

**MINDFULNESS EFFECT ON STRESS REDUCTION AMONG STUDENTS AT
ENGLISH DEPARTMENT**

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY BANDA ACEH
2025 M / 1446 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
in front of the board of Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching
on

April, 28th 2025 M

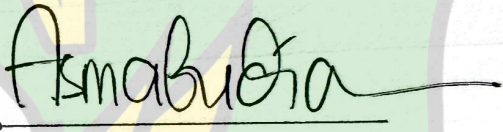
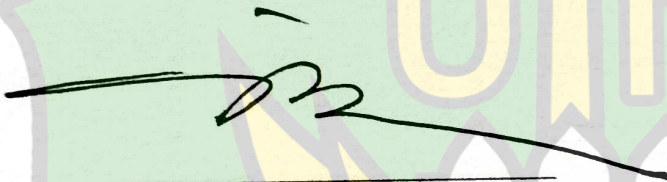
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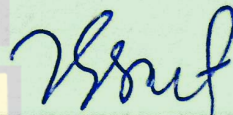
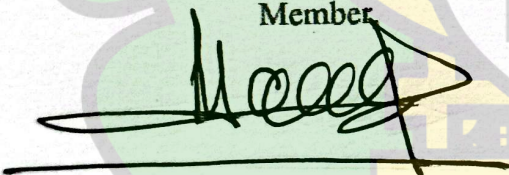


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Adalah benar- benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila ada kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya jadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil 'alamin, all praises belong to Allah *Subhanahu wa Ta'ala* the almighty the king of the world and the last day who has given the opportunity, health and strength with His guidance and blessings until I can complete my thesis entitled "Mindfulness Effect on Stress Reduction Among Students at English Department". Peace and upon for the Prophet Muhammad and his family and companions who have spread Islam from the darkness to the lightness.

First, on this opportunity, I would like to express thanks and my deepest gratitude to my supervisor Dr. Muhammad Nasir, M. Hum, who has given time, advice, guidance, ideas and support with great patience during the process of writing and completing this thesis. I also would like to thank all lecturers and teaching staff in the English Language Education study program who have educated, guided and also provided the knowledge during the lecture period. May the grace and love of Allah *Subhanahu wa Ta'ala* always be given to all of them.

Second, this journey would not have been possible without the big support from my beloved family. A big thank goes my beloved parents. I dedicate this thesis to two people, namely my beloved father Teuku Hasyimi Puteh, SH and my beloved mother Erna Suraiya, S. Ag. Thank you for all forms of help, support, encouragement, upbringing and sacrifice, love and affection and prayers so that researcher can complete their education until graduation. Also, the thanks I express to my beloved brother Teuku Nuzul Nazimi Permana and my younger brother Teuku Putra Mizanna. And all of my big

family who always given me strength and support.

Third, I would like to express my deepest gratitude to all people in my life who have made it meaningful. I also want to say thank you very much to friends in arms in undergoing difficult times in this final semester where they always help, motivate, advise, pray and support me all the times. Special thanks to my best friend namely Taya, Azyyati, Rahmi, Rara, Zia and Satria who have been together since first semester until now and always being supporter for me. And for my junior high school friends there are Dilla, Uyun, Alfi, Izza, Piga, Elma, Putri, Rizka, Ade and Zahratul. Thank you for providing support, happiness, beautiful stories, advice and prayers. Last but not least, myself Cut Reflelia Putroe Ismina. Thanks to myself, for being able to make an effort, survive the many disbeliefs, lack of courage, fear and have struggled to this point. This is an achievement and I'm proud of myself.

Banda Aceh, 21 April 2025

Cut Reflelia Putroe Ismina



ABSTRACT

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Major : Mindfulness Effect on Stress Reduction Among Students
at English Department.
Main Supervisor : Dr. Muhammad Nasir, M. Hum
Keywords : EFL Students, Mindfulness, Stress Reduction in student

