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# IMPLEMENTATION OF MINDFULNESS-BASED CLASSROOM MANAGEMENT TO IMPROVE STUDENT LEARNING OUTCOMES IN CATHOLIC RELIGIOUS EDUCATION LEARNING

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## ABSTRACT

*This study aims to describe the implementation of mindfulness-based classroom management in Improving the Learning Outcomes of Students in the Kleas VII Catholic Religious Education Subject at SMP Negeri 1 Nubatukan. The background of this research is based on the challenge of creating an effective learning environment, where students often lack focus or concentration and have difficulty in applying the values of Catholic teachings in daily life. The mindfulness approach was chosen as a solution to improve concentration, emotion regulation, and student involvement in learning. This study uses a qualitative method with observation, interview, and documentation data collection techniques. The research subjects included, the principal, PAK teachers, and five students of grade VII. The results of the study showed that mindfulness-based classroom management succeeded in improving students' concentration, emotional intelligence, and ability to socialize. In addition, this approach also has a positive impact on student learning outcomes, both cognitive, affective, and psychomotor aspects. The findings of this study support several previous studies that have stated that mindfulness can improve learning outcomes, although there are other studies that show its impact on psychological aspects more significantly than academics.*

**Keywords:** *Mindfulness-Based Classroom Management, Student Learning Outcomes*

## INTRODUCTION

The context of education that continues to evolve starting with the changing times influenced by technological knowledge certainly brings its own challenges in creating an effective and meaningful learning environment. With this, education is required to develop a classroom management strategy that not only focuses on cognitive achievement, but also pays attention to the psychological well-being and involvement of students.

The main goal of education is to help humans achieve perfection in life by developing physical, spiritual, and intellectual aspects. Education not only focuses on intellectual development, but also pays attention to spiritual, moral, and emotional aspects to form a whole human being who has spiritual strength, self-control, personality, intelligence, noble morals, and the skills necessary for a better life. Thus education aims to improve the quality of

education. The quality of education is the quality or measure of good or bad in the process of changing the attitude and behavior of a person or group of people in an effort to mature humans to get closer to God through guidance and training efforts (Siahaan, et al., 2023). The quality of education can be achieved if the learning outcomes are achieved. According to Dimiyati and Mudjiono (in Haryanto, 2022) Learning outcomes are a result that has been achieved in the form of numbers or in the form of scores after a learning outcome test is given to each learning outcome that takes place. The grades that have been obtained by students will be a reference to see how proficient students are in receiving the subject matter.

Student learning outcomes refer to the abilities, knowledge, skills, and understanding that students gain as a result of the learning process. This includes the extent to which students achieve the learning goals set by a particular curriculum or educational program. Based on pre-observations found at SMPN 1 Nubatukan, it was found that the learning outcomes of grade VII didk participants in Catholic religious education subjects had not reached the set standards. One of the factors that makes student learning outcomes not reach standards is because students lack concentration or focus when learning takes place and do not apply the values taught in their daily lives. One of the subjects that makes students' learning outcomes not reach standards is Catholic religious education. The subject of Catholic religious education is a subject that teaches about the lessons of faith that teachers teach to students. The subject of Catholic religious education is a subject that teaches about the lessons of faith that teachers teach to students. Teachers conduct religious teaching to help students get involved, communicate, understand life's challenges, and live their faith fully (Simbolon, 2023). The purpose of Catholic religious education in schools is not only the process of imparting religious knowledge from teachers to students, but also as classroom-based management *Mindfulness* is an approach that can be carried out and combined by educators to be presented in classroom management. *Mindfulness* In learning, it can be done by conditioning a quiet, quiet, and conducive classroom. Students are conditioned to be mentally and physically ready before participating in learning, so that in the learning process itself education can stimulate students to be able to consciously follow a series of learning processes (Dharma, 2020).

