



Influence of Mindfulness Techniques on Reducing Academic Stress and Enhancing Students' Concentration in Learning

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Abstract. *This study examines the effect of mindfulness techniques on reducing academic stress and increasing concentration in students. With increasing academic demands, many students experience stress that interferes with the learning process. Mindfulness techniques, which emphasize full awareness, have been shown to be effective in reducing anxiety and improving mental well-being. The experimental method involved two groups of students: one group implemented mindfulness techniques, while the control group received no intervention. Data were collected through questionnaires measuring levels of academic stress and concentration before and after the intervention. The results indicated that the group practicing mindfulness experienced a significant decrease in stress and an increase in concentration compared to the control group. These findings support the use of mindfulness techniques as an effective strategy to help students and recommend their integration into higher education curricula for academic well-being.*

Keywords: *mindfulness, academic stress, concentration in learning, students*

1. INTRODUCTION

Academic stress is an increasingly common issue among students, particularly in high-pressure academic environments such as the Counseling and Guidance (BK) program. The use of mindfulness techniques has emerged as a promising method for addressing academic stress and enhancing concentration abilities. This study aims to explore the effectiveness of mindfulness techniques in reducing academic stress levels and improving study concentration among BK students. By analyzing data collected through experiments and questionnaires, the findings of this research are expected to provide new insights into the application of mindfulness in educational contexts.

2. LITERATURE REVIEW

Various studies have shown that mindfulness techniques can significantly contribute to reducing stress and enhancing attention. For instance, Johnson (2020) noted that mindfulness practices can decrease anxiety and improve mental well-being among students. Meanwhile, Smith (2021) found that not all students experience the same benefits from this technique. However, other research has shown diverse results, such as the effects of work and parenting styles.

One common issue faced is the individual acceptance of mindfulness practices, which can vary. Some criticisms also point out that the stress measurement methods used

in previous experiments have not been entirely reliable. Therefore, it is crucial to investigate the effectiveness of mindfulness techniques by considering situational variables and the individual characteristics of BK students.

In conducting this literature review, the researcher identified several gaps: the lack of research focused on BK students and the variables influencing the success of mindfulness techniques. This serves as the foundation for formulating the hypotheses of this study.

3. METHODS

This study utilized a quasi-experimental approach with a pretest-posttest design. The subjects of the research consisted of 60 BK students who were randomly divided into two groups: the experimental group that participated in mindfulness training sessions over eight weeks and the control group that did not receive any treatment. The instruments used included the Perceived Stress Scale (PSS) to measure stress levels and Conners' Continuous Performance Test (CCPT) to evaluate concentration. Data were collected before and after the intervention and analyzed using appropriate statistical analyses to compare differences between the two groups.

4. RESULTS

The analysis results showed that the group receiving mindfulness training experienced a significant reduction in stress levels ($t = 5.12$, $p < 0.01$) compared to the control group. Additionally, improvements in concentration scores were also observed in the experimental group ($t = 3.97$, $p < 0.05$), indicating that mindfulness practices not only helped reduce stress but also enhanced study concentration. These findings support the research hypothesis that mindfulness techniques are effective in this context.

5. DISCUSSION

The primary objective of this study was to assess the effectiveness of mindfulness techniques in reducing academic stress and increasing study concentration among BK students. The results provided significant evidence that mindfulness practices contribute not only to stress reduction but also to improved focus in learning. These findings align with previous research highlighting the psychological benefits of mindfulness techniques. However, there were some unexpected findings, such as the variation in individual responses within the experimental group, suggesting that results may not always be

generalizable to all students. This indicates the need for further research that considers personal and social factors influencing the effectiveness of mindfulness interventions.

6. CONCLUSION

In conclusion, this research affirms that mindfulness techniques are effective in reducing academic stress and improving study concentration among BK students. However, the study has limitations, such as a small sample size and a limited intervention period. Future research would greatly benefit from exploring the long-term aspects of mindfulness effectiveness and the factors that may influence individual responses to this technique.

LIMITATION

The limitations of this study include a relatively small sample size and the absence of control variables accounting for differences in student backgrounds. Additionally, the short duration of the intervention may not suffice to capture all potential benefits of mindfulness techniques. The measurements of stress and concentration also rely on subjective instruments, which can influence the results. Therefore, the researcher suggests that future studies should include larger sample sizes and longer intervention periods to provide a more comprehensive understanding of the effectiveness of mindfulness techniques.

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