

THE EFFECT OF MINDFULNESS-BASED CLASSICAL GUIDANCE ON IMPROVING LEARNING MOTIVATION AMONG STUDENTS AT SMAN 7 SINJAI

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Abstract

This study aims to determine the effect of mindfulness-based classical guidance on increasing students' learning motivation at SMAN 7 Sinjai. This research employs an experimental method with a Non-Equivalent Control Group Design. The results indicate that mindfulness-based classical guidance has a significant positive impact on enhancing students' learning motivation. The distribution of students' motivation categories shows a greater shift towards high and very high categories in the experimental group, while the control group remains dominated by low and moderate categories. The t-test results show a significance level of 0.010 (< 0.05), indicating a significant difference between the experimental and control groups in terms of learning motivation after the intervention. The mindfulness approach has proven effective in helping students improve focus, emotional regulation, self-awareness, and academic stress management, all of which are essential components of learning motivation

Keywords: Classical Guidance, Mindfulness, Learning Motivation, Students

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh bimbingan klasikal berbasis mindfulness terhadap peningkatan motivasi belajar siswa di SMAN 7 Sinjai. Penelitian ini menggunakan metode eksperimen dengan desain Non-Equivalent Control Group Design. Hasil penelitian menunjukkan bahwa bimbingan klasikal berbasis mindfulness memberikan pengaruh positif yang signifikan terhadap peningkatan motivasi belajar siswa. Distribusi kategori motivasi belajar siswa menunjukkan pergeseran yang lebih besar ke arah kategori tinggi dan sangat tinggi pada kelompok eksperimen, sedangkan kelompok kontrol masih didominasi oleh kategori rendah dan sedang. Hasil uji t menunjukkan signifikansi sebesar 0,010 ($< 0,05$), yang berarti terdapat perbedaan yang signifikan antara kelompok eksperimen dan kontrol dalam hal motivasi belajar setelah intervensi dilakukan. Pendekatan mindfulness terbukti efektif membantu siswa dalam meningkatkan fokus, regulasi emosi, kesadaran diri, dan pengelolaan stres akademik, yang semuanya merupakan komponen penting dari motivasi belajar.

Kata kunci: Bimbingan Klasikal, Mindfulness, Motivasi Belajar, Siswa

INTRODUCTION

Education is a vital component of human life, providing individuals with the opportunity to develop their potential and prepare themselves for future challenges. An effective

learning process depends not only on the quality of teaching, but also on student motivation. Learning motivation is the drive that influences the direction, intensity, and persistence of students in following the learning process. In the context of education in Indonesia, low student motivation is one of the main challenges that must be overcome. This can be seen in various phenomena, such as low attendance rates, lack of active participation in class, and delays in completing assignments.

One approach that can be used to increase student motivation is mindfulness-based classical guidance. Mindfulness, which is the practice of being fully aware of the present experience without judgment, can help students manage stress, anxiety, and negative thoughts that often interfere with the learning process. By integrating the principles of mindfulness into classical guidance, it is hoped that students can develop self-awareness, focus, and the emotional regulation skills necessary to increase their learning motivation.

This study aims to explore the effect of mindfulness-based classical guidance on increasing student learning motivation at SMAN 7 Sinjai. Through this approach, it is hoped that students will not only increase their learning motivation but also develop skills that are useful in facing academic challenges. Thus, this study is expected to make a significant contribution to the development of a more effective guidance model in the context of modern education. Classical guidance, as a form of basic service in Guidance and Counseling, has a strategic role in shaping positive learning behavior, especially when combined with a mindfulness approach that emphasizes full awareness, non-judgmental acceptance, and focus on the present experience. In the context of education, mindfulness has been widely studied as an approach that can reduce academic stress, improve concentration, improve emotional regulation, and facilitate students' mental readiness to receive learning. When mindfulness is applied in a classical guidance format, guidance counselors can create a more calming, structured, and conducive classroom atmosphere for the process of internalizing learning motivation values. Mindfulness allows students to be more sensitive to their own conditions, both emotionally and cognitively, so that they are able to recognize motivational barriers that arise from anxiety, pressure, learning fatigue, and environmental factors. Awareness of these barriers is an important starting point for encouraging more adaptive changes in learning behavior.