Mindfulness is a practice that involves focusing on the present moment with calm awareness. It is widely used as a method to manage stress, improve emotional well being, and build mental clarity. Many students face academic stress due to exams, assignments, and deadlines. Without proper strategies, this stress can affect their health and performance. This study explores how mindfulness can help reduce stress among students in the English Department at UIN Ar-Raniry. This research used a qualitative descriptive method. Ten students from the English Department who had taken the Advance Language Skills course and practiced mindfulness were chosen as participants through purposive sampling. Data were collected using semi structured interviews and analyzed using thematic analysis to find patterns and themes in their responses. The study found that mindfulness had several positive effects. Emotionally, it helped students feel calmer, more relaxed, and less anxious. Cognitively, it improved their focus, memory, and decision making. Behaviorally, students used mindfulness activities like deep breathing, meditation, walking, or listening to music to manage stress. Both short term and long term benefits were observed, including better sleep, stronger emotional control, and increased mental strength. The results show that mindfulness is an effective strategy to reduce academic stress. It supports emotional balance, improves thinking ability, and encourages healthy habits. Students who regularly practice mindfulness become more resilient and confident in handling academic challenges. These findings suggest that mindfulness should be promoted in educational settings to support students mental health and academic success.

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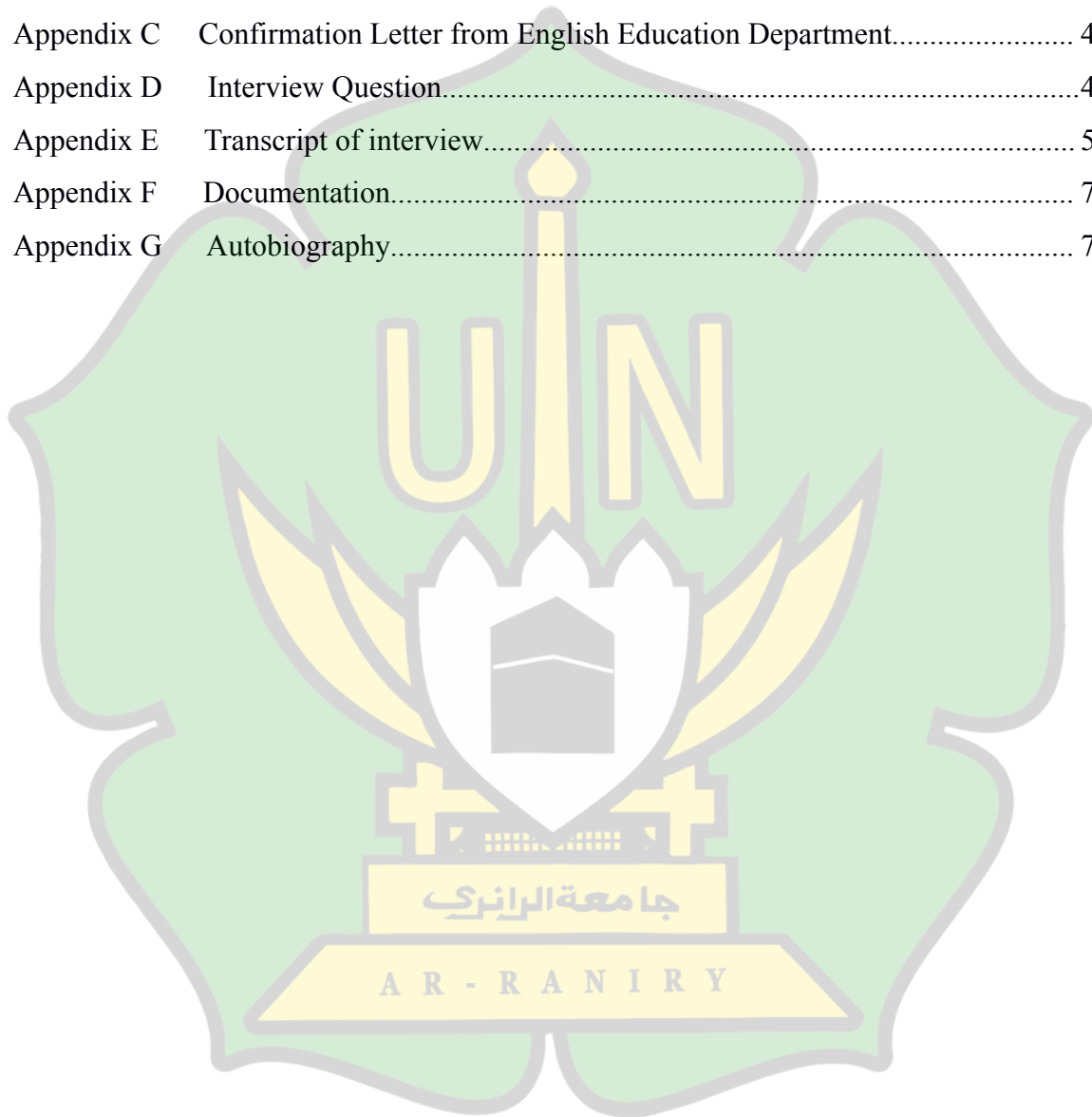
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CHAPTER I

INTRODUCTION

This chapter provides the background of study, research question, research aims, the significance of study and research terminologies.

