

The Effect of Mindfulness on Academic Motivation in High School Students (*Peran Mindfulness terhadap Motivasi Akademik Siswa SMA*)

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Abstract

Academic motivation plays an important role in supporting student learning and development, so the factors that influence it need to be studied in depth. This study aims to analyse the relationship between self-awareness and academic motivation among high school students. The study uses a quantitative approach with an ex-post facto method. The sample consisted of 375 high school students selected through simple random sampling. The scales used in this study were the Five Facet Mindfulness Questionnaire (FFMQ) and the Academic Motivation Scale (AMS). The analysis technique used was simple linear regression testing. The results of the study showed a positive and significant effect between self-awareness and academic motivation, with a significance value of .000 ($<.05$) and a contribution of 50.1%. The uniqueness of this study lies in its focus on exploring the influence of self-awareness on academic motivation in high school students, which is expected to contribute theoretically and practically to the development of learning strategies and educational interventions oriented towards increasing student learning motivation.

Keywords: Mindfulness, Academic Motivation, High School Students

Abstrak

Motivasi akademik memainkan peran penting dalam menunjang keberhasilan belajar dan perkembangan siswa, sehingga faktor-faktor yang mempengaruhinya perlu dikaji secara mendalam. Penelitian ini bertujuan untuk menganalisis hubungan antara kesadaran diri terhadap motivasi akademik siswa SMA. Penelitian menggunakan pendekatan kuantitatif dengan metode ex-post facto. Sampel penelitian berjumlah 375 siswa SMA yang dipilih melalui teknik simple random sampling. Skala yang digunakan dalam penelitian yaitu Skala Five Facet Mindfulness Questionnaire (FFMQ) dan Skala Academic Motivation Scale (AMS). Teknik analisis yang digunakan yaitu uji regresi linier sederhana. Hasil penelitian menunjukkan adanya pengaruh positif dan signifikan antara kesadaran diri terhadap motivasi akademik, dengan nilai signifikansi .000 ($<.05$) dan kontribusi sebesar 50,1%. Keunikan penelitian ini terletak pada fokus eksplorasi pengaruh kesadaran diri terhadap motivasi akademik pada siswa SMA, yang diharapkan dapat memberikan kontribusi teoritis maupun praktis dalam pengembangan strategi pembelajaran dan intervensi pendidikan yang berorientasi pada peningkatan motivasi belajar siswa.

Kata kunci: Mindfulness, Academic Motivation, Siswa SMA

INTRODUCTION

In the world of education, academic motivation is one of the key aspects that determine the success of student learning. Academic motivation refers to the drive or enthusiasm of an individual to engage

in the learning process, complete academic tasks, and achieve optimal performance in the school environment (Morris et al., 2022). Students who have high academic motivation are usually more focused on learning goals, have a strong fighting

spirit, and are more consistent in undergoing the educational process, but in the field, students are often faced with various challenges that can reduce their enthusiasm for learning and academic achievement (Isik et al., 2018). High academic demands, workload, pressure from the school environment, and psychosocial changes experienced by students during adolescence, often cause a decrease in academic motivation which can have an impact on student learning achievement, this problem is what makes students academic motivation low (Pascoe et al., 2020).

Based on data from the Education Assessment Center of the Ministry of Education and Culture, around 40% of high school students admitted to feeling less motivated to achieve high academic achievement. The main factors that influence this low motivation include heavy academic burdens, pressure from the school and family environment, and psychological changes that occur during adolescence (Sembiring et al., 2024). This is also exacerbated by data that only 45% of students feel satisfied with learning in class, while the rest feel they do not get learning that is relevant to their interests and needs (Santika et al., 2022). In addition, data obtained from a similar survey showed that around 35% of students often feel stressed or anxious about academic demands, which has a negative impact on students motivation to learn (Akbar et al., 2024). Researchers also conducted an initial online survey on 25 June 2025 to examine academic motivation issues among high school students in Pekanbaru. The survey found that 27% of high school students felt unmotivated to achieve academic success, 23% felt that their studies were irrelevant or did not match their interests and needs, 43% of students often felt stressed or anxious due to academic pressure, and only about 7% of students felt they received psychological support from the school. This problem reflects the importance of efforts to improve psychological support and more effective learning methods in raising the academic motivation of high school students (Purwati et al., 2024).

