APPLICATION OF MINDFULNESS-BASED COGNITIVE THERAPY (MBCT) TO IMPROVE *SELF-REGULATION* IN STUDENTS EXPERIENCING SCHOOL DISENGAGEMENT: A LITERATURE REVIEW

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Abstract

School disengagement is a common problem, which can negatively impact students' motivation, academic performance, and emotional well-being. Mindfulness-based cognitive therapy has shown promise for addressing these challenges by improving self-regulation and reducing school disengagement. This systematic review analyzed recent literature (2019-2025) from databases such as Google Scholar, Scopus, and PubMed, by selecting relevant studies through PRISMA. Findings showed that mindfulness-based cognitive therapy significantly improved emotion regulation, awareness, and coping strategies, while reducing anxiety and stress among students, and promoting increased engagement in learning. Overall, mindfulness-based cognitive therapy is an effective approach to improve self-regulation and reduce student disengagement in school. The potential integration of mindfulness-based cognitive therapy in psychological prevention and intervention programs in the school setting is important to support the improvement of students' well-being and academic success, particularly through strengthening self-regulation skills and reducing factors that lead to school disengagement.

Keywords: Mindfulness-Based Cognitive Therapy, Self-regulation, School Disengagements, psychological Interventions

Abstrak

Ketidakterlibatan di sekolah merupakan masalah umum, yang dapat berdampak negatif pada motivasi, prestasi akademik, dan kesejahteraan emosional murid. Terapi kognitif berbasis kesadaran telah menunjukkan harapan untuk mengatasi tantangan ini dengan meningkatkan pengaturan diri dan mengurangi ketidakterlibatan di sekolah. Tinjauan sistematis ini menganalisis literatur terbaru (2019-2025) dari database seperti Google Scholar, Scopus, dan PubMed, dengan memilih studi yang relevan melalui PRISMA. Temuan menunjukkan bahwa terapi kognitif berbasis kesadaran secara signifikan meningkatkan regulasi emosi, kesadaran, dan strategi coping, sekaligus mengurangi kecemasan dan stres di kalangan murid, serta mendorong peningkatan keterlibatan dalam pembelajaran. Secara keseluruhan, terapi kognitif berbasis kesadaran merupakan pendekatan yang efektif untuk meningkatkan pengaturan diri dan mengurangi ketidakterlibatan murid di sekolah. Potensi integrasi terapi kognitif berbasis kesadaran dalam program pencegahandan intervensi psikologis di lingkungan sekolah, sangat penting untuk mendukung peningkatan kesejahteraan serta keberhasilan akademik murid, khususnya melalui penguatan kemampuan pengaturan diri danpengurangan faktor-faktor yang menyebabkan ketidakterlibatan di sekolah.

INTRODUCTION

School disengagement is one of the important phenomena and issues that continues to be a crucial focus in today's education world, given its significant impact on students' academic achievement and psychosocial development. *School disengagement* refers to a psychological and behavioral condition in which students experience a decline in interest, motivation, and involvement in the learning process and school activities as a whole (Wang et al., 2015). Symptoms of disengagement can manifest in various forms, such as unexplained absences, low participation in discussions and learning activities, a significant decline in academic achievement, and an increase in deviant behavior that potentially increases the risk of dropping out of school (Bailey et al., 2013; Klassen, 2021). This phenomenon occurs due to various factors that contribute to its main triggers, including high academic pressure, lack of social support from teachers and peers, and complex emotional dynamics during adolescence (Christenson et al., 2012; Wang et al., 2015). In addition, weak emotional and social attachment to school also causes students to feel alienated and not have a sense of belonging to the learning environment, which ultimately further strengthens their disengagement in the educational process. This condition can affect students' low self-regulation abilities, especially in managing emotions and internal motivation when facing learning challenges. Therefore, this is a major challenge that requires a multidimensional approach to prevent widespread and prolonged negative impacts on students' mental health and academic development. Improving self-regulation can strengthen emotional and social attachment, enabling students to better manage their feelings, build positive relationships with the school environment, and actively engage in the learning process (Jennings & Greenberg, 2009).

