

Mindfulness on Stress of College Student

Virginia Maria Clarita Berek¹, Yeni Damayanti², Indra Yohanes Kiling³

^{1,2,3}Psychology Department, Universities Nusa Cendana

email: *yinniberek98@gmail.com, yeni.damayanti@staf.undana.ac.id,
indra.kiling@staf.undana.ac.id,

Abstract. Stress occurs as a state under the pressure both physically and psychologically which blocks the individual's and caused by the difference between what is expected to achieve and what is achieved. Individuals fail to achieve the goal because they cannot focus their attention directly and taking an action without awareness. The purpose of this study is to identify the effect of mindfulness on the stress of college students. This study hypothesizes that mindfulness has a negative effect on the stress of college students. The participants of this study were 400 college students of FKM Undana Kupang, aged 18-24 years old who were obtained by using simple random sampling. The analysis in this study used simple linear regression analysis. The results of this study indicate that the value (sig) = 0.000 < 0.05 and the value of *t* count > the value of *t* table i.e. as the amount of 5,644 > 2.249, means that there is a negative effect of mindfulness on college student's stress, the increasing influence of mindfulness, the decreasing stress on college students.

Keywords: *College Student, Mindfulness, Stress*

Abstrak. Stres terjadi sebagai keadaan tertekan baik fisik maupun psikologis yang mengganggu dalam diri individu karena adanya perbedaan apa yang diharapkan dengan yang ada. Individu yang gagal untuk mencapai tujuan dikarenakan tidak dapat memusatkan perhatian secara langsung dan tidak bertindak dengan kesadaran. Tujuan penelitian ini untuk mengetahui pengaruh *mindfulness* terhadap stres pada mahasiswa. Hipotesis penelitian ini adalah adanya pengaruh negatif *mindfulness* terhadap stres pada mahasiswa. Partisipan dalam penelitian ini merupakan mahasiswa FKM Undana Kupang yang berusia 18-24 tahun berjumlah 400 orang yang diperoleh menggunakan *simple random sampling*. Analisis dalam penelitian ini menggunakan analisis regresi linear sederhana. Hasil penelitian ini menunjukkan bahwa diperoleh nilai (sig) = 0,000 < 0,05 dan nilai *t* hitung > nilai *t* tabel yaitu sebesar 5,644 > 2,249, artinya ada pengaruh negatif *mindfulness* terhadap stres mahasiswa, semakin meningkat pengaruh *mindfulness* maka semakin menurun stres pada mahasiswa.

Kata kunci: *Mahasiswa, Mindfulness, Stres*

Article history

Received : 21 October 2020

Received in revised form: 9 November 2020

Accepted : 18 November 2020

Available online: 9 December 2020

Introduction

Stress is the under pressure state both physically and psychologically. This created condition blocks the individual mind caused by the difference between what is expected to achieved and actual and present achievement (Chaplin, 2001). Life both inside and outside campus insists on the college to face aroused problems in a more mature, responsible, tough, and strong manner. According to Shenoy (2000), the insistence on college students can be a potential source of stress. These potential sources of stress stimulate the arouse of stress related to academic and psychology event up to certain high level of acuteness hold down the body immunity, even tragically up to the uncontrolled action (anarchy), especially on the college student with psychological instability. So, stress on students is a demand that can trigger various problems when it reaches a certain stage and is not properly managed by students.

According to Yusoff (2010), the academic problem is the main cause of stress on a college student. Too many materials to be learned, the difficulty in comprehending the lecture materials, too much task to be finished, too tight schedule, the college student feels unable to do their assignment correctly (Odaci, 2012), the high insistence on academic assignment, the lack of attention in learning, the decrease learning time (Coccia & Darling, 2014). The consequences include negative attitudes, the loss of interest, concentration problems, and the attitude of hindering problems (Verenosa, 2013).