Academic motivation is an internal and external drive that influences individuals to engage in learning activities and achieve academic goals. This motivation relates to students desire to learn, achieve, and develop in an educational context (Urhahne & Wijnia, 2023). Academic motivation is a process in which students maintain the desire to learn and achieve the academic goals that have been set, academic motivation can also increase student engagement with the learning process that is being carried out so that understanding and application of the knowledge gained can be better (How et al., 2024). Academic motivation is the result of the drive to achieve and the desire to avoid failure, students who have a strong drive to succeed tend to have higher academic motivation compared to students who focus on avoiding failure (Iswandyah et al., 2023; Steinmayr et al., 2019). Academic motivation is the process by which academic activities are initiated, directed, and sustained to achieve learning goals. This motivation includes students desire to be actively involved in learning activities, persistence in facing academic challenges, and perseverance in completing assigned tasks (Davidovitch & Dorot, 2023). In this study, academic motivation is explained through three fundamental aspects, namely intrinsic motivation, extrinsic motivation, and amotivation (Ryan & Deci, 2000).

Academic motivation is influenced by various psychological, social, and contextual factors. Previous studies have identified several determinants such as self-efficacy, learning environment, social support, goal orientation, and emotional regulation as significant contributors to students' motivation in academic settings (Abdolrezaipoor et al., 2023; Li et al., 2021). These factors shape how students interpret academic challenges, regulate their emotions, and maintain persistence in learning. Among these determinants, mindfulness has emerged as an increasingly relevant construct in contemporary educational psychology (Aldbyani et al., 2025). Mindfulness is a state of awareness characterized by sustained attention to present experiences in a non-judgmental manner (Schuman-Olivier et al., 2020).

In an academic context, mindfulness enables students to maintain focus during learning activities, manage stress effectively, and reduce cognitive distractions that hinder academic engagement (Alomari, 2023). Through mindful awareness, students become more capable of directing attention toward academic tasks, processing learning material more deeply, and reducing the influence of intrusive thoughts. Mindfulness also facilitates self-reflection, enhancing students' understanding of their emotional responses and learning patterns, thereby promoting the adoption of more adaptive and effective learning strategies (Stuhr & Denny, 2022). In this study, mindfulness is explained through five core aspects, namely observing, describing, acting with awareness, non-judgment, and non-reactivity (Bishop et al., 2004; Kabat-Zinn, 1994). The focus on mindfulness in this study is grounded in its unique role as both an attentional and emotional regulatory mechanism, which differentiates it from traditional motivational predictors. Unlike constructs such as self-efficacy or social support, mindfulness directly influences cognitive processing, stress management, and self-regulation three aspects that are particularly crucial for high school students who are navigating significant academic and developmental pressures. This makes mindfulness a theoretically robust and practically relevant factor to examine in relation to academic motivation.

Mindfulness has an influence on academic motivation, this is in line with research Wilinda & Salim (2023) The results of the study show that mindfulness has a significant influence on students academic motivation, by increasing students ability to stay focused, manage stress, and respond to challenges with a calmer and more positive attitude. In line with the research results of the study Donald et al., (2020) Mindfulness increases more internal motivation and decreases external motivation. The positive relationship between mindfulness and academic motivation is also supported by research results from Sukhsarwala et al., (2015) which states that there is a significant positive correlation

between trait mindfulness and academic motivation, namely the motivation to explore new things ($p = .005$) and the motivation to feel excited ($p = .004$). Lastly, the research Rapiadi et al., (2023) The results of the study showed a significant positive influence between mindfulness and academic motivation in students, the magnitude of this influence was 89.6%, while other factors influenced by 10.4%.

