



Analysis of the Implementation of Mindfulness in Senior High School Students' Learning

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Abstract: The rapid development of technology, despite providing convenience in daily life, also brings negative impacts such as stress, anxiety, and depression. This is no exception in the educational environment, especially in schools, where many students experience these negative effects. One emerging approach as a solution to address stress and mental well-being issues is through mindfulness practices. Although numerous studies have discussed the effectiveness of mindfulness in reducing student stress, a more in-depth exploration of the role and implementation of mindfulness in the educational context remains limited. This research aims to provide a comprehensive overview of the implementation of mindfulness in the learning process at the high school level. In this study, a descriptive qualitative method was employed, involving observations of subjects and research objects based on the facts revealed in the field. Data were obtained through interviews, observations, and documentation. The research findings indicate that mindfulness practices have been adopted in some private high schools, while in public high schools, the implementation of mindfulness is only being introduced by schools with proactive teachers in the learning process.

Keywords: Analysis, mindfulness, learning, senior high school

1. Introduction

The significant progress in technology plays a vital role in transforming the lifestyle of society. In Indonesia, this development is reflected in the usage of the internet, reaching 242.7 million users in early 2022 (Sumarni et al., 2022). Data from the Internet Service Providers Association survey indicates that approximately 95.4% of total internet usage is carried out through smartphones or mobile phones daily. It is crucial to note that the use of smartphones or smart devices is not limited to adults but also involves school children actively participating in online learning activities. The use of smartphones has positive impacts, such as facilitating communication, increasing knowledge, fostering friendships, and introducing new learning methods (Stevic et al., 2022). However, it is important to remember that excessive gadget use in children can pose risks, including increased cases of depression, anxiety, attention deficit, autism, bipolar disorder, and unwanted behaviors (Syme & Hagen, 2019). Additionally, other negative effects involve a decrease in concentration, as described by Petrucco & Agostini (2023). Therefore, a wise balance in technology use is needed to optimize its benefits while reducing potential risks.

Moreover, Satsangi & Brugnoli (2018) state that symptoms of stress can manifest in various forms of emotional reactions, such as feeling pressured, tense, worried, or fearful. Other impacts include increased irritability, frustration, restlessness, difficulty concentrating, and a reduced ability to experience happiness (Tran et al., 2020). Buheji et al. (2020) interpret stress as a condition when individuals feel unable to cope with demands from their environment, resulting in tension and discomfort. Based on research conducted by Deantri & Sawitri (2020), it is found that the level of stress in high school students is higher compared to students in junior high school. also reveals that children aged 15 to 18 are at high. Haris & Jamali (2017) risk of stress when involved in programs emphasizing cognitive and competitive goals. The high-stakes National Exam for twelfth-grade high school students, which serves as a determining factor, can be considered a program with a competitive orientation and high pressure, leading to busy schedules and demands for success. Therefore, it has the potential to affect the mental and emotional aspects of children in their efforts to achieve the best results (Syaparuddin & Elihami, 2020). Conversely, according to Kholifah (2015) in her research, it was revealed that female students experience stress

symptoms during their first menstruation (menarche). This difference indicates that stress sources can originate from various contexts, whether from a competitive school environment or due to physical changes experienced by female students. This emphasizes the need for an understanding of stress in children to consider various factors that may contribute to their psychological conditions. To address the stress experienced by students, special interventions are needed to overcome mental problems in children, allowing them to have good mental health and effectively participate in learning. An approach proven to be effective in reducing stress in various life groups is the Mindfulness approach (Warnecke et al., 2011). Mindfulness refers to the ability to observe thoughts and feelings as temporary events in the mind that do not require a specific response (Carmody et al., 2009). Mindfulness interventions in students aged 15 to 18, as implemented by Apriliyani et al. (2020), have shown feasibility and improvement in attention and emotional reactivity. The implementation of mindfulness can be done through various approaches, including games and active observation of various activities (Nasihudin et al., 2023).

