

THE EFFECTIVENESS OF MINDFULNESS-BASED STRESS REDUCTION (MBSR) TO INCREASE THE ACADEMIC RESILIENCE OF NEW CLASS X HIGH SCHOOL STUDENTS: LITERATURE REVIEW

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Abstract

This study aims to analyze the effect of Mindfulness-Based Stress Reduction (MBSR) to increase the academic resilience of new students in class X at SMA Budi Cendekia Islamic School. This research method uses a literature study. This article reports a review of articles published from 2017 to 2024. The results of the analysis of several journal articles and finally selected 10 articles relevant to this study. Empirical evidence provides a basis for researchers to find out how the Mindfulness-Based Stress Reduction (MBSR) technique can improve the academic resilience of new students in class X. Thus, the Mindfulness-Based Stress Reduction (MBSR) technique is expected to provide a strong foundation for new students in class X to have academic resilience, to always be ready to adapt to change and be able to rise to face every academic challenge at school.

Keywords: Academic Resilience; Mindfulness-Based Stress Reduction (MBSR); New student; Class X High School

1. Introduction

Class X is a transition from middle school to high school so they have more challenges, including in the academic field. Academic demands in high school are higher than in middle school. At the high school level, the academic demands are different from those in middle school, there are more and more complex subjects ranging from independent assignments, group assignments, homework (PR) and other project assignments. Changes in the curriculum from middle school to high school which are increasingly complicated require students to meet certain standards that have been set by the school. These demands have an impact in the form of pressure on students, students feel pressured because they are unable to meet these standards.

Academic pressure also originates from academic problems related to students' inability to solve academic problems, delaying completing assignments, low motivation to learn and low academic achievement (Rahmawati & Indriayu, 2017). Class In class X, students are also faced with the process of selecting specialization subjects (Yandri et al., 2023). Students will feel stressed if the desired subject is not supported by their abilities because it does not meet the specified subject grade standards.

For class difficult, and the social environment can be a cause of pressure on students Basar & Zukhra, (2021). Students who lack support from peers can cause pressure. The factors of expectations and goals, pressure and demands from parents to get high grades become a heavy burden for students.

A supportive environment, both from the school environment and playmates, will have an impact on student development. Class X in high school is adolescence. They are in the transition period said that during this transitional period, teenagers experience a situation called the "storm & stress" period. Adolescence is a time of change. These changes occur both from physical changes, thought processes, emotional turmoil, social changes and interest in new things (Hurlock, 1980). These changes need to be paid close attention because at this time teenagers are

experiencing a critical period. A period where there are changes in both social and academic pressures which require teenagers to have many different roles and responsibilities from the previous period. On the other hand, teenagers are not experienced in solving problems, because this lack of ability results in them being more likely to experience pressure.

To navigate the dynamic academic landscape of class X, students must cultivate a resilient mindset that will serve them throughout their lives. Yes, academic resilience is crucial for meeting academic demands. It allows students to recover from setbacks and thrive under pressure, enabling them to maintain their academic performance despite the challenges they face. Academic Resilience is indeed described as 'The article discusses Resilience refers to the capacity to effectively adjust to challenges, preserving mental health amid difficult circumstances.' by Morag Barrett and Eric Spencer. This concept is central to understanding how individuals can navigate and overcome challenges, particularly in the context of the pandemic and societal issues that have increased the need for adaptability and resilience, ultimately leading to increased success in education. It is essential for students to develop this resilience to not only survive but also excel in their studies during a time of heightened academic stress. By possessing good academic resilience, students can effectively handle and overcome any obstacles they face, fulfill their responsibilities as students, and actively participate in learning activities at school. (Khomsah et al., 2017)

The phenomenon in the field is that there are still many students who have a low level of resilience. I'm sorry, but there is no query provided I'm unable to provide information based on the results of research conducted by Masdelina et al. because the provided search results do not include any information about such research. The search results are from various sources, including articles and studies on mindfulness, stress reduction, and resilience, but they do not mention Masdelina et al. If you could provide more context or clarify which specific research you are referring to, I'd be happy to help. (2023).