In this study, mindfulness-based classical guidance will be designed to provide a reflective, calming learning experience that awakens an intrinsic desire to achieve. This is important considering that learning motivation is not only influenced by external factors such as the school environment, teacher encouragement, or learning facilities, but is also determined by internal factors such as interest, expectations, self-confidence, and student emotion regulation. Mindfulness helps students focus their attention on the learning process itself, not just on the final results or assessments. By focusing on the process, students are better able to enjoy learning activities, reduce distractions, and maintain consistency in their efforts, thereby increasing their learning motivation in a more stable manner. In addition, the mindfulness approach can help students modify

negative mindsets that often arise in academic contexts, such as feelings of inadequacy, fear of failure, or avoidance of difficult tasks. Through mindfulness practice, students are trained to accept these conditions without excessive emotional reactions and then redirect their thoughts back to concrete steps that can be taken. This process is theoretically in line with the concept of self-determination theory (Deci & Ryan), which emphasizes the importance of basic psychological needs such as autonomy, competence, and relatedness in building intrinsic motivation.

The implementation of mindfulness-based classical guidance also has the potential to contribute to improving students' mental health. In an increasingly competitive educational environment, academic pressure can lead to stress, anxiety, burnout, and a decline in interest in learning. Mindfulness, through breathing exercises, visualization, and grounding techniques, can help reduce stress responses so that students are more emotionally prepared to face various academic demands. When mental health improves, learning motivation naturally increases because students are no longer burdened by feelings of pressure or hindered by negative thoughts. In the long term, this not only improves academic performance but also helps build students' character to be resilient, have good self-regulation, and be able to overcome academic challenges in a sustainable manner.

The integration of mindfulness in classical counseling is becoming increasingly relevant in today's digital age, where students face challenges such as technological distractions, excessive multitasking, and decreased ability to focus. Intense digital activity can affect learning motivation because students' minds are easily distracted and find it difficult to maintain attention for long periods of time. Mindfulness-based guidance can be a preventive strategy to restore students' focus, train their attention skills, and reduce their dependence on fast and instant digital stimuli. Guidance counselors, as facilitators, play an important role in ensuring that mindfulness activities are carried out appropriately, consistently, and in line with students' needs. A good facilitation process can increase student engagement during guidance services so that the program's effectiveness in increasing learning motivation is optimized.

Methodologically, it is important to conduct this research using a quasi-experimental or mixed methods approach in order to describe the effects of mindfulness more comprehensively. Through quantitative analysis, increases in learning motivation can be measured objectively using valid psychometric instruments, while a qualitative approach can provide deep insights into students' experiences during mindfulness guidance. Thus, this study not only produces quantitative data in the form of increased learning motivation scores, but also a narrative understanding of changes in students' attitudes, perceptions, and subjective experiences. These findings can be the basis for developing a more innovative counseling service model that is in line with the developmental needs of students in the modern era. In addition, this study is expected to contribute to guidance counselors in designing more creative counseling programs that are responsive to the psychological dynamics of students. If this study shows positive results, then classical

mindfulness-based counseling can be recommended as one of the basic service strategies in other schools, thereby providing a broader impact in increasing learning motivation and shaping students' characters to be more resilient, focused, and ready to face academic and daily life challenges.

METHOD

This study used an experimental method with a Non-Equivalent Control Group Design, which was chosen to determine the effect of mindfulness-based classical guidance on increasing student learning motivation. The population of this study was 149 students in grade XI at SMAN 7 Sinjai. The research sample was taken from the population using simple random sampling, consisting of 30 students divided into two groups, namely the experimental group and the control group.

