

# How Does Mindfulness Matter in Interpersonal Communication with Students at School?

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**Abstract:** This study aims to determine the Influence of mindfulness on student interpersonal communication in a Tangerang, Banten Province private school. The problems that occur to students are not entirely correct when talking to their friends, ignoring their friends, and having difficulty expressing their feelings when communicating and interacting. Also, communicating is just talking without knowing the truth. This study uses a quantitative approach with a survey method. The population in this study is 140 junior high school students, with a sample of 105 students using the Slovin formula. The research was conducted in one of the Buddhist private schools in the Tangerang area, Banten Province, with junior high school student respondents. This study uses path analysis. The study's results showed a significant favorable influence between mindfulness and interpersonal communication, which illustrates the significant role of mindfulness as the basis for forming students' mindful character and strengthening students' interpersonal communication at school. This research is expected to be a recommendation for schools to develop mindfulness in developing students' character, especially in strengthening their interpersonal communication.

**Keyword:** mindfulness, interpersonal communication, mindfulness in education, educational communication.

## 1. Introduction

Communication skills with others are becoming increasingly important for students in an era of increasingly complex and dynamic globalization. Effective interpersonal communication is essential for building good relationships with peers, family, and others. This is because students learn to express their thoughts and opinions clearly, listen to others empathetically, and strive to solve problems together. Interpersonal communication is a process, transaction, and interaction of events consisting of ideas, messages, symbols, and information. [1]. Interpersonal communication can relate to each other by helping each other share deep thoughts, emotions, and experiences, which allows for healthy and meaningful relationships. Face-to-face interaction between several people is known as interpersonal communication. [2]. Because it is dialogical, interpersonal communication is considered the most effective way to change a person's attitude, behavior, or opinion. Good interpersonal communication skills are necessary to communicate with others effectively. Likewise, one of the private Buddhist schools in the city of Tangerang, Banten province, where this research is conducted, prioritizes the

development of character and soft skills in students. The school integrates various holistic approaches to teaching and learning, including mindfulness practices. Students' daily life at school is filled with multiple activities that require them to communicate effectively and efficiently. However, academic pressure, hormonal changes, and social dynamics can cause students to need help conveying and receiving information appropriately.

Based on a preliminary study conducted by the survey method by distributing questionnaires to 25 students in the school with indicators of openness, empathy, love, and right speech, the researcher found problems in interpersonal communication [3]; the issues found in the table below are as follows.

**Table 1.** Results of the Interpersonal Communication Survey of School Students

No.	Indicator	Percentage	Descriptions
1.	Openness	19%	Some students are not entirely correct when talking to their friends;
2.	Empathy	28%	Some students show an attitude of ignoring their interlocutors;
3.	Loving-kindness	36%	Some students have difficulty expressing their feelings when communicating;
4.	Right Speech	36%	Some students still need to learn the truth in their interactions or communication.

Source: Research Survey Resultsethod

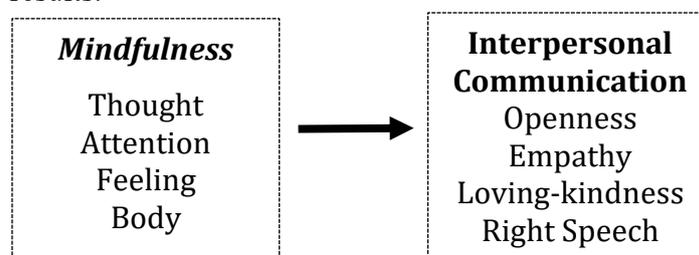
From the above statement, it can be concluded that students still face problems in interpersonal communication with indications such as correct speech, empathy, love, and openness. In addition, communication while walking or running also occurs frequently. As a result, the information received is not optimal and the communication carried out is not based on full awareness. Therefore, researchers must conduct additional research. Based on the results of the preliminary study, the way to improve good interpersonal communication is mindfulness so that openness, empathy, love, and correct speech can be obtained so that communication continues to run, one of which is by understanding and training yourself always to be aware of every event experienced with mindfulness practice. Mindfulness is when a person deliberately pays attention to something in the present moment without considering or discriminating [4].

