

THE INFLUENCE OF MINDFULNESS ON STUDENT LEARNING INTERESTS AT HIGHER EDUCATION INSTITUTIONS

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Abstract

This research aims to measure mindfulness's impact on students' learning motivation in Buddhist College. Learning motivation sometimes becomes a problem in a learning society. So it needs a solution to students do not lose their motivation anymore. The researcher tries to investigate how the role of mindfulness in teaching-learning. The method that the researcher applied was a survey method with a quantitative approach. The sampling technique of this study was proportional random sampling, and the questionnaires were distributed randomly. The number of statements in the questionnaire was 74 items distributed to 71 respondents with a measurement scale of questionnaire answers using a Likert scale. The results of hypothesis testing and simple linear regression obtained a t arithmetic value of 24,322 with a significant level of 0.000, while t^{table} with $n = 71$ and $\alpha = 0.05$ got a value of 1.667. It can be assumed that t arithmetic t^{table} ($24,322 > 1.667$) or $sig < 0.05$ (0.000 0.05), then H_a is accepted while H_0 is rejected. While the value of R Square in this study is 0.896, meaning that mindfulness affects interest in learning by 89.6%. With the results of the data analysis, it is concluded that there is an Influence of Mindfulness on Student Interest in the Jinarakkhita School of Buddhism, Bandar Lampung, in 2021. The magnitude of the influence is 89.6%, while other factors influence 10.4%.

Keywords: Mindfulness, Motivation, Learning, Jinarakkhita Buddhist College

Abstrak

Penelitian ini bertujuan untuk mengukur pengaruh mindfulness terhadap motivasi belajar siswa di Perguruan Tinggi Buddhis. Motivasi belajar terkadang menjadi permasalahan dalam masyarakat pembelajar. Sehingga perlu adanya solusi agar siswa tidak kehilangan motivasinya lagi. Peneliti mencoba menyelidiki bagaimana peran mindfulness dalam proses belajar-mengajar. Metode yang peneliti terapkan adalah metode survei dengan pendekatan kuantitatif. Teknik pengambilan sampel penelitian ini adalah proporsional random sampling, dan kuesioner disebar secara acak. Jumlah pernyataan dalam kuesioner sebanyak 74 item yang dibagikan kepada 71 responden dengan skala pengukuran jawaban kuesioner menggunakan skala likert. Hasil pengujian hipotesis dan regresi linier sederhana diperoleh nilai t hitung

sebesar 24,322 dengan tingkat signifikan sebesar 0,000, sedangkan ttabel dengan $n = 71$ dan $\alpha = 0,05$ memperoleh nilai sebesar 1,667. Dapat diasumsikan t hitung ttabel ($24,322 > 1,667$) atau $\text{sig} < 0,05$ ($0,000 < 0,05$), maka H_a diterima sedangkan H_0 ditolak. Sedangkan nilai R Square pada penelitian ini sebesar 0,896 artinya mindfulness mempengaruhi minat belajar sebesar 89,6%. Dengan hasil analisis data disimpulkan terdapat Pengaruh Mindfulness terhadap Minat Siswa di Sekolah Budha Jinarakkhita Bandar Lampung Tahun 2021. Besarnya pengaruh sebesar 89,6%, sedangkan faktor lain mempengaruhi sebesar 10,4%.

Kata Kunci: Mindfulness, Motivasi, Belajar, Perguruan Tinggi Buddha Jinarakkhita

INTRODUCTION

Education is the foundation for someone to seek knowledge. The knowledge gained can be applied to the community environment. A person must be able in a particular field to get an educational understanding, as written in Law Number 20 of 2003 concerning national learning article 3, if national learning plays a role in increasing skills and forming a classy national civilization so that it can educate the nation's children with the aim of developing the ability of students to become human beings who believe and fear God God Almighty, healthy, noble, knowledgeable, capable, creative, independent and a democratic citizen of the country.¹ The learning process in the last two years has changed drastically due to the Covid-19 pandemic. Before the Covid-19 pandemic, learning was carried out face-to-face, but now face-to-face learning has become limited, and some have been temporarily suspended. This situation has prompted government agencies to make new policies in handling learning so that they can be easily implemented during a pandemic. The approach that appears today is by implementing online (in-network) learning which conditions that learning can be done virtual (virtual face-to-face).

