

The Effect of Mindfulness on Academic Stress Management Among Students Prior to Examinations

Itryah¹, Adek Tri Hartati²

^{1,2}Department of Psychology, Universitas Bina Darma, Palembang, Indonesia

ABSTRACT: This study examined the effect of a mindfulness-based intervention on vocational high school students' academic stress prior to examinations. A quantitative quasi-experimental design with a non-randomized pretest–posttest control group was employed. Thirty-four tenth-grade students were assigned to an experimental group and a control group. The experimental group participated in six mindfulness sessions incorporating box breathing, loving-kindness meditation, mindful eating, and mindful walking, while the control group received no specific treatment. Academic stress was measured using the stress subscale of the Depression Anxiety Stress Scales (DASS-42), which demonstrated strong content validity based on Aiken's V coefficients and excellent internal consistency (Cronbach's $\alpha = 0.980$). Paired-samples t-test results indicated a significant reduction in academic stress in the experimental group ($p < .05$), whereas no significant change was observed in the control group. These findings suggest that mindfulness training is an effective preventive approach for enhancing students' capacity to regulate academic stress in examination contexts. The study highlights the potential integration of mindfulness practices into school-based counseling services to promote adolescents' psychological well-being.

KEYWORDS: Mindfulness, Academic Stress Management, Examinations

INTRODUCTION

Adolescence is a developmental stage occurring approximately between the ages of 11 and 20 years, characterized by significant biological, cognitive, social, and emotional changes (Wahyuni & Annisa, 2020). Individuals' ability to adapt to these changes plays a crucial role in determining overall psychological well-being (Fakhriyani, 2021). Adolescents frequently experience academic pressure and high social demands that may trigger mental health problems (Yuliandari et al., 2020). From an emotional perspective, mood instability often emerges and affects emotion regulation capacities (Landolt et al., 2023). Meanwhile, peer social interactions play an important role in adolescents' identity formation (Putri et al., 2024).

Within formal educational contexts, the school environment can constitute a major source of psychological stress for students (Harnawati, 2023). Globally, the prevalence of stress among adolescents has been reported to range from 5 to 70 percent (Sahoo & Khess, 2015). In the United States, stress contributes to elevated suicide rates among adolescents (Cash & Bridge, 2009). In Indonesia, adolescent stress prevalence has shown a consistent upward trend over time (Suratmini & Afriani, 2019). The impact of stress encompasses physiological, psychological, and behavioral dimensions that may disrupt students' academic functioning (Thoomaszen & Murtini, 2014). Decreased learning engagement and academic performance are also commonly observed among students experiencing high psychological distress (Priyoto, 2014).

Academic stress specifically arises when an imbalance exists between academic demands and individuals' adaptive capacities (Gupta & Khan, 1987). Such pressure is also shaped by teacher–student interactions, anxiety regarding academic outcomes, and limited time management skills (Lin & Huang, 2014). High academic workload has been shown to correlate with reduced academic achievement (Goff, 2011). Under these conditions, students require adaptive coping strategies to maintain psychological equilibrium.

Mindfulness is conceptualized as a psychological approach centered on nonjudgmental awareness of present-moment experiences (Brown & Ryan, 2003). This practice enables individuals to enhance concentration, manage emotional strain, and cultivate mental well-being (Komariah et al., 2022). In educational settings, mindfulness plays an important role in supporting students' socio-emotional development and aligns with the objectives of national guidance and counseling services as stipulated in the Regulation of the Indonesian Ministry of Education and Culture Number 111 of 2014.

A growing body of research has documented the effectiveness of mindfulness-based interventions in reducing academic stress. Hasanah and Dinni (2020) demonstrated that mindfulness training significantly decreased students' stress levels. Maulinda and Rahayu (2022) likewise reported that mindfulness therapy contributed to reductions in students' psychological distress. Hayati

The Effect of Mindfulness on Academic Stress Management Among Students Prior to Examinations

(2023) found improvements in learning concentration among vocational school students following participation in mindfulness programs.

Nevertheless, most previous studies have focused on general senior high school students or university populations, whereas investigations involving vocational high school students who face practical examination pressures remain limited. Moreover, relatively few studies have examined mindfulness as a preventive strategy integrated into vocational education systems. This empirical gap underscores the need for quantitative research that systematically examines the relationship between students' levels of mindfulness and their capacity to manage academic stress prior to examinations.