There found an attitude technique improved for overcoming stress is the relaxation exercise (meditation). One type of meditation that is useful for reducing stress is mindfulness meditation. The case mentioned described by Hamilton, Carlson and Garland (in Afandi, 2007) stated that mindfulness meditation effective in decreasing stress. The current and present-oriented focus and the hindrance of giving evaluation to the future experience is a form of mindfulness (Bare & Krietemeyer, 2006). Theoretically mindfulness able to describe someone's emotional

balance which involving someone's acceptance of internal experience, the pureness of feelings, the ability to regulate emotion, the mind atmosphere, cognitive flexibility, and the health approach to a problem (Haves & Feldman, 2004).

Research conducted by Hidayat and Fourianalistryawati (2017) shows that mindfulness plays a role in reducing academic stress in the stressor dimension. When individuals are more mindful, the less likely they are to perceive academic stressors, and when the possibility of perceiving stressors is smaller, the individual will automatically not react to these academic stressors. Research by Sulastoyo and Lailatushifah (2012) concluded that there is a significant relationship between mindfulness and depression in adolescents, especially in the aspect of acting with awareness and non-judging of inner experience, the higher the score mindfulness in the dimension of acting with awareness and non-judging of inner experience, the lower the depression score that adolescents have.

This research hypothesizes that there is a negative effect of mindfulness on the stress of Public Health Faculty student, Kupang Nusa Cendana University. Public Health Faculty, Kupang Nusa Cendana University being chosen as the locus of research because the coming output of this faculty expected to work in the field of health promotion, and disease prevention, they conduct their task and responsibility for public health through health promotion to support public to enhance their healthy level. Before directly come down to the field, of course, they need both physical and psychological preparation. Whenever they are physically and psychologically healthy, the health promotion will be conducted well being and smoothly performed. One of the causes which make psychological disturbance is the feeling of stress. That is the reason for choosing Public Health Faculty students to supply the knowledge of how mindfulness able to cope with stress.

Method

Participants

Participants in this study were active students of Public Health Faculty, Kupang Nusa Cendana University in the 2019/2020 school year aged 18-24 years. The number of participants who participated in the research of this is as much as 400 college students were taken to the technique of stratified random sampling.

Design

This research uses quantitative research. This type of research is the study of the cause of the correlation. The purpose of this study was to explain how mindfulness affects stress in students. Variable mindfulness is an independent variable and the stress variable is the dependent variable. Both of these variables can be measured using instruments, so that the total data can be analyzed using statistical procedures.

Procedure

The study is using a tool measuring the form of scale in the retrieval of data. The measuring instrument is designed in the form of an online scale. To get participants, To get participants, measuring tools distributed from social media. At the beginning of the scale, there is a description of the research and participants' consent to participate. Data that has been collected, further examined whether will be processed much further.

Measuring tool

The measuring instruments used in this study are the Mindfulness Awareness Scale (MAAS) and the PSS Scale (Stress Perceived Scale). MAAS consists of 15 statement items consisting of two aspects of mindfulness, namely awareness, and attention. PSS is used to measure subjective evaluation of stressful situations in situations based on stress aspects consisting of 14 items where 7 items are perceived distress and 7 items are perceived control. Mindful Attention Awareness Scale

(MAAS) was compiled by Brown and Ryan (2003) and has been translated into the Indonesian Languages. Scale PSS (Perceived Stress Scale), which was adapted from Cohen et.al (1983) has been translated into the Indonesian Languages.

Both scales using the guidelines Likert scale with four choice answers are always, often, seldom, never. The two scales before being distributed to college students had passed the validity test, so that the MAAS and PSS each consisted of 11 items. After passing the reliability test by the author, the value of Cronbach's Alpha in MAAS was 0,781 and the PSS is 0,790, so the scale has good reliability.

Data Analysis Techniques

The mechanical analysis used in this study was used as a preliminary test of simple linear regression analysis. The analysis is carried out to prove the proposed hypothesis, whether each independent variable affects the dependent variable.