A. Background of the Story

Health is very important in our life. People take care of their health so they do not feel sick. Pain is generally divided into two, namely physical pain and mental pain. Mental disorders can occur in everyone. One of the factors of mental disorders is stress. Stress is common in modern human society and has become a significant public health problem (Romas & Sharma, 2014). Stress inducing factors include unfamiliar academic majors, adapting to a new school environment, socializing with new peers, and contemplating future career plans.

Among the various stressors faced by students, in academic stress is the most significant and prevalent (Hurst et al., 2013). Appropriate academic stress can increase external motivation to learn in university students. However, excessive stress can negatively affect the mental and physical health of college students, leading to various side effects such as academic burnout (Lin & Huang, 2014).

Academic exhaustion refers to student negative attitudes and behaviors towards learning, manifested as stress induced burnout or lack of interest (Aro and Upadyaya, 2014). The factors such as exams, assignments, career competition, and financial or future job concerns are some examples of common sources of stress experienced by individuals.

Mindfulness in Stress Reduction is a technique widely used in various contexts to reduce stress and improve mental good. Zinn (2013), develops its use in mental health has expanded since then. According to Whitebird et al. (2013), mindfulness has been recommended to alleviate some of the most common psychological symptoms, such as anxiety, depression, psychotic symptoms, and stress. This technique incorporates meditation, yoga, and mindfulness practices to help individuals become more aware of their minds, emotions, and body sensations. As an example of yoga, Meta analyses have indicated that yoga practice can effectively reduce symptoms of depression and anxiety (Cramer et al., 2013). Many types of yoga contain basic aspects, including postures, meditation techniques, and controlled breathing (Farmer, 2012).

Many people do not look for strategies to ease stress because they believe it to be unimportant. In actuality, practicing mindfulness makes stress relief really simple. According to the Oxford English Dictionary (2020), mindfulness is a mental state achieved by concentrating on the present moment, while calmly accepting the feelings and thoughts that come to you, used as a technique to help you relax. The practice of actively examining and paying attention to one relationship to experience is known as mindfulness as engagement (Baer, 2019). According to Yusufov et al. (2019), mindfulness is the practice of reducing stress or increasing feelings of pleasurable relaxation or contentment. In addition, mindfulness based stress reduction programs have demonstrated improvements in emotional understanding, recognition, and management in addition to successfully lowering stress and anxiety. This has led

to better coping mechanisms and higher perceptions of self efficacy (Carvalho & Quieiros, 2019).

To provide further context for this study, several previous studies have explored the various impacts of stress in specific areas. For instance, according to UNESCO (2012), several studies have shown that students in secondary and tertiary education settings face a variety of ongoing normative stressors, which can be defined as daily hassles such as ongoing academic demands. Therefore, secondary school students (defined here as junior secondary or high secondary education) commonly self report that they experience ongoing stress related to their education, which we refer to as academic related stress, such as pressure to achieve high grades and concerns about getting poor grades. According to Chrousos (2009), identifies that stress is a major health issue due to its implication in the etiology of a variety of organic and psychological pathologies. According to Mani et al. (2013) financial stress causes a dearth of cognitive capital and pushes people into a shaft. As a result, individuals experiencing financial stress have difficulty focusing, and make bad decisions. These stressful feelings can have physical, psychological, social, personal, and professional for the given individual, a psychological state often felt by teachers in Portugal because of the multiple sources of stress associated with their profession (Romas & Sharma, 2014).

Based on previous research, although many studies have examined the effects of stress in various fields, there are still gaps that require further exploration. Previous research has not discussed in depth the effect of

mindfulness practice on stress reduction among English Department students. This is important to understand because stress can affect student academic performance and mental good. Therefore, the researcher felt the need to conduct a study with the title *“Mindfulness Effects on Stress Reduction among Students at English Department”*.

B. Research Question

Based on the background which was explained above, I want to find out “What are the effects of Mindfulness on Stress Reduction among students at English Department?”

