



Analysis on the implementation of mindfulness practice in education to support teaching and learning's progress

Eveline Hosea

Department of Education, Sekolah Tinggi Agama Buddha Bodhidharma, Medan, Indonesia

ARTICLE INFO

Article history:

Received Nov 22, 2023

Revised Nov 25, 2023

Accepted Dec 7, 2023

Keywords:

Education
Impacts
Learning
Mindfulness
Teaching

ABSTRACT

The purpose of this research is to describe the impacts of mindfulness practice in education and the progress of teaching and learning. It also describes the impacts of mindfulness practice on the progress of teaching and learning. This research is done by using qualitative analysis descriptive method with literature study. There are a few steps in describing the data by collecting the research articles, books, journals and other types of literature that are related to the impacts of mindfulness practice. The result of this research is that mindfulness practice will help in many ways that can increase the teacher and students capacity while teaching and learning, such as improving concentration, resilience to stress, writing competency, communication skills and the motivation to study.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Eveline Hosea,
Department of Education,
Sekolah Tinggi Agama Buddha Bodhidharma,
Prasadha Jinadhammo, Komplek MMTC Medan, 20371, Indonesia
Email: eveahs@gmail.com

INTRODUCTION

Nowadays, many people have been practising mindfulness in daily life as they have found that they can perform activities better with the practice of mindfulness. Mindfulness itself is the practice of being aware with your every actions in the present moment with non-judgemental attitude and acceptance (Adkha et al., 2021). According to Langer's theory of mindfulness, mindfulness also helps a person to develop sensitivity towards their surroundings anytime by being open-minded and staying alert in the present moment that can lead to problem solving (Wang & Liu, 2016). On the other hand, being mindless will cause a person become like a pre-programmed machine and inflexible by acting habitually from what has been experienced from the past (Davenport & Pagnini, 2016). Mindful Learning is learning where students find and build their own new knowledge and skills to understand, where the subject matter is delivered with students' own experiences, creating group learning makes students able to discuss, work together, and help each other with other friends so learning will be more fun and enjoyable (Davenport & Pagnini, 2016)). The implementation of mindful learning in this study helped the students to pay their attention towards the learning process. Previous studies had identified that using mindful learning in the classroom helps the students to train the ability to concentrate, the ability to calm down, increase self-esteem, self-

confidence, and motivation (Ghanizadeh et al., 2019). The activity in mindful learning creates a focus learning process, encourage and motivate the students in learning, and trains students' social-emotional awareness (Y. Wang & Liu, 2016). Learning to focus can help increase their attention and develop greater patience and endurance for each activity.

This research differs where there have not been too many researches about the combination of mindful practices that are based in education. Therefore, educators and students can immediately gather all information about the researches that have been carried out on the mindful practices. This research also compares different results from different sources about the mindful practices in education.

Research studies have also proven that mindfulness can help to improve mental and physical aspects. Mental aspects mainly are difficulty in concentrating, coping with stress, etc., whereas the physical aspects involve the increase in immunity and reducing the bodily tension (Janet Mcconville et al., 2019). Many people with different cases have found that mindfulness helps to decrease their mental burdens like stress, so that they can perform activities better. With the cases that have existed in the society, schools and universities also start to encourage the teachers and students to practice mindfulness as mindfulness practice have proven to bring many benefits, although there are still not a lot of research regarding the mindful practice in education.

Mindfulness practice come in many different forms such as yoga, meditation, etc. Usually, mindfulness practice can vary from informal mindfulness practice that can be carried out daily and formal practice that are carried out during the formal sessions. They can access this practice from internet online, books, CDs, individual therapy, single drop in session and courses (Birtwell et al., 2019)

With the improvement of technology recently, there are also "mindful" mobile applications that are available to improve the attention (Huberty et al., 2019).

Mindful learning in class can be carried by teacher with different methods, such as mindful movements, activities, meditation,. The teachers can also practice mindfulness by doing it to themselves at home before working or they learn to be mindful when teaching. There are various methods to develop mindfulness for teachers by practising mindfulness both at home and at schools (Schoeberlein et al., 2009). The role of educators as leaders are important while teaching as teaching style affect the learning outcomes (Caldas & Pin, 2023). Educators are leaders who lead the students as examples and therefore the teachers should practice mindfulness to be good leaders that can bring positivity for their students (Burmansah et al., 2022).