Self-regulation is an individual's ability to manage emotions, attention, and behavior in order to achieve desired goals, particularly in the context of learning (Christenson et al., 2012; Zimmerman, 1989). Self-regulation is a psychological aspect that plays an important role in the context of disengagement, enabling students to cope with academic pressure, control impulsive urges, and maintain concentration in challenging learning situations. Conversely, if students' self-regulation abilities are low, it can worsen disengagement, as students become less able to manage the anxiety, frustration, and social pressure they experience, thereby reducing their motivation and confidence in the learning process (Hamdiyah et al., 2024; Pattynama et al., 2019). The development of self-regulation in the psychological dynamics of students is also influenced by adequate social support, including positive relationships with teachers and peers, as well as a school environment that meets basic psychological needs such as autonomy, competence, and social connectedness (Christenson et al., 2012; Kruglanski et al., 2010). Various psychological and educational interventions can be applied to improve self-regulation and reduce school disengagement, including social and emotional skills training programs such as Social-Emotional Learning (SEL), mindfulness training, and emotional intelligence

development and stress management programs aimed at improving students' ability to recognize, understand, and manage emotions. In addition, academic-based approaches such as mentoring and coaching are also effective in strengthening students' emotional and social attachment to the school environment, thereby reducing the level of disengagement by building positive relationships between students and teachers and creating a supportive school climate and a sense of belonging to the school community. Theoretically and empirically, mindfulness-based interventions, such as Mindfulness-Based Intervention, Cognitive Behavioral Therapy, and Mindfulness-Based Stress Reduction (MBSR), have been proven to improve self-regulation through the development of mindful attention, emotional stability, and resilience, which are important factors in overcoming disengagement and supporting academic success. Various literature confirms that interventions that directly target emotional regulation, attention, and strengthening social relationships are the main foundations in efforts to reduce school disengagement and increase student learning motivation (Academic Mindfulness Interest Group, 2006; Durlak et al., 2011;

Jennings & Greenberg, 2009; Marshall, 2016; Zelazo et al., 2018). In this regard, improving students' self-regulation abilities is an important strategic step to reduce the risk of disengagement while strengthening their attachment to school and the learning process.

Another psychological intervention approach that has the most potential to meet the needs of effective self-regulation development in students experiencing disengagement in this case is Mindfulness-Based Cognitive Therapy (MBCT). MBCT combines the principles of mindfulness, which is full awareness of the present moment in a non-reactive and non-judgmental manner, with cognitive therapy to help individuals recognize and change negative thought patterns that can exacerbate stress and anxiety (Arofah, n.d.; Ummah, 2019). The MBCT approach teaches students to be fully present in the learning process, accept difficult feelings without avoiding or overreacting, and develop better self-control skills. Various studies have proven the effectiveness of MBCT in reducing psychological stress levels, improving emotional well-being, and specifically strengthening self-regulation skills in adolescents, especially in dealing with academic pressure and complex social challenges (Bukhori et al., 2023; Nyanasuryanadi et al., 2025). The implementation of MBCT in school environments in Indonesia also shows great potential when contextualized with local cultural values so that it is more easily accepted by students (Prabayanti et al., 2023). MBCT is a strategic choice in improving the quality of self-regulation and overcoming school disengagement comprehensively, while encouraging the formation of an inclusive educational ecosystem that supports students' academic and emotional development, despite challenges such as limited trained personnel and resistance to new psychological approaches.

Based on the various research perspectives above, it can be concluded that MBCT is a promising approach to improving self-regulation and overcoming school disengagement among students. The emotional, cognitive, and behavioral involvement of students in the learning process can be restored through an approach that touches not only academic

aspects, but also psychological and spiritual aspects. The integration of MBCT into school programs has the potential to be a strategic step, both preventively and curatively, in overcoming the problem of school disengagement and creating an inclusive and supportive learning ecosystem. Therefore, this systematic review aims to examine and obtain an in-depth picture of the importance of implementing Mindfulness-Based Cognitive Therapy (MBCT) as a mindfulness-based psychological intervention in the educational environment to support students' mental health and optimal functioning. These findings can then serve as a basis for the development of similar intervention programs and further research in Indonesia.