According to Keban (in Muvid, 2025) Explaining Classroom-Based Management *Mindfulness* is a classroom management method that combines the teaching and learning process with practical *Mindfulness*. By integrating *Mindfulness* In classroom management, it is expected to create a more controlled and harmonious classroom environment, not only physically but also psychologically. A teacher or educator must be able to manage the classroom effectively, not only by providing physical facilities (chairs and tables), but also by creating supportive psychological and emotional conditions for students.

The goal of applying *Mindfulness* in classroom management can improve students' self-awareness and emotional regulation, so that they can respond to situations in the classroom more calmly. *Mindfulness* also teaches acceptance and openness to current reality, making it easier for teachers to identify individual needs of students and adjust their approach to students. *Mindfulness* can help students be calmer and more focused, as it can help them to be aware of their feelings and thoughts. With *Mindfulness*, teachers and students become more concerned about each other's feelings, so that they can build better relationships. So, teachers and students accept each other and understand each other's feelings, not to hide each other. This will make the classroom atmosphere more comfortable and support the emotional and social growth of students. The purpose of this study is to find out how the implementation of mindfulness-based classroom management to improve student learning outcomes in Catholic religious education learning grade VII at SMPN 1 Nubatukan Lembata, with the contribution in this research not only contributing to the development of classroom management theory and religious pedagogy, but also providing practical solutions to improve student learning outcomes through the *Mindfulness* approach. Thus, this research has high relevance in the context of education that

continues to evolve, where a balance between cognitive, emotional, and spiritual is the key to learning success.

## RESEARCH METHODS

The type of research used in this study is qualitative research. According to Sugiyono (2017:14) The type of qualitative research is basically a way of obtaining data scientifically with a specific purpose and use. The approach used in this study is a descriptive qualitative approach. The research was conducted at SMP Negeri 1 Nubatukan, the research time was February-May 2025. Data collection techniques were carried out using observation, interview and documentation methods. The data analysis techniques used in analyzing data are reduction, presentation and drawing conclusions.

## RESULTS AND DISCUSSION

### *Result*

This research is located at SMPN 1 Nubatukan, Central Lewoleba, Nubatakan District, Lembata Regency. This study focuses on two variables of mindfulness-based classroom management research and student learning outcomes in Catholic religious education learning grade VII at SMPN 1 Nubatukan, with the following research results:

1. According to Barus, et al (2025:8906-8915) *Mindfulness* is the activity of focusing awareness on a goal, by not avoiding conditions that cannot be controlled. Classroom-based management *Mindfulness* applied in education can help students develop social skills, increase empathy, as well as reduce aggressive behavior in emotional problems. *Mindfulness* help students understand the impact of their every action, so they are more aware of the moral consequences of the decisions they make. *Mindfulness* In the learning of Catholic religious education in the observations and interviews conducted it was seen that most students were able to maintain concentration well during learning, especially in spiritual activities such as praying. However, there are some students who still have difficulty focusing, especially on the subject of Catholic Religious Education which is considered heavy. Teachers play an important role in guiding students to concentrate more, including providing light sanctions such as self-prayer as a form of reflection for students who are less serious. This shows that a spiritual approach and teacher guidance can help increase students' focus on learning.

In terms of emotional intelligence, students have generally shown positive attitudes such as forgiveness, compassion, and empathy, both towards teachers and peers. Their interactions inside and outside the classroom reflect the ability to work together, respect each other, and maintain good social relationships. This behavior not only creates a harmonious learning environment but also assists students in developing social skills that are essential for daily life. Thus, good emotional intelligence also supports a more positive and collaborative learning atmosphere. In addition, the relationship between students and teachers as well as between students is also well established, characterized by mutual respect, empathy, and willingness to help each other.

Students are also taught to help each other when there are friends who are having difficulties. Although there are still some students who need to be guided in this regard, teachers have tried to instill these values through daily interactions. Thus, a school

environment is created that supports the development of students' personality, confidence, and harmonious relationships among all school residents. This reinforces the importance of the role of teachers in shaping students' character through habituating positive values in daily life.