The focus of this research is based on the impacts that mindful practice has been carried out on few researches that resulted in the improvements in the process of teaching and learning. There are many researches that were done by using different methods. Few researches about mindfulness have brought different advantages such as: reduce negative effects, stress, emotional reactivity, worry and increase the work of memory, focus, compassion, good quality of life, satisfaction in the relationship (Saputro et al., 2023).

RESEARCH METHODOLOGY

The method of research is a qualitative research literature study method by finding the related cases and problems. Study literature is a simplified writing about the articles that are derived from journals, books and the other documents that describe the theories and information from the past or present by organising the references into the topic and documents needed (Creswell, 2014). The data that are acquired in this research is study literature which is a way of finding resources that are related to the main topic brought in the research study. The data that are acquired then will be done with descriptive analysis. Descriptive analysis is a method of describing the facts by analysing, by giving enough explanation and understanding.

RESULTS AND DISCUSSIONS

There are various researches that have been done on the impacts that mindfulness have on education. The mindfulness has proven to improve the following conditions, such as:

Resiliency to stress

Stress is the condition where someone experience when their ability and resources that are not enough for their situation. Teachers can experience stress due to the workload they have to do daily.

There are three researches that are relevant with the stress reduction. A research that has been done on kindergarten teachers using the method of body scan meditation and to be able to be aware with the physical and psychological condition. The teachers practice being able to observe, describe, act with awareness, nonjudge and nonreactivity. With the body scan activity, teachers then be able to recognize stress and tension in their body. If mindful practice is being done in the longer run, the teachers can feel more benefits in reducing stress, especially when dealing with the children. Besides, the teachers can also practice mindful breathing, mindful eating and walking (Saputro et al., 2023).

Another study on medical students also reports that the MBSR (Mindfulness Based Stress Reduction) programme that is carried out at every moment, at home and during classes also bring some kind of effects on the students and help with their stress management (De Vibe et al., 2013).

One study on physiotherapy students also experience positive improvements after practising mindful stress reduction and mindful movement. Mindful stress reduction (MSR) has list of activities like body scan, breath meditation, mindful listening (compassion), mindfulness of thoughts (acceptance/letting go), unitasking (improving productivity). Mindful movement (Mmov) includes body scan, releasing tension, moving mindfully, compassionate body scan, free movement (joyful movement). The results showed that there were improvements in stress reduction, sleep and overall well-being (Janet Mcconville et al., 2019).

Additionally, students from a study's result also reported that they reduce their anxiety, depression and stress by practising yoga, meditation or mindful activities ((Breedvelt et al., 2019))

After carrying out mindfulness practice, the educators are able to manage better emotionally, students also are less likely to face stress while they are studying.

Therefore, with the results of research, it can help with the progress of teaching and learning

Increased concentration while studying

A research was done on students in order to improve the ability of students concentration. The importance of mindfulness practice is that to support students focus as mindfulness has strong correlation with the function of awareness to an object. There are improvements on the students' concentration after carrying out practice on mindfulness.

The physiotherapy students that has done research with MSR and Mindful Movement while practising mindfulness also acquired concentration as an additional effect to few other effects (Janet Mcconville et al., 2019).

Another research also proves that the mindfulness also can improve the attention selectively (Li Xien & Mydin Kutty, 2021). Sunday school students also shared that their focus can increase due to the mindfulness activity (Sariyani et al., 2023).

Motivation to study

The practice of self compassion is part of mindfulness and can help the students to become stronger and basically being able to study and improve themselves while being at school. This shows that mindfulness has a role in increasing the study motivation that increases the study results (Ager et al., 2015).

The research that is done on students has indicated that there are motivation to study after the students practice mindfulness daily (Sugata et al., 2022).

Writing competency

The importance of literacy ability in the 21st century is that the students are hoped to be able to think critically, solve problem, think creatively, communicate and collaborate (Septikasari & Frasandy, 2018). The research about writing competency shows that there is difference in writing competency for students who practice mindfulness (Julio Saputra et al., 2020).

Connect better with others

Research on physiotherapy students showed that the communication skills are also improved by showing the empathy (Janet Mcconville et al., 2019). A few students from New Zealand also increase in their relationship with others by being mindful while interacting with others so that they can feel much love, warmth and connectedness (Ager et al., 2015). Another research also proves that the Sunday school students felt the increase of loving kindness between the student (Maharani, 2016).