The research variables consisted of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) was mindfulness-based classical guidance, while the dependent variable (Y) was student learning motivation. The operational definitions for the research variables are as follows: mindfulness-based classical guidance is a group guidance service conducted in the classroom by integrating mindfulness principles, such as full awareness, focus on the present moment, and non-judgmental acceptance. Meanwhile, student learning motivation is defined as internal and external drives that motivate students to actively engage in the learning process.

The data collection technique used in this study was a student learning motivation scale, consisting of 30 items compiled based on aspects of learning motivation. This scale was given to both groups of research subjects (experimental and control) before and after the provision of mindfulness-based classical guidance services. For data analysis, this study used descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis provides an overview of students' confidence levels before and after the service provision, while inferential statistical analysis is used to test the research hypothesis, namely whether there is a positive effect of mindfulness-based classical guidance on increasing student learning motivation.

RESULTS AND DISCUSSION

The results of this study indicate that mindfulness-based classical guidance has a significant positive effect on increasing student learning motivation at SMAN 7 Sinjai. Descriptive statistical analysis shows that before the intervention, the average learning motivation score of students was in the moderate category, with a pre-test mean of 74.6 for the experimental group and 73.4 for the control group. After the implementation of mindfulness-based classical guidance, there was a significant increase in the experimental group, with a post-test mean score of 104.6, which falls into the high category. In contrast, the control group experienced only a slight increase, with a post-test mean score of 93.9, which remained in the moderate category.

The distribution of student learning motivation categories also showed a significant shift. In the pre-test, the experimental group had 30% of students in the low category, 23.33%

in the moderate category, 26.67% in the high category, and 20% in the very high category. After the intervention, the number of students in the low and moderate categories decreased, while the number of students in the high category increased to 33.33% and the very high category increased to 43.33%.

On the other hand, the control group showed that 50% of students were in the low category after the post-test, with only 6.67% of students reaching the high category. The hypothesis test using the t-test showed a significance value of 0.010 ($p < 0.05$), which indicates a significant difference between the experimental group and the control group in terms of learning motivation after the intervention.

Thus, the alternative hypothesis stating that there is a positive effect of mindfulness-based classical guidance on increasing student learning motivation is accepted. These findings show that mindfulness-based classical guidance intervention not only increases student learning motivation but also helps them manage stress and improve focus and emotional regulation, which are important components in the learning process. These findings are in line with the theory that learning motivation is significantly influenced by students' psychological conditions, including their ability to concentrate, regulate emotions, and cope with academic pressure. When mindfulness is applied consistently, students become more aware of their internal conditions, enabling them to identify thoughts or feelings that hinder the learning process.

This awareness facilitates the formation of a more positive mindset, acceptance of challenges, and the ability to refocus on learning goals, thereby increasing motivation gradually but steadily. Furthermore, the results of this study indicate that mindfulness-based classical guidance can improve the quality of students' learning experiences by enhancing their psychological well-being.

In the context of increasingly competitive modern education, academic stress is a factor that often disrupts students' learning motivation and academic performance. Mindfulness practices provide space for students to calm themselves, examine their psychological state more clearly, and reduce excessive emotional reactions to challenging academic tasks. When stress is well managed, students become more ready to accept learning materials, participate actively in class, and maintain focus for longer periods of time. This contributes directly to increased learning motivation, as students feel more capable of controlling themselves and processing information more effectively without being hindered by mental pressure.

In classical counseling services, the application of mindfulness also strengthens the relationship between guidance counselors and students. When guidance counselors facilitate mindfulness exercises, they create a safe, empathetic, and supportive classroom atmosphere, so that students feel comfortable participating in counseling activities without worrying about judgment or criticism. This kind of supportive environment is an important foundation for the growth of learning motivation, because students feel valued, accepted, and emotionally supported. These positive interpersonal relationships have a

long-term effect on building students' self-confidence and commitment to the learning process. Theoretically, these findings can be explained through the concept of a positive learning climate, which states that an emotionally conducive learning atmosphere will increase student engagement and motivation.