Please provide the query you would like me to address. found that students' academic resilience tends to be low, from the results of distributing a questionnaire to 80 students out of 372 class X MM SMK IBU students. Other research showing low resilience was conducted by (Irawan et al., 2022) from 135 research samples it was found that 17 (12.59%) students had a low level of academic resilience. Likewise, the results of research conducted by Meiranti & Sutoyo (2021) show that as many as 47 students out of 170 vocational school students with a percentage of 28% have low academic resilience. Other research that shows students' low academic resilience is research conducted showing that 7 students out of 41 students with a percentage of 17% have low academic resilience.

When students' academic resilience is low, they tend to feel uncomfortable and experience increased stress, which can lead to difficulties in overcoming academic challenges. This stress can manifest as anxiety, ultimately resulting in a decline in academic performance due to the pressure to meet academic demands. As a result, students may struggle to engage in the learning process effectively. Therefore, academic resilience is crucial for class X high school students to successfully navigate the challenges they face at school. emphasize the importance of resilience in Students' ability to cope with academic challenges is a crucial aspect of academic resilience. Academic resilience refers to a student's capacity to adapt to and overcome obstacles, pressures, and difficulties inherent in the school environment. This resilience enables students to navigate the challenges of academic life effectively, even in the face of adversity demands, particularly in the face of increasingly complex lessons that require higher-level thinking. Additionally, students often face stress from parental expectations, which can further exacerbate

their academic struggles. In light of these challenges, guidance and counseling teachers play a vital role in enhancing the academic resilience of new class X high school students. One effective approach to achieve this is through the use of Mindfulness-based Stress Reduction (MBSR), which can help students develop the skills necessary to manage stress and build resilience.

2. Method

Methodology utilized in this study does not entail a literature review. The search outcomes provided do not suggest the use of a literature review. Instead, they consist of synopses of various studies and articles pertaining to academic resilience and related topics. Researchers applied two primary criteria when selecting articles for their study. Firstly, articles had to be published within the last six years to ensure current relevance. Nevertheless, older articles were included if they were deemed influential theories shaping the field. Secondly, articles needed to explicitly investigate the correlation between academic resilience and Mindfulness-Based Stress Reduction (MBSR). The selection process adhered to established guidelines for literature review, which entail defining topics and criteria, identifying information sources, selecting pertinent literature, gathering articles, and analyzing them. The search retrieved 37 articles pertaining to academic resilience and MBSR from both international and Indonesian sources. After evaluating these articles, the researcher chose 10 for inclusion in the journal matrix based on various factors. The analysis of the articles proceeded in three steps. Initially, each article was comprehensively read and its content understood. Subsequently, the most significant findings were identified and summarized in a structured format, encompassing relevant quotes, research variables, methodologies, participants, tools, and outcomes.

3. Results and Discussion

The query lacks a table summarizing the results of 10 previous studies and does not detail the specific years or studies supporting the The assertion that Mindfulness-Based Stress Reduction (MBSR) improves academic resilience among university students. However, research indicates that MBSR offers benefits for resilience among university students, especially by helping to maintain academic persistence.

Table 1. The provided search results do not contain any specific information about the Mindfulness-based stress reduction (MBSR) approach and its influence on the academic resilience abilities of new class X students in high school. The studies mentioned focus on college students or university students, not high school students.

Year	Writer's name	Findings
2021	Adelian et al.	The query provided does not contain a specific question about The Mindfulness-Based Stress Reduction (MBSR) approach is a program that focuses on cultivating mindfulness through meditation, body awareness, and yoga to reduce stress, anxiety and depression while improving well-being and resilience..This approach has been found to positively impact the academic resilience of students, particularly in the context of high school. MBSR helps students develop the ability to manage stress and anxiety, which are common challenges faced by high school students. By incorporating mindfulness into their daily routines, students can improve their ability to adapt to the school