However, obstacles to application of mindfulness its that there are still many teachers that do not understand about mindfulness and the lack of socialization from the government or the school headmaster to apply mindfulness. Many teachers that understand more about yoga that mindfulness itslef. There are also very few teachers that are trained in delivering mindfulness programme. Additionally, the size of classes are small, teachers also have difficulties in arranging the time to arrange mindfulness programme as it contradicts the curriculum, teachers acceptance, school staffs, parents and students that have not been informed about the usefulness of mindfulness practice (Khng, 2018).

Some teachers or students do not have time or remember to practice mindfulness such that the mindfulness practice can only be effective when someone practice on the usual basis (Gallo et al., 2023). As such, there will be limitations from researches that there will be some missing reporting information that might be slipped out from the reporters themselves (Galante et al., 2018).

CONCLUSION

Mindfulness increase the teachers susceptibility in managing stress so that the teacher can be more productive and emotionally strong while teaching and building relationships between the teacher and students. Mindfulness has a big role in increasing the teachers quality, especially strong mental and the teaching that is done by the teacher is more productive. The importance of mindfulness is to ensure the students and teachers can face the fast development of the technology. A lot of benefits that can be acquired from mindfulness practice in managing students and educators socio emotionally. The effective mindfulness practice can increase motivation study, ability to focus, literacy ability, communication skills and reduce stress. However, there are still teachers who do not understand the importance of mindfulness. There are also lack of mindfulness training and teachers that teach mindfulness, so there will be the need of publication about the importance of mindfulness for the teachers. The implication of this research is that educators and students who experience difficulties in daily life can apply mindfulness in daily lives to help improve their quality in living. And hence, they can also increase their progress in studying. The research contribution is that this research has proven that mindfulness practice in education can help with the effectiveness and progress of teaching and studying. Thus, readers can also increase their knowledge and add as references for their work and study.

Limitations of this research is that there are still limited resources and researches about mindful practices. Thus, suggestions to improve for the limitation is to research further about the mindful practices in education with many different methods.