One of the factors that affect interpersonal communication is mindfulness [4]. Maintaining full attention and open awareness, becoming more aware and more focused, becoming more aware and more concentrated, and becoming aware of the current situation is known as full awareness [5]. When a person is in a state of consciousness, his life will be happy and prosperous, and vice versa. However, when a person is unconscious and attentive, they will permanently lose consciousness, which can cause them to lose the present and present moment. This condition makes a person more aware of past experiences, which can help prevent evil thoughts. If this is applied daily, it will be very beneficial. Looking at the results of previous research conducted by [6] shows that mindfulness positively and significantly influences students' learning achievement. Mindfulness makes an effective contribution of 20.49% to student learning achievement. This means that 20.49% of student learning achievement can be improved through

mindfulness, and the remaining 79.51% can be improved through other variables not studied in this study. Based on the description above, the researcher is interested in learning more deeply about the influence of Mindfulness on interpersonal communication, so it is necessary to research to reveal the problem of interpersonal communication as the primary variable, which is connected with other variables that are suspected to be able to overcome interpersonal communication problems, namely the Mindfulness variable. The final result expected by the researcher from this study is to prove the research hypothesis regarding mindfulness in students' interpersonal communication at school.

## 2. Method

In this study, the researcher used a survey method with a quantitative approach and data processing techniques, such as a questionnaire with a total of 76 questions using a Likert scale in the answers. In this study, the population studied is 140 students in grades VII-IX SMP Ekayana Ehipassiko BSD City in 2024. The sample is a portion of the population that will be the subject of the study [7]. This study will use the Slovin formula as the basis for sampling. The sampling technique in this study is the proportionate random sampling method, which is used in conditions where the population consists of several layers or groups of individuals with different characteristics. The number of samples in this study is 105 respondents. The research design in this study carried out by the researcher includes making observations, compiling the background of the problem, identifying the problem, formulating the problem, making the basis of the theory used or looking for theories related to mindfulness and interpersonal communication, making research methods, determining research variables, making a grid of instruments, collecting data through questionnaires, analyzing data, making conclusions and suggestions. Data analysis is a step that follows the collection of data from all respondents or other data sources [7], grouping data based on variables from all respondents, presenting data on each variable studied, performing calculations to overcome the formulation of the problem, and completing calculations to evaluate the proposed hypothesis are all activities included in data analysis. This study uses the SPSS (Statistical Program for the Social Sciences) data processing program to obtain higher and more reliable analysis results.



**Fig 1.** Research Constellation Model

### 3. Results and Discussion

#### 3.1. Results

Based on the test instrument of the influence of mindfulness on interpersonal communication, it was obtained that out of 80 items, there were 40 items of mindfulness variables and 40 items of interpersonal communication variables. The results on the mindfulness variable were obtained with 38 valid items and two invalid items, while for the interpersonal communication variable, there were 38 valid items and two invalid items. Some of these items were declared valid by comparing the  $r$  table on 35 respondents with a significance level of 0.05, which is 0.333. If  $r$  counts  $\leq$   $r$  table, then the item is declared invalid. The researcher deleted invalid statement items so that out of 80 statement items, there were still 76 statement items left, based on the reliability test of the research instrument, as follows.

**Table 2.** Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	76

(Source: 2024 research data processing using SPSS 26.0)

Table 2 shows the results of the reliability test of the research instrument to measure mindfulness's influence on interpersonal communication. Based on the analysis, a Cronbach's alpha value of 0.898 was obtained for 76 valid items. Cronbach's alpha value reflects the high internal consistency of the instrument used, so it can be interpreted that the instrument has an excellent level of reliability. Thus, this research instrument can be relied on for further measurements and analyses of the relationship between mindfulness and interpersonal communication. These results show that the instruments used meet the requirements to provide accurate and valid data in this study. The normality test is an essential step in data analysis, which aims to determine whether the data obtained from the sample follows the normal distribution. The normality test was carried out in this study using the Kolmogorov-Smirnov One Sample method. The condition to be considered customarily distributed is that the significance value must be greater than the set significance level of 0.05 (5%). Based on the analysis conducted on 105 respondents, the normality test results showed a significant value (2-tailed) of 0.044. Thus, since  $0.044 < 0.05$ , it can be concluded that the data is usually distributed. The results of this normality calculation provide a solid foundation for further statistical analysis, as seen in the following table.

**Table 3.** Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual
		105
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	9.45571163
Most Extreme Differences	Absolute	.088

	Positive	.066
	Negative	-.088
Test Statistic		.088
Asymp. Sig. (2-tailed)		.044 <sup>c</sup>

a. Test distribution is Normal.

(Source: 2024 research data processing using SPSS 26.0)

The homogeneity test is crucial in analyzing independent sample tests, primarily through the Compare Means One-way ANOVA method. The test aims to test the assumption that the variants of the population compared are the same. The test criterion used is that if the significance value is more significant than 0.05 (5%), then it can be concluded that the variants of the two data groups are homogeneous. The homogeneity test was carried out as a requirement in the analysis of the independent sample test by comparing Means of ANOVA. The underlying assumptions in the analysis (ANOVA) of population variants are the same. If the test criteria are more than 0.05 or 5%, then it can be said that the variants of both data groups are the same. The results of the homogeneity test can be seen from the output of the variance homogeneity test. The significance value of mindfulness and interpersonal communication was 0.448, which means  $0.448 > 0.05$ , so it can be said that the two data are homogeneous. More details can be seen in the following variance homogeneity test table.

**Table 4.** Homogeneity Test

Test of Homogeneity of Variances		Levene	df1	df2	Sig.
		Statistic			
Mindfulness towards	Based on Mean	.579	1	208	.448
Interpersonal	Based on Median	.525	1	208	.470
Communication	Based on the Median and with adjusted df	.525	1	204.518	.470
	Based on trimmed mean	.536	1	208	.465

(Source: 2024 research data processing using SPSS 26.0)

This study aims to analyze how mindfulness practices can affect the quality of social interaction and communication among students. Using valid and reliable research instruments, data were collected from a representative number of respondents, thus allowing a comprehensive analysis of the two variables. The following are the results of the regression equation test in this study.

**Table 5.** Regression Equation Output

Coefficients		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.097	9.107		3.415	.001
	Mindfulness	.680	.070	.691	9.708	.000

a. Dependent Variable: Interpersonal Communication

(Source: 2024 research data processing using SPSS 26.0)

The regression analysis results presented in Table 5 show the regression coefficients for the model that tests the influence of mindfulness on students' interpersonal communication. Mindfulness, which refers to mindfulness in observing the mind, emotions, and surrounding environment, has been the focus of research due to its relevance in improving social skills. From the output, a constant value of 31.097 was obtained, which shows that if the student's mindfulness level is 0, then the value of interpersonal communication is predicted to be 31.097. The regression coefficient for the mindfulness variable was 0.680, which indicates that every increase of one unit in mindfulness will be followed by an increase of 0.680 units in interpersonal communication. These findings confirm a significant positive relationship between mindfulness and interpersonal communication, where increased mindfulness can improve the quality of student interaction. The t-test results showed a t-value of 9.708 with a significance value (p) of 0.000. Since this significance value is less than 0.05, it can be concluded that the influence of mindfulness on interpersonal communication is significant. This shows that the application of mindfulness practices in education is not only beneficial for students' mental well-being but also contributes positively to their social skills. Therefore, educators must integrate mindfulness into the curriculum to equip students with better communication skills in their daily social interactions. The hypothesis testing criteria use an alpha of 5% (0.05) to reject  $H_0$  if  $\leq 0.05$  by reading the following ANOVA table.

**Table 6.** Anova Analysis Output

ANOVA <sup>a</sup>						
Model		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square F</i>		<i>Sig.</i>
1	Regression	8508.072	1	8508.072	94.242	.000 <sup>b</sup>
	Residual	9298.690	103	90.279		
	Total	17806.762	104			

a. Dependent Variable: Interpersonal Communication

b. Predictors: (Constant), *Mindfulness*

(Source: 2024 research data processing using SPSS 26.0)

Table 6 presents the results of the ANOVA analysis used to test the significance of the regression model that links mindfulness with interpersonal communication. The ANOVA results show that the total variance in interpersonal communication (dependent variable) is divided into two components: the variance explained by the model (regression) and the unexplained variance (residual). From the analysis results, the Sum of Squares value for the regression component is 8508.072 with a degree of freedom (df) of 1, indicating the number of variances the mindfulness variable can explain. Meanwhile, the residual Sum of Squares value of 9298.690 with 103 degrees of freedom reflects the variance the model cannot explain. The Mean Square value for regression is 8508.072, while the residual Mean Square is 90.279. This result calculates the F value, obtained at 94,242 in this analysis. A significant F value with a p-value of 0.000 indicates that the regression model constructed between mindfulness and interpersonal communication is statistically significant. This indicates that mindfulness effectively explains the variation in

interpersonal communication among students. Thus, it can be concluded that the mindfulness variable significantly influences improving students' interpersonal communication.