In reality, in the field, education in the network is not efficiently tested continuously. Because there are many obstacles encountered when learning takes place, for example, a poor network signal in the area where you live, insufficient internet quota, the role of parents involved in doing student assignments, and not being able to apply character education to learning, these problems give new habits to learning, especially at the elementary school level. In the role of parents, they are required to be extra educators for their children in their respective homes.

Education is a deliberate and planned effort to help individuals learn, be responsible, improve themselves, or change attitudes to be useful for themselves or society.² When a person develops well, his ability will increase over time. Indeed, if a person can learn with total self-control, concentration, and awareness, all his hopes and dreams will be achieved properly. By bringing goodness, having knowledge and skill is one of the greatest blessings (Sn. 261). Over

¹ Marie Bayot et al., "Mindfulness and Empathy: Differential Effects of Explicit and Implicit Buddhist Teachings," *Mindfulness* 11 (2020): 5–17.

² Hermiza Mardesci and Afrina Mardesci, "Pengaruh Perkuliahan Dengan Metode Dalam Jaringan (Daring) Terhadap Minat Belajar Mahasiswa (Studi Kasus Pada Program Studi Teknologi Pangan Universitas Islam Indragiri)," *Jurnal Pendidikan: Riset dan Konseptual* 4, no. 3 (2020): 357–365.

time, online lectures have impacted different student learning interests.³ Some are interested in online courses, but some are those who reduce student interest in learning, so they become lazy and do not attend when online lectures occur. Someone will find it difficult to focus on participating in lecture activities, causing discomfort resulting in boredom, anxiety, and a lack of interest in learning.

The results of observations that researchers made on this campus include: there are still students taking online lectures with indications such as feelings of pleasure, interest, attention, and involvement from the students themselves. Apart from that, other things often happen, such as the video is not turned on, left to go, studying in an inappropriate place, too much silence/passivity during lectures, and chatting alone with friends without listening to the explanations of friends/lecturers who are presenting or explaining lecture material. This problem causes boredom in students to attend lectures. Therefore, researchers must conduct preliminary research (survey) to see how high the issues are in student learning interest on campus.

Based on the results of observations that students at this tertiary institution, researchers found problems in student learning interest in lectures, including 45% having issues with indicators of feeling happy, indicating that students cannot focus and are still lazy in attending courses. There 46% have problems with the interest indicator, meaning that students are still not interested in the lecturer's lecture explanations. There are 47% having problems with attention indicators, indicating that students still fail to focus on maintaining attention in lectures. There are 45% problems with the involvement indicator, with indications that students are still lazy to get involved in asking questions in classes. This condition resulted in decreased interest in learning, impacting students' feelings of pleasure, curiosity, attention, and involvement in lectures.

The results of the preliminary research (survey) conducted by researchers concluded that there were still problems with student interest in learning that occurred, so further research was needed. The study will be continued by determining the right variables to increase student learning interest. By increasing students' interest in learning, mindfulness is required so that self-control, awareness, attention, and thoughts can be obtained and they remain focused on the students themselves at the college. Mindfulness is also called the practice of full attention training, which is observing the in-breath and out-breath. With this practice, it is hoped that a person can focus on his attention to remain calm and awake. The most important part of mindfulness practice is getting used to what is felt to be more aware and better at focusing on maintaining full attention.⁴ Mindfulness practice helps add to interpersonal well-being by

³ Susatyo Herlambang, "Pengaruh Penggunaan Smartphone Terhadap Minat Belajar Mahasiswa Melalui Media Online Di Masa Pandemi Covid-19," *Jurnal Optimal* 18, no. 1 (2021): 12–26.

