



Implementation Of Mindfulness to Improve Students' Interest in Learning and Emotional Well- Being

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Article Info	Abstract
Received: 2025 - 09- 18 Revised: 2026 02-10 Accepted: 2026 06-01 Keywords: Mindfulness; Learning Interest; Students' Emotional Well-being DOI: 10.24256/ideasv14i1.8020 Corresponding Author: Syifa Qurrotul Aini Nasyiqaa@gmail.com English Education Study Program, Universitas Muhammadiyah Luwuk, Indonesia	<i>Mindfulness has increasingly attracted attention in educational research due to its potential to enhance students' learning outcomes and psychological well-being. While previous studies have highlighted its benefits in higher education and clinical settings, fewer discussions have focused on how mindfulness contributes to improving learning interest and emotional well-being in the school context. This article aims to explore and analyze the role of mindfulness in strengthening students' motivation to learn and maintaining their emotional balance during the learning process. The research employs a qualitative approach through a literature review of five accredited journal publications published between 2018 and 2022 that examined similar issues with different research objects. The analysis reveals that mindfulness practices positively influence students' engagement with learning and contribute to reduced academic stress, which in turn fosters greater emotional well-being. Findings further indicate that the implementation of mindfulness not only increases students' learning interest but also creates a healthier learning environment. The study concludes that integrating mindfulness into school practices can be an effective strategy to balance academic demands with emotional stability. These findings imply the need for educators and policymakers to consider mindfulness-based approaches as part of broader efforts to improve the quality of teaching and learning in schools.</i>

1. Introduction

The development of human resources (HR) in sustaining the life of humans or individuals is one aspect influenced by the level of education (Nurmalasari, 2020). Nurmalasari (2020) also stated that a high level of education can affect character building as well as the potential possessed by developing individuals, such as students. In this regard, it can be said that students serve as one of the media for instilling education, so that the learning process can proceed with attention to several aspects, including cognitive, emotional, and psychological dimensions. Good learning also carries the meaning of a process that considers the balance and composition of the process itself, so that students, who are the subjects of the learning process, can receive the material and understanding effectively (Sutikno, 2021).

The balance of composition in the learning process can also be interpreted as activities that guide students through mindfulness training, which serves as an effective effort to develop focus, performance, and learning outcomes achieved by students (Bakosh, 2016). In this study, the researcher can also state that mindfulness can be an effective indicator in increasing students' learning motivation, because a learning process that manages students' emotions can certainly influence the level of focus, they possess. In addition, Frasandy & Septikasari (2018) argue that groups influenced by mindfulness training can impact literacy skills, so that good literacy can also enhance students' capability in critical and creative thinking to solve complex problems. Therefore, learning that includes mindfulness training and socialization requires habituation efforts by educators across all educational institutions in Indonesia.

Furthermore, this article focuses on analyzing the implementation and impact of mindfulness, which has a crucial influence on two objects serving as research variables, namely students' learning motivation and emotional well-being. Students' learning motivation is strongly related to learning outcomes and their success in achieving academic achievements. Moreover, students' emotional well-being in good condition will naturally reduce the stress they experience during learning, so the combination of both will affect the balance between learning achievements and students' psychological health.

The framework of this research aims to explore how the practice of mindfulness is applied in educational settings and to demonstrate that mindfulness in education can act as a catalyst to enhance both learning motivation and students' emotional well-being. Therefore, the researcher also views that the analysis of mindfulness can serve as a tool that positively affects the quality and balance of students' education and psychology. Consequently, the analysis can be conducted through a review of previous literature to obtain new conclusions that are useful as steps toward developing balanced personalities in students, enabling them to learn and understand lesson materials effectively.

In this study, the researcher focuses on the topic of mindfulness as an effort to increase self-awareness or focus on various aspects, making it an indicator capable of improving the quality of learning and students' emotional well-being. In this context, mindfulness also relates to several aspects influencing education, such as stress management, mental resilience, and students' ability to increase focus during the learning process, thus forming a balance among cognitive, psychological, and emotional dimensions. Therefore, this study formulates the main research question: whether the implementation of mindfulness is proven to enhance students' learning motivation and emotional well-being, allowing the researcher to provide an analysis of the influence of mindfulness implementation on students' learning motivation and the magnitude of its impact on their emotional well-being.