METHODS

This study was conducted using a systematic literature review (SLR) with the aim of identifying and analyzing various studies related to Mindfulness-Based Cognitive Therapy (MBCT), self-regulation, and school disengagement in students. The selection of articles was reviewed using the *Preferred Reporting Items for Systematic Review and Meta-Analysis* (PRISMA) guidelines, which are related to: (1) providing an explanation of the topic and criteria definitions, (2) determining the sources of information, (3) selecting relevant literature, (4) collecting articles, and (5) analyzing articles using PRISMA 2020. The researchers searched for articles on the topic of applying MBCT to improve self-regulation in students experiencing school disengagement. This research originated from a search of databases using the Publishorperish application based on the Google Scholar (700), Semantic Scholar (3), Scopus (24), and PubMed (15) databases. Another search was conducted using direct access to the Science Direct database (30). Based on searches in the five databases, a total of 772 articles were found. After checking for duplicates using Mendeley, 750 articles were found.

The search on the database was then sorted based on ease of access to obtain relevant and complete articles so that they could be analyzed in depth and detail. The article selection process was carried out in stages, starting from checking for duplicate articles using Mendeley, examining the titles and abstracts, then reading the entire text of the article to ensure its relevance and suitability for the research objectives. Next, the researchers analyzed each article's content, which was then summarized into categories to identify patterns, similarities, and differences in the application of MBCT and its effect on improving the self-regulation of students experiencing school disengagement. The articles were searched using the keywords "Mindfulness-Based Cognitive Therapy (MBCT), Self-regulation, School Disengagement." This study was based on several criteria for article selection, namely: (a) articles must have been published within the last 6 years (2019-2025) to ensure their relevance to current needs, (b) articles must be in Indonesian and English, (c) the sample studied in the article must be students or university students, (d) related research articles must have effectiveness or focus on Mindfulness-Based Cognitive Therapy (MBCT) and Self-regulation in the context of school disengagement, (e) related articles can be clinical in the form of depression and anxiety. The results of this review study are expected to provide a comprehensive overview of the

effectiveness of the MBCT approach as an intervention to improve self-regulation for students experiencing school disengagement, as well as to serve as a reference in the development of intervention programs in the field of education.

Figure 1. *The PRISMA Flow Diagram for Article Selection*
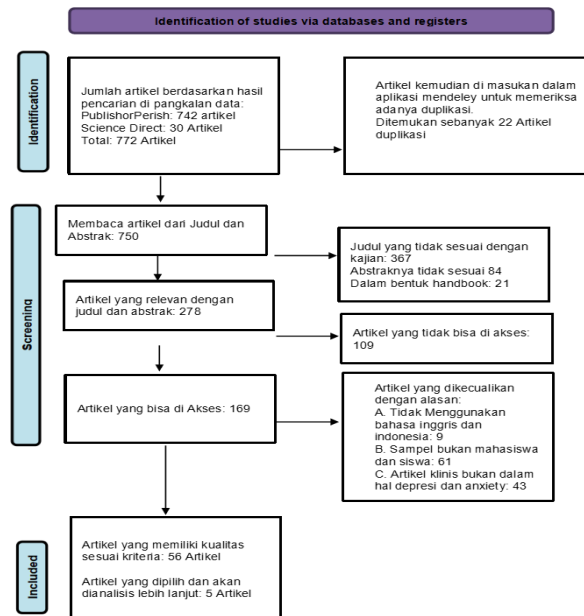
The analysis of articles in this study was conducted in three main stages. First, the researchers read all articles thoroughly to understand their content and context comprehensively. Next, the results of each reading were extracted and summarized in a table containing important information such as the name of the researcher, year of publication, objectives, methods used, sample, data collection techniques, and a summary of the research findings. The final stage involved in-depth analysis and drawing conclusions based on the research results that had been collected.