⁴ Burmansah Burmansah, Rugaiyah Rugaiyah, and Mukhneri Mukhtar, "A Case Study of Mindful Leadership in an Ability to Develop Focus, Clarity, and Creativity of the Buddhist Higher Education

understanding that a form of suffering and experiences that are not well felt in life are some of the natural conditions to occur.⁵ This condition makes a person more aware of his previous experiences, which can save someone from evil thoughts. Related to this, if it can be practiced daily, it will undoubtedly get good benefits. Based on this description, researchers are interested in studying mindfulness to increase student learning interest. Thus researchers must research to reveal interest in learning as the dependent variable with mindfulness as the independent variable.

RESEARCH METHOD

The object of research is something that is studied. The object of research in this study is the Effect of Mindfulness on the Study Interests of Jinarakkhita High School of Buddhism Students in Bandar Lampung in 2021. This study uses a survey method, namely research that takes samples from one population and uses a questionnaire as the primary data collection tool with a causal quantitative approach to obtain information about the Effect of Mindfulness on the Learning Interest of Jinarakkhita High School of Buddhism Students in Bandar Lampung in 2021. Quantitative research is a research method based on the philosophy of positivism because it fulfills scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic.⁶ The sampling technique in this study was to use the Proportional Random Sampling method, namely by using a random system. In this research, to determine the size of the sample in each class/semester, proportional allocation is carried out. The population used in this study were students at the Jinarakkhita High School of Buddhism, totaling 87 students.

RESULT AND DISCUSSION

The results of the validity test of the research instrument on the variable Mindfulness and Learning Interest instruments showed that 74 items from the results of the total number of items were declared valid. The r table value of 71 respondents is 0.233, so the validity test results using the IBM SPSS 26 program show that r count $>$ r table. Mindfulness instrument items obtained the highest score at number 24 with an r count of 0.838 and the lowest score at number 13 with an r count of 0.374. At the same time, the items on the Interest in Learning instrument obtained the highest scores at numbers 49 and 70 with an r count of 0.855 and the lowest score at number 63 with an r count of 0.579. Test the reliability of research instruments on the variable mindfulness can be known using the Alpha Cronbach formula. Cronbach's Alpha coefficient for calculating the

Institute Leader.," *International Journal of Higher Education* 8, no. 6 (2019): 57–69.

⁵ Vonny Syafira and Ira Paramastri, "Efektivitas Pelatihan Mindfulness Untuk Menurunkan Ego Depletion Pada Mahasiswa Baru," *Gadjah Mada Journal of Professional Psychology (GamaJPP)* 4, no. 1 (2018): 1–12.

⁶ Prof Dr Sugiyono, "Metode Penelitian Kuantitatif Kualitatif Dan R &D, Alfabeta," *Denzin, NK, & Lincoln, S. Yvonna* (2009).

reliability/trust level of the instrument provided that the instrument reliability coefficient is ≥ 0.8 . The results of calculating the reliability of the Mindfulness instrument obtained the reliability value of the alpha Cronbach instrument = 0.971. Thus it can be concluded that this study has met the requirements of good reliability.

Table 1. Mindfulness Reliability Output (X)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.971	.972	37

Source: 2021 researcher calculations using IBM SPSS 26

Table 2. Output of Learning Interest Reliability (Y)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.977	.977	37

Source: 2021 researcher calculations using IBM SPSS 26

The output results of descriptive analysis data processing using IBM SPSS 26 computer software can be seen that the total variable mindfulness (X) and Learning Interest (Y) carried out by 71 respondents obtained a data range of 119 and 120, a minimum of 66 and 65, a maximum of 185 and 185, the sum is 9912 and 10075, mean is 139.61 and 141.90, std. deviation of 25.040 and 25.990 and variance of 626.985 and 675.462.