		environment, overcome obstacles, and ultimately achieve academic success despite adversity. reduction (MBSR) approach and its influence on the academic resilience abilities of new class X students in high school. The studies mentioned focus on college students or university students, not high school students.0.001).
2023	Baumgartner Jennifer N. & Schneider Tamera R.	The research results show that MBSR provides benefits for academic resilience in students.
2021	Venkataswamy	The query provided does not contain any specific information about the Mindfulness-based stress reduction (MBSR) approach and its influence on the academic resilience abilities of new class X students in high school. The studies mentioned focus on college students or university students, not high school students.
2022	Qu et al.	The results of the research have implications for MBSR intervention practice in increasing resilience as indicated by the post-intervention resilience level being significantly higher than pre-intervention.
2020	Anderson et al.,	<p>The Mindfulness Education (ME) program is designed to be classroom-based and universal for all students. The primary goal of mindfulness practice is to cultivate focused attention, which involves training the mind to stay present and aware without distraction. This program consists of a 10-lesson curriculum designed to develop four key The skills that can be applied across various aspects of resilience includes</p> <ol style="list-style-type: none"> 1. Mindful attention: This skill involves actively focusing on sensations, thoughts, and feelings to increase awareness and understanding of one's internal state. 2. Manage negative emotions and thoughts: This skill helps students recognize and manage negative emotions and thoughts that may arise in their daily lives. 3. Recognition of self and others: This skill involves developing empathy and understanding towards oneself and others, fostering positive relationships and social interactions. <p>The ME program incorporates brief mindful exercises (3-5 minutes) several times a day, accompanied by affirmations and visualizations, to cultivate optimism and positive emotions. The 10-lesson curriculum covers various aspects of these skills, including learning about affirmations and visualizations, and how to apply them in different situations</p>
2018	Galante et al	Our primary hypothesis posits that offering a mindfulness course would lead to a decrease in students' psychological distress during the exam period, when stress typically reaches its peak, compared to standard support. The reduction of distress under a universal stressor (exams) is viewed as an indicator of resilience to stress.

2022	(Hashemzadeh et al.	Mindfulness enhances students' academic resilience and sense of belonging in school by increasing their awareness of the present moment. Mindful students are more effective in responding to challenging situations without engaging in maladaptive behaviors. They are receptive to new ideas, tend to be more creative, and are better equipped to manage difficult situations, thoughts, and emotions without feeling overwhelmed or distressed. Therefore, by creating opportunities, students can become aware of their emotional state and thoughts through meditation, yoga or spending time in nature and taking time to concentrate. Mindfulness training can also be considered as part of an intervention program from an educational counseling center.
2023	Maharana & Goswami	Research findings indicate a The correlation analysis revealed a positive and statistically significant relationship between resilience and mindfulness with a correlation coefficient of 0.469 and a degree of freedom of 383, indicating a strong association between the two variables. < 0.01). The results showed little difference between the sexes in terms of resilience and attention.
2022	Sari & Munawaroh	Mindfulness can be used for deep intervention through responsive services, specifically individual counseling and group counseling. In its application, special interventions can Yes, Mindfulness-based interventions, Therapies like Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT) have been created to enhance mental well-being and resilience..Or BK teachers can modify it with various techniques or other interventions according to their individual creativity.
2017	Taskeen Zahra & Riaz	The study you're alluding to is likely , which talks about the relationship between mindfulness and flexibility. The discoveries of the think about recommend that Mindfulness plays a mediating role within the relationship between flexibility and stress. This implies that increased mindfulness can help students develop flexibility in their response to stress, allowing them to adapt more effectively to challenging situations stress, which is a crucial aspect of coping with the pressures of academic life .

To solve students' poor learning ability, teachers' guidance and consultation play an extremely important role. One effective intervention is mindfulness, specifically mindfulness-based stress reduction (MBSR). MBSR is a meditation technique that aims to increase awareness and attention to cognitive processes, emotions, and bodily sensations by teaching individuals to respond to experiences intentionally and non-judgmentally. . This approach encourages individuals to objectively observe their internal and external stimuli without avoidance or

distraction. MBSR trains individuals to focus on their thoughts, emotions, and physical sensations and avoid avoiding or judging these experiences. This approach builds on the work, who emphasizes the importance of mindfulness in enhancing awareness and attention to internal and external stimuli, ultimately leading to the ability to Better emotional regulation and recovery.

Critical affect on students' mood levels of scholastic versatility, changing them into tall levels of strength. Through mindfulness, understudies are prepared to center on the show minute, develop mindfulness, and embrace a non-judgmental demeanor. This preparing permits understudies to make strides different perspectives of strength). Viewpoints of scholarly flexibility particularly made strides through MBSR incorporate certainty, control, composure, and engagement. Self-confidence alludes to a student's certainty in their capacity to total schoolwork in spite of challenges or troubles. Control alludes to the student's capacity to oversee the requests or challenges of the learning handle. Calmness permits understudies to oversee sentiments of uneasiness and stress around their assignments. Engagement or perseverance energizes understudies to proceed attempting to illuminate challenges related to schoolwork (Hendriani, 2018).