RESULTS AND DISCUSSION

The results of the analysis will explain the positive influence of the application of *Mindfulness Based-Cognitive Therapy* to increase *self-regulation* in *school disengagement students*. In full, the discussion of research findings will be discussed in the results and discussion section. Based on the search results, five articles will be explained in the following analysis that explain *that Mindfulness Based-Cognitive Therapy* has an effect on increasing *self-regulation* in students who experience *school disengagement*. The following is an appendix from a summary of the contents of each article.

Table 1. Article Summary

RESEARCHER	OBJECTIVES	METHODS	SAMPLE	DATA COLLECTION TECHNIQUES	RESULTS
(ILANLOO ET AL., 2022)	Exploring the effectiveness of mindfulness-based cognitive therapy in reducing internet dependence and improving cognitive emotion management among high school adolescents	Quasi-experimental with pre-test and post-test designs, which were analyzed using multivariate covariance analysis and post hoc testing with SPSS-26 software	30 Male students	Instrument *Young's Internet Addiction Questionnaire (IAQ)* dan *Cognitive Emotion Regulation Questionnaire (CERQ)*	Mindfulness-based therapy provided through MBCT can significantly improve students' *self-regulation* by improving positive emotion management strategies and reducing negative strategies, thereby helping them better manage impulses and stress, as well as increase involvement in school activities.
(AROFAH, N.D., 2025)	Analyzes the effectiveness of *mindfulness*	Systematic Literatur	19 studies focused on the	Data were collected from	Mindfulness *programs* such as

	programs implemented at different levels of education on adolescent students' stress, academic achievement, and social relationships, and provides guidelines for educators and policymakers.	e Review	effects of *mindfulness programs* in the educational environment on students and students from various countries.	relevant studies through keyword searches in the Scopus database, then selected based on criteria and analyzed quantitatively and qualitatively.	MBSR and MBCT have been proven to be effective in reducing stress, improving emotional regulation, and improving students' social relationships at various levels of education, including primary and secondary schools.
(KALNCIEMA & SVENCE, 2020)	Adapting and testing the effectiveness of the MBCT-C (*Mindfulness-Based* Cognitive Therapy for Children) program	Experiment with pretest-posttest design	12 pupils	*1. The Emotion Questionnaire* *2. School Anxiety Questionnaire* 3. *Parent Evaluation Questionnaire* dan *Children Evaluation Questionnaire*	The MBCT-C program has been shown to be effective in lowering school anxiety levels and improving emotional regulation in school-age children.

(AMSEKE & BLEGUR, 2024)	Knowing the influence *of mindfulness* on students' *self-regulation* in learning, as well as providing an understanding of the role of *mindfulness* in supporting student *self-regulation* which can be implemented in learning strategies to improve learning achievement optimally	Quantitative with the type of research ex-post facto. This study used simple linear regression analysis to test the influence of *mindfulness* on *student* self-regulation	59 students of grade XI at SMA X Kupang	Using the parental social support scale and the academic flow scale to measure these variables. Based on the explanation, the measurement of *mindfulness* and *self-regulation* is carried out through the relevant scale.	*Mindfulness* had a positive and significant effect on *self-regulation* in student learning by 62.6%. The higher the level of *mindfulness*, the better the student's *self-regulation* in learning, which contributes to the optimal improvement of learning achievement.
(MITSEA ET AL., 2023)	Knowing whether and how digital technologies (such as AI, VR, AR, brain-computer interfaces) can help *mindfulness* training to develop *self-*	Using systematic review following the guidelines of PRISMA 2020	66 selected studies	Data were collected independently by two researchers from each study, including: author information, participant characteristi	Digital technologies such as AI, VR, *brain-sensing headsets,* and *chatbots* support the development *of*

regulation skills in healthy people and people with mental health problems.	cs, type of *mindfulness training*, study design, technology used, duration of intervention, measurement tool, and key findings.	*cognitive, emotional, and behavioral* self-regulation skills through *mindfulness* interventions that improve mental well-being and meet participants' psychological needs. Although not explicitly related to *school disengagement*, in theory, digital-based mindfulness training can strengthen *self-regulation* which plays an important role in managing stress,

		attention, and emotions, thus potentially reducing *school disengagement*.