Table 3. Total Mindfulness and Learning Interest Output

Descriptive Statistics								
	N	Rang e	Mini mu m	Maxi mu m	Sum	Mean	Std. Deviatio n	Varianc e

	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Mindfulness	71	119	66	185	9912	139.61	2.972	25.040	626.985
Interest to learn	71	120	65	185	10075	141.90	3.084	25.990	675.462
Valid N (listwise)	71								

Source: 2021 researcher calculations using IBM SPSS 26

The output results in the One-Sample Kolmogorov Smirnov column can be seen that the significant value for mindfulness is 0.082 and interest in learning is 0.200, so it is concluded that the population data obtained from distributing instruments in the form of questionnaires is normally distributed or H_a is accepted.

Table 4. Normality Test Output

One-Sample Kolmogorov-Smirnov Test			
		X	Y
N		53	53
Normal Parameters ^{a,b}	Mean	137.51	141.75
	Std. Deviation	18.133	18.850
Most Extreme Differences	Absolute	.103	.065
	Positive	.080	.052
	Negative	-.103	-.065
Test Statistic		.103	.065

Asymp. Sig. (2-tailed)	.200 ^{c,d}	.200 ^{c,d}
a. Test Distribution is Normal.		
b. Calculated From Data.		
c. Lilliefors Significance Correction.		
d. This is a Lower Bound of the True Significance.		

Source: Results of data processing using IBM SPSS 26 software

The results of the homogeneity test output can be seen from the test table of homogeneity variance with a significant value of mindfulness of 0.842 and interest in learning of 0.931 because the significant value is > 0.05 , so it can be said that the two data are said to be homogeneously normal.

Table 5. Output of homogeneity test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
X	Based on Mean	.420	1	51	.520
	Based on Median	.379	1	51	.541
	Based on Median and with adjusted df	.379	1	47.677	.541
	Based on trimmed mean	.353	1	51	.555
Y	Based on Mean	2.521	1	51	.119
	Based on Median	2.389	1	51	.128
	Based on Median and with adjusted df	2.389	1	46.038	.129
	Based on trimmed mean	2.450	1	51	.124

Source: Results of data processing using IBM SPSS 26 software

The study results have shown the influence between the mindfulness and learning interest variables by looking at the output results in simple linear regression. When one practices mindfulness, proper awareness appears in the present without thinking about the future or the past, so various interactions arise from the body, feelings, thoughts, and mind-objects. This interaction will provide a stimulus that any conscious state will impact a person. Mindfulness refers to the presence of the mind based on the ability to recall past experiences to expand momentary attention and awareness to gather wisdom.⁷ Students who diligently practice mindfulness will find peace within themselves. If students practice mindfulness seriously in learning, they will be more disciplined and responsible for assignments in lectures. Students will continue to get used to practicing, giving them a mental chance to become creative, innovative, and accountable students in classes. The changes that occur are interpersonal changes such as benevolence, compassion, and empathy naturally must arise from mindful practices.

Change will always exist in someone who has the intention to practice mindfulness. In addition, if students are used to doing it in lectures, their minds will be more focused on lecture activities such as reading material, doing assignments, presenting material, paying attention to lecturers delivering material, and so on. Likewise, learning outcomes will be much better so that the growth of knowledge will increase. Growing knowledge helps to practice mindfulness correctly, resulting in spiritual growth.⁸ The analysis results of the influence data between mindfulness and student learning interest can be seen using a questionnaire and then analyzed so that an answer is obtained from the analysis that is tested and the validity of the data can be accounted for. Thus this analysis is used to make decisions and research conclusions. Mindfulness is very important in lectures because with the mindful practice of the learning activities carried out, such as: doing assignments, expressing opinions, asking questions, and being enthusiastic about participating in learning, you will feel calm, and of course, you will be more focused on participating in learning.