Building on existing theoretical frameworks and empirical findings, the present study aims to test the proposition that higher levels of mindfulness are associated with more adaptive academic stress management among vocational high school students. Accordingly, this study seeks to contribute to the refinement of emotion regulation theory within educational psychology while providing empirical foundations for the development of school-based mindfulness interventions and for informing mental health promotion policies in educational contexts.

RESEARCH METHOD

This study employed a quantitative approach using a quasi-experimental design in the form of a non-randomized pretest–posttest control group design. Two groups were involved, namely an experimental group and a control group, each of which received baseline measurements of academic stress prior to the intervention and follow-up measurements afterward. The experimental group participated in a mindfulness intervention delivered across six sessions conducted twice per week. The intervention sessions included psychoeducation regarding academic stress and mindfulness, mindful breathing exercises and loving-kindness meditation, discussions of independent practice experiences, exploration of participants' difficulties, as well as final evaluation and posttest administration.

The research population comprised all tenth-grade students enrolled in the Mechanical Engineering program at a vocational high school in Palembang, totaling 110 individuals. Initial sample determination was conducted using the Isaac and Michael table, yielding 84 students for the screening phase using a stress scale. Purposive sampling was applied based on specific inclusion criteria, namely active tenth-grade students who demonstrated moderate to very high stress levels and exhibited stress-related symptoms such as excessive anxiety, feelings of pressure, and sleep disturbances. Based on this selection process, 34 students were recruited as research participants and allocated into two groups, with 17 students in the experimental group and 17 in the control group.

The independent variable in this study was mindfulness, whereas the dependent variable was academic stress management. Mindfulness was defined as a state of full awareness of present-moment experiences without judgment, while academic stress management referred to students' cognitive and behavioral strategies for coping adaptively with academic pressures. Data were collected using the stress subscale of the Depression Anxiety Stress Scales (DASS-42) developed by Lovibond and Lovibond, employing specific items that assess stress responses. The resulting scores were used to classify students' stress levels before and after the intervention, allowing quantitative analyses of changes to evaluate the effect of mindfulness on academic stress management.

RESULTS AND DISCUSSION

Validation Trial Results

Content validity in this study was assessed through expert judgment by three specialists: Ms. Lediana Afriyanti, S.Psi., M.Psi., Psikolog, a clinical psychologist; Ms. Marta Julita Puspa, S.Pd, a guidance and counseling teacher at SMK Negeri 2 Palembang; and Ms. Yuyun Yuliyani, S.Si., M.Psi, a therapist at the ESQ Mental Wellness Clinic in Palembang. The mindfulness module instrument developed by the researcher consisted of 16 items, and the scores obtained from the experts' evaluations were analyzed using Aiken's V formula.

Table 1. Classification of the Validity Test Results of the Mindfulness Module Instrument Based on Expert Judgment

Item	Ratings			S1	S2	S3	ΣS	n(c-1)	v	Ket
	I	II	III							
Item 1	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 2	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 3	4	4	5	3	3	4	10	12	0,833333	HIGH
Item 4	4	4	5	3	3	4	10	12	0,833333	HIGH
Item 5	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 6	5	3	5	4	2	4	10	12	0,833333	HIGH
Item 7	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 8	4	3	4	3	2	3	8	12	0,666667	MODERATE

The Effect of Mindfulness on Academic Stress Management Among Students Prior to Examinations

Item 9	4	4	5	3	3	4	10	12	0,833333	HIGH
Item 10	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 11	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 12	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 13	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 14	5	4	5	4	3	4	11	12	0,916667	HIGH
Item 15	4	4	5	3	3	4	10	12	0,833333	HIGH
Item 16	5	4	4	4	3	3	10	12	0,833333	HIGH
Item 1-16	75	62	78	59	46	62	167	192	0,8697917	HIGH

The results indicated that Aiken's V coefficients for all instrument items ranged from 0.6667 to 0.9167, with the majority of items falling within the high category, reflecting strong agreement among experts regarding the relevance and clarity of each item in relation to the measured indicators. Specifically, nine items obtained a value of 0.9167 and six other items yielded a value of 0.8333, all of which were classified as high and demonstrated that the items were well aligned with the objectives of measuring mindfulness-based academic stress constructs.