According to Ng et al. (2021), the mindfulness approach also provides significant assistance to individuals experiencing high levels of stress, pain, or severe emotional dysfunction. This finding is supported by research conducted by Wigunawati et al. (2023) on high school students, which shows that a lack of mindfulness in students can contribute to high academic stress levels, especially when facing mathematics lessons. However, research on the implementation of mindfulness in the context of basic education in Indonesia is still limited, and discussions about the role of mindfulness in reducing student stress, especially at the elementary education level, also receive inadequate attention.

2. Literature Review

2.1 Mindfulness

Mindfulness is a mental state that requires full awareness of the present experience, without excessive judgment or emotional reactions (Pratikta, 2020). According to Rahmawati et al. (2020), in mindfulness practice, individuals are encouraged to focus on the present moment, avoiding getting caught in wandering thoughts or reacting excessively to feelings and thoughts. The definition of mindfulness involves the ability to expand awareness and give full attention to what is happening around us without judgment or impulsive responses (Syme & Hagen, 2019). It involves developing awareness of thoughts, feelings, and current experiences. The main goal of mindfulness practice is to create inner peace and improve the quality of life (Sutanto & Immanuela, 2022). By being aware of the present moment, individuals can reduce stress, enhance concentration, and better savor life experiences (Siswanto & Peni, 2023). Not only that, but mindfulness practice techniques include mindfulness meditation, mindfulness yoga, and attention-focused exercises (Syafira, 2021). Meanwhile, Yusainy et al. (2019) state that the benefits of mindfulness include stress reduction, increased concentration, and emotional management, which can be found in various contexts. In education, the implementation of mindfulness helps students develop emotional regulation skills and enhance concentration (Leland, 2015). Scientific evidence, particularly from neuroscientific studies, indicates that mindfulness practice can result in structural and functional changes in the brain related to attention, concentration, and emotional management (Sudarsono & Suharsono, 2016). To date, mindfulness practice continues to be an intriguing research area in the fields of psychology, mental health, and education, and it can be adapted and integrated into various aspects of daily life.

2.2 The Learning Process in Schools

The learning process in schools is a series of activities involving interactions between teachers and students, as well as other elements in the educational environment (Coman et al., 2020). According to Isnanto et al. (2020), several aspects related to the learning process in schools include the roles of teachers and students, teaching methods, learning materials, evaluation and monitoring, the use of technology, classroom management, as well as the physical and psychological environment. Teachers play a central role in the learning process by applying various approaches, strategies, and methods to transfer knowledge to students (Hajian, 2019). Moreover, Al-Hail et al. (2021) state that the interaction between teachers and students is a crucial foundation, where effective communication, support, and appreciation from teachers can enhance student motivation and participation. In connection with this, learning materials are delivered in accordance with the curriculum set by the government or local educational institutions, so teachers utilize various relevant resources and instructional media to support students' understanding. Learning is inseparable from the evaluation process, which involves assessment through exams, assignments, or projects, and teachers provide feedback to help students understand their strengths and weaknesses. The use of technology, such as computers, the internet, and educational software, is increasingly important in supporting innovative learning (Kusmin & Laanpere, 2020). In the learning environment, the effectiveness of classroom management, the implementation of discipline rules, the comfort of physical facilities, psychological support, and the continuity of the learning process are crucial factors in shaping a positive learning environment and supporting the mental health of students and teachers in schools.