## 2. Student learning outcomes

According to Susanto (2016:5) Learning outcomes are the abilities that children acquire after going through learning activities. Learning outcomes can also be understood as the creation of permanent changes in student behavior from the affective, cognitive, and psychomotor realms in student learning activities within a certain period of time as a strengthening of students' talents in learning activities (Rahayu & Trisnawati, 2021:212-224).

most students have demonstrated a good understanding of the Catholic Religious Education learning material, not only cognitively but also in daily behavior. Students show politeness, responsibility, and empathy in interactions with friends and teachers. However, some students still need further guidance to internalize these values.

The results of the study show that the learning outcomes of peseta didik in Learning do not only focus on the aspect of knowledge, but also on the formation of character and social skills. Students show positive development in aspects of acceptance, response, and appreciative attitudes, such as actively responding to teachers' questions and respecting each other's opinions. These positive attitudes are seen not only in the classroom, but also in everyday interactions.

Teachers play an important role as companions who help students grow spiritually, socially, and emotionally. Students also develop practical and communication skills, such as active participation in worship activities and the application of Catholic teachings in real life. Thus, education can achieve holistic goals, forming students who are not only knowledgeable, but also characterful and empathetic.

## **Discussion**

According to (Krismayanti, 2024), classroom-based management *Mindfulness* is an approach that can help students to be fully aware of a current moment. This approach is also very important for a complete mental presence in the teaching and learning process for students. In general *mindfulness* It involves two main elements, namely attention and acceptance. Acceptance refers to a person's ability to consciously focus attention on what is happening in the moment. While acceptance refers to the attitude of accepting without judging the experience that arises. This process can help individuals better manage their emotions, minds and bodies (Krismayanti, 2024).

Based on the results of the study, the application of mindfulness-based classroom management in Catholic religious education learning at SMPN Negeri 1 Nubatukan showed several positive impacts on concentration, emotional intelligence and student learning outcomes. The *mindfulness* approach is able to help students in improving focus during the learning process. Therefore, it can be seen in the discussion below:

1. Implementation of mindfulness-based classroom management in Catholic Religious Education Learning Class VII D at SMP Negeri 1 Nubatukan

Grade VII D students at SMP Negeri 1 Nubatukan showed positive development in three main learning aspects. Classroom-based management implementation *mindfulness* at SMP Negeri 1 Nubatukan can increase concentration in students in grade VII D. According to Mustofa et al, (2023) Concentration is one of the benchmarks in the process of understanding students which is an important part of the indicator of the success of the learning process. Concentration in learning can be interpreted as the ability of a student to focus on the material learned in the learning process.

The implementation of mindfulness-based classroom management at SMP Negeri 1 Nubatukan in PAK learning was concluded that it could improve student learning outcomes. This is clearly different from what is said by Maynard et al, (2028), Jones et al, (2023), and Felver et al, (2021), who say that *mindfulness* does not improve learning outcomes in students. However, the results found at SMP Negeri 1 Nubatukan show that the application of mindfulness-based classroom management can improve learning outcomes in students. Although, there are still some students who need more guidance to increase students' focus, especially in dealing with the material being taught.

Good concentration can also have an impact on the development of students' emotional intelligence. According to (Cahyaningtiyas & Nuraini, 2022) Emotional intelligence is the ability of individuals to effectively organize those emotions to motivate themselves, self-restraint and the ability to foster relationships with others. This can be seen in the emotional intelligence of grade VII D students at SMP Negeri 1 Nubatukan, which has developed well. This is evident from the ability of students to manage emotions and interact with teachers and peers. Meanwhile, in the ability to socialize, according to (Nurdiansyah, 2024) is the ability to establish relationships with others and oneself is closely related to friends and the surrounding environment. This involves interactions that occur not only limited to discussions and sharing feelings but also related to understanding thoughts, feelings, and the ability to respond. Grade VII D students at SMP Negeri 1 Nubatukan can generally work together and have a mutual respect attitude towards others. Catholic religious education teachers also have an active role in guiding students to develop skills in interacting and communicating well with teachers and other students.

