



## How is the student emotional intelligence enhanced by developing mindfulness approach in the higher education school?

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### ABSTRACT

This study aimed to examine the effect of Mindfulness on students' emotional intelligence in higher education schools. Emotional intelligence is the ability to recognize and manage emotions that occur within oneself, which arise through full awareness and overall acceptance of oneself in everyday life. Student problems include having problems realizing and managing their emotions. A mindfulness approach is a form of self-management that involves focusing attention and responding to thoughts, sensations, and emotions with an attitude of self-acceptance. This research was conducted at STIAB Jinarakkhita Lampung. The unit of analysis of this research is students at STIAB Jinarakkhita Lampung. This study used a descriptive quantitative approach with survey methods and data processing techniques based on the results of the distribution of the instrument. This study's sample number was 98 respondents, all of whom were active students. The analysis used to test the magnitude of the effect uses simple linear regression with the help of the SPSS 26 program. The results of this study indicate that the Mindfulness approach influences students' emotional intelligence in general and is also partially influenced by other factors.

### KEYWORDS

mindfulness; emotional intelligence; self-management; emotion management

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## Introduction

Human intelligence is not a single dimension that can be measured only through one point of view. There are various kinds of intelligence. One of the most popular is intellectual intelligence or IQ (Intelligence Quotient); academic intelligence is often used as the only measure of intelligence that affects human success. Human life and success are more related to other intelligence called emotional intelligence or EQ (Emotional Quotient) and spiritual intelligence or SQ (Spiritual Quotient). David Goleman (2009, p. 33) states that intellectual intelligence only contributes 20 percent of a person's success in life. The rest depends on the emotional and social intelligence concerned. This indirectly says how important emotional intelligence is in the success of one's life.

The term emotional intelligence first appeared in 1990. The term was coined by a Yale psychologist, Peter Salovey, and a professor from the University of New Hampshire, John Meyer. Emotional intelligence is the ability to control oneself, have endurance when facing a problem, control impulses, motivate oneself, regulate moods, empathize and build relationships with others. Emotional intelligence is a person's ability to manage his emotions to determine his attitude in front of others. In the world of work, everyone, whether undergraduate or not, is required to work professionally. Emotional intelligence brings including how to work in a team or teamwork. It needs an attitude to be able to put oneself amid others.

In education, emotional intelligence is essential for both teachers and students. The teaching profession is very noble, but it also depends on how a teacher views the work. Teachers should be good examples, skilled in self-introspection, disciplined, diligent, punctual, noble character, and have stable emotions. The teacher is a role model for students whose actions are noticed and observed directly by students both at school and in the community. The teacher's task is not only to teach academically but also to educate students to be noble and responsible.

Students' emotional intelligence at higher education schools still needs to be improved, considering the demands of being a teacher in the work environment when they graduate. There are still many students who are less

able to give emotional control to themselves, which will later manifest in their behavior in the campus environment. Based on preliminary observations on data collection techniques in the research setting through questionnaires from 15 students, researchers found indications of a lack of student ability to realize and manage emotions. There are 32% of students have problems with indicators of recognizing their own emotions, 33% of students with issues on hands handling emotions, 24% of students with problems with indicators of motivating themselves, 31% of students with problems with indicators of empathy, 46% of students with issues on indicators of building relationships.

The attitude of students who still rely on their classmates in group assignments also indicates selfishness. Where the lack of cooperation in completing a job leads to poor communication. Researchers are interested in taking topics related to emotional intelligence, where emotional intelligence plays an essential role in determining attitudes and managing emotions in working together and placing oneself in an environment. Emotional intelligence brings a person to a life that can better adapt to the surrounding environment. Emotional intelligence also positively influences students so that positive energy is channeled into a positive life, especially in the educational environment. Educators who have positive values will be able to instill and shape students who have positive values as well. Therefore we need a method that can affect the increase in emotional intelligence to be applied at college.

Mindfulness or awareness of what's happening inside and outside us invites a person to be fully present in the phenomena of life that he is living and happening (Davis. et al. 2007). Mindfulness is a self-regulation strategy that focuses attention, responding to thoughts, sensations, and emotions with an attitude of acceptance, without judgment and awareness of current situations and events (Ager et al., 2015). In Mindfulness, the mind is fully invited to observe without being immersed in an event. The reason is fully witnessing a phenomenon that is being experienced so that it can see and accept a phenomenon that is happening as it is. From this description, researchers are interested in examining Mindfulness's effect on students' emotional intelligence in higher education.

## Literature review

### *Emotional Intelligence*

Intelligence in Buddhism has a close relationship with the thought process, and intelligence is needed concerning solving problems in life and the ability to give meaning to objects and phenomena. Buddhism states that having extensive knowledge is one of the six virtues which enable the individual to get rid of evil, develop virtue, get rid of harmful actions, develop undefiled activities, and lead oneself to holiness. The level of human intelligence into four categories, namely: 1) Genius people, likened to a lotus flower that appears on the surface of the water that will surely bloom; 2) Intellectuals, likened to a lotus flower that will soon appear on the surface of the water; 3) People who can be trained, is likened to a lotus flower that is some distance in the water; and 4) People who fail to be trained, are like a lotus flower that has not had time to emerge from the water and cannot bloom (Bodhi, 2010).

Meanwhile, emotion is a feeling (affect) that encourages individuals to respond or behave to stimuli, both from within and outside. Furthermore, Daniel Goleman (Thaib, 2013) suggests several kinds of emotions, namely: (a) Anger: violent, tantrum, hate, irritated, resentful; (b) Sadness: poignant, sad, gloomy, gloomy, melancholy, self-love, despair; (c) Fear: anxious, nervous, worried, anxious, very frightened, alert, restless, horrified; (d) Enjoyment: happy, joyful, cheerful, satisfied, cheerful, happy, amused, proud; (e) Love: acceptance, friendship, trust, kindness, closeness, devotion, respect, intimacy, love; (f) Surprised: gasp, surprised; (g) Annoyance: contempt, disgust, disgust, nausea, dislike; and (f) embarrassed: embarrassed, annoyed.

Emotional intelligence is the ability of individuals to recognize, and understand their feelings for themselves and others, control their emotions, establish relationships and motivate themselves to be better (Setyowati et al., 2010). Emotional intelligence is strongly influenced by a person's character, about how he accepts and understands himself well. Sri and colleagues argue that the characteristics of emotional intelligence are self-awareness, namely knowing what one feels at a time and using it to guide self-control (self-awareness), having realistic benchmarks for one's abilities, and strong self-confidence. Self-awareness is the ability to recognize and sort out feelings, understand what we are feeling and why we feel it, and know the causes of these feelings, as well as the influence of our behavior on others (Langgeng Ratnasari et al., 2020)

Emotional intelligence is closely related to human feelings. Emotions require us to face critical moments and tasks that are too risky to leave only to the brain. Feelings can be influenced by several factors, including suggestions, fatigue, attention, and intelligence, so they also color emotions. (Syaparuddin & Elihami, 2017). People with high emotional intelligence will understand themselves and their feelings to bring out compassion, empathy, adjustment, and self-control. However, intelligence (IQ) means nothing when emotion reigns. The area of EQ is personal and interpersonal relationships. EQ is responsible for its owner's self-esteem, self-awareness, social sensitivity, and social adaptability. A person's emotional intelligence will be shown by compassion, empathy, adjustment, and a sense of control, which are very important in the life of oneself, family, and society.

Emotional intelligