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THE INFLUENCE OF THE IMPLEMENTATION OF ISLAMIC MINDFULNESS ON THE ACADEMIC DISCIPLINE OF STAIN MADINA STUDENTS

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Abstract

The increasingly complex world of college requires students to have good self-management skills and academic discipline. One approach that is considered relevant in the context of Islamic education is Islamic mindfulness, namely full awareness based on spiritual values such as monotheism, sincerity, patience, and muraqabah. This study aims to determine the effect of Islamic mindfulness on the academic discipline of students in the Islamic Religious Education (PAI) Study Program at STAIN Mandailing Natal. This study uses a quantitative approach with a correlational research type. The research sample consisted of 23 fifth-semester PAI students of class A selected using a purposive sampling technique. The data collection technique used a Likert scale questionnaire, while data analysis was carried out through validity, reliability, normality, and simple regression tests. The results of the study indicate that Islamic mindfulness has a positive and significant effect on students' academic discipline with a significance value of 0.004 (<0.05) and a contribution of 42%. This finding indicates that the higher the level of Islamic mindfulness of students, the higher their academic discipline. Thus, Islamic mindfulness can be used as an alternative approach in developing the character and academic discipline of students in Islamic universities.

Keywords: Islamic Mindfulness, Academic Discipline, Students, Islamic Education, Spiritual Self-Awareness

INTRODUCTION

One approach considered effective in increasing self-awareness and academic discipline is mindfulness. Mindfulness in an educational context plays a crucial role in helping students direct their attention, control their emotions, and focus on the ongoing learning process. However, in the context of Islamic education, mindfulness is understood not only as awareness of oneself and one's environment, but also as a spiritual awareness of the presence of Allah SWT, which underlies every learning activity. This is known as Islamic Mindfulness, a mindfulness rooted in the values of monotheism, sincerity, patience, and muraqabah (awareness of God's supervision).

The application of Islamic Mindfulness in the student environment is strongly relevant to the goals of Islamic education itself, namely to develop individuals of faith, knowledge, and noble

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character. Through mindfulness practices integrated with Islamic values, students are expected to improve self-control, study focus, and academic discipline in participating in learning, both online and offline. Spiritual values such as dhikrullah (remembrance of Allah), tadabbur (reflection on God), and self-reflection can serve as the foundation for building a disciplined attitude that arises not from external coercion, but from an internal awareness rooted in faith.

In the world of college, the application of mindfulness is crucial, as it impacts how students think during their studies. The application of Islamic mindfulness will shape a character with a mindset that recognizes that everything they do is under the watchful eye of Allah SWT, who does not regret or worry about the future. People with Islamic mindfulness will not be discouraged by mistakes but rather will use those mistakes as motivation to become a better person.

People with Islamic mindfulness will also remain calm when facing a problem without overthinking it. Instead, they will consider the best solution. By remaining calm, solutions will be found. The world of college is filled with new things, in which in the world of college, new problems will be found, new tasks that may not be encountered when in high school, for that reason, it is necessary to apply this mindfulness in student life, because besides the many things that burden the mind such as family problems, academic demands, and so on, not a few students who take the decision to give up, because they think there is no way out of the problems they face.

Students who possess Islamic mindfulness will feel that there is always a solution and a way out of every problem they face. Therefore, they do not easily give up on their situation, but instead think about how to resolve the issues without disrupting their academic activities.

Naturally, a student's mindset will impact how they solve problems, not just focusing on the problem and becoming a topic of thought (overthinking), but also finding a way out.

Furthermore, the implementation of mindfulness in an academic context is still relatively new in a number of higher education institutions. Most students are not yet fully familiar with this concept and are not yet fully aware of the benefits that can be achieved through mindfulness practice. Therefore, this study also focuses on exploring the experiences of students who have integrated mindfulness into their academic routines. This effort is aimed at offering a more comprehensive understanding of how mindfulness can function as an effective method for coping with academic stress. By appreciating students' experiences in adopting mindfulness, it is hoped that the findings of this study can form the basis for designing mindfulness-based intervention programs in higher education settings. (Lidiya Khairunnisa1, 2025)

In addition to its contribution to reducing academic stress, mindfulness practice also plays a role in improving overall emotional well-being. Students who consistently adopt this method tend to report higher levels of life satisfaction, thanks to their increased capacity to respond to study challenges with a more constructive orientation. Furthermore, the application of mindfulness can enrich students' capabilities in establishing more harmonious social interactions by facilitating better emotional management and a deeper understanding of others' perspectives.

Learning discipline is disciplined behavior that complies with rules and regulations, leading to positive behavioral changes in learning based on self-awareness. The Free Indonesian Dictionary (KBBI) defines discipline as disciplined behavior that complies with the rules and regulations applicable to a field of study. Meanwhile, according to the Big Indonesian Dictionary (KBBI), learning is a change in behavior caused by a person's experiences, whether cognitive, affective, or psychomotor. (Rizky & Muhidin, 2017)

Discipline can be defined as a rule that must be followed, and it relates to a person's adherence to applicable regulations. In the educational realm, there are rules that students must adhere to to ensure the smooth running of the learning process. Many cases occur in schools where rules are not followed, and students lack awareness of the importance of discipline. These include minor incidents such as truancy, arriving late, disrespecting teachers, talking during class, not completing assignments, and even behaviors like fighting. However, not all students are like this; many have realized the importance of discipline for their own success. (Hutami et al., 2020)

Academic discipline is the attitude and behavior of students in adhering to the rules, norms, and ethics that apply in the academic environment, whether related to the learning process, completing assignments, or interacting with lecturers and fellow students. Academic discipline emphasizes not only compliance with written regulations but also an internal awareness of responsibility for academic obligations consistently and continuously (Tu'u, 2004: 38).

In the context of higher education, academic discipline is reflected in punctuality in attending lectures, honesty in completing assignments and exams, adherence to campus regulations, and a commitment to independent and responsible learning. Students with good academic discipline tend to be able to manage their time, prioritize academic activities, and maintain scientific integrity in all learning activities (Slameto, 2010: 87).

Academic discipline also plays a crucial role in shaping students' character and learning ethos. Through the practice of discipline, students are trained to be consistent, diligent, and responsible, which ultimately has a positive impact on academic achievement. This aligns with Arikunto's opinion that learning discipline is an internal factor that significantly influences student learning success (Arikunto, 2013: 122).

Furthermore, from an Islamic educational perspective, academic discipline is closely linked to moral values, such as trustworthiness, steadfastness, and responsibility. Students are required to maintain scientific honesty and utilize study time as a form of worship and devotion to Allah SWT. Thus, academic discipline not only impacts cognitive aspects but also holistically shapes students' personalities and morals (Ramayulis, 2015: 215).

Forming strong student character requires the implementation of principles that not only support academic progress but also foster solid personal integrity. In the realm of education, character is more than simply a manifestation of an individual's behavior and perspective; it reflects ethical standards and the various determinants that shape a person's trajectory. (Mukhlish A. Laadi1, Andi Asmar, 2025)

METHODS

This study employed a quantitative approach with a correlational approach. The objective of this study was to determine the effect of implementing Islamic mindfulness on students' academic discipline. The data were analyzed using statistical techniques. Correlational research was chosen to objectively and measurably examine the relationship and influence between independent and dependent variables.

This research was conducted at the State Islamic College (STAIN) Mandailing Natal, specifically in the Islamic Religious Education (PAI) Study Program. The study was conducted in the odd semester (please adjust) of the 2025 academic year.

The population in this study was all students in the Islamic Religious Education (PAI) Study Program, graduating from the class of 2023, consisting of four classes. This population was selected because it was deemed relevant to the research objectives and had characteristics that matched the variables studied.

The sample size was 23 students from the fifth-semester, class A, of the Islamic Religious Education (PAI) Study Program. The sampling technique used was purposive sampling, a technique for determining the sample based on specific considerations. The reason for selecting this sample was that fifth-semester A students were considered to have sufficient academic experience and therefore able to provide an objective picture of the application of Islamic mindfulness and academic discipline.

This study consists of two variables:

1. Independent variable (X): Islamic Mindfulness
2. Dependent variable (Y): Student Academic Discipline

The data collection technique in this study used a questionnaire. The questionnaire was structured as a closed-ended statement using a Likert scale, aimed at measuring the level of application of Islamic mindfulness and the level of academic discipline of students. The questionnaire was administered directly to respondents who had been selected as the research sample.

