Mindfulness in Learning: An Effect of Mindful Breathing Practice on the Learning Concentration of Students

Dharma Nata Saputra[1], Burmansah[2], Eko Pramono[3], Susanto[4], Rina Manggalani[5], Ria Astika[6], Tejo Ismoyo[7]

Jinarakkhita Buddhist College of Lampung, Jl. Raya Suban, Pidada, Kec. Panjang, Kota Bandar Lampung, Lampung, Indonesia, 35241

dharma.nata.saputra@sekha.kemenag.go.id

Abstract: Mindful Breathing practice on the concentration of high school students' learning in 2024. The problems that occur in students are that there are still students who are busy and like to daydream, are less interested, and feel bored. In addition, feeling stiff, sleepy, crowded class conditions, and less favorite materials can also make it boring and difficult to concentrate, and hunger and gadgets (cell phones) can also interfere with their concentration in learning. Proportional Random Sampling technique. The study was conducted at a Senior High School with respondents from the school's students in the 2024/2025 academic year. The results of the study showed that there was a significant favorable influence between the practice of Mindful Breathing on Students' Learning Concentration with t_hitunga value of 5.212 and a significance value (p) of 0.000 <0.05. From the results of the simple regression analysis calculation, the R square determination value was found to be 0.190, which means that the practice of mindful breathing has a 19% effect on students' learning concentration, while other factors influence the remaining 81%.

Keyword: Mindful Breathing Practice; Concentration, Learning Concentration

1. Introduction

In today's digital era, students' ability to concentrate on the learning process is becoming increasingly important; ; [1] argues that everyone can improve their knowledge and skills through the learning process in education. The indicators are a) Thoughts and feelings are integrated into the lesson, b) Attention is not scattered, c) Able to ignore other things that are not related to learning, d) Not influenced by other things that are not related to the learning process, e) High enthusiasm for learning, f) Able to focus for a long time. [2] stated that the purpose of education itself would not be achieved because of the low concentration ability of students; that is why the benchmark for the success of the learning process and the achievement of educational goals is the concentration of students' learning. According to Asmani, as quoted [3], two indicators can be used as a benchmark for the success of the learning process, namely the absorption of lessons and changes in student behavior. One factor that can affect the low absorption of students is concentration. Good concentration plays a significant role in achieving academic achievement, allowing students to understand and master the material more effectively

[4]. However, in one of the Senior High Schools in BSD City Tangerang Banten, variations in concentration levels between students are challenging, impacting the quality of learning. The concentration or focus of students in learning activities will determine how much students can understand the material being studied; students with good concentration will understand more than students with poor concentration. This is also true of the [5] statement that concentration can help students master the material and increase enthusiasm and motivation to be more active during learning and teaching.

The concept of concentration in Buddhism is explained in the *Mahāsatipaṭṭhāna Sutta* which is closely related to the practice of *Jhāna*, which is a state of deep mental absorption. The Noble Eightfold Path emphasizes the importance of concentration to attain insight and liberation [6] . The Buddha also emphasized the seclusion and mental absorption involved in achieving proper concentration in the Samadhi Sutta, where the Buddha states Bhikkhus, what is the right concentration? Here, quite secluded from sensual pleasures, secluded from unwholesome states, a bhikkhu enters and remains in the first Jhāna [7] . The *Satipatthana Sutta* in the *Dīgha Nikaya* also contains valuable insights into concentration. The Buddha describes the four foundations of mindfulness, which include awareness of the body, feelings, mind, and mental objects. By cultivating mindfulness in these areas, one can develop concentration and deep insight into the nature of reality [6] .This sutta passage emphasizes the importance of concentration on the Buddha's path to enlightenment. Through jhana and mindfulness, the practitioner can cultivate deep mental absorption and insight, ultimately leading to liberation from suffering.