Result

Table 1.
Participant's Frequency Distribution Based on Age and Sex

	Characteristic	N	%
Age	18 years	12	3,0
	19 years	55	13,8
	20 years	102	25,5
	21 years	107	26,6
	22 years	82	20,5
	23 years	31	7,8
	24 years	11	2,8
Sex	Male	93	23,2
	Female	307	76,8

Based on Tabel 1, the most participant is at the age of 21 years and most of the sample at the sex category of female.

Table 2.
Participant's Frequency Distribution Based Semester

No.	Semester	N	%
1.	3	42	10,5
2.	5	139	34,75
3.	7	115	28,75
4.	9	92	23
5.	11	11	2,75
6.	13	1	0,25
	Total	400	100

Based on table 2, it shows that of the 400 participants, the most participant is at the fifth semester with 139 people (34.75%) and the lowest participant is the thirteenth semester with 1 person (0.25%).

Mindfulness and Stress Level

Mindfulness and Stress dispersion on Kupang FKM Undana Student can be seen on the table below :

Table 3.
Participant's Distribution Based on Mindfulness and Stress Level

Variable	Exceedingly Low		Low		Moderate		High		Exceedingly High		Total	
	N	%	n	%	N	%	n	%	N	%	n	%
Mindfulness	3	0,8	5	14,8	162	40,5	15	38,2	25	6,2	400	100
Stress	3	0,8	4	10,2	184	46,0	14	37,8	24	6,0	400	100

Table 4.
Participant Distribution Based on Mindfulness and Stress Aspect Level

Variable	Aspect	Exceedingly Low		Low		Moderate		High		Exceedingly High		Total	
		N	%	N	%	N	%	N	%	n	%	n	%
Mindfulness	Awareness	1	0,2	68	17,0	139	34,8	158	39,5	34	8,5	400	100
	Attention	18	4,5	90	22,5	154	38,5	111	27,8	27	6,8	400	100
Stress	Perceived Distress	42	10,5	103	25,8	147	36,8	78	19,5	30	7,5	400	100
	Perceived Control	4	1,0	60	15,0	144	36,0	145	36,2	47	11,8	400	100

Based on Table 3, can be stated that the mindfulness level of FKM Undana Kupang at the category of moderate i.e. as the amount of 162 students (40,5%), and stress level at the category of moderate i.e. as the amount of 184 students (46,0 %).

Based on Table 4, can be said that regarding the college student's Awareness aspect described students' awareness level as amount 39,5 % (158 students). Regarding the level of Attention as the moderate category, as the amount of 38,5 % (154 students). Regarding college student's aspect of Perceived Distress, described as at the level of moderate i.e. as the amount of 36,8 % (147 students). Regarding the Perceived Control aspect at the level of 36,2 % (145 students).

Assumption Test

Normality Test

Normality test result Asymp Sig (2-tailed) of independent variable : mindfulness to stress found result $p = 0,532$ ($p > 0,05$). The result of the normality test mentioned indicates that each variable is normally distributed.

Linearity Test

The linearity test result indicates that the effect of the independent variable mindfulness to stress in the level of $p = 0,000$ ($p < 0,05$). This calculation result indicates that there is a linear correlation between both variables in this research.

Hypothesis Test

Table 4.

Simple Regression Linear Test Result

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	37.158	1.291		28.778	.000
<i>Mindfulness</i>	-.240	.043	-.272	-5.644	.000

Based on Table 4, the constant value is the amount of 32,158, which means that if the value of mindfulness (X) is 0, then the stress value is the amount of 37,158. Regression coefficient variable mindfulness (X) as the amount of -0,240, which means that the 1% increase of mindfulness, the decrease of stress as the amount of 0,240. The coefficient will have a negative value, which means that there is a negative correlation between mindfulness and stress. The increased value of mindfulness the decreased value of stress.