Moreover, this study can serve as a guideline for various parties involved in education and the psychological condition of individuals. For educators, the benefit is having guidance to socialize mindfulness within the learning process, thereby influencing students' learning motivation. The impact of this condition is an improvement in students' emotional well-being due to the habituation of mindfulness applied by educators when interacting with students. Therefore, this research article also seeks to present an analysis based on literature findings, offering ideas for creating a balanced learning environment and enhancing students' quality during learning at school.

The flowchart below illustrates the discussion flow of this article regarding the influence of mindfulness on students' emotional well-being:



Figure 1. The Influence of Mindfulness on Students' Emotional Well-being

Based on the flowchart presented above, it can be concluded that the article is structured to explore the objectives of evaluating the influence of mindfulness implementation on students' learning interest and emotional well-being. Therefore,

several literature sources were reviewed to analyze related issues, enabling educators and researchers to explore innovative approaches such as mindfulness as a way to foster balanced improvements in both academic achievement and emotional well-being among students.

2. Method

In this research, the researcher used a qualitative approach with a research method through a review of previous literature. The use of a qualitative approach with a literature method is one of the research methods that can be employed by researchers (Assingkily, 2021). Saeful (2009) states that qualitative research is a research method that produces findings that cannot be obtained through the use of statistical procedures or other quantitative approaches. Furthermore, Saeful (2009) also explains that, "Qualitative research is a research procedure that produces descriptive data in the form of analysis of previously existing literature."

The data collection technique in this qualitative study uses the method of reviewing previous literature. In this method, the researcher analyzes literature that is relevant to the current study (Saeful, 2009). According to Rijal (2021), qualitative research aims to gain an in-depth understanding of the condition of a certain context, focusing on detailed and comprehensive descriptions of naturally occurring situations within that context. Rijal (2021) also states, "Qualitative research has its own variety of approaches, allowing researchers to select from these approaches to suit the object they intend to study."

Yusuf (2019) explains that literature review is very useful and helpful in providing context and meaning in the writing being studied. A literature review is also an important tool for examining context. Through a literature review, researchers can also explain to readers the rationale behind their study, both in terms of the subject being investigated and the relationship between the study and its environment. In another definition, a literature review is the study of a collection of literature that supports the research problem, which is very useful for researchers because it provides an overview of the problem being studied, offers theoretical and conceptual support, and provides material for discussion or analysis (Khasanah et al., 2019).

Therefore, based on the definitions above, the researcher can conclude that qualitative research is a research method that can utilize previous literature to collect descriptive data regarding existing research writings on the observed topic in a relevant manner. The main goal of this study is to obtain an in-depth understanding of the condition of a comparison context in a natural setting. Qualitative research focuses on detailed descriptions of situations that occur and does not rely on statistical procedures or quantitative approaches. Researchers have the flexibility to choose an approach that is suitable for the object they wish to study.

Data collection through the review of previous literature, also known as a literature study, is one of the methods used by the researcher to analyze the issues in this study. Moreover, the focus of the research is a study literature review, with the material object consisting of two books: Strategi Peningkatan Daya Minat Belajar Siswa by Akrim and Psikologi Belajar by Nurjan. Meanwhile, the formal object uses five selected accredited journals, namely: Sugata (2021) in "The Influence of Mindfulness on Student Learning Interests at Jinarakkhita Buddhist College, Bandar Lampung, 2021"; Nasihudin (2024) in "Correlation of Social-Emotional Learning Mindfulness on Student Learning Focus in Biology Subjects at Senior High School"; Maulinda (2021) in "The Effect of Mindfulness on Academic Stress of Students at SMAN X Cianjur During the Covid-19 Pandemic"; Sitopu (2020) in "The Effect of Mindful Learning Approach on Aqidah Akhlak Learning Outcomes of Eighth-Grade Students at MTS Taman Pendidikan Islam Medan, Academic Year 2019/2020"; and Rapiadi (2023) in "The Influence of Mindfulness on Student Learning Interests at Higher Education Institutions."

3. Result and Discussion

Mindfulness and Learning Interest

In this research, mindfulness can be understood as a state of full awareness that becomes one of the focal points of attention in the educational context. This is because mindfulness can serve as a potential tool to enhance students' learning interest. In another definition, mindfulness is indeed interpreted as a meditative attitude to evoke a sense of calm and safety. However, mindfulness can also encompass a scope of awareness that can influence emotions, thoughts, and the surrounding environment. Therefore, the researcher also conducted an analysis in the form of a literature review that can validate and support the idea of mindfulness practices that can be applied to influence the improvement of students' learning interest.