Meanwhile, one item obtained an Aiken's V value of 0.6667, which fell within the moderate category and therefore required particular attention, such as refinement of wording or closer alignment with the construct indicators to enhance comprehensibility for respondents. Nevertheless, the overall combined Aiken's V value of 0.8698 indicates that the instrument possesses very strong content validity. Accordingly, the mindfulness-based academic stress management instrument used in this study was deemed appropriate for data collection among students at SMK Negeri 2 Palembang.

Reliability Trial Results

Reliability coefficients range from 0.00 to 1.00, with values approaching 1.00 indicating increasingly perfect internal consistency of a measurement instrument (Azwar, 2012). In this study, reliability was assessed using Cronbach's alpha coefficient.

Table 2. Reliability Statistic

Cronbach's Alpha	N Of Items
.980	16

Based on the Reliability Statistics analysis, Cronbach's Alpha coefficient was 0.980 for the 16-item instrument. This value is well above the commonly accepted minimum threshold of 0.70, indicating that the instrument demonstrates very high reliability. The high reliability coefficient reflects excellent internal consistency among the items, suggesting that all statements are strongly interrelated and collectively measure the same construct, namely academic stress.

With such a high level of reliability, the instrument can be considered dependable for producing consistent measurements when administered to the same participants or to different participants under relatively similar conditions. Therefore, the mindfulness-based academic stress instrument employed in this study is deemed appropriate and suitable for assessing academic stress management among students at SMK Negeri 2 Palembang.

Data Description

Following the completion of the study and data collection, a total of 34 participants were involved and divided into two groups: 17 students in the experimental group and 17 students in the control group. To obtain an overall picture of the research data, which includes basic statistical functions, the results are summarized in the table below.

Table 3. Research Data Description

Group		Mean	Minimum	Maksimum
Eksperiment	Pretest	24,18	18	34
	Posttest	15,65	11	23
Control	Pretest	20,94	7	34
	Posttest	23,06	20	29

Based on the table above, the researcher calculated the mean scores for both the experimental and control groups. The results show that the pretest mean score of the experimental group was 24.18, whereas that of the control group was 20.94. In the posttest, the experimental group obtained a mean score of 15.65, while the control group recorded a mean score of 23.06.

It was also found that the highest pretest score in the experimental group was 34, which was the same as that of the control

The Effect of Mindfulness on Academic Stress Management Among Students Prior to Examinations

group, whereas the highest posttest score in the experimental group was 23 and the control group reached a maximum score of 29. The lowest pretest score in the experimental group was 18, while that of the control group was 7. In the posttest, the lowest score in the experimental group was 11, whereas the lowest score in the control group was 20.

Normality Test

The normality test was conducted using the Kolmogorov–Smirnov test through SPSS version 26.00. The criterion applied to determine whether the data were normally distributed was that the significance value must be greater than 0.05 ($p > 0.05$). Conversely, the distribution was considered non-normal if the significance value was less than 0.05 ($p < 0.05$).

Table 4. Descriptive Statistics of Participants' Normality Test

		PreTest	PostTest
N		8	8
Normal Parameters ^{a,b}	Mean	21.63	12.38
	Std. Deviation	8.176	6.046
Most Extreme Differences	Absolute	.153	.356
	Positive	.153	.190
	Negative	-.124	-.356
Kolmogorov-Smirnov Z		.433	1.007
Asymp. Sig. (2-tailed)		.992	.263

The normality test in this study was conducted using the One-Sample Kolmogorov–Smirnov Test on four sets of data, namely the experimental group pretest, experimental group posttest, control group pretest, and control group posttest, each consisting of 17 students, as a prerequisite for the use of parametric statistical analyses. The results indicated that the significance value for the experimental group pretest was 0.145 and for the posttest was 0.137, both exceeding $\alpha = 0.05$; therefore, the data in the experimental group were normally distributed.