2. Implementation of mindfulness-based classroom management to improve the learning outcomes of grade VII D students in Catholic Religious Education Learning at SMP Negeri 1 Nubatukan

Classroom-based management *mindfulness* at SMP Negeri 1 Nubatukan can help students in grade VII D develop their cognitive abilities as a whole, although there are still some students who still need the role of teachers to guide. According to Leuwol et al (2023) Learning is designed to encourage students to think and remember the material learned. They are expected to understand the material, apply knowledge to solve problems, analyze information, create something new, and take responsibility for the learning process. Through this approach, students are not only able to master knowledge and understanding of the material, but can also apply concepts in students' real lives. Students can also develop the ability to analyze and evaluate and be able to solve problems with various solutions. In the affective realm, classroom-based management *mindfulness* can foster a good attitude of acceptance of each subject matter and learning environment. According to Urhandayani et al (2023) The affective realm is an important assessment in education. Although assessment is often focused on the cognitive aspect, this assessment plays an important role in the development of each student. This is related to the attitudes and behaviors carried out by students during learning. Students in grade VII D show the ability to respond well in every learning and can develop an attitude of respect for teachers to their peers. This is manifested in the daily lives of students of grade VII D in the

classroom where students listen to each other and give friends the opportunity to give their opinions.

In the affective realm, classroom-based management *mindfulness* foster a good attitude of acceptance of learning materials. Students in grade VII D not only understand the material, but are able to express it through real actions. According to Zainudin & Ubabuddin (2023), Learning outcomes in the psychomotor realm are a continuation of students' learning outcomes in understanding something and students' learning outcomes that appear to be in behavior. In this case, students have skills or abilities to act after receiving a certain learning experience. This is why students of class VII D not only understand the material, but are also able to express their understanding through real words and actions. Grade VII D students are generally active in worship activities and show understanding through their daily behavior. This is proven by research conducted by Widia Darma (2020), Namji hayati (2025) and Dharmika et al (2023) says that the implementation of classroom management based *mindfulness* can improve student learning outcomes. So, overall the implementation of classroom management is based on *mindfulness* Class VII D at SMP Negeri 1 Nubatukan has shown positive results for students. This application not only improves students' learning outcomes academically, but can also shape students' character. It can be concluded that the classroom management approach is based on *mindfulness* In classroom management, it does not only focus on the physical preparation of students but can help students to be fully aware and follow learning, so as to achieve optimal learning outcomes.

## CLOSING

The learning outcomes of grade VII D students in Catholic religious education subjects at SMP Negeri 1 Nubatukan showed a positive impact on improving learning outcomes. In general, most students show a good understanding of the subject matter and are able to apply it in daily life, such as politeness, responsibility, and active participation in spiritual activities.

Students' learning outcomes have not fully reached the maximum standard caused by several factors. In this case, *mindfulness*, which focuses on full awareness and management of emotions, can improve students' concentration, and create a calmer and more focused learning environment. Teachers also have an important role in guiding and helping students who not only help understand the material but can form behaviors that reflect the values being taught.

The results of the study show that the *mindfulness* approach not only helps students in understanding the material in depth, but also forms more positive attitudes, such as empathy, responsibility and respect for others. Students are also able to apply every value they learn in their daily lives. Thus, mindfulness-based classroom management can be an effective solution to improve students' overall learning outcomes, while creating a more conducive learning environment.

This study has limitations, such as limited samples and uncontrolled variables, so the researcher explains better. Mindfulness-based classroom management can be an effective solution to improve students' overall learning outcomes and create a conducive learning environment. Therefore, it is recommended that SMPN 1 Nubatukan implement mindfulness-based classroom management and provide training to teachers on

*mindfulness*. Further research can be conducted to determine the long-term effectiveness of mindfulness-based classroom management and its impact on student learning outcomes, as well as compare its effectiveness with other methods.

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