According [8] High focus and concentration from students are needed for effective learning. This is in line with [8] who stated that the quality of a learning activity or the optimal learning outcomes of students depends on their learning concentration ability. Concentration is one of the most influential determining factors in the quality of student learning [9]. According to concentration is an important thing that must be considered in the learning process, solack of concentration is a severe problem that often occurs in teaching and learning activities. Supporting factors for student learning concentration are good physical condition, teaching methods that are not boring, and free from pressure so that they are comfortable learning. Concentration in learning is still a problem for most students; one of the Senior High Schools in BSD City, Tangerang Banten, also faces similar challenges, with varying levels of concentration among students. Starting from students with good concentration levels to students with poor concentration in learning. The problem lies in students with poor concentration in learning. Namely, there are still students who are sleepy during the learning process, and there are also students who are still chatting behind when the teacher explains the material. There are still students who do not respond to the material being taught. Therefore, this study aims to investigate the potential of mindful breathing practices in improving student concentration and learning in this school. Students can be taught to concentrate on their learning process by overcoming internal or external situations that affect their concentration. The main goal is to improve student concentration in learning by focusing internally (on body sensations, breath, thoughts, and emotions) and externally (on sights and sounds) at this time. One

practice that can be used is the practice of mindfulness, one of which is conscious breathing (mindful breathing).

Mindfulness is a term that emerged in the ancient philosophy of Eastern Buddhism about 2500 years ago. It has been widely studied and applied in many fields in the West, including clinical psychotherapy, education - training, health care, leadership, and many others. In his writings, [10]wrote that mindfulness is studied in various domains, but its operational definition is not clearly articulated in these domains. Mindfulness practice has successfully improved the ability to adapt to stressful situations and regulate attention and focus [11], [12]. Mindful Breathing is a conscious, deep, and calm breathing practice [13]. Deep breathing can increase the supply of oxygen to the brain, stimulating the parasympathetic nervous system and calming the situation. Mindful Breathing can be practiced anywhere with proper training to obtain the expected results, such as calmness and focus or concentration [14], [15]. Mindful Breathing makes individuals aware of every breathing process they do. This is by [16] which states that contemplative practices such as deep breathing can reduce stress and improve concentration. Students can also practice deep or mindful breathing because it is for specific groups and can be given to various groups, from children to teenagers and adults. Students can be taught to concentrate on their learning process by addressing internal or external situations that may affect their concentration. The main goal is to improve students' concentration in learning by focusing internally (on body sensations, breath, thoughts, and emotions) and externally (on sights and sounds) in the present moment. One practice that can be used is mindful breathing. Mindfulness comes from the Pali word sati found in Buddhist texts, meaning "memory, recollection, calling-to-mind, being-aware-of, certain specified facts," which has also been described as "clear awareness" or "empty attention" [17].

Meditation and mindfulness practices can support individuals, especially during difficult times [18], [19]. Mindfulness practices can improve adapting to stressful situations, attention regulation skills, and focus [11]. Many people have found benefits from mindfulness, including reduced stress and anxiety levels, improved focus, self-regulation, academic performance, and sleep [20], [21]. In this practice, the seriousness of students will determine what results they will get, such as desire, interest, and motivation to achieve the desired results. The activity can be seen from the focus on following learning, starting from paying attention, listening, then remembering to understanding and doing assignments [22]. Therefore, research on improving concentration and learning ability through practices such as Mindful Breathing is very relevant and can potentially provide significant benefits. With this background, this study aims to test the effectiveness of Mindful Breathing practices in improving students' learning concentration in high schools. We hope this study's results will provide helpful insights into overcoming school learning concentration problems.