Various studies on the phenomenon of academic motivation have been conducted by previous researchers. However, the author has not found studies specifically examining the effect of mindfulness on academic motivation among high school students. This gap is important because high school students possess developmental characteristics that distinguish them from other educational levels and require special research attention. Adolescence is marked by rapid cognitive, emotional, and social changes; students at this stage experience increases in academic pressure, identity exploration, heightened sensitivity to peer evaluation, and fluctuating emotional regulation. These developmental transitions often make high school students more vulnerable to stress, reduced concentration, and unstable learning motivation. Given the continuous development of education and the diverse challenges faced by students that may hinder their academic engagement, research focusing on factors that can strengthen their motivation such as mindfulness is critically needed. Therefore, this study was conducted to examine the effect of mindfulness on academic motivation in high school students. Based on these reasons, the hypothesis proposed in this study is that there is a positive and significant effect of mindfulness on the academic motivation of secondary school students.

METHOD

This study is a quantitative study with an ex-post facto approach. The subjects of the study were all high school students in Pekanbaru City. The population in this study was 17,136 students. The sampling technique used in this study was simple

random sampling. The number of samples in this study was 375 high school students in Pekanbaru City. The inclusion criteria for this study required participants to be active students enrolled in public

or private secondary schools in Pekanbaru City, aged between 15 and 18 years old. The demographics of the research sample are described in Table 1.

Table 1. Demographics of Research Sample (N=375)

	Total	Percentage
Gender		
Man	158	42.1%
Woman	217	57.9%
Age		
15 years	153	40.8%
16 years	107	28.5%
17 years	101	26.9%
18 years	14	3.8%

The mindfulness instrument is a modification of the Five Facet Mindfulness Questionnaire (FFMQ) developed by Baer et al., (2008) with 24 items referring to the theories of Kabat-Zinn (1994) and Bishop et al., (2004). The construct validity of the mindfulness instrument is CFI= .903, SRMR = .047, and RMSEA= .063. The reliability of the mindfulness instrument is .830. The mindfulness instrument consists of five brief dimensions. Observing refers to noticing internal and external experiences. Describing involves labeling thoughts and feelings with words. Acting with awareness reflects carrying out activities with focused attention. Non-judgment refers to accepting thoughts and emotions without evaluation. Non-reactivity reflects allowing thoughts and feelings to arise without becoming carried away by them. These dimensions together capture students' mindful awareness across cognitive and emotional processes.

The researcher also used an academic motivation instrument modified from the Academic Motivation Scale (AMS) developed by Vallerand et al., (1992) referring to the theories of Ryan and Deci (2000) with a total of 28 items. The construct validity of the academic motivation instrument is CFI= .901, Chi-square= 110.82, df= 93, p-value= .10035 and RMSEA= .0561. The reliability of the academic motivation instrument is .760. Academic motivation in this study consists of three key dimensions. Intrinsic motivation refers to students' internal drive

to learn because the activity is enjoyable, interesting, or personally meaningful. Extrinsic motivation reflects engagement in learning due to external goals such as rewards, future benefits, or social expectations. Meanwhile, amotivation indicates a lack of intention or purpose to learn, often marked by feelings of inadequacy or disconnection from academic goals. These three dimensions represent the overall spectrum of students' motivational tendencies in the learning process.

Data analysis in this study utilised SPSS version 27, beginning with prerequisite tests of normality and linearity. In the assumption test, normality was tested to ensure that the residual data was normally distributed, while linearity assessed whether the relationship between the independent and dependent variables followed a linear pattern. Both assumptions must be met to ensure that the regression model is statistically appropriate, unbiased, and produces valid parameter estimates. After the prerequisite tests were met, hypothesis testing was performed using simple linear regression analysis to determine the effect of mindfulness on academic motivation.