References

- Adkha, N. F., Sudira, P., & Iskandar, R. (2021). The mindfulness aspects in the teaching of culinary art in vocational high school. *Jurnal Pendidikan Vokasi*, 11(2), 155–170. <https://doi.org/10.21831/jpv.v11i2.38402>
- Ager, K., Albrecht, N. J., & Cohen, Prof. M. (2015). Mindfulness in Schools Research Project: Exploring Students' Perspectives of Mindfulness—What are students' perspectives of learning mindfulness practices at school? *Psychology*, 06(07), 896–914. <https://doi.org/10.4236/psych.2015.67088>
- Birtwell, K., Williams, K., van Marwijk, H., Armitage, C. J., & Sheffield, D. (2019). An Exploration of Formal and Informal Mindfulness Practice and Associations with Wellbeing. *Mindfulness*, 10(1), 89–99. <https://doi.org/10.1007/s12671-018-0951-y>
- Breedvelt, J. J. F., Amanvermez, Y., Harrer, M., Karyotaki, E., Gilbody, S., Bockting, C. L. H., Cuijpers, P., & Ebert, D. D. (2019). The effects of meditation, yoga, and mindfulness on depression, anxiety, and stress in tertiary education students: A meta-analysis. In *Frontiers in Psychiatry* (Vol. 10, Issue APR). Frontiers Media S.A. <https://doi.org/10.3389/fpsy.2019.00193>
- Burmansah, B., Sutawan, K., Putra P, H. R., & Ramadhan, A. (2022). A Mindful Leader: Mindfulness Strengthens the Leadership Ability of the Leaders in Higher Education Institute. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 6587–6602. <https://doi.org/10.35445/alishlah.v14i4.2734>
- Caldas, S., & Pin, G. (2023). Resilient, Mindful, and Satisfied Educational Professionals. *Excelsior: Leadership in Teaching and Learning*, 15(2), 128–156. <https://doi.org/10.14305/jn.19440413.2023.15.2.02>
- Davenport, C., & Pagnini, F. (2016). Mindful learning: A case study of langerian mindfulness in schools. *Frontiers in Psychology*, 7(SEP), 1–5. <https://doi.org/10.3389/fpsyg.2016.01372>
- De Vibe, M., Solhaug, I., Tyssen, R., Friberg, O., Rosenvinge, J. H., Sørli, T., & Bjørndal, A. (2013). Mindfulness training for stress management: A randomised controlled study of medical and psychology students. *BMC Medical Education*, 13(1). <https://doi.org/10.1186/1472-6920-13-107>
- Galante, J., Dufour, G., Vainre, M., Wagner, A. P., Stochl, J., Benton, A., Lathia, N., Howarth, E., & Jones, P. B. (2018). A mindfulness-based intervention to increase resilience to stress in university students (the Mindful Student Study): a pragmatic randomised controlled trial. *The Lancet Public Health*, 3(2), e72–e81. [https://doi.org/10.1016/S2468-2667\(17\)30231-1](https://doi.org/10.1016/S2468-2667(17)30231-1)
- Gallo, G. G., Curado, D. F., Machado, M. P. A., Espindola, M. I., Scattone, V. V., & Noto, A. R. (2023). A randomized controlled trial of mindfulness: effects on university students' mental health. *International Journal of Mental Health Systems*, 17(1). <https://doi.org/10.1186/s13033-023-00604-8>
- Ghanizadeh, A., Makiabadi, H., & Navokhi, S. A. (2019). Relating EFL university students' mindfulness and resilience to self-fulfilment and motivation in learning. *Issues in Educational Research*, 29(3), 695–714.
- Huberty, J., Green, J., Glissmann, C., Larkey, L., Puzia, M., & Lee, C. (2019). Efficacy of the mindfulness meditation mobile app “calm” to reduce stress among college students: Randomized controlled trial. *JMIR MHealth and UHealth*, 7(6). <https://doi.org/10.2196/14273>
- Janet Mcconville, Deborah Lewis, Richard Chambers, & Craig Hassed. (2019). Physiotherapy student experience of a mindful movement and a mindful stress-reduction intervention: A qualitative study. *New Zealand Journal of Physiotherapy*, 47(3), 172–182. <https://doi.org/10.15619/NZJP/47.3.05>
- Julio Saputra, M., Piscayanti, K. S., & Agustini, D. A. E. (2020). The Effect of Mindful Learning on Students' Writing Competency. *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 553. <https://doi.org/10.23887/jpi-undiksha.v9i4.25484>
- Khng, K. H. (2018). Mindfulness in education: The case of Singapore. *Learning: Research and Practice*, 4(1), 52–65.
- Li Xien, R. T., & Mydin Kutty, F. (2021). Intervensi Mindfulness dalam Meningkatkan Perhatian Selektif Murid di Sekolah Rendah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(3), 191–202. <https://doi.org/10.47405/mjssh.v6i3.720>
- Maharani, E. A. (2016). PENGARUH PELATIHAN BERBASIS MINDFULNESS TERHADAP TINGKAT STRES PADA GURU PAUD. *Jurnal Penelitian Ilmu Pendidikan*, 9(2), 100–110.
- Saputro, U. G., Susilo, H., & Ekawati, R. (2023). Analisis Penerapan Mindfulness dalam Pembelajaran Siswa Sekolah Dasar. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(2), 1214–1219. <https://doi.org/10.54371/jiip.v6i2.1630>
- Sariyani, M. D., Herliawati, P. A., & Winangsih, R. (2023). MANFAAT MEDITASI MINDFULLNESS UNTUK MENINGKATKAN PERHATIAN DAN FOKUS ANAK DISEKOLAH MINGGU BUDDHA. *Jurnal Kebidanan*, 12(1), 24–30.

- Septikasari, R., & Frasandy, R. N. (2018). KETERAMPILAN 4C ABAD 21 DALAM PEMBELAJARAN PENDIDIKAN DASAR. *Jurnal Tarbiyah Al-Awlad*, 8(2), 112-122. <https://doi.org/10.1016/j.jacc.2020.04.015>
- Sugata, A., Gautama, S. A., & Pramono, E. (2022). *Pengaruh Mindfulness Terhadap Minat Belajar Mahasiswa Sekolah Tinggi Ilmu Agama Buddha Jinarakkhita Bandar Lampung Tahun 2021*. 08(2), 87-95. <https://doi.org/10.53565/abip.v8i2.649>
- Wang, Y., & Liu, C. (2016). Cultivate Mindfulness: A Case Study of Mindful Learning in an English as a Foreign Language Classroom. *IAFOR Journal of Education*, 4(2). <https://doi.org/10.22492/ije.4.2.08>