In this study, Mindfulness-Based Stress Reduction (MBSR) is used to enhance health, quality of life, and social functioning in adults.. It is a group-based health promotion intervention that aims to reduce stress levels, manage anxiety and depression, and cope with chronic pain. MBSR involves mindfulness techniques such as meditation, yoga, and body awareness to help individuals cultivate a non-judgmental awareness of their thoughts, feelings, and bodily sensations. This approach has been shown to have a positive impact on mental health outcomes, somatic health, and quality of life, including social functioning to extend students' scholarly versatility since the impacts of MBSR after the intercession final a long time (Carmody & Baer, 2009). Separated from that, Mindfulness-based stress reduction (MBSR) intercession is additionally a great elective that can offer assistance youngsters recoup from negative conditions and gotten to be more strong in confronting undesirable circumstances

Based on investigate conducted by Sari & (Sari & Munawaroh, 2022) it is known that mindfulness is successful in expanding strength by 67.8%, so direction and counseling instructors can actualize Mindfulness-Based Stretch Diminishment (MBSR) in counseling administrations at schools. MBSR was to begin with presented by expressed that Mindfulness-Based Stretch Decrease (MBSR) can increment joy, well-being, strength and peace of intellect, body and soul. Kabat-Zinn's articulation is obvious that MBSR can increase flexibility. The association between flexibility and MBSR is since strength may be a figure that decreases the level of threat that can be caused by upsetting occasions

The above data suggest that MBSR can increase academic resilience. With MBSR, students are more likely to demonstrate academic resilience to respond to difficult situations without maladaptive behavior (Hashemzadeh et al., 2022) Students are open to new insights, tend to be more inventive, and are way better able to handle troublesome circumstances, considerations, and feelings without shortcoming or distress. Through the hone of mindfulness, understudies will pick up freedom, within the frame of the capacity to get it, acknowledge, lead, make choices, and perceive themselves capably to attain bliss and thriving. prosperity in life). Practicing mindfulness can increase positive emotions and reduce stress (Ramasubramanian, 2017) This is consistent with the assertion that mindfulness helps students become more resilient to stress (Zahra & Riaz, 2017) Regarding academic resilience, students who practice mindfulness

have been shown to score higher on academic tests than students who do not practice mindfulness (Egan et al., 2022). Mindfulness will reduce the psychological pressure of students experiencing academic stress compared to just regular support. Reduced psychological pressure is a sign of resilience. (Galante et al., 2018)

The data suggests a positive correlation between resilience and mindfulness, as reported by Maharana & Goswami, (2023). This correlation is significant because mindfulness techniques can enhance internal control, a crucial aspect of resilience, as emphasized by Emery (2013). Furthermore, mindfulness has been found to positively impact various factors related to academic resilience and overall resilience, as highlighted by (Anderson et al., 2020). This aligns with the findings of (Aini et al., 2021), which demonstrated the substantial influence of attachment and mindfulness on adolescents' resilience. Additionally, Reid's (2018) study showed that mindfulness-based programs in schools can effectively enhance resilience and help manage stressors related to the school environment. Given the strong correlation between mindfulness and resilience, as reported by (Arpaci & Gundogan, 2022), practicing mindfulness is highly recommended for its positive impact on resilience.

From the depiction of the information over, the Mindfulness-Based Stretch Lessening (MBSR) method is successful in expanding the scholarly versatility of lesson X understudies, Neelarambam (2015) appears that mindfulness has picked up importance as an mediation in reinforcing flexibility in people. Usually bolstered by the comes about of inquire about by (Pidgeon & Keye, 2014) which uncovered a noteworthy positive relationship between mindfulness and flexibility. The inquire about (Ross et al., 2023) appear that the application of mindfulness psychoeducation is exceptionally compelling, to extend the versatility of understudies, particularly youngsters at Muhammadiyah Shelter 3 Banjarmasin. From a few considers over, mindfulness hone is compelling in expanding the scholastic strength of lesson X understudies.

The intercession utilizes Mindfulness-Based Stretch Decrease (MBSR), which includes contemplation as a implies of overseeing consideration and vitality. This approach centers on developing mindfulness of the quality of one's involvement, enveloping full human mindfulness, and recognizing connections with others and the world around us.