Discussion

Based on the analysis result above can be identified that generally participant on mindfulness variable at the moderate category. From the mentioned analysis result can be said that the student of Public Health Faculty, Kupang Nusa Cendana University has enough Mindfulness to concentrate their attention on what is going on and have an open awareness but still need to be more increased. If students are aware and pay attention to their existence, then students will be more able to master and have competence in their environment.

On the aspect of Awareness, the student is described as having a high-level awareness, where at this aspect, the student already well-formed comprehension to understand their internal condition or able to understand their external environment in an awareness manner. On the Attention aspect, the student being described as having attention level at the moderate category, where at this aspect the student has already enough to concentrate their thought and certain task so did their best omitting irrelevant stimulus but still need to be more increased. Students who have low mindfulness attention awareness tend to show indifference, and unpreparedness in planning and college preparation. Conversely, students who have high mindfulness attention awareness have awareness and participation in the success of life transition processes (Perera & McIlveen, 2014).

The college student with low mindfulness attention awareness tends to show an indifferent attitude, and unfixed planning in lecturing. On the contrary, the college student with high mindfulness attention awareness has an awareness and

participation in the process of a success life transition (Perera & McIlveen, 2014). Mindfulness attention awareness is a predictor to evaluate the college student's anxiety and level of stress in the process of adapting to the new environment. The lower individual's level of mindfulness attention awareness, the higher level of an individual's anxiety and stress mentioned.

High mindfulness is a must, especially for students who face many problems in their daily lives, both academic problems, work problems, interpersonal relationship problems, and various other problems (Suhadianto & Arifiana, 2020). When students are able to realize or involve themselves in internal or external experiences as students, it will be easier for them to master their environment. Students are more able to control themselves when dealing with lecturers or their friends, be able to develop their potential, and are able to use the opportunities and opportunities that exist while being students (Awaliyah & Listiyandini, 2017).

Based on the analysis result above can be identified that generally, a participant on stress level at the moderate category, whereas from the result analysis mentioned concluded that Public Health Faculty, Kupang Nusa Cendana University student's stress level at the moderate category, where this stress occurs at the range of several hours to several days. This stressor prompted the phenomena i.e. easily feel tired, easily angry, difficult having a rest, easily get offended, anxiety (Psychology Foundation of Australia, 2010).

From the results of research by Yaswinto (2015), it is explained that the average level of stress is low and moderate because during the development period to become a student, the brain growth process reaches its peak. The age of being a student is a period of life in which the capacity to acquire and use knowledge efficiently reaches its peak. This is because during the period the brain's growth process reaches perfection. The nervous system that processes information develops rapidly. So that it can formulate strategic planning or the ability to make decisions.

On the aspect of Perceived Distress, the college student is described as having Perceived Distress at the level of moderate. On this aspect the college

student having enough negative reactions such as awful, angry, anxiety, and distress caused by his inability to control Stressor. On the aspect of Perceived Control, the college students have a high level of Perceived Control. On this aspect, the college students who have self-confidence feel that they have the ability to cope with high stress and anxiety in their life.

Based on the hypothesis test using a simple linear regression test identified that there is negative effect between Mindfulness and stress. So, can be concluded that if the level of Mindfulness increase, the level of stress decrease and vice versa. The college students with enough level of Mindfulness will be able to recognize the changes in themselves, and able to identify feelings, therefore have more satisfaction with themselves. This mind disposition supports the college student in achieving their goals, especially regarding their academic life, so the stress level will decrease.

The study by Brown, Weinstem & Cresswell (2012), stated that those with high mindfulness scores, indicates smaller cortisol response (hormonal stress) at the moment of facing full pressure situation, and also indicates lower negative emotional condition. Mindfulness therapy focused on what experience is going on and try to enjoy the ongoing process of experience, turned their thought to other things (Coatsworth, Duncan, Greenberg & Nix, 2010)

The research found students level of mindfulness on 0,8 % (3 students), which covered in the exceedingly low category, and 14,5 % (58 students) covered in the low category. This level of mindfulness indicate that the Public Health Faculty Student – Kupang Nusa Cendana University already have good enough mindfulness level, however still need to be more enhanced in an awareness of current condition they are facing, with serenity mind to accept without reacting and evaluating this current moment (Dwidiyanti cs, 218).