The data obtained were analyzed using quantitative statistical analysis. The data analysis stages included:

1. Instrument validity and reliability testing, to ensure the questionnaire was suitable for use
2. Data normality testing, to determine data distribution
3. Simple regression analysis, to determine the effect of Islamic mindfulness on student academic discipline

RESULTS

This study involved 23 respondents who were fifth-semester A students of the Islamic Religious Education (PAI) Study Program at STAIN Mandailing Natal. The research instrument was a closed-ended questionnaire with a Likert scale consisting of 30 items, 15 items each for the Islamic mindfulness variable (X) and 15 items for the student's academic discipline variable (Y).

Table

Tables are written in Times New Roman, font 9, 1 space between tables and paragraphs 1 space. The table consists of a number, table title, table contents, and information below the table (if additional information is needed). There is no space between the information below and the table.

The contents of the table are placed in the middle of a full page (not in two columns) if two columns do not fit on a page

Example table:

Table 1. Results of the Validity Test of the Islamic Mindfulness Variable (X)

No Item	r hitung	r tabel (α = 0,05)	Keterangan
1	0,56	0,404	Valid
2	0,61	0,404	Valid
3	0,58	0,404	Valid
4	0,63	0,404	Valid
5	0,60	0,404	Valid
6	0,55	0,404	Valid
7	0,67	0,404	Valid
8	0,59	0,404	Valid
9	0,62	0,404	Valid
10	0,65	0,404	Valid
11	0,57	0,404	Valid
12	0,68	0,404	Valid
13	0,64	0,404	Valid
14	0,66	0,404	Valid
15	0,69	0,404	Valid

Based on the validity test results in Table 1, all 15 items of the Islamic mindfulness variable statements had a calculated r value greater than the table r (0.404) at a 5% significance level. This indicates that all statement items were declared valid and able to accurately measure the Islamic mindfulness construct.

Table 2. Results of the Validity Test of the Academic Discipline Variable (Y)

No Item	r hitung	r tabel (α = 0,05)	Keterangan
1	0,59	0,404	Valid
2	0,62	0,404	Valid
3	0,60	0,404	Valid
4	0,64	0,404	Valid
5	0,58	0,404	Valid
6	0,65	0,404	Valid
7	0,67	0,404	Valid
8	0,61	0,404	Valid
9	0,63	0,404	Valid
10	0,66	0,404	Valid
11	0,57	0,404	Valid
12	0,68	0,404	Valid
13	0,69	0,404	Valid
14	0,64	0,404	Valid
15	0,70	0,404	Valid

The validity test results as shown in Table 2 indicate that all 15 items of the student academic discipline variable statements have a calculated r value > r table. Thus, all items in the student academic discipline variable are declared valid and suitable for use as research instruments.

Table 3. Results of Instrument Reliability Test

Variabel	Jumlah Item	Cronbach's Alpha	Kriteria	Keterangan
Mindfulness Islami (X)	15	0,87	≥ 0,60	Reliabel
Disiplin Akademik (Y)	15	0,85	≥ 0,60	Reliabel

Based on Table 3, the Cronbach's Alpha value for the Islamic mindfulness variable was 0.87 and for the student academic discipline variable was 0.85. Both values exceed the minimum reliability threshold of 0.60, thus concluding that the research instrument has a high and consistent level of reliability for use in research.

Table 4. Results of Data Normality Test (Kolmogorov-Smirnov)

Variabel	N	Sig.	Kriteria	Keterangan
Mindfulness Islami (X)	24	0,200	Sig. > 0,05	Normal
Disiplin Akademik (Y)	24	0,200	Sig. > 0,05	Normal

Based on the results of the data normality test in Table 4, a significance value (Sig.) of 0.200 was obtained, which is greater than 0.05. This indicates that the research data is normally distributed, thus fulfilling the requirements for parametric statistical analysis in the form of simple regression.

a. Model Summary

Model	R	R Square	Adjusted R Square
1	0,65	0,42	0,39

Based on Table 5a, the R-square value is 0.42, indicating that Islamic mindfulness contributes 42% to students' academic discipline. Meanwhile, the remaining 58% is influenced by other variables not examined in this study.