RESULT

The results of the normality test using Kolmogorov-Smirnov showed that each variable in this study had a P value > .05 based on unstandardized residual data, so that the normality

assumption was met. The unstandardized residual score showed a significance value of .190 ($p > .05$) which means that the unstandardized residual data is normally distributed. Then the results of the linearity test analysis obtained a significance value in the Deviation from Linearity component of .112. ($p > .05$), which indicates that there is no significant deviation from the linear model between the mindfulness and academic motivation variables. Thus, it can be concluded that the relationship between the two variables can be statistically explained through a linear relationship model. In addition, the Linearity component showed

significant results ($F = 403.671$; $p < .001$), which indicates that the linear model provides a good representation of the relationship between mindfulness and academic.

The regression analysis revealed that the overall model was statistically significant ($F = 371.899$, $p < .001$), indicating that mindfulness significantly predicts academic motivation among students. This finding confirms that the proposed model fits the data well and that mindfulness plays a substantial role in influencing students academic motivation. Furthermore, the T-test results can be seen in Table 2.

Table 2. T-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.713	3.796		3.349	.001
	GR	1.126	.058	.709	19.285	.000

The t-test results indicate that mindfulness has a strong and statistically significant positive effect on academic motivation ($t = 19.285$, $p < .001$). These findings suggest that higher levels of mindfulness are associated with higher levels of academic motivation, supporting hypothesis that mindfulness plays a role in increasing students' motivation to learn.

The coefficient of determination analysis shows that mindfulness explains approximately

50% of the variance in academic motivation ($R^2 = .503$; Adjusted $R^2 = .501$). This indicates a strong and meaningful relationship ($R = .709$) between the two variables, suggesting that mindfulness substantially contributes to students' levels of academic motivation. The high explanatory power of the model implies that students with higher mindfulness tend to exhibit greater persistence, focus, and intrinsic engagement in learning activities.

Table 3. Correlation Matrix

Variable	r	p-value
<i>Observing* Academic Motivation</i>	0.510	0,004
<i>Describing*Academic Motivation</i>	0.256	0,022
<i>Acting with Awareness* Academic Motivation</i>	0.421	0,002
<i>Nonjudging of Inner Experience*Academic Motivation</i>	0.216	0,032
<i>Nonreactivity to Inner Experienc*Academic Motivation</i>	0.387	0,008

The results of the correlation analysis show that all dimensions of mindfulness have a significant positive relationship with Academic Motivation.

The Observing dimension has the strongest correlation ($r = .510$, $p = .004$), indicating that the higher the students' ability to consciously observe

internal and external experiences, the higher their academic motivation. Furthermore, the Acting with Awareness dimension also showed a fairly strong relationship ($r = .421$, $p = .002$), indicating that students who are able to carry out learning activities with full awareness tend to have better learning motivation. The Nonreactivity to Inner Experience dimension also showed a significant positive relationship ($r = .387$, $p = .008$), meaning that the ability to not react impulsively to internal thoughts or emotions contributes to increased academic motivation. Meanwhile, the Describing ($r = .256$, $p = .022$) and Nonjudging of Inner Experience ($r = .216$,

$p = .032$) dimensions showed weaker positive correlations than the other dimensions, but were still statistically significant. These findings indicate that the ability to label internal experiences and a nonjudgmental attitude towards thoughts and feelings also play a role in increasing academic motivation, although their contribution is not as great as that of the other dimensions. Overall, these results reinforce that various aspects of mindfulness support the development of academic motivation, with varying degrees of contribution across each dimension. Furthermore, the independent t-test can be seen in Table 4 and 5.

Table 4. Group Statistics

	Gender	N	Means	std. Deviation	std. Error Means
Academic Motivation	Male	158	158	158	158
	Female	217	217	217	217

Based on the table above, it is known that the number of academic motivation data in males is 158 people, while for females it is 217 people. The average value of academic motivation in males is 72.45, while the average value in females is 75.98.

Thus, descriptive statistics indicate a difference between the two groups. To determine whether this difference is statistically significant, the results of the independent sample t-test are presented in the table below.