This study also observed that mindfulness has several effects on students' learning interest, where through mindfulness, students become more accustomed to concentration and awareness training in learning activities. This, of course, helps students focus on the academic tasks assigned by the school, thereby reducing distractions and increasing students' attention to the learning material. In addition, mindfulness also serves as an effort for stress and anxiety management among students, making mindfulness practices useful for calming students' minds so they can tackle challenges in learning activities with a more prepared and calmer attitude. This condition will certainly affect the quality of learning experiences that students have, making it an effort to foster curiosity toward new learning materials, where students can also perceive the learning process as a meaningful activity and experience that deserves dedication.

Furthermore, the implementation of mindfulness also serves as an effort to enhance the psychological well-being of students, enabling them to accept all

shortcomings in the learning process they undergo. As a result, the learning process does not feel burdensome, allowing students to explore and develop their education and knowledge. Therefore, mindfulness in relation to learning interest becomes a practice that needs to be implemented in educational settings. The researcher will next present the proposed flow of mindfulness implementation in this study, as follows:

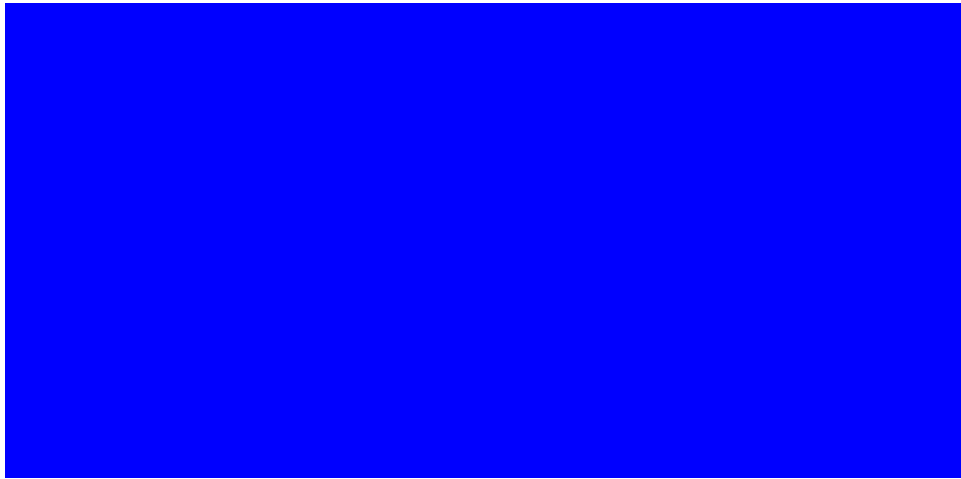


Figure 2. Implementation of Mindfulness on Students' Learning Interest Mindfulness and Emotional Well-being

Student emotional well-being is a major issue faced by contemporary education today. Academic pressure, social changes, and hormonal fluctuations from childhood to adolescence can undoubtedly affect a person's mental health. This is also supported by recent research showing that self-awareness is crucial in helping students manage their emotions and create a more balanced learning environment (Sitopu, 2020). Furthermore, this study also aims to demonstrate that the practice of self-awareness (mindfulness) can assist students in developing strategies to cope with stress. This can be achieved through training in breathing techniques and focused attention, enabling students to enjoy learning moments without feeling burdened by external pressures. In addition, emotional awareness is also essential for enhancing students' well-being. The practice of self-awareness can help students recognize and respond to their emotions more appropriately, thereby fostering more positive responses to challenges and overall better well-being.

Moreover, by providing students with tools to overcome negative thoughts and increase tolerance for uncertainty, this mindfulness practice can also help reduce symptoms of anxiety and depression experienced by students in school. Additionally, social and individual relationships greatly influence students' emotional well-being. The presence of mindfulness can naturally enhance empathy and positive interactions with others. Other studies also suggest that students who

engage in mindfulness practices tend to be more sensitive to their peers' feelings and develop deeper interpersonal relationships (Sagata, 2022). Therefore, consistent practice of self-awareness can have a positive impact on students' emotional well-being. Consequently, to foster a generation of students who are more emotionally aware, calmer, and better equipped to face life challenges, educational environments can integrate the implementation of mindfulness as a holistic approach that not only transforms the way students learn but also influences how they live their daily lives. In terms of implementing mindfulness for students' emotional well-being, several frameworks can be formulated by the researcher, as follow:

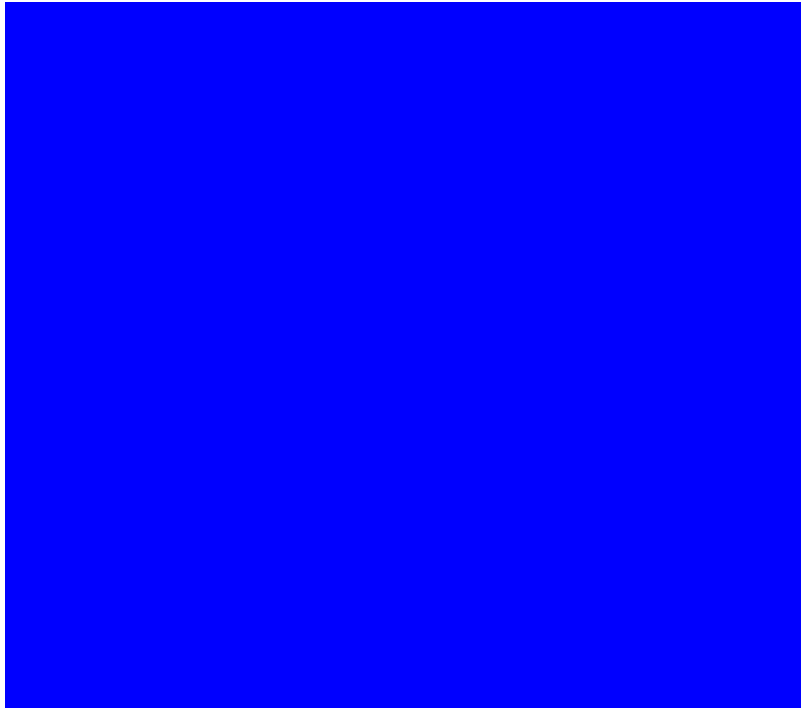


Figure 3. Implementation of Mindfulness on Students' Emotional Well-being

Furthermore, mindfulness is closely related to the formation of students' personality and emotional structure, aligning with Sigmund Freud's theory of personality structure. Hardianti & Yusniati, (2023) argue that personality is shaped by the interaction of id, ego, and superego. In this context, mindfulness is significant in balancing these three elements:

1. Id represents unconscious drives and instincts. Mindfulness helps individuals become more aware of these impulses, making it easier to manage them.
2. Ego mediates between id, external reality, and superego. Through mindfulness, individuals improve awareness of thought processes and decision-making, strengthening ego regulation.

3. Superego reflects internalized social and moral values. Mindfulness deepens awareness of these values, enabling individuals to balance unconscious impulses and moral demands.

Thus, mindfulness assists individuals in understanding, managing, and balancing their personality dimensions in line with Freud's theory (Hardianti & Yusniati, 2023).

4. Discussion

In related research on the implementation of mindfulness to improve students' learning interest and emotional well-being, Sugata (2022) conducted a study entitled "Pengaruh Mindfulness Terhadap Minat Belajar Mahasiswa Sekolah Tinggi Ilmu Agama Buddha Jinarakkhita Bandar Lampung Tahun 2021". The results of this study indicated that there was an effect of the mindfulness variable on the learning interest variable of students at Sekolah Tinggi Ilmu Agama Buddha Jinarakkhita Bandar Lampung in 2021, where the data analysis showed a calculated t-value of 24.322, while the t-table with $n = 71$ and $\alpha = 0.05$ was 1.667. It can be concluded that $t\text{-calculated} > t\text{-table}$ ($24.322 > 1.667$) or sig ($0.000 \leq 0.05$), thus H_0 was rejected and H_a was accepted.

Therefore, it can be stated that there was an influence on the students' learning interest at the school in 2021. The statistical test in this study also demonstrated evidence of a systematic effect of the mindfulness variable on learning interest. Consequently, it can be described that students' learning interest is largely influenced by mindfulness, and to enhance learning interest, it is necessary to have the intention to transform oneself to be wiser, open to interpersonal changes, and capable of fostering spiritual growth within. When this is applied to students, mindfulness can provide significant benefits in the learning process.