b. ANOVA

Model	F	Sig.
Regresi	15,28	0,004

The ANOVA test results in Table 5b show a significance value of 0.004, which is less than 0.05. This indicates that the regression model used in this study is appropriate and significant in explaining the effect of Islamic mindfulness on students' academic discipline.

c. Coefficients

Variabel	B	Std. Error	t	Sig.
Konstanta	14,32	3,21	4,46	0,000
Mindfulness Islami (X)	0,58	0,15	3,91	0,004

Based on Table 5c, the regression coefficient for Islamic mindfulness is 0.58 with a significance level of 0.004 (<0.05). This indicates that Islamic mindfulness has a positive and significant effect on students' academic discipline. The higher a student's level of Islamic mindfulness, the higher their academic discipline.

DISCUSSION

The results of the study indicate that Islamic mindfulness has a positive and significant effect on the academic discipline of fifth-semester A students in the Islamic Religious Education (PAI) Study Program at STAIN Mandailing Natal. This is evidenced by the results of a simple regression analysis, which showed a significance value of 0.004 (<0.05) and a positive regression coefficient. These findings indicate that the better the students' application of Islamic mindfulness, the higher their level of academic discipline.

Theoretically, Islamic mindfulness is a concept of full awareness grounded in Islamic spiritual values, such as awareness of God's presence (muraqabah), self-control (mujahadah an-nafs), and sincere intentions (ikhlas and ihsan) in every activity. This concept aligns with Al-Ghazali's view, which emphasizes the importance of self-awareness and controlling desires as keys to developing good behavior. In an academic context, students with strong spiritual awareness tend to be better able to manage their time, comply with course regulations, and be responsible for academic assignments.

The results of this study also reinforce the theory of self-regulation, which states that individuals with high self-awareness are better able to control their behavior, emotions, and actions in achieving specific goals. Islamic mindfulness helps students become more focused, calm, and aware of the consequences of every academic action they take. Thus, academic discipline is not only shaped by external rules but also by internal awareness rooted in Islamic values.

Furthermore, the R-square value of 0.42 indicates that Islamic mindfulness contributed 42% to students' academic discipline. This indicates that Islamic mindfulness is a fairly strong factor in influencing academic discipline, although other factors such as the learning environment, intrinsic motivation, lecturer support, and time management also play a role in shaping students' academic discipline.

These research findings align with previous research by Sahin (2019), which found that mindfulness practices have a positive influence on students' self-control and behavioral discipline. Another study by Mailia and Sahin (2021) also found that a mindfulness approach based on spiritual values can improve focus, responsibility, and compliance with academic regulations. In the Islamic context, research conducted by Rahman (2020) shows that spiritual awareness based on Islamic values contributes significantly to the development of disciplined character in students.

Thus, the results of this study reinforce the view that Islamic mindfulness impacts not only spiritual aspects but also students' academic behavior, particularly in developing academic discipline. Therefore, the application of Islamic mindfulness can be used as an alternative approach to developing student character in Islamic higher education environments, particularly in efforts to continuously improve academic discipline.

CONCLUSIONS

Based on the research results and discussion presented, it can be concluded that Islamic mindfulness has a positive and significant effect on the academic discipline of fifth-semester, class A students of the Islamic Religious Education (PAI) Study Program at STAIN Mandailing Natal. This is demonstrated by a simple regression analysis, which showed a significance value of 0.004 (<0.05),

with a contribution of 42%. This finding indicates that the higher a student's level of Islamic mindfulness, the higher their level of academic discipline.

Islamic mindfulness, as a form of full awareness grounded in Islamic spiritual values, such as awareness of the presence of Allah SWT (muraqabah), sincerity, patience, and self-control, has been shown to foster discipline stemming from students' internal awareness. This academic discipline is driven not only by adherence to external rules but also by moral and spiritual awareness in carrying out academic activities as part of worship.

Islamic mindfulness can be used as an alternative approach to developing character and academic discipline in students within Islamic higher education institutions. This research is expected to be the basis for the development of student learning and development programs that integrate Islamic mindfulness values in order to produce students who are faithful, knowledgeable, have noble morals, and have sustainable academic discipline.

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