Based on studies and literature reviews that have been analyzed, *Mindfulness* Based-Cognitive Therapy (MBCT) significantly affects student *self-regulation* and reduces student disengagement in school. These findings are consistent with theoretical and empirical studies that highlight that MBCT improves awareness, acceptance, and emotional regulation, thereby increasing student engagement in learning activities. Several studies have shown that *mindfulness interventions* contribute to a decrease in anxiety, stress, and maladaptive behaviors, which are often associated with disengagement in an academic environment. The application of the MBCT approach in the context of increasing *self-regulation* in students who experience *school disengagement* shows positive results. Related studies show that *mindfulness-based* interventions are effective in reducing anxiety levels, improving emotional management, and improving student engagement in the academic environment.

Research that carried out by Ilanloo et al., (2022) affirms that the use of technology in therapy *mindfulness* can facilitate access and increase the effectiveness of interventions in the context of education and students' mental health. Digital applications like Sanvello have great potential in improving *self-regulation* and the mental well-being of students so that they are able to reduce things related to *school disengagement*. Furthermore, the research conducted by Arofah, n.d. (2025) explains that the program *mindfulness* It can systematically reduce stress, anxiety, and depression in students, as well as improve emotional and attention control skills. The results of this study show that exercise *mindfulness*, such as MBSR and MBCT, are able to improve emotional regulation and increase student involvement in the learning process. These findings suggest that the application of the *mindfulness* not only has an effect on reducing emotional burden, but also in reducing behavior *disengagement* which has a direct impact on academic success.

Other research results conducted by Eadeh, Nikolas et al., (2021) shows that the MBCT program is able to significantly reduce anxiety levels and improve emotional regulation in children and adolescents. This study states that participants who participate in the program experience improvements in managing emotional responses and overcoming the inability to adapt which often leads to *disenggagement* school. In addition, it is also explained that the *mindfulness* integrated in MBCT helps participants to become more

aware of their thoughts, feelings, and body sensations, so that they are able to respond to stress adaptively and reduce avoidant behaviors.

In addition, research by Kalnciema & Svence, (2020) also emphasizing the importance of developing *self-regulation* through *mindfulness* in the context of sustainability of student involvement in schools. The MBCT-C program has been shown to be effective in lowering school anxiety levels and improving emotional regulation in school-age children. Their research states that the improvement in self-control and mindfulness skills gained from the program *mindfulness* can contribute to reducing *disengagement* school, as well as increasing student motivation and involvement in the learning process. In general, all of these literature reviews show that the application of MBCT is able to improve *self-regulation* students through strengthening their emotional management skills, mindfulness, and coping strategies. Phenomenon *disengagement* The school that students experience can be minimized through intervention *mindfulness* which is not only effective in lowering anxiety and stress levels, but also in building emotional resilience and student involvement in the educational process.

In general, the existing literature reinforces the theoretical framework that the development *of self-regulation* through mindfulness *interventions*, particularly MBCT, can play an important role in reducing *school disengagement*. The main mechanisms underlying this are increased self-awareness, more effective emotion management, and the ability to pay attention to *self-regulation* obtained through *mindfulness practice*. Therefore, the application of the MBCT approach to students who experience *school disengagement* is an effective and relevant strategy to increase their participation and academic achievement. Based on the results of this literature review, it is recommended that educational institutions be able to consider the integration of cognitive-based *mindfulness* programs as part of psychosocial interventions to support academic success and the well-being of students who experience *school disengagement*. Thus, this approach not only focuses on improving the academic aspect, but also on the psychological and social aspects that support improving the overall quality of the student learning experience.