In the control group, the pretest significance value was 0.451 and the posttest value was 0.238, which also exceeded the 0.05 threshold, indicating that both datasets were normally distributed. Overall, the Kolmogorov–Smirnov test results demonstrate that all data groups in this study satisfied the assumption of normality and were appropriate for further analysis using parametric statistical tests, such as the paired-samples *t*-test and the independent-samples *t*-test, in accordance with the research design employed.

Hypothesis Testing

Hypothesis testing was conducted using the scores obtained from the pretest and posttest data. The statistical analysis applied in this study was the Paired-Samples *t*-Test.

Table 5. Descriptive Statistics of Hypothesis Testing

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest_Eksperiment- PostTest_Eksperiment	8.529	6.549	1.588	5.162	11.897	5.370	16	.000
Pair 2	PreTest_Control- PostTest_Control	2.118	9.682	2.348	-7.096	2.860	-.902	16	.381

Based on the results of the paired-samples *t*-test in the experimental group, a *t* value of 5.370 with a significance level of 0.000 ($p < 0.05$) was obtained, indicating a significant difference in students' academic stress levels before and after the mindfulness intervention. The mean difference between the pretest and posttest scores was 8.529, with a 95% confidence interval ranging from 5.162 to 11.897, all of which were positive, suggesting that the reduction in academic stress was substantial and consistent. These changes indicate that students in the experimental group demonstrated improved ability to manage academic stress prior to examinations, as reflected in greater psychological awareness, enhanced regulation of academic pressure, and more adaptive and calm responses after participating in mindfulness training.

In contrast, the paired-samples *t*-test results for the control group yielded a *t* value of -0.902 with a significance level of 0.381 ($p > 0.05$), accompanied by a mean difference of -2.118 and a 95% confidence interval ranging from -7.096 to 2.860 , which

The Effect of Mindfulness on Academic Stress Management Among Students Prior to Examinations

crossed zero, indicating that there was no significant difference between the pretest and posttest scores. Thus, the changes observed in the control group were fluctuating and inconsistent. A comparison between the experimental and control groups demonstrates that a significant reduction in academic stress occurred only among students who received the mindfulness intervention, whereas those who did not receive the intervention tended to maintain relatively similar levels of academic stress prior to examinations. Therefore, it can be concluded that the mindfulness intervention had a significant effect on the management of academic stress among students at SMK Negeri 2 Palembang and was effective in reducing academic pressure, enhancing calmness, and improving psychological responses to examination-related situations.

DISCUSSION

The findings of this study indicate that the mindfulness intervention implemented systematically over six sessions at SMK Negeri 2 Palembang had a significant effect on reducing students' academic stress prior to examinations in the experimental group. The decrease in mean scores from 24.18 on the pretest to 15.65 on the posttest reflects an improvement in students' psychological condition after participating in the series of mindfulness exercises. In contrast, the control group exhibited an increase in stress scores from 20.94 to 23.06, suggesting that without specific treatment, academic pressure tends to intensify as evaluation periods approach. The paired-samples *t*-test results, which yielded a significance value of 0.000, further confirm that the changes observed in the experimental group were not due to chance but rather constituted a direct effect of the intervention. These findings are consistent with Afif et al. (2022), who argued that academic stress emerges from the interaction between environmental academic demands and students' self-regulation capacities, as well as with Ibrahim (2022), who emphasized that mindfulness reduces emotional reactivity through nonjudgmental awareness. The effectiveness of mindfulness in alleviating anxiety also supports Zakiyyatudin's (2024) conclusion that meditative and cognitive components of mindfulness interventions can significantly reduce psychological distress.

The intervention components, including box breathing, loving-kindness meditation, mindful eating, and mindful walking, were found to gradually cultivate students' emotional regulation skills. Observations during the treatment process revealed behavioral changes such as more stable breathing patterns, relaxed body posture, improved focus, and calmer facial expressions. Interview data further indicated that students had begun to apply breathing techniques when experiencing anxiety while completing assignments or confronting academic pressure. These results reinforce Hasanah and Dinni's (2020) assertion that mindfulness enhances individuals' awareness of physiological and psychological stress responses and trains adaptive coping mechanisms. The application of simple practices such as breathing regulation and everyday awareness is also aligned with Moffit-Carney (2021), who highlighted the flexibility of mindfulness in educational contexts, and with Khairunnisa and Dewi (2025), who noted that mindfulness practices are practical and readily integrated into school activities.

