, thus calculating > $_{table}$ or 4.747 > 0.192 at a significance level of 0.05, then H0 is rejected, and H1 is accepted, meaning that self-efficacy has a significant effect on the emotional regulation of students. Thus, the research hypothesis stated that self-efficacy positively and significantly influences students' emotional regulation.

Table 8. Coefficients[a]

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.144	8.468		.371	.711
	Mindfulness	.547	.104	.472	5.279	.000
	Self-efficacy	.432	.091	.424	4.747	.000

a. Dependent Variable: Emotion regulation

(Source: Results of data processing in 2024 using SPSS 26)

Criteria The 3(three) hypothesis test uses the F statistic; from the results of the calculation with SPSS above it is obtained F_{cal} = 134.855 and F_{table} with dk numerator two dk denominator = 102 with α = 0.05 or F_{table} = F (0.05)(2; 102) = 1.32 (involution result). Thus, $F_{table} > F_{table}$ or 134,855>1.32 at a significance level of < 0.05, H0 is rejected, and H1 is accepted; thus, the research hypothesis that states there is a positive and significant influence of mindfulness and self-efficacy on the emotional regulation of students can be accepted and proven to exist.

Table 9. ANOVA[a]

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19863.901	2	9931.951	134.855	.000[b]
	Residual	7438.560	101	73.649		
	Total	27302.462	103			

a. Dependent Variable: Emotion regulation

b. Predictors: (Constant), Self-efficacy, mindfulness

(Source: Results of data processing in 2024 using SPSS 26)

Based on the table above, the R2 (R Square) figure is obtained at 0.728 or (72.8%). In other words, the variables of emotion regulation can be explained or influenced by mindfulness and self-efficacy by 72.8%, while the remaining 27.2% are explained or influenced by other variables that are not studied.

Table 10. Model Summary[b]

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.853[a]	.728	.722	8.582	.728	134.855	2	01	.000

a. Predictors: (Constant), Self-efficacy, mindfulness

b. Dependent Variable: Emotion regulation

(Source: Results of data processing in 2024 using SPSS 26)

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Based on the findings of the study, it is known that mindfulness and self-efficacy, in general, positively impact students' emotional regulation as follows.

The effect of mindfulness on the regulation of students' emotions.

The results of the study showed that there was a positive relationship between mindfulness and emotional regulation. This means that individuals who practice mindfulness more often, which includes awareness of the physical body, feelings, thoughts, and objects of thought, can manage their emotions more effectively. Mindfulness assists individuals in understanding and observing each emotion without overreacting, thus allowing them to regulate their emotional responses better. The strength of the relationship between mindfulness and emotional regulation can be seen from the correlation test results with a coefficient value of 0.728. The diversity that exists in regulating emotions also has a link to the practice of mindfulness. So, it can be concluded that mindfulness contributes 72.8% to emotional regulation, while other factors outside mindfulness influence 27.2%.

The study found that individuals with higher levels of mindfulness showed a better ability to regulate emotions, with a significant correlation at a confidence level of 0.01. The higher the mindfulness practice, the better the individual's ability to manage their emotions. Based on the study's results, individuals who practice mindfulness consistently, especially by paying attention to the physical body, feelings, thoughts, and objects of thought, will support the creation of better emotional regulation. Mindfulness teaches individuals to focus on the present moment, reduce impulsive emotional reactions, and improve the ability to respond more thoughtfully. Another study reinforces the link between mindfulness and emotional regulation. The study found that mindfulness positively affected emotion regulation and increased activity in areas of the brain related to emotional control. The results showed a t-count value of 5.279, more significant than the t-table value of 1.92, which means the hypothesis was accepted. The study also supports that mindfulness allows individuals to observe their emotions more objectively without getting caught up in emotional reactions, thus strengthening the ability to regulate emotions.

The effect of self-efficacy on students' emotional regulation

The results of this study show that self-efficacy has a significant influence on emotional regulation. Individuals with higher levels of self-efficacy believe in their ability to manage various emotional situations and regulate their emotions better. Self-efficacy helps individuals feel more confident in facing emotional challenges so they are less easily influenced by pressure or situations that trigger negative emotions. These beliefs play a role in how a person controls their emotional responses. This is in line with the *sabbāsava sutta*, which discusses inner control and the management of emotions through good self-awareness [21]. This book emphasizes the importance of self-control and a deep understanding of reducing defilements, which can be linked to self-efficacy in managing emotions. Individuals who recognize their inner state and have self-confidence will better overcome their emotional challenges. This is also in line with Bandura's theory, which

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states that the three main aspects of self-efficacy, namely Latitude, Strength, and Generality, play a significant role in a person's ability to manage emotions [22]. Magnitude reflects an individual's belief in the difficulty they can face, Strength indicates how strong the belief persists in various situations, and Generality indicates the application of such beliefs in various life contexts. Thus, the stronger a person's confidence in his or her abilities, the better he or she will be able to manage and adjust to various emotional challenges.

The effect of mindfulness and self-efficacy on students' emotional regulation.

The results of this study show that mindfulness and self-efficacy have a significant influence on emotional regulation. Individuals who practice mindfulness more often, including awareness of the body, feelings, thoughts, and objects of thought, and having high self-efficacy, can manage their emotions better. Mindfulness helps individuals to be more aware of their circumstances, allowing them to identify and observe emotions without reacting impulsively. Meanwhile, self-efficacy gives individuals the confidence to control emotional responses in various situations. This finding is in line with the *satipatthana sutta*, which emphasizes the importance of developing mindfulness through the four foundations of mindfulness, namely the body, feelings, mind, and objects of thought [23]. This quote confirms that by practicing mindfulness in these four aspects, individuals are able to achieve a deep understanding of their emotions and inner selves, thus being able to control emotional responses and react more wisely. In addition to *Dhammapada*, who supports the results of this research, the mind moves the world, and the mind engulfs the world. This quote shows the importance of awareness and mind control in determining an individual's emotional response to the outside world [24]. Mindfulness helps keep the mind in check, thus influencing the way individuals manage their emotions. Bandura's theory supports this finding by stating that self-efficacy's magnitude, strength, and generality significantly affect an individual's ability to regulate emotions. Magnitude refers to the level of difficulty that individuals believe they can overcome, Strength indicates how strong those beliefs are in various situations, and Generality refers to the application of those beliefs in various life contexts. Thus, individuals with good mindfulness and strong self-efficacy will better identify emotions, control emotional responses, express emotions appropriately, and manage stress more effectively.

4. Conclusion

Based on the results of the data analysis, it can be concluded that mindfulness and self-efficacy significantly affect students' emotional regulation. This study shows that students with high levels of mindfulness tend to recognize better and manage their emotions more effectively. Mindfulness helps students deal with emotional situations more calmly and consciously, reducing emotional reactivity. In addition, self-efficacy also plays a vital role in regulating emotions. Students who strongly believe in their abilities (self-efficacy) are better able to control and express emotions appropriately. Self-efficacy improves students' ability to deal with emotional challenges and stress more positively and

adaptively. Thus, it can be concluded that mindfulness and self-efficacy are two factors that contribute to each other in helping students manage their emotions effectively. This research contributes to a further understanding the importance of mindfulness-based interventions and self-efficacy enhancement in helping students achieve better emotional well-being.

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