Furthermore, another research conducted by Nasihudin and Prafitasari (2024) entitled "Korelasi Mindfulness Social Emotional Learning terhadap Fokus Belajar Siswa pada Mata Pelajaran Biologi SMA" demonstrated that effective mindfulness training could enhance students' learning motivation and improve focus for up to 100% of first-year high school students in the studied class. This can naturally increase students' engagement in the learning process, providing various benefits in managing socio-emotional skills for both students and educators. This condition is also supported by research by Agatha, S., & Siregar, T (2023), which suggested that Social Emotional Learning Mindfulness, functioning as a method to improve students' learning focus, can restore full self-awareness in students to pay attention to the learning process in class.

In the research conducted by Sitopu (2020) entitled "Pengaruh Pendekatan Mindful Learning Terhadap Hasil Belajar Aqidah Akhlak Siswa Kelas VIII Di Mts Taman Pendidikan Islam Medan Tahun Ajaran 2019/2020", the results indicated that the mindful learning approach could enhance the learning activities of eighth-

grade students at the school. This implies that there was a significant influence of this approach on the learning of aqidah and akhlak, which also contributes to students' emotional well-being. Similarly, research by Maulinda et al. (2021) in the study entitled "Pengaruh Mindfulness terhadap Stres Akademik pada Siswa SMAN X Cianjur di Masa Pandemi Covid-19" showed, with a sample of 298 students, that the statistical test of determination yielded an R-square of 47.2% with a negative regression coefficient. Hence, it can be interpreted that students with low mindfulness tended to experience higher academic stress, indicating that mindfulness significantly affects students' psychological status and academic stress at school.

Additionally, Rapiadi (2023), in the research entitled "The Influence of Mindfulness on Student Learning Interests at Higher Education Institutions", stated that the output summary model's calculated t-score was greater than the t-table score ($24.322 > 1.667$) or significant ($0.000 \leq 0.05$), meaning H_a was accepted and H_0 rejected. Therefore, mindfulness can be considered to influence high school students' learning interest. The impact of mindfulness on students' learning interest at the high school level can be seen from the R-square value of 89.6%, indicating that mindfulness could influence learning interest, while 10.4% was affected by other factors not examined in the study. This is supported by Akrim (2021) in the book "Strategi Peningkatan Daya Minat Belajar Siswa", stating that learning interest can be influenced by five aspects: environment, emotions, sociology, physical, and psychological factors. In this case, psychological, emotional, and environmental aspects can be affected by students' full awareness or attention in learning (Akrim, 2021).

Akrim (2021) further explained that learning interest is influenced by high student mindfulness in deepening broader knowledge. Therefore, it can be concluded that this book considers emotions, environment, and psychological factors related to mindfulness practices to affect students' learning interest.

In the book "Psikologi Belajar" by Nurjan (2023), it is stated that learning motivation arises when children have full self-awareness (mindfulness). Developing self-awareness is also an effort to reduce learning difficulties (Nurjan, 2023). Thus, the book views mindfulness as a variable that can influence learning motivation and learning difficulties. The above literature analyses and reviews also provide evidence that mindfulness strongly affects students' psychological conditions, thereby influencing how they manage their emotions in learning, which in turn can increase motivation and learning interest. Therefore, with good emotional or psychological conditions through mindfulness practice, students can become more attentive to their learning interests and emotional balance.

5. Conclusion

Based on research from the literature review of 5 journals and 2 accredited books relevant to the topic, it can be concluded that the analysis results of

mindfulness application on students greatly affect the aspects of increased learning interest and emotional stability, thereby achieving well-being. This is evidenced by publications predominantly showing an influence related to the topic of mindfulness and students' learning interest. Therefore, it can be concluded that students' emotional well-being and learning interest overall, based on 5 journal publications and 2 related books, have a significant effect with statistical analysis showing H_a is accepted and H_0 is rejected, meaning that there is a significant effect between the implementation of mindfulness and students' learning interest and emotional well-being. In addition, the researcher also has several conclusions in key points, as follows:

1. Analysis results from one of the related publications using statistical tests show that the implementation of mindfulness has a significant effect on students' learning interest. This is proven by the $t\text{-value} > t\text{-table}$ or $\text{sig} \leq 0.05$, so H_0 is rejected and H_a is accepted.

Analysis results from other publications dominate the opinion that learning interest and emotional stability can be influenced by many aspects, such as environment, psychology, and emotional factors. It can also be stated that the implementation of mindfulness can be carried out in the surrounding environment, so that an individual's psychological condition becomes more stable in regulating good emotions during the learning process.

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