2.3 Senior High School

Senior High School is an advanced level of education attended by students after completing lower secondary education or Junior High School, typically covering grades 10 through 12. The age range of students entering high school is

generally between 15 and 18 years, depending on the local education system. High school consists of three grade levels, namely grades 10, 11, and 12, with a more in-depth and complex curriculum that includes core subjects such as mathematics, natural sciences, social sciences, English, and the local language. Students have the opportunity to choose elective subjects based on their interests or career plans, such as literature, arts, music, social sciences, or natural sciences (Ismail et al., 2021). At the end of senior high school, many countries implement school exams or final exams to assess students' understanding of core subjects, which can impact access to colleges or universities (Reza & Shagena, 2022). High schools offer various extracurricular activities, including sports, arts, music, and student organizations, helping students develop social skills, leadership, and specific interests. High schools also prepare students for college or university by providing guidance on enrollment, entrance exams, and test preparation (Gunada et al., 2023). Thus, high schools play a key role in the academic and social development of students, providing a crucial foundation for their further studies and future careers while assisting them in identifying interests and talents and planning appropriate educational or professional paths.

3. Methodology

This study employs a qualitative descriptive approach, where the researcher observes subjects and research objects in accordance with the facts in the field. The researcher acts as the primary data collector and collaborates with the research subjects to gather more in-depth information. The study is conducted in two schools, namely a public school and a private school in Sleman Regency. Data will be collected through interviews, observations, and documentation, involving 2 teachers from the public school and 2 teachers from the private school. Data validity will be tested using triangulation techniques, and data analysis will be conducted using Miles and Huberman's data analysis techniques, involving three stages: data reduction, data presentation, and drawing conclusions.

4. Findings

The findings of this study are derived from a number of students and teachers teaching mathematics in Public and Private Senior High Schools in Sleman Regency. These teachers serve as sources of information and research subjects, providing insights and relevant perspectives regarding the context of the study being conducted.

4.1 Private Schools

The implementation of mindfulness in the context of school learning has commenced and is evident in several subjects, one of which is religious studies. Moreover, mindfulness practices have been widely adopted or applied in subjects considered challenging for students, such as mathematics. This learning process involves mindfulness practices, where before commencing the lesson, students are guided to engage in concentration exercises, such as observing their breath, to enhance focus. The school principal has also provided guidance to teachers to develop and implement mindfulness in the classroom with the aim of enhancing students' self-awareness and learning motivation. However, there are still several challenges in the implementation of mindfulness, such as teachers' lack of understanding of the meaning of mindfulness, especially at the high school level. Other obstacles include a tight schedule that makes it challenging for teachers to integrate mindfulness in the classroom, insufficient teacher participation in mindfulness training, and a lack of certification related to such training.

4.2 Public Schools

In the public school environment, there are still many teachers and school principals who have not mastered the concept of mindfulness and do not fully understand the benefits that can be gained from its implementation. In contrast, teachers who have participated in the teacher empowerment program have a deeper understanding of mindfulness and its positive impacts on both teachers and students. One concrete benefit of implementing mindfulness can be found in the teacher empowerment modules issued by the Ministry of Education and Culture. Several empowered teachers integrate mindfulness into the learning process, such as using popsicle sticks with facial expression images (angry, disappointed, happy). Students use these popsicle sticks to depict the emotions they are experiencing. Mindfulness practices are also applied when the classroom atmosphere becomes uncontrollable, where students are asked to pause, take a few slow deep breaths, aiming to help students regain focus. However, there are still some challenges in implementing mindfulness, primarily because the majority of teachers have not fully mastered this concept. The lack of government socialization or the lack of initiative from school principals in implementing mindfulness is a hindering factor. Many teachers are more familiar with the concept of yoga than with mindfulness itself. Therefore, effective training or guidance is needed to guide teachers and school principals in understanding and explaining the benefits of mindfulness. This is intended to enable them to provide explanations to students' parents, thus guiding their children more effectively at home.

5. Discussion

Mindfulness can be described as continuous awareness of experiences without judgment penilaian (Kudesia, 2019). Furthermore, Chahine et al. (2023) state that this concept involves a specific quality of attention, where an individual

freely and non-judgmentally observes every aspect of each moment. The main principle of mindfulness is the ability to observe without judgment, making individuals aware of thoughts and emotions without providing judgment (Buchanan, 2017). The implementation of mindfulness results in significant awareness and appreciation for individuals, having essential value in managing thoughts and observing emotions without judgment. This helps teachers cope with stress and benefits students by reducing stress levels (Akhavan et al., 2021; Annisa & Eka, 2020; Levi et al., 2017).