Although the intervention generally yielded positive outcomes, individual variability was also observed, particularly in one participant who demonstrated a slight increase in posttest stress scores. Observational and interview data suggested that this condition was influenced by external pressures, such as increased practical assignments, examination-related anxiety, and performance demands within the school environment. Furthermore, mindfulness as an emotional regulation skill requires varying periods of adaptation across individuals; in the early stages, heightened awareness of thoughts and emotions may temporarily intensify perceived stress before emotional stability is achieved. These findings indicate that psychological interventions do not produce uniform effects and are shaped by personal and situational contexts, yet they still provide foundational skills for long-term stress management when practiced consistently.

Overall, both the quantitative and qualitative results demonstrate that the mindfulness intervention significantly influenced academic stress management among students at SMK Negeri 2 Palembang prior to examinations. These findings are consistent with Runita et al. (2025), who reported improvements in academic well-being and emotional regulation following mindfulness training, and with Sari and Munawaroh (2022), who identified positive effects of mindfulness on student resilience. The enhancement of students' focus and psychological readiness described by Fauzan et al. (2025) was likewise reflected in participants' subjective experiences during the intervention. In addition, Putri et al. (2024) and Fatoni et al. (2024) further support the conclusion that reductions in academic stress primarily occur among students who receive structured mindfulness training. Consequently, this study affirms that mindfulness constitutes an applicable, preventive, and relevant psychological intervention within school settings, particularly for assisting students in managing academic pressure, fostering emotional calmness, and strengthening their preparedness for examinations.

CONCLUSIONS

This study demonstrates that a structured mindfulness intervention conducted over six sessions was effective in reducing academic stress among students at SMK Negeri 2 Palembang prior to examinations. Quantitative analyses revealed a significant decrease in stress scores in the experimental group, whereas the control group showed no meaningful change. These findings were further supported by observations and interviews indicating improvements in emotional regulation, calmness, and students' ability to cope with academic pressure through practices such as box breathing, loving-kindness meditation, mindful eating, and mindful walking.

The Effect of Mindfulness on Academic Stress Management Among Students Prior to Examinations

Despite individual variations in response, mindfulness was generally shown to be an applicable and relevant psychological approach within the vocational secondary education context.

From a theoretical perspective, these results reinforce the role of mindfulness in enhancing self-regulation and academic stress management among adolescents; therefore, future research is encouraged to examine more specific psychological mechanisms, such as emotion regulation or resilience, as potential mediating variables. Practically, schools are advised to integrate mindfulness practices into guidance and counseling services or student well-being programs, particularly prior to examination periods, with sustained implementation to ensure more stable effects. For further development, studies employing longitudinal designs, larger sample sizes, and comparisons with other psychological interventions are needed to broaden the generalizability of the findings and to support evidence-based educational policymaking.