Another findings regarding the aspect of stress showed that the college student of Public Health Faculty, Kupang Nusa Cendana Universiti have a high level of Perceived Control. In this aspect, the college student has self-confidence, abilities to cope with stress and to cope with anxiety in their life. The stress

experienced by students will cause anxiety for students. This anxiety is called academic anxiety which refers to physical responses and patterns of thought and behavior because it is possible that the performance shown by students is not very good (Sanitiara et al., 2014). The increase of self-control with mindfulness conducted without resisting or pressing the desire usually goes through in themselves, on the other hand, conducted it by relaxation of feeling and releasing it carefully and turn back to concentrate attention, Nick (in Afandi 2012).

The duration of the study is hampered due to covid-19 that request social distancing. The researchers experienced difficulty in spreading the scale because they are not able to meet directly with the participants and have to wait a little longer for participants to fill the scale that were spread through social media, such as What's App, Facebook, and Instagram.

Conclusion

Based on the result of the research, it can be concluded that mindfulness have a negative effect to stress among Public Health Faculty Student, Kupang Nusa Cendana University which means that if mindfulness of college student increase, then the stress of college student will decrease.

Suggestion

Based on the conclusion, some suggestions are intended to address college student, institution, and future researcher. College students need to increase their mindfulness ability by joining mindfulness training to cope with the stress they are facing, so that they can remain focused to achieve their goals. Students' mindfulness can be increased by participating in meditation or yoga training, getting used to always undergoing routine activities, such as bathing, eating, studying, and interacting with others with full awareness. By being fully involved in the experiences and feelings that arise, not judging themselves, and accepting themselves as they are, students will have good self-acceptance and mastery of the environment.

For Public Health Faculty Undana, Kupang, this result of this research can be a consideration for the faculty to make programs to increase mindfulness and lessen the stress of the students.

The future researcher, who is interested in conducting an exploratory study regarding mindfulness and stress, can expand participant governance to compare both variables based on the current period time of the study, and create a balance between male and female participants.

Reference

- Afandi, N., A., (2007). *Pelatihan Meditasi Mindfulness Terhadap Penurunan Tingkat Kecemasan Survivor Gempa Bumi Bantul*. Tesis. Fakultas Psikologi. Pascasarjana Universitas Gadjah Mada, Yogyakarta.
- Afandi, N., A., (2012). Pengaruh Pelatihan Mindfulness Terhadap Peningkatan Kontrol Diri Siswa SMA. *Pamator*, 5(1), 19-28.
- Awaliyah, A., & Listiyandini, R. A. (2017). Pengaruh rasa kesadaran terhadap kesejahteraan psikologis pada mahasiswa. *Jurnal Psikogenesis*, 5(2), 89-101.
- Baer, R. A. & Krietemeyer, J. (2006). Overview of mindfulness and acceptance-based treatment approaches. In R. A. Baer (Ed.). *Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications*, 3-27. <https://doi.org/10.1016/B978-012088519-0/50002-2>
- Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822-848. <https://doi.org/10.1037/0022-3514.84.4.822>
- Brown, L. K., Weinstein, N., & Creswell, J. D. (2012). Trait mindfulness modulates neuroendocrine and affective responses to social evaluative threat. *Psychoneuroendocrinology*, 37(12), 2037-2041. <https://doi.org/10.1016/j.psyneuen.2012.04.003>
- Chaplin, J.P. (2001). *Kamus lengkap psikologi*. Jakarta: Raja Grafindo Persada.
- Coatsworth, D., Duncan, L. G., Greenberg, M. T., & Nix, R. I. (2010). Changing parent's mindfulness, child management skills and relationship quality with their youth: Results from a randomized pilot intervention trial. *Journal Child Family Study*, 19(2), 203-217. <https://doi.org/10.1007/s10826-009-9304-8>