Table 5. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Academic Motivation	Equal variances assumed	0.006	0.939	3,488	373	0.001
	Equal variances not assumed			3,538	121,104	0.001

Based on the results of the Independent Samples t-test, the analysis was conducted to examine whether there is a difference in Academic Motivation between male and female students. The value of Levene's Test for Equality of Variances shows $F = .006$ with a significance value of $p = .939$. Since $p > .05$, it indicates that the variances of Academic Motivation between males and females

are homogeneous. Therefore, the interpretation of the t-test results uses the Equal variances assumed row. The t-test results reveal a value of $t = 3.488$ with degrees of freedom (df) = 373 and a significance value of $p = .001$. Because $p < .05$, it can be concluded that there is a significant difference in Academic Motivation between male and female students. This indicates that gender plays a meaningful role in

differentiating levels of academic motivation. The difference in mean scores between the two groups is not due to random variation but represents a statistically meaningful distinction.

DISCUSSION

The results of the hypothesis test indicate that mindfulness has a significant positive effect on the academic motivation of high school students. This shows that mindfulness helps students to be more focused, manage stress, and improve critical thinking skills. Students who are trained in mindfulness practices tend to have better abilities in dealing with academic challenges, which leads to increased motivation to learn (Supriyadi, 2024). This is in line with research Hwang et al., (2020) indicates that students with high levels of mindfulness have better academic motivation than those who do not. Then the research conducted Wilinda and Salim (2023) revealed that there is a significant positive influence between mindfulness on students academic motivation. Then the research conducted Shengyao et al., (2024) found that students who participated in a mindfulness training program showed increased motivation to learn and better academic achievement compared to a control group. Developing mindfulness skills not only helps students cope with academic challenges, but also supports mental well-being (Nurafifah et al., 2021).

In addition to supporting previous studies, these findings can be theoretically explained through Self-Determination Theory (SDT) by Ryan and Deci (2000) According to SDT, academic motivation increases when individuals experience autonomy, competence, and relatedness. Mindfulness supports these three psychological needs by helping students regulate their attention (autonomy), improving emotional clarity and cognitive processing (competence), and fostering more positive interpersonal interactions (relatedness) (Yang et al., 2025). When students are more aware and present, they are better able to engage with academic tasks based on intrinsic interest rather than external pressure, thereby strengthening

autonomous motivation (K. R. Wentzel, 2020). Furthermore, the positive predictive relationship between mindfulness and academic motivation can also be understood through the Mindfulness-to-Meaning Theory (Lavy & Berkovich-Ohana, 2020). This theory argues that mindfulness enhances individuals' ability to reinterpret stressors more adaptively, increasing positive emotions and psychological flexibility. In the academic context, students with higher mindfulness may perceive academic demands not as threats but as challenges that can be managed, which in turn strengthens their goal-oriented behavior and motivation to learn (Li et al., 2025).

This study also examines the relationship between specific aspects of mindfulness and academic motivation, providing a deeper understanding of the cognitive and affective processes underlying student motivation. The aspect of Observation defined as the ability to be aware of and pay attention to internal sensations, cognitions, and external environmental cues increases students' metacognitive awareness of their learning needs. This increased awareness enables learners to more accurately detect moments of confusion, disengagement, or cognitive overload, thereby facilitating more strategic self-regulation and meaningful engagement in academic tasks (Baer et al., 2025). On the other hand, the aspect of Acting with Awareness, which reflects the ability to maintain deliberate attention on the task at hand rather than functioning automatically, is consistently associated with increased attention control and reduced mind wandering. These attentional benefits form the basis for intrinsic motivation, as students who can remain fully engaged in learning activities are more likely to experience task absorption, perceptions of competence, and internal satisfaction that reinforce perseverance (Donald et al., 2020). Furthermore, the Nonjudging aspect characterised by an attitude of acceptance towards thoughts and emotions without excessive self-evaluation plays a protective role in reducing maladaptive cognitive patterns such as self-criticism and perfectionism.