2. Method

This study uses a quantitative approach with a survey method, namely research that takes samples from one population and utilizes questionnaires as the primary data collection tool with a regression approach to obtain information on the Effect of Mindful

Breathing Practices on Students' Learning Concentration. In this study, there is one independent variable and one related variable. The independent variable is Mindful Breathing Practices (X), while the dependent variable is Learning Concentration (Y). To obtain research data, the measuring instrument used (Instrument) is a questionnaire (Questionnaire), which is compiled based on indicators in each variable, namely in the form of a list of statements to respondents to be willing to provide answers according to the instructions from the researcher. This research is included in the survey method with a descriptive quantitative approach. Descriptive quantitative research is research whose task is to analyze data in the form of numbers used to find out and describe existing phenomena, find the relationship or influence between 2 variables, and obtain conclusions from the research results. Quantitative research is a research method based on the philosophy of positivism because it has met scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic (Sugiyono, 2019, p. 16). The survey method is a method used to obtain information using questionnaires or interviews with respondents or informants selected with certain criteria [24].
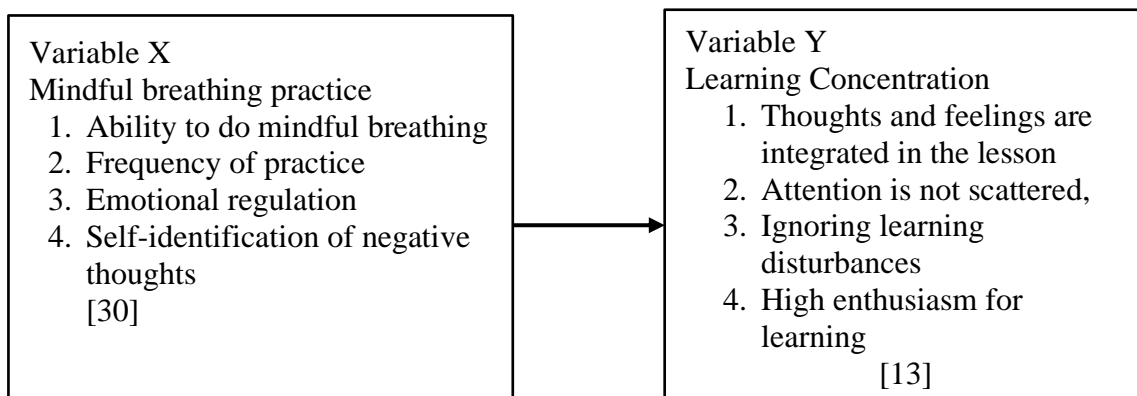
Variable X Mindful breathing practice 　1. Ability to do mindful breathing 　2. Frequency of practice 　3. Emotional regulation 　4. Self-identification of negative thoughts 　[30]	→	Variable Y Learning Concentration 　1. Thoughts and feelings are integrated in the lesson 　2. Attention is not scattered, 　3. Ignoring learning disturbances 　4. High enthusiasm for learning 　[13]

Figure 1. Constellation Research Model

3. Results and Discussion

Instrument Validity Test

The instrument used in this study consisted of 80 items, 40 of which were mindful breathing practice variables and 40 of which were learning concentration variables. The results of the mindful breathing practice variable contained 33 valid items and seven invalid items, and in the learning concentration variable, there were 38 valid items and two invalid items. The validity test was carried out by comparing. Rtable through 30 respondents with a significance level of 0.05, namely 0.361. The researcher deleted invalid statement items because the other item numbers could already represent each statement indicator, so out of 80 statement items, there were still 71 statement items used in the study.

Instrument Reliability Test

Based on the research reliability instrument test using SPSS 26, the reliability coefficient was obtained on 71 valid items; the results of reliability statistics using SPSS

26 produced a Cronbach's alpha value of 0.896 so that based on the significance value> 0.05, it can be interpreted that the measuring instrument is 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 Items
.896	71

(Source: 2024 data processing results using SPSS 26)

Based on Table 1. Instrument Reliability test shows that the instrument used in this study is consistent/steady. It shows that the instrument has an excellent level of reliability, so it can be relied on to measure the variables studied, namely Buddhist-based character education and religious moderation [25]. In other words, respondents gave consistent answers to the statement items in this instrument. These results indicate that the measuring instrument used has internal solid consistency, suitable for collecting research data.