- Coccia, C. & Darling, C.A. (2014). Having the time of their life: college student stress, dating and satisfaction with life. *Stres and Health*, 32(1), 28-35. <https://doi.org/10.1002/smi.2575>
- Cohen, S., Kamarck, T., and Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 386-396.
- Dwidiyanti, M., Pamungkas, A.Y.F. & Ningsih, H.E.W. (2018) Mindfulness caring pada stres. Semarang: *UNDIP Press*.
- Hayes, A. M., & Feldman, G. (2004). Clarifying the construct of mindfulness in the context of emotion regulation and the process of change in therapy. *Clinical Psychology: Science and Practice*, 11(3), 255-262. <https://doi.org/10.1093/clipsy.bph080>
- Hidayat, O., & Fourianalisyawati, E. (2017). Peranan mindfulness terhadap stres akademis pada mahasiswa tahun pertama. *Jurnal Psikogenesis*, 5(1).
- Kholidah, E. N., & Alsa, A. (2012). Berpikir positif untuk menurunkan stres psikologis. *Jurnal psikologi*, 39(1), 67-75.
- Nielsen, L., & Kaszniak, A. W. (2006). Awareness of subtle emotional feelings: A comparison of long-term meditators and nonmeditators. *Emotion*, 6(3), 392-405. <https://doi.org/10.1037/1528-3542.6.3.392>
- Odaci, H. (2012). University students' ways of coping with stress, life satisfaction and subjective well-being. *The Online Journal of Counselling and Education*, 1(3), 118-131.
- Palmer, A., & Rodger, S. (2009). Mindfulness, stress, and coping among university students. *Canadian Journal of Counselling*, 43(3), 198.
- Perera, H. N., & McIlveen, P. (2014). The role of optimism and engagement coping in college adaptation: A career construction model. *Journal of Vocational Behavior*, 84(3), 395-404.
- Psychology Foundation of Australia. (2010). Depression anxiety stress scale. *Online Journal*. Retrieved from: <https://www.psy.unsw.edu.au/research/research-tools/depression-anxiety-stress-scales-dass> accessed on 8 Februari 2020.
- Sanitiara, S., Nazriati, E., & Firdaus, F. (2014). *Hubungan Kecemasan Akademis Dengan Regulasi Diri Dalam Belajar Pada Mahasiswa Tahun Pertama Fakultas Kedokteran Universitas Riau Tahun 2013/2014*. Doctoral Dissertation. Fakultas Kedokteran. Universitas Riau.

- Shenoy, U. A. (2000). *College-Stres and Symptom-Expression in International Students: A comparative study*. (Unpublished Dissertation). Virginia Polytechnic Institute and State University, Virginia.
- Suhadianto, S., & Arifiana, I. Y. (2020). Bagaimana mindfulness mahasiswa universitas x?: pengujian deskriptif dan komparatif. *In Seminar Nasional Psikologi UM*, 1(1).
- Sulastoyo, P., Lailatushifah, S.N. (2012). *Mindfulness dan depresi pada remaja*. (Unpublished Thesis). Fakultas Psikologi. Universitas Mercu Buana, Yogyakarta
- Veresova, M. (2013). Procrastination, stress and coping among primary school teachers. *Procedia Social and Behavior Sciences*, 106, 2131-2138. <https://doi.org/10.1016/j.sbspro.2013.12.243>
- Yaswinto. (2015). Perbedaan coping stres pada mahasiswa fakultas ushuluddin adab dan dakwah iain tulungagung dalam menyusun skripsi. (Unpublished Thesis). Fakultas Ushuluddin Adab dan Dakwah. Institut Agama Islam Negeri (IAIN) Tulungagung,
- Yusoff, M.S.B. (2010). Stres , stres ors and coping strategies among secondary school students in a malaysian government secondary school: initial findings. *Journal of Psychiatry*, 11(2), 1-15.