C. Research Aims

This study aimed to find out The Mindfulness Effects on Stress Reduction among students at English Department.

D. Significances of the Study

The focus of this study is to explore the effectiveness of mindfulness based activities, such as breathing exercises, meditation, and self awareness techniques, in reducing academic related stress among English Department students at UIN Ar Raniry. By examining how these effect support emotional resilience, mental clarity, and confidence, the study aims to provide students with practical tools to manage stress and enhance their academic performance. Additionally, it contributes to broader research by addressing gaps in the literature on mindfulness within educational contexts, offering insights into its long term benefits for mental

health and academic success, and providing a foundation for future studies on stress reduction techniques.

1. For the Students

To comprehend the advantages of mindfulness activities in lowering stress, especially those in the English Department, this research is crucial. Students frequently experience stress as a result of academic demands like tests and assignments, which can have a detrimental effect on their mental health and academic achievement. This study gives students useful tools to properly manage stress by introducing mindfulness based activities like breathing exercises, meditation, and self awareness exercises. These abilities can support their overall academic and personal growth, help children stay focused, and increase their emotional resilience.

2. For Researchers

The results of this study are a useful tool for future studies looking into the connection between stress reduction and mindfulness. The influence of mindfulness techniques among English Department students has received little attention, despite the fact that several research have examined the impacts of stress in a variety of professions. In addition to addressing that gap, this study opens up new research directions, such as the long term impacts of mindfulness in educational environments or its function in promoting mental health in various populations. it offers a foundation for upcoming research that aims to improve stress reduction techniques using mindfulness based methods.

3. For Knowledge

By advancing our knowledge of mindfulness techniques as a stress-reduction strategy, this study makes a substantial contribution to the fields of education and mental health. The study emphasizes the usefulness of mindfulness in Stress Reduction strategies in alleviating academic related pressures by concentrating on UIN Ar-Raniry English Department students. It highlights how important mindfulness is for developing self efficiency, emotional control, and mental clarity. Furthermore, by showing how mindfulness may be practically incorporated into student daily lives and offering insights into its wider implications for educational and mental health contexts, this study adds to the body of knowledge already available on stress management.

E. Terminology

1. EFL Students

EFL stands for English as a Foreign Language, which is a term used to describe teaching English to students whose first language is not English. EFL can also refer to programs that help students improve their English language skills. EFL programs are available at many universities and colleges. In this research the study will be conducted in UIN Ar-Raniry English Department students.

2. Mindfulness

According to Zinn (2003), mindfulness is paying attention in a particular way such as, in the present moment, and nonjudgmentally. In the context of educational settings, mindfulness can be categorized into several types, including

trait mindfulness (an individual inherent disposition), state mindfulness (a temporary mindful state), and mindfulness practices (such as meditation or breathing techniques). These types are particularly relevant when dealing with academic stress, as mindfulness has been shown to help students regulate emotions, increase concentration, and reduce anxiety.

In the context of this research, mindfulness refers specifically to the student ability to stay aware and present while dealing with academic challenges, such as deadlines, tests, and study pressure. It is considered a useful tool for managing academic stress, which refers to stress related to academic demands and performance.

3. Stress in Student

As a result of the stress and demands to do well in the exam students are unable to enjoy life their academic life and it becomes unenjoyable and a source of burden to them. Stress can be regarded as a result of stress and the demands to do their best in exams. that causes physical or mental anxiety and which may be a factor in causing illness. Disease causing factors. Physical and chemical Factors that can cause stress may include trauma, infection, toxins, disease and This study focuses on exam stress. However, if students feel an intense amount of stress before and during exams, this has effects on mental health and somatic symptoms (Lee & Larson, 2000).

4. Stress Reduction

One of the main outcomes commonly associated with mindfulness practices. In mindfulness based approaches, stress reduction is often classified into cognitive, behavioral, emotional, and sensory domains. Among these, one of the most prevalent and concerning types of stress is academic stress, especially among university students.

In this study, I will focus on stress that occurs in academic settings, particularly among students in higher education. Academic stress typically stems from exam pressure, assignment deadlines, classroom performance, and future career uncertainty. There are several strategies used to reduce stress through mindfulness practices in daily life, including physical activity, breathing techniques, mental relaxation, emotional regulation, lifestyle management, engaging in hobbies or enjoyable activities, and spiritual support.