DISCUSSION

Mindfulness-Based Cognitive Therapy (MBCT) has a key mechanism for improving self-regulation and reducing school disengagement, which lies in its ability to increase self-awareness, emotional management, and mindful attention. Through mindfulness exercises, students are taught to observe their thoughts, feelings, and bodily sensations in a non-judgmental manner, enabling them to identify and manage emotional reactions more effectively (Abbott et al., 2025). MBCT allows students to recognize signs of stress, anxiety, or impulsivity before they interfere with learning and social interactions. In addition, research (Bukhori et al., 2023; Jacobson, 2010; Mol et al., 2022) explains that better attention control can help students maintain focus on tasks and learning processes, improve attention regulation, and reduce distractions. Emotional management gained

through mindfulness practice and cognitive strategies in MBCT also helps students cope with negative emotions such as stress and anxiety, which often contribute to school disengagement. Thus, MBCT strengthens emotional regulation and attention skills that directly support improved self-regulation, and MBCT builds resilience and emotional endurance that strengthens students' motivation to actively participate in academic and social activities in the school environment, so that students can remain psychologically and emotionally engaged in the learning process and reduce the risk of school disengagement.

Various intervention programs aimed at improving emotion management and self-regulation demonstrate the diversity of approaches that can be effectively applied to various groups, including students. The Mindfulness-Based Cognitive Therapy (MBCT) approach has been proven effective in improving students' self-regulation abilities while reducing levels of school disengagement. MBCT combines cognitive therapy techniques with mindfulness practices to increase self-awareness, acceptance of emotional experiences, and stress and anxiety management. The analyzed literature review shows that students who participated in MBCT interventions experienced increased engagement in the learning process, marked by a decrease in avoidance behavior, reduced academic anxiety, and increased participation in class and social relationships in the school environment.

Research by (Arofah, n.d. 2025; Ilanloo et al., 2022) reinforces these findings by showing that MBCT, whether delivered through digital applications such as Sanvello or in face-to-face sessions, has a positive impact on students' psychological well-being. This intervention not only reduces stress and anxiety levels, but also strengthens emotional control and mindful attention, which are essential in overcoming disengagement behavior. Students' ability to stay present and regulate their emotional responses to academic pressure becomes more adaptive after participating in the MBCT program. Furthermore, research by (Eadeh et al., 2021; Kalnciema & Svence, 2020) shows that students who participate in MBCT programs experience an increase in the use of cognitive strategies such as cognitive reappraisal, which plays an important role in shaping positive mindsets and mental resilience.

Through this mechanism, MBCT indirectly helps students better adapt to academic demands, which is one of the main factors causing school disengagement. Overall, this literature review indicates that MBCT has the potential as a comprehensive psychosocial intervention strategy to overcome disengagement in school through increased self-regulation.

MBCT supports the development of students' capacity to pay attention to internal experiences without judgment, respond to stress constructively, and maintain engagement in the learning process. These findings are in line with the theoretical frameworks of self-determination and self-regulation, which emphasize the importance of the need for competence, autonomy, and social connectedness as the main foundations of sustained

academic engagement. Therefore, the application of MBCT in an educational context, both conventionally and through digital media, is recommended as a strategic alternative to overcome disengagement and improve students' overall academic success and psychological well-being.

CONCLUSION

This literature review shows that improving self-regulation and stress management skills can be done effectively through mindfulness-based interventions and psychoeducational approaches. Programs such as mindfulness-based cognitive therapy (MBCT), mindfulness-based stress reduction (MBSR), and the use of digital applications and online platforms have been proven to improve emotional regulation strategies, reduce anxiety and depression levels, and improve students' psychological well-being. Approaches that integrate both in-person and digital training are particularly relevant for adolescents, in this case students, who need flexible and effective methods for managing emotional challenges. In addition, the success of these programs is supported by the use of standardized evaluation instruments, which are effective and capable of demonstrating positive changes empirically. Thus, a combination of group-based and digital mindfulness interventions, accompanied by an educational approach and cultural adaptation, can be a key strategy for improving self-regulation and supporting the mental well-being of students in educational settings.

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