Mindfulness has significantly contributed to success in increasing student learning interest. Mindfulness greatly determines the condition of students in attending lectures, so this requires steps to maintain their full conscious attention. When you have full awareness, you can bring up feelings of pleasure, interest, paying attention, and enthusiasm for learning. The Buddha, while giving his teaching to his disciples, is very diverse. The goal is that students do not feel bored receiving understanding. At that time, the Buddha advised his student named Ananda to be

⁷ Nicholas Burton and Mai Chi Vu, "The Light and the Dark of Mindful Social Capital: Right Mindfulness and Social Capital Development," *European Management Review* 18, no. 1 (2021): 137–150; Kenneth Roy Norman, *The Word of the Doctrine* (Pali text society, 2000).

⁸ Yao-Chin Wang et al., "Travel for Mindfulness through Zen Retreat Experience: A Case Study at Donghua Zen Temple," *Tourism Management* 83 (2021): 104211; Herlambang, "Pengaruh Penggunaan Smartphone Terhadap Minat Belajar Mahasiswa Melalui Media Online Di Masa Pandemi Covid-19."

able to undertake five things in learning. The five things are teaching gradually, teaching with reason, teaching because it creates metta, the goal of instruction is not to gain personal gain, and education also does not harm individuals or others.⁹ The statistical test above shows evidence of an influence between mindfulness variables and learning interest variables. Researchers can describe that to increase student interest, it takes determination to transform themselves for the better and produce spiritual growth. When this is raised in students, mindfulness is beneficial in the learning process with a calm and peaceful nuance.

Encouragement from a person will make the person responsible. In education, everyone has a drive to motivate themselves from the object he is doing. To bring up this encouragement, a person must be interested in himself so that all learning activities can be appropriately realized. To increase interest, one must be able to know things that can provide supporting strength so that it can run well. Interest is a desire or feeling of attraction that arises from within oneself towards an object so that it does not cause pressure or encouragement from certain parties, with indicators namely: 1) liking, 2) interest, and 3) attention.¹⁰ interest is not something that must be forced because everything goes naturally. In addition, interest tends to be shown by someone to something without any form of coercion, which can cause cognitive, psychomotor, and affective changes, with indicators namely: 1) interest and feelings of pleasure, 2) involvement, and 3) attention.¹¹

Related to this, interest is also explained by Mahda that interest has a tendency, pleasure, interest, and desire to learn to benefit everyone. Great interest will influence someone in optimizing their knowledge. Someone will gain understanding by trying to be happy learning, interested, and involved in learning so that they can be well motivated. The indicators are: 1) feeling happy, 2) learning involvement, 3) learning interest, 4) learning patience, and 5) learning objectives. This aligns with Mardesci's opinion¹² that learning is a person's interest in liking lessons. This interest will give a stimulus to someone equipped with a feeling of enjoying something they want to learn. In addition, a person's interest will arise with encouragement from within so that they have curiosity about what they are learning. The indicators are: 1) feeling

⁹ Sundus Maulidina and Yoga Budi Bhakti, "Pengaruh Media Pembelajaran Online Dalam Pemahaman Dan Minat Belajar Siswa Pada Konsep Pelajaran Fisika," *ORBITA: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika* 6, no. 2 (2020): 248–251.

¹⁰ Syafira and Paramastri, "Efektivitas Pelatihan Mindfulness Untuk Menurunkan Ego Depletion Pada Mahasiswa Baru"; Wang et al., "Travel for Mindfulness through Zen Retreat Experience: A Case Study at Donghua Zen Temple."

¹¹ Wenita Cyntia Savitri and Ratih Arruum Listiyandini, "Mindfulness Dan Kesejahteraan Psikologis Pada Remaja," *Psikohumaniora: Jurnal Penelitian Psikologi* 2, no. 1 (2017): 43–59; Maulidina and Bhakti, "Pengaruh Media Pembelajaran Online Dalam Pemahaman Dan Minat Belajar Siswa Pada Konsep Pelajaran Fisika."