REFERENCES

- 1) Afif, M., Putra, R. A., & Damarjati, A. R. (2022). Academic stress and coping strategies in adolescents. *Insight Psychology Journal*, 14(1), 25–35.
- 2) Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological wellbeing. *Journal of Personality and Social Psychology*, 84(4), 822–848.
- 3) Cash, S. J., & Bridge, J. A. (2009). Epidemiology of youth suicide and suicidal behavior. *Current Opinion in Pediatrics*, 21(5), 613–619.
- 4) Eka Wahyuni, & Yustia Nova Annisa. (2020). Adolescent Stress: The Need for Mindfulness-Breathing Meditation Videos to Reduce Adolescent Stress. *INSIGHT: Journal of Guidance and Counselling*, 9(2), 117–125. <https://doi.org/10.21009/insight.092.02>
- 5) Fatoni, A., Rahmawati, D., & Nugroho, R. (2024). Mindfulness intervention in reducing students' academic stress. *Journal of Applied Psychology*, 9(1), 55–67.
- 6) Fakhriyani, D. V. (2021). Mental health. *Rajawali Pers*.
- 7) Fauzan, M., Hidayat, R., & Prasetyo, A. (2025). Mindfulness and student well-being in the school context. *Journal of Educational Psychology*, 14(1), 1–14.
- 8) Goff, A. M. (2011). Stressors, academic performance, and learned resourcefulness in college students. *International Journal of Nursing Education Scholarship*, 8(1), 1–20.
- 9) Gupta, K., & Khan, B. (1987). Anxiety level as a factor in conceptual learning. *Indian Journal of Psychological Issues*, 2(1), 17–23.
- 10) Harnawati. (2023). Psychological stress in high school students. *Journal of Education and Counselling*, 7(2), 101–110.
- 11) Hasanah, U. N. L. U., & Dinni, S. M. (2020). Mindfulness Training to Reduce Stress Levels in 10th Grade Female Students. *Psychohumanika Journal*, 12(2), 159–178.
- 12) Hayati, S. (2023). Mindfulness and concentration improvement program for vocational high school students. *Journal of Guidance and Counselling*, 8(1), 44–56.
- 13) Ibrahim, M. (2022). Mindfulness as a stress management strategy. *Journal of Contemporary Psychology*, 6(2), 89–101.
- 14) Khairunnisa, A., & Dewi, R. S. (2025). Integrating mindfulness into school learning activities. *Journal of Educational and Developmental Psychology*, 15(1), 21–34.
- 15) Komariah, S., Yusuf, M., & Rahman, A. (2022). Mindfulness and psychological well-being of students. *Journal of Islamic Psychology*, 10(2), 98–110.
- 16) Landolt, M. A., Vollrath, M., & Timm, K. (2023). Emotional regulation and mood instability in adolescence. *Developmental Psychology*, 59(2), 345–357.
- 17) Lin, S. H., & Huang, Y. C. (2014). Life stress and academic burnout. *Active Learning in Higher Education*, 15(1), 77–90.
- 18) Lovibond, S. H., & Lovibond, P. F. (1995). *Manual for the Depression Anxiety Stress Scales* (2nd ed.). Psychology Foundation.
- 19) Maulinda, R., & Rahayu, E. (2022). Mindfulness therapy for students' psychological stress. *Journal of Educational Psychology*, 11(2), 112–123.
- 20) Moffitt-Carney, K. M., & Duncan, A. B. (2021). Evaluation of a mindfulnessbased mobile application with college students: *A pilot study*. *Journal of American College Health*, 69(2), 208–214.
- 21) Priyoto. (2014). The concept of stress management. *Nuha Medika*.
- 22) Putri, A., Hardi, Y., Alghiffari, E. K., & Hadi, D. (2024). The Application of Mindfulness Techniques in the Learning Process in Senior High School. *Journal of Good Learning Practices in Schools and Islamic Boarding Schools*, 3(03), 152–162. <https://doi.org/10.56741/pbbsp.v3i03.733>
- 23) Putri, R. A., Lestari, S., & Kurniawan, D. (2024). Mindfulness and students' test readiness. *School Psychology Journal*, 9(2), 87–99.
- 24) Runita, A., Hapsari, T., & Wijaya, D. (2025). Mindfulness training and students' academic well-being. *Indonesian*

The Effect of Mindfulness on Academic Stress Management Among Students Prior to Examinations

Journal of Educational Psychology, 14(1), 50–63.

- 25) Sahoo, S., & Khess, C. R. J. (2015). Prevalence of depression, anxiety, and stress among young adults. *Industrial Psychiatry Journal*, 24(2), 181–187.
- 26) Sari, R., & Munawaroh, L. (2022). The influence of mindfulness on the resilience of junior high school students. *Journal of Educational Psychology*, 10(3), 201–212.
- 27) Suratmini, & Afriani, R. (2019). Stress in Indonesian Adolescents. *National Public Health Journal*, 14(1), 33–41.
- 28) Thoomaszen, F. W., & Murtini. (2014). The impact of stress on students' academic performance. *Journal of Psychology*, 41(2), 201–215.
- 29) Yuliandari, R., Prasetyo, B., & Hidayah, N. (2020). Academic pressure and adolescent mental health. *Journal of Educational Psychology*, 9(1), 66–78.
- 30) Zakiyyatudin, M. A. (2024). The Influence of Mindfulness on Academic Stress Management Before Exams in Students (Number 30701900183).



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.