

The Role of Mindfulness in Student Emotional Regulation and Academic Achievement: A Review of the Literature

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ABSTRACT

This study is a literature review that aims to examine the role of mindfulness in the regulation of emotions and its relation to students' academic achievement. Studies have shown that mindfulness can improve self-awareness, acceptance without judgment, as well as the ability to be present in the present moment. These abilities contribute significantly to healthier and adaptive emotional management. This study uses a literature review approach with a *systematic review* type to understand the relationship between mindfulness, emotion regulation, and student academic achievement. The study relies on scientific articles published between 2020 and 2025 and obtained from trusted sources such as PubMed, ScienceDirect, SpringerLink, Google Scholar, and DOAJ with relevant keywords. Good emotional regulation allows students to be more focused, calm, and resilient in the face of learning pressure, which ultimately has a positive impact on academic achievement. The review also highlights the importance of implementing mindfulness programs in elementary school settings as part of efforts to improve psychological well-being and learning quality. Based on the results of the study, it is recommended that mindfulness be one of the approaches that can be integrated into learning strategies to support students' emotional and academic development in a balanced manner.

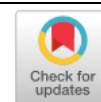
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INTRODUCTION

Emotional regulation and academic achievement are two key components that greatly affect student development in the context of education Sari (2022) defines that the regulation of children's emotions is the ability that children have to regulate, evaluate, modify, and be able to communicate emotional feelings appropriately, where there are intrinsic and extrinsic processes that underlie them. He Sari (2022) further added that the expression of emotions, both negative and positive, is healthy and constructive as long as it is done correctly. If the expression of these emotions is not done correctly, what happens actually causes unwanted problems. Based on the results of the research conducted by the 12 students who were the subjects, there were 8 students who admitted that they were not sure they could express their feelings calmly. This condition shows that most students tend to harbor the problems they face and have difficulty expressing opinions. This situation has an impact on students' emotional stability, especially when they are faced with changing learning conditions. Emotional instability and decreased concentration cause the understanding and absorption of learning materials to be not optimal Octasya & Antika (2023).

A rapidly changing world accompanied by increasingly complex challenges requires the education system to adapt. The goal is to equip the younger generation and the next generation with various abilities that not only make them able to face these challenges, but also can live a good and healthy life. Combining and balancing the heart, mind, and body to cultivate wisdom, compassion, and well-being, in addition to intelligence, is essential for us to think more naturally, comprehensively, and integratedly (Hawkins & Burke, 2021; Portele & Jansen, 2023). One of the approaches that is getting more attention in an effort to foster a balance

between the heart, mind, and body is *mindfulness*, which is known to be effective in building self-awareness, inner peace, and emotional and mental well-being.

In his research, Schuman-Olivier et al., (2020) he wrote that mindfulness is awareness that arises when a person pays attention to the present moment without judgment. The term is derived from the Pali word *sati*, which means to remember, be aware, or to be mindful. Today, mindfulness and meditation are often equated, although they are not always the same. Practices like yoga or visualization are often called mindfulness, so the meaning becomes blurred. In fact, not all meditation is mindfulness, and vice versa. Meditation is the practice of regulating the body and mind through the focus of attention. In mindfulness meditation, attention is directed to the present moment with an attitude of openness, acceptance, and non-judgment.

Various previous studies have shown the benefits of mindfulness in various fields. The results of the study show that mindfulness programs can increase the likelihood of activation in the anterior left part of the brain, which is associated with increased positive emotions and strengthening of the immune system. In the medical field, several forms of psychotherapy, such as Mindfulness-Based Cognitive Therapy (MBCT), are developed based on Mindfulness-Based Stress Reduction (MBSR), which is a mindfulness training program designed to help individuals cope with stress, anxiety, depression, and pain. MBSR programs have been proven to improve concentration, develop emotional control, and reduce anxiety, thereby contributing to improved mental health for its practitioners (Xin & Zhang, 2021). The ability to regulate emotions through approaches such as mindfulness is not only important for the psychological well-being of students, but also the foundation for the creation of more optimal learning conditions. In the context of education, good emotion regulation is believed to play a role in supporting students' focus, perseverance, and engagement in the learning process, which can ultimately contribute to the achievement of better academic achievement.

Mindfulness is important to discuss in the Indonesian educational environment because it can help students manage stress and high learning pressure, improve concentration, and support their mental and emotional health. By practicing full awareness, students not only become more focused in learning, but also able to recognize and manage their emotions well, thus creating a calmer and more positive learning atmosphere. In addition, mindfulness also encourages empathy and harmonious social relationships in schools, which are in line with local cultural and spiritual values. Thus, mindfulness is an important skill to prepare students to face academic and future life challenges in a more balanced and thoughtful manner.

Based on previous studies, the authors compiled two initial assumptions: (a) H1: Mindfulness exercises help students better manage their emotions. (b) H2: Students who are better at emotion regulation tend to have better academic achievement.

METHOD

This research was conducted with a literature study approach. Types of systematic review literature. This approach was chosen because the author wanted to understand more deeply the relationship between mindfulness, emotion regulation, and academic achievement among students, relying on scientific sources that have been published in the last five years, namely between 2020 and 2025. The authors believe that through the tracing and analysis of various studies that have been conducted previously, we can obtain a complete picture of the extent to which mindfulness impacts students' emotional lives and academic achievement.