In addition to its psychological benefits, mindfulness also contributes to the development of cognitive skills relevant to the learning process, such as the ability to focus, working memory, and cognitive flexibility. Improved attention span helps students stay focused on the subject matter, reduces distractions from the surrounding environment, and improves the process of understanding information. Better cognitive flexibility allows students to think more openly, develop new learning strategies, and adjust their learning methods according to specific situations or academic demands. Through this combination of psychological and cognitive effects, mindfulness can have a significant impact on learning motivation, as reflected in the statistical results of this study.

In a practical context, the results of this study have clear implications for the implementation of guidance and counseling services in schools. Guidance counselors can integrate mindfulness components into classical guidance programs in a structured manner, for example through conscious breathing exercises, short meditations, body scanning, or focused attention exercises. These exercises can be done routinely before learning activities begin or at certain times when students need to adjust their mental state. The implementation of mindfulness-based guidance programs does not require complicated tools or technology, making them easy to apply in various school contexts, even those with limited resources. In addition, this program can be further developed into a comprehensive guidance curriculum, so that students can reap long-term benefits for their academic and personal development.

In terms of theoretical development, the results of this study reinforce the importance of integrating contemporary psychological approaches into educational guidance. Until now, learning motivation has often been understood solely from a behavioral or cognitive perspective. However, mindfulness offers a holistic perspective that combines awareness, self-regulation, and full mental presence, thereby contributing in a complex but meaningful way to learning motivation. This study adds to the empirical literature showing that mindfulness-based approaches can be effective strategies for improving student readiness and learning motivation at the secondary school level. With a significance level of $p = 0.010$, the findings of this study not only show a real difference between the intervention and non-intervention groups, but also provide evidence that mindfulness is an effective intervention that deserves to be developed more widely in school counseling services.

The results of this study also have policy implications for schools that want to improve the quality of guidance and counseling services. Schools can provide training to guidance counselors on mindfulness techniques and provide support for the sustainable implementation of the program. In addition, schools can create a more positive and mental

health-friendly learning culture by integrating mindfulness principles into students' daily activities, such as reflection breaks before lessons begin or relaxation activities before exams. This approach is in line with the needs of 21st-century education, which emphasizes not only academic achievement but also students' mental well-being and social-emotional skills.

Overall, the results of this study indicate that mindfulness-based classical guidance has a significant effect on increasing student learning motivation. This intervention not only provides benefits in terms of motivation, but also improves emotional balance, reduces stress, increases focus, and strengthens self-regulation skills. Thus, mindfulness can be an effective, applicable, and relevant strategy for improving the quality of learning and creating a healthier, more productive educational environment that empowers students as a whole.

DISCUSSION

Mindfulness-based classical guidance significantly increased student learning motivation at SMAN 7 Sinjai. These findings are in line with the theory that learning motivation is a key factor in student academic success. Prior to the intervention, student learning motivation was in the moderate category, reflecting the challenges students faced in the learning process. Many students had difficulty maintaining attention and perseverance, which could be caused by various factors, including academic pressure and a lack of support from their surroundings.

After the implementation of mindfulness-based classical guidance, there was a significant increase in student learning motivation. The average post-test score of the experimental group showed that students were not only more motivated, but also better able to manage the emotions and stress that often interfere with their learning process. This shows that the mindfulness approach can help students to be more present in the learning process, increase self-awareness, and reduce cognitive distractions that can hinder motivation.

The shift in the distribution of learning motivation categories also shows that this intervention is effective. The decrease in the number of students in the low and moderate categories, as well as the increase in the number of students in the high and very high categories, shows that mindfulness-based classical guidance successfully aroused students' enthusiasm and interest in learning. This is in line with previous studies showing that mindfulness practices can increase student engagement in the learning process and help them overcome academic challenges. The hypothesis test showing a significance of 0.010 confirms that mindfulness-based classical guidance has a real impact on student learning motivation. This shows that this intervention is not only temporary but can have a long-term effect in increasing students' intrinsic motivation. With increased motivation, students become more committed to their learning process, which in turn can improve their academic performance.