Normality Test

The normality test was conducted using the One-Sample Kolmogorov-Smirnov test. The requirement for sample data comes from a normally distributed population with a significance level of 0.05 or 5%. Based on the results of the normality test obtained from 118 respondents, the significant value (2-tailed) is 0.059, which means 0.059> 0.05, so it can be concluded that the data is usually distributed. The results of the normality calculation using the one-sample Kolmogorov-Smirnov test are presented in the table below. The normality test was conducted to determine whether the residual distribution in the regression model follows a normal distribution so that it can be concluded that the normality assumption in this regression model is met, which supports the feasibility of using the regression analysis method on this research data.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		118
Normal Parameters [a,b]	Mean	.0000000
	Std. Deviation	14.53509691
Most Extreme Differences	Absolute	.080
	Positive	.058
	Negative	.080
Test Statistics		.080
Asymp. Sig. (2-tailed)		.059 [c]
a. Test distribution is Normal.		

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

Homogeneity Test

A homogeneity test is a way to determine whether several population variants are the same. A homogeneity test is required to analyze independent sample tests using Compare Means One-way ANOVA. The underlying assumption in the analysis (ANOVA) of the population variance is the same. If the test criteria are more than 0.05 or 5%, then it can be said that the variance of the two data groups is the same. The results of the homogeneity test are seen from the output of the test of homogeneity variance; the significance value of mindful breathing and learning concentration practice is 0.577, which means 0.577> 0.05, so it can be said that both data are homogeneous. For more details, see the following table of tests of homogeneity of variances.

Table 3. Results of the Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Mindful breathing practice for concentration in learning	Based on Mean	,312	1	234	,577
	Based on Median	,690	1	234	,407
	Based on the Median and with adjusted df	,690	1	233,982	,407
	Based on trimmed mean	,368	1	234	,545

(Source: 2024 data processing results using SPSS 26)

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From the table, it can be concluded that the variance between groups is homogeneous. This meets the assumption of homogeneity of variance required for further analysis.

Table 4. Coefficients Test

Coefficients [a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.195	9.137		7.902	.000
	Mindful Breathing Practice	.466	.089	.436	5.212	.000

a. Dependent Variable: Learning Concentration

(Source: 2024 data processing results using SPSS 26)

Based on the output results by reading the coefficients, a constant value of 72.195 is obtained, meaning that if the practice of mindful breathing has a value of 0, then the consistent value of the learning concentration variable is 72.195. The regression coefficient on the mindful breathing practice variable is 0.466, meaning that if the practice of mindful breathing increases or develops, the learning concentration variable will also

increase by 0.466. The hypothesis testing criteria are to reject Ho if $t_{hitung} > t_{tabel}$ or significance < 0.05. Based on the data analysis, the value of t_{hitung} 5.212, and the value t_{tabel} with df = n-2 are df = 116 of 1.1981 with a significance value of 0.000 because the absolute value of t_{count} 5.212 > 1.1981 and significance 0.000 < 0.05, then Ho is rejected, and Ha is accepted. The coefficient is positive, meaning mindful breathing positively affects students' learning concentration. Seeing these results means that Ho is rejected and Ha is accepted, so it can be concluded that mindful breathing has a positive and significant effect on the learning concentration of students. The hypothesis testing criteria use alpha 5% (0.05), namely reject Ho if the significance ≤ 0.05 by reading the following ANOVA table.

Table 5. ANOVA Test

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	5788,141	1	5788,141	27,163	,000 [b]
1	Residual	24718,478	116	213,090		
	Total	30506,619	117			

ANOVA [a]

a. Dependent Variable: Learning Concentration

b. Predictors: (Constant), Mindful Breathing Practice

(Source: 2024 data processing results using SPSS 26)

From the ANOVA analysis output, a value F_count of 27.163 was obtained 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 mindful breathing affects students' learning concentration.