In the process of data collection, the author searched various scientific articles available online through several leading data sources such as PubMed, ScienceDirect, SpringerLink, Google Scholar, and DOAJ. The search was conducted using keywords such as "mindfulness", "emotion regulation", "academic achievement", and "students". To make the results more relevant and up-to-date, only articles published in the period 2020 to 2025 were included in this study.

The inclusion criteria applied in the literature selection are that the article must be the result of empirical research (both quantitative, qualitative, or mixed methods), discussing at

least two of the three main topics that are the focus of this research, namely mindfulness, emotion regulation, and academic achievement, and involving students at the elementary to secondary school levels. Articles that are available in English and Indonesian and can be accessed in full-text are also part of the consideration.

Meanwhile, some articles were excluded from the study, such as opinion articles, editorials, or non-empirical literature reviews. Articles that focus on populations outside of school students, such as college students, adults, or individuals with severe psychiatric disorders, were not included in the analysis. In addition, articles that are duplicate or irrelevant to the context of formal education are also excluded from the reading list.

To analyze the selected articles, the author compiles an analysis form that records various important information from each article, such as the author's name, year of publication, research objectives, methods used, sample characteristics, main results, and relevance to the theme of this research. This process helps the author in drawing a common thread and understanding the patterns of findings that emerge from the various studies studied.

With this approach, it is hoped that the results of this literature study can make a meaningful contribution to the world of education, especially in designing learning strategies that not only focus on academic achievement, but also on the emotional well-being of students through a mindfulness approach.

FINDINGS AND DISCUSSION

From the results of a search of various scientific journals between 2020 and 2025, it was found that mindfulness has a significant influence on emotional regulation and improving students' academic performance. Intervention programs such as Mindfulness-Based Cognitive Therapy (MBCT) have consistently shown their effectiveness in lowering the levels of stress, anxiety, and depression that students often experience due to academic and social pressure. MBCT (Mindfulness-Based Cognitive Therapy) is a therapy that combines elements of behavioral cognitive therapy for depression with mindfulness meditation. This therapy aims to distract from negative thoughts and focus on the body's feelings and sensations, while helping with emotional regulation. The MBCT program typically consists of 8 to 12 sessions, with a duration of 60–120 minutes per session, which is tailored to the needs of the participants. This program is based on the stress reduction method through mindfulness practice (Rizaldo, 2024). During the implementation of the program, it was found that giving students the opportunity to participate in mindfulness exercises made a positive contribution as an additional that enriched the learning process (Portele & Jansen, 2023).

Discussion

The Impact of Mindfulness on Emotion Regulation

Various studies show that mindfulness has a significant influence in helping individuals, especially students, manage emotions in a healthier and adaptive way. The practice of mindfulness helps students to recognize and accept their emotions without directly reacting impulsively, thus allowing for calmer and wiser responses to academic and social pressures (Monsillion et al., 2023; Rizaldo, 2024; Xin & Zhang, 2021). This approach strengthens emotional resilience and improves students' psychological well-being early on (Hawkins & Burke, 2021; Schuman-Olivier et al., 2020).

More specifically, Mindfulness-Based Cognitive Therapy (MBCT) described by Segal in Rizaldo (2024) teaches important skills such as increased self-awareness, acceptance without judgment, and the ability to focus on the present moment. These skills are closely related to more effective emotion regulation strategies and the reduction of excessive emotional reactions. Rizaldo (2024) also showed that MBCT helps participants recognize negative mindsets and manage their emotional experiences more healthily, which ultimately contributes to decreased levels of depression and increased emotional awareness.

The Impact of Emotion Regulation on Academic Achievement

Good emotion regulation not only impacts students' mental health, but it also plays an important role in supporting academic achievement. Research conducted by Saputro et al.

(2023) shows that mindfulness training that supports emotion regulation can improve students' focus, which has a positive impact on their literacy abilities. With the ability to manage stress and negative emotions, students are better able to maintain concentration and enthusiasm for learning in the midst of challenges.

Segal in Rizaldo (2024) also emphasized that through MBCT, individuals can remain focused on their goals despite facing negative emotions. In other words, the ability to stay focused and not easily distracted by emotional states is an important key in maintaining a student's academic performance consistently.

CONCLUSIONS

The practice of mindfulness has been proven to have a positive impact in helping students manage emotions in a healthy way and improve academic achievement. By increasing self-awareness, students are better able to deal with pressure and stress adaptively, focus on learning, and be more emotionally and cognitively engaged. Mindfulness also contributes to students' mental health, forms a conducive learning environment, and strengthens mental resilience. Its success depends heavily on consistent implementation, teacher involvement, and support from the school. Therefore, its implementation needs to be carried out in a structured and sustainable manner, becoming part of the learning culture, not just an additional activity. Mindfulness programs should be designed to be simple, attractive, and in accordance with the needs of students, so as to be able to improve psychological well-being and support optimal development. For further research, it is recommended to examine alternative forms of intervention that may be more effective in improving students' psychological well-being, especially at the elementary school level.

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