¹² Bhikkhu Bodhi, "Tipitaka Tematik: Sabda Buddha Dalam Kitab Suci Pali," *Jakarta: Ehipassiko Foundation* (2009); Burton and Vu, "The Light and the Dark of Mindful Social Capital: Right Mindfulness and Social Capital Development."

happy, 2) learning involvement, and 3) learning interest. The Buddha gives a parable like a young wild elephant who gets help from another obedient and well-trained elephant.¹³ The elephant then becomes self-trained to adapt to the new environment. To become as wise as the elephant, the Buddha suggested that we make friends with intelligent people because intelligent, smart, obedient, and noble people are likened to the moon circling the stars, with indicators: 1) knowledge, 2) attitude, and 3) skills (Dh. 208). Based on the theory of experts, it can be synthesized that interest in learning is a person's desire, pleasure, or interest in learning without involving pressure from certain parties. The indicators are: 1) feeling happy, 2) interest, 3) attention, and 4) involvement.

Over time, now in the modern era, new methods emerge that can benefit oneself by conditioning the body and mind to be more aware of the activities being carried out. The practice method is "mindfulness," which means mindfulness or complete attention. This method has been practiced as a self-control of awareness in the present so that the mind does not get lost in the past or the future. These conditions make the mind will not wander, and a person's mind becomes peaceful and happy. Mindfulness increases awareness for someone centered on present-moment awareness and acceptance without giving experience to judgment (non-judgmental acceptance).¹⁴ The present understanding is the state of mind or body formation that is in the present and will not wander in the past or the future. Sometimes someone who lived in the past still has feelings of disappointment, resentment, anger, and guilt, while someone who thinks about life in the future is characteristic people who are anxious and worry excessively, so their life tends to be rushed and unsettled.

A well-known practitioner named Hanh¹⁵ explains that mindfulness is an energy obtained during a person's practice and produces full awareness. Mindfulness helps bring the mind back to the body so that one can feel fully present; one will be aware of what is happening at that moment, aware of the happiness and suffering one is experiencing. Practicing mindfulness energy will bring joy, peace, and serenity if practiced earnestly. Based on the description of the theory according to experts, it can be synthesized that mindfulness is an energy that conditions a person to observe the body, feelings, thoughts, and objects of thought so that they have full awareness of all activities being carried out. The indicators are 1) body/physical, 2) feelings, 3) thoughts, and 4)

¹³ Mohd Idris Dalimunthe, "Pengaruh Kecerdasan Emosional Dan Minat Belajar Terhadap Pemahaman Akuntansi Pada Mahasiswa Program Studi Akuntansi Di Universitas Medan Area," *Jurnal Mutiara Akuntansi* 5, no. 2 (2020): 99–108; Norman, *The Word of the Doctrine*.

¹⁴ Savitri and Listiyandini, "Mindfulness Dan Kesejahteraan Psikologis Pada Remaja"; Hirdha Nurfarini ZR and Wildan Saugi, "Pengaruh Kuliah Online Terhadap Minat Belajar Mahasiswa Pendidikan Agama Islam (PAI) Di IAIN Samarinda," *El-Buhuth: Borneo Journal of Islamic Studies* (2020): 121–131.

¹⁵ Fighter Mahda Cindy, "Pengaruh Self Regulated Learning Dan Learning Style Terhadap Peningkatan Minat Belajar Mahasiswa UIN Raden Intan Lampung Tahun Pelajaran 2019/2020 Skripsi" (UIN Raden Intan Lampung, 2021); Frank Lee Woodward, *The Book of the Gradual Sayings [Anguttara-Nikaya]: Or More Numbered Suttas* (Pali Text Society, 1932).

objects of thought.

CONCLUSION

Based on the results of research regarding the effect of mindfulness on student learning interest at the High School of Buddhism Jinarakkhita Bandar Lampung in 2021, it can be concluded that the results of the summary model output shows that the calculated t score $>$ t table score ($24.322 > 1.667$) or significant ($0.000 \leq 0.05$), it means that H_a is accepted while H_0 is rejected. Thus, mindfulness influences students' learning interest in the Buddhist College. The magnitude of the impact of mindfulness on students' interest in studying at Buddhist College can be seen from the R Square of 89.6% mindfulness affects interest in learning while 10.4% is influenced by other factors not examined.

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