**Table 7.** Values of R Square Coefficient of Determination

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.691 <sup>a</sup>	.478	.473	9.502
a. Predictors: (Constant), Mindfulness				
b. Dependent Variable: Interpersonal Communication				

(Source: 2024 research data processing using SPSS 26.0)

Table 7 summarizes the model showing the value of the determination coefficient (R Square) in the relationship between mindfulness and interpersonal communication. Based on the analysis results, an R-value of 0.691 indicates a strong positive relationship between the two variables. R Square, which is 0.478, means that the mindfulness variable can explain about 47.8% of the variation in interpersonal communication. This shows that mindfulness contributes significantly to students' understanding and practice of interpersonal communication. An Adjusted R Square value of 0.473 adjusts the number of variables in the model, indicating that although there is a slight decrease in the model's predictive power, the mindfulness variable still substantially contributes to explaining the variation in interpersonal communication. In addition, the Std-error of the Estimate of 9.502 reflects the standard deviation of the prediction of interpersonal communication, indicating the degree of accuracy of the model in predicting the value of interpersonal communication based on mindfulness. Thus, these results show the importance of mindfulness in developing interpersonal communication skills among students, which is critical to improving social interaction and interpersonal relationships in an educational context.

### 3.2. Discussion

Based on the data analysis and hypothesis testing results, it is known that mindfulness and interpersonal communication have a positive and significant influence. It can be interpreted that mindfulness is essential for students to apply because it can improve interpersonal communication by being fully aware of every activity that is carried out, such as greeting friends, gathering together, and interacting with each other. The results of the study are in line with the opinion [8] who said mindfulness can improve communication effectiveness by helping members or students be more focused and fully aware of the communication process. Mindfulness has a significant impact on the communication carried out by students. Mindfulness can increase students' interest, attention, and involvement in the learning process so that communication between students and instructors can be well maintained. Mindfulness can also reinforce students' responsibility for what they say, and communicating with mindfulness can increase the effectiveness of classroom interactions. Mindfulness in this study is intended to be carried out by junior high school students. Good mindfulness can produce conscious thoughts

and good feelings during the communication process and change the communicator's behavior to be more effective. With good self-awareness, the communication process can run well, increasing knowledge and communication skills in the community and school environment.

Based on descriptive analysis, junior high school students who apply mindfulness well. This can be seen in each indicator of the average mindfulness of students' answers in the high category, meaning that junior high school students in 2024 will practice mindfulness quite well when communicating and in the classroom. However, some students still do not practice mindfulness during the communication process. When individuals practice mindfulness, they become more aware of their perspectives and emotions, which then allows them to communicate more openly and attentively to others [9]. About interpersonal communication in general, humans communicate with each other, depend on each other, and help each other. Individuals communicate with each other to share ideas and opinions. It is also known as interpersonal communication or interpersonal communication [10]. This is in line with the opinion [11] Intrapersonal communication occurs within a person. The Buddha explained in the Araṇavibhanga Sutta that Bhikkhus when one speaks quietly, his body is not tired, his mind is not excited, his voice remains calm, and his speech is clear and easy to understand (M.III. 234).

The effectiveness of interpersonal communication is determined by the ability to communicate what is conveyed, create a desired impression, or influence others according to our wishes [13]. Interpersonal communication is the process of exchanging information that is considered the most effective and can be done straightforwardly. In interpersonal communication, two people exchange information in two directions. Communication skills are the most basic needs for students and teachers in the learning process; one of these needs is interpersonal communication. In general, interpersonal communication can be interpreted as exchanging meanings between people who communicate with each other [14]. Each person's perception affects each other during communication [15]. The Buddha explained in the Kosambiya Sutta that one is encouraged to say something that brings about harmony with love. When the Buddha spread his teachings, he always hoped that society would be in harmony with the middle path he taught. "It is also the principle of harmony that creates love and respect and plays a role in togetherness, disputation, harmony, and unity (M.I.322).

Research shows that mindfulness positively and significantly influences interpersonal communication among junior high school students. With an R Square of 0.478, it can be concluded that the mindfulness variable explains 47.8% of the variation in interpersonal communication. The components of mindfulness indicators, which consist of mind, attention, feelings, and body, play an essential role in shaping students' communication ability. A clear and focused mind allows students to understand the context of communication better and respond appropriately. Attentive attention increases openness in communication. When students give the speaker their full attention, they can capture the nuances in speech and understand the needs and feelings of the interlocutor. In addition, the feeling component in mindfulness helps students recognize their own emotions and the emotions of others, which is essential for building empathy. Awareness

of the body also plays a role, where an open posture can show openness and a desire to communicate. On the other hand, indicators of interpersonal communication such as openness, empathy, love, and correct speech also contribute to the effectiveness of student communication. Openness creates a safe environment for sharing thoughts and feelings, while empathy allows students to feel and understand the experiences of others. Love in communication improves relationships between individuals, making interactions warmer and more supportive, while correct and wise speech is critical to avoiding conflict and building trust. Overall, the results of this study show that mindfulness development can be an effective strategy for improving students' interpersonal communication. Therefore, it is essential to integrate mindfulness practices into the educational curriculum to form an academically intelligent generation proficient in communicating and interacting socially.

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