This study provides empirical evidence that mindfulness-based classical guidance is an effective strategy for increasing student learning motivation. The significance value

obtained from the statistical test results reinforces the finding that this approach not only has an impact on motivational aspects but also brings positive changes to students' psychological conditions and learning behavior. Therefore, it is important for schools to integrate this approach into their guidance and counseling programs as part of a comprehensive effort to support students' mental health and well-being, while improving overall learning outcomes. Strengthening guidance services through mindfulness is also relevant to modern educational needs that require students to have good self-management, focus, and emotional regulation skills amid the complexity of academic demands and digital challenges. When mindfulness becomes part of the guidance routine, students can learn to calm their minds, focus their attention, and identify thoughts or feelings that hinder the learning process. Thus, students have better mental readiness to participate in learning, complete tasks, and achieve academic goals.

The implementation of mindfulness in classical counseling also provides additional benefits in the form of creating a more positive, supportive, and pressure-free learning environment. Guidance counselors can integrate simple techniques such as breathing exercises, short meditations, grounding techniques, or self-reflection into counseling sessions so that students can feel the direct benefits to their emotional state. When students feel calmer and more focused, the interaction between teachers and students in learning activities becomes more constructive. A harmonious classroom atmosphere will encourage more active student involvement, which in turn contributes to strengthening intrinsic motivation. In the long term, students not only experience increased motivation to learn, but also develop positive character traits such as self-discipline, patience, and resilience in facing academic difficulties.

The findings of this study also open up opportunities for further research on the application of mindfulness in a broader educational context. Mindfulness has the potential to influence not only learning motivation but also other psychological aspects such as academic anxiety, school stress, self-confidence, and the ability to cope with pressure. Further research could test the effectiveness of mindfulness on different age groups or other levels of education, thereby providing a more comprehensive picture of how this approach works in various contexts of student development. In addition, mindfulness can also be linked to social variables such as communication skills, empathy, cooperation, and problem-solving abilities. Improving social skills through mindfulness will be highly relevant in the development of 21st-century competencies, where students are required to be able to work in teams, interact positively, and build healthy interpersonal relationships. Further research also needs to consider the most effective duration and intensity of mindfulness interventions, as well as external factors such as school support, parental involvement, and the readiness of guidance counselors to facilitate the program.

Thus, this research not only provides practical contributions in the form of intervention models that can be directly applied in schools, but also provides theoretical contributions by affirming the position of mindfulness as an important approach in contemporary education. The integration of mindfulness into guidance programs is not only an

innovation but also a strategic step to strengthen students' psychological and academic foundations. Amid increasing educational pressures and the challenges of the digital age, such an approach is becoming increasingly relevant to develop students who are not only cognitively intelligent but also emotionally stable, mentally healthy, and capable of managing themselves in the face of various life demands.

CONCLUSION

This conclusion shows that classical mindfulness-based guidance can increase student motivation at SMAN 7 Sinjai. In an increasingly challenging educational context, it is important for students to have high motivation in order to cope with various tasks and academic pressures. Before participating in the guidance program, student motivation was low, indicating challenges in their learning process. However, after the intervention, their motivation increased to a very high level, indicating that this approach was successful. The results of the statistical analysis conducted in this study show that mindfulness-based classical guidance is effective in increasing learning motivation. With a significance value of 0.010, this study confirms that there is a significant difference between the group of students who received the intervention and those who did not. The mindfulness approach helps students improve their focus, regulate their emotions, and manage academic stress, all of which are important components for achieving optimal learning motivation. Mindfulness-based classical guidance programs are continuously integrated into guidance and counseling services in schools. This aims to support students' mental health and enthusiasm for learning, so that they are better prepared to face academic challenges. This study provides strong evidence that mindfulness-based interventions are an effective strategy for increasing learning motivation in educational settings and can be a solution to overcome motivation problems often faced by students.

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