Table 6. Summary Model Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,436 [a]	,190	,183	14,598

Summary [b] Model

a. Predictors: (Constant), Mindful Breathing Practice

b. Dependent Variable: Learning Concentration

(Source: 2024 data processing results using SPSS 26)

The coefficient of determination in Table 6 above is the R Square, which has a value of 0.190, thus meaning that 19% of mindful breathing practices affect students' learning concentration, while other variables influence the remaining 81%. Mindful breathing practices in the moderate category. This can be seen from the average value of the mindful breathing practice variable, which obtained a percentage of 48% with details of each indicator, namely the Ability to Do Mindful Breathing indicator is in the moderate category, the Frequency of Practice is in the low category, the Emotional Regulation indicator is in the low category, the Negative Thought Self-Identification indicator is in

the low category. The results of this study indicate that respondents have a level of learning concentration with an average in the moderate category on the Integrated Thoughts and Feelings in Lessons indicator, the Attention is Not Scattered indicator, Ignoring Learning Disturbances, and the High Learning Enthusiasm indicator is also in the moderate category. Data analysis shows that the level of Mindful breathing practice in high school students is in the low category, with a percentage of 48%. The Ability to Do Mindful Breathing indicator shows that high school students answered in the moderate category with a percentage of 53%, meaning that high school students sometimes have full awareness of the breathing process and can direct attention back to the breath when distracted. In the Frequency of Practice indicator, 51% are in the low category. This condition illustrates that high school students in 2024 sometimes lack the frequency of practice, namely consistency in practicing mindful breathing every day and the time spent practicing per session. In the Emotional Regulation indicator, 43% are in the low category. This condition illustrates that high school students in 2024 lack emotional regulation, namely the ability to manage negative emotions through mindful breathing and emotional stability after practice. In the Negative Thought Self-Identification indicator, 44% are in the low category. This condition illustrates that high school students in 2024 lack Negative Thought Self-Identification, namely Awareness of the emergence of negative thoughts during practice and the ability to accept negative thoughts without judging.

Data analysis shows that the average level of the Learning Concentration variable in senior high school students, based on the ability to integrate thoughts and Feelings indicators in lessons, is 67% in the moderate category. This condition illustrates that senior high school students in 2024 have not fully integrated their thoughts and feelings into lessons, namely, they have a deep understanding of the material being studied and have Consistent attention during the learning process. The Attention indicator is not spread by 60% in the moderate category. This condition illustrates that senior high school students do not fully pay attention, which is not spread in this case, namely the tendency to stay focused on one task and the ability to avoid distracting thoughts while studying. On the Ignoring Learning Disturbances indicator, 62% is in the moderate category. This condition illustrates that senior high school students in 2024 have not been able to entirely ignore learning disturbances, namely indifference to external things, and focus on lessons even though there are distractions around. On the High Learning Enthusiasm indicator, 58% is in the moderate category. This condition illustrates that Senior High School students in 2024 do not yet fully have High Learning Enthusiasm, namely enthusiasm in following lessons or learning assignments and the tendency to continue trying even when facing difficulties. Based on the simple linear regression data analysis, the value obtained is sub count 5.212, and the significance value (p) is 0.000 <0.05. From these results, it can be interpreted that the practice of mindful breathing will positively affect the concentration of learning of senior high school students in 2024. The magnitude of the influence can be seen from the results of the simple linear test analysis, which found a determination value of R square of 19%, which means that the practice of mindful breathing affects student concentration while other factors influence the remaining 81%.

These other factors include: 1) Learning saturation and social interaction [26]; 2) Smartphone use [27]; 3) Insomnia [28]; 4) Learning environment [29].

4. Conclusion

Based on the study's results on the effect of mindful breathing practices on the concentration of high school students, it can be concluded that mindful breathing practices have a significant positive effect on the concentration of high school students learning. The magnitude of the effect of mindful breathing practices on the concentration of learning of high school students can be seen from the R Square value, which is 19% of mindful breathing practices on learning concentration, while 81% is influenced by other factors that were not studied. Therefore, further researchers are expected to be able to develop and measure other variables in more depth, as well as improve existing research with the support of current information that is relevant to the conditions experienced. Thus, the wider community can feel the benefits and results of the research.

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