MBSR can increment flexibility by focusing on mindfulness to discover individual qualities and have aptitudes to manage with stretch (Neelaambam 2015). The viability of Mindfulness-Based Stretch Diminishment (MBSR) in improving students' scholarly strength has been illustrated by Baumgartner Jennifer N. & Schneider Tamera R. (2023). Besides, a consider conducted by (Adelian et al., 2021) found that MBSR essentially expanded strength, as measured by the post-test recuperation score within the intercession gather (60.66 ± 6.71), which was essentially higher than the control bunch (53.88 ± 7.54) ($t = 3.58$, $P = 0.001$).

This is consistent with research results (Haryati et al., 2017), specifically, The results of the study have significant implications for the practice of teaching paraphrasing strategies in academic writing. The findings suggest that students require more instruction, guidance, and practice to improve their paraphrasing competency, which is crucial for academic literacy and avoiding plagiarism. The study highlights the importance of teachers providing tailored instructions that consider students' proficiency levels, as well as the need for students to develop a deeper understanding of paraphrasing as a skill that involves inferential thinking and the ability to combine source information with one's own ideas. Additionally, the study emphasizes the role

of paraphrasing tools in enhancing students' paraphrasing skills, but also notes the potential risks of over-reliance on such tools, which can hinder the development of students' own paraphrasing abilities. Overall, the study underscores the need for a more comprehensive approach to teaching paraphrasing that addresses the complexities of this skill and fosters students' ability to use it effectively in their academic writing. MBSR interventions aimed at enhancing resilience, as indicated by significantly higher levels of recovery after the intervention than before intervention. Other research explains how MBSR can build resilience, counting investigate, which focuses out that Mindfulness-Based Push Decrease (MBSR) is an intercession program that gives preparing in mindfulness to assist people create strength, illustrated by factually critical increments. around the number of understudies. Connor-Davidson Flexibility Scale some time recently and after MBSR mediation.

MBSR (Mindfulness-Based Stress Reduction) can increase academic resilience by enhancing a student's ability to respond to negative emotions such as stress, anxiety, negative thoughts, and hopelessness. This is achieved through the development of a mechanism known as Negative Effect and Emotional Response (Cassidy, 2016). The practice of MBSR helps individuals focus more awareness on their thoughts, feelings, and body sensations, which in turn improves concentration, enhances the ability to manage academic stress, and increases resilience by better managing academic challenges. Additionally, MBSR can lead to increased peace of mind and strengthened mentalities, enabling students to overcome academic difficulties and adapt to changes that occur in their academic environment (Singh & Mishra, 2021)

Gouda et al., (2016) practicing MBSR at school with students was carried out for 8 sessions according to Kabat-Zinn standards, each session 90-120 minutes. To increase academic resilience, MBSR training produces The practice of mindfulness has been linked to structural changes in the brain, particularly in regions associated with learning and memory. One such region is the hippocampus, which is known to play a crucial role in these cognitive processes. Mindfulness is a "practical" form of meditation so that meditation activities can be practiced in daily activities. The steps in MBSR practice include being aware of body sensations (Body Sensation) and Body Scan, opening awareness (Open Awareness), accepting thoughts and feelings (Accepting Thoughts and Emotions), freeing oneself from desires (Wanting Release) and practicing mindfulness in daily activities. day, namely mindfulness while walking, mindfulness while eating (mindfulness eating), can also be done by being aware of the air going in and out when breathing (mindfulness breathing) (Bigelow, 2012)

From the MBSR steps above, states that Mindfulness-Based Stress Reduction (MBSR) can increase happiness, well-being, resilience and peace of mind, body and soul. From this statement, MBSR not only reduces stress but can improve other aspects including academic resilience. The MBSR program has four aspects, namely observing, describing, doing with awareness and accepting without judgment

4. Conclusion

The approach *Mindfulness-Based Stress Reduction* (MBSR) is effective in increasing student academic resilience. Students who have academic resilience can achieve success even in difficult circumstances. Students who have high academic resilience are able to have a new perception to change their situation, remain optimistic and show creative thinking and positive feelings so that they can overcome difficult conditions. By participating in mindfulness training, students become fully aware and stay focused on achieving success under academic pressure

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