Through reduced evaluative pressure, students become more resilient when facing academic challenges, which in turn promotes mastery-oriented motivation and reduces avoidance tendencies (Lynn et al., 2022). Complementing these mechanisms, the Nonreactive aspect supports emotional regulation by allowing individuals to experience thoughts or feelings without responding to them impulsively. This capacity reduces the cognitive load associated with rumination and worry, preserving the cognitive and motivational resources necessary for sustained academic engagement (Cox et al., 2018). Overall, these patterns suggest that mindfulness does not influence academic motivation uniformly or superficially; rather, it operates through a network of interrelated cognitive regulatory abilities, emotional resilience processes, and metacognitive functions that together facilitate more adaptive, persistent, and independent learning behaviour.

Research also highlights notable gender differences in academic motivation, which appear to stem from variations in socialization patterns, self-concept, and expectations in learning environments (Wang & Yu, 2023). Female students are often found to exhibit higher levels of intrinsic motivation, stronger achievement goals, and a greater orientation toward mastery, particularly in verbal and social-science domains (Naz et al., 2020). In contrast, male students tend to display higher extrinsic motivation and performance-avoidance goals, along with stronger confidence in domains perceived as masculine, such as mathematics and science (Sölpük, 2020). Gender differences in academic motivation can be understood through a broader psychological and sociocultural framework, particularly one related to gender role expectations and different reinforcement processes in the educational context (Wentzel & Skinner, 2022). For example, female students tend to receive stronger encouragement for perseverance, compliance, and relational engagement traits that align with mastery-oriented motivation and sustained effort in academic tasks (Chaudhry, 2019).

Based on the results of the study, students have a very high level of mindfulness. This shows that students have mindfulness and the ability to focus on the present moment, which can contribute positively to their academic motivation. This high level of mindfulness can also help students manage stress and learning challenges, thereby improving students academic performance (Kindel & Rafoth, 2020). Students who have good abilities to be aware of thoughts, emotions, and experiences make students better understand themselves and how students react to situations they face (Berek et al., 2020; Salsabila & Widyasari, 2021). Students with high levels of mindfulness tend to demonstrate better social behaviors, such as empathy and cooperation. This can create a more positive and supportive learning environment (Guo et al., 2023; Guo & You, 2024).

The results of the study also showed that students academic motivation was very high, this reflects the enthusiasm and commitment to the learning process. Strong motivation makes students tend to be more proactive in seeking knowledge, participating in class activities, and trying to achieve academic goals (Clements & Kamau, 2018). This is very important, because high motivation not only contributes to academic achievement, but also plays a role in the development of students character and social skills (Shengyao et al., 2024). Highly motivated students demonstrate enthusiasm and dedication in facing academic challenges, strive to understand the subject matter, and actively engage in discussions and learning activities (Filgona et al., 2020). In addition, motivated students tend to have a positive attitude towards education, see it as an opportunity to develop, and strive to achieve their maximum potential (Getie, 2020).

The implications of studies on the effect of mindfulness on academic motivation in high school students show that increasing mindfulness practices can contribute significantly to improving student learning motivation. Students who are trained to be more aware of their thoughts and feelings can better manage stress and anxiety, which often hinder

motivation. Therefore, integrating mindfulness training programs into the educational curriculum can be an effective strategy for improving students' academic motivation and overall learning outcomes. This study has several limitations that should be acknowledged. All variables were measured through self-report questionnaires, which may introduce response biases such as social desirability or inaccurate self-assessment, and the cross-sectional nature of this study limits the ability to analyse changes in mindfulness and academic motivation over time.

CONCLUSION

Based on the results of the study, it can be concluded that mindfulness has a positive and significant effect on the academic motivation of high school students, where high levels of mindfulness help students to focus better, manage stress, and improve critical thinking skills, thereby increasing their motivation to learn. Therefore, it is recommended that schools integrate mindfulness training programs into the curriculum and extracurricular activities as an effective strategy to support the improvement of learning motivation, emotion management, and students' academic achievement in a sustainable manner. Future research is expected to further examine the effectiveness of various forms of mindfulness intervention in the context of education, explore mediating or moderating factors such as social support and emotional regulation, and conduct longitudinal studies to see the long-term impact of mindfulness on students' motivation and academic achievement.

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