The importance of implementing mindfulness practices in both private and public schools can be seen in their role in supporting student focus. Moore & Malinowski (2009), have explained that mindfulness has a direct correlation with attentional focus on a single object, emphasizing the importance of implementing mindfulness in the learning context to enhance student focus. Additionally, other benefits include increased learning motivation, as mentioned in the research by pentingnya Egan et al. (2021), explaining that self-compassion, as part of mindfulness, can help students become stronger and persevere in the learning process at school. This understanding highlights the significant role of mindfulness practices in enhancing learning motivation, with positive effects on student academic achievement.

Mindfulness training for high school students can prove effective in improving their performance in specific subjects, especially reading and science, as indicated by research findings (Corti & Gelati, 2020). This suggests that mindfulness can influence the learning process, particularly in enhancing literacy skills. This finding aligns with the research conducted by Oktavia (2021), indicating that the literacy level of elementary school students is still relatively low. This reinforces the argument that implementing mindfulness training can be a relevant strategy in the school environment. The importance of students' literacy skills is key to fostering 21st-century skills, such as critical thinking, problem-solving, creative thinking, communication, and collaboration (Septikasari & Frasandy, 2018).

In addition to benefiting students, the implementation of mindfulness can also bring positive benefits to teachers. In this study, it was found that teacher champions have understood the benefits of mindfulness, particularly for their profession. Through experimental research design, they discovered that mindfulness practices significantly improved teachers' self-efficacy in the context of teaching writing (Li, 2021). Mindfulness is considered a method to enhance teacher capacity, especially in dealing with stress, supporting behavioral and affective aspects, including emotional aspects (Distina, 2021). By enhancing teachers' resilience to stress, the implementation of mindfulness can improve teaching productivity, strengthen relationships with students, and enhance emotional well-being (Gurman et al., 2021). Through these explanations, it can be concluded that mindfulness plays a crucial role in improving the quality of teachers, especially in the context of mental resilience and teaching productivity enhancement.

However, the implementation of mindfulness in the context of Senior High School also faces several challenges. Many teachers and school principals still have a limited understanding of the benefits of mindfulness, both for themselves and students. Generally, teachers who comprehend the concept of mindfulness are those who have undergone teacher champion training. The lack of professional trainers or trained teachers in mindfulness training is one of the barriers to implementation in schools. Khng (2018) mentions other challenges involving a limited number of trained teachers to deliver mindfulness programs, small class sizes, teachers' difficulties in integrating mindfulness programs into the curriculum, and low acceptance levels from teachers, school staff, and parents who do not fully understand the importance of mindfulness implementation.

6. Conclusion

The importance of mindfulness plays a crucial role in enhancing the skills of both students and teachers, especially in the face of rapid technological developments. Significant benefits can be gained through mindfulness training in managing socio-emotional aspects for both students and teachers. The effectiveness of mindfulness training can help improve students' learning motivation and focus, directly impacting literacy, particularly reading skills. For educators, mindfulness training brings an increase in self-efficacy and balance in emotional management, enhancing productivity in the learning process. In some private Senior High Schools, mindfulness has already been implemented in teaching, particularly in religious studies and even mathematics, integrated into spiritual development activities. School principals actively promote this concept to teachers to encourage the development of mindfulness in teaching. However, in public schools, the implementation of mindfulness is limited to schools with teacher motivators, and many teachers still do not fully understand the urgency of mindfulness in the learning process. The main obstacle is the lack of trained coaches or teachers to convey the concept of mindfulness, accompanied by the need for increased publications regarding the benefits and importance of mindfulness to teachers. A suggestion for future research or discussion is to design a learning model using mindfulness that suits the characteristics of elementary education. This is expected to enrich the understanding of the role of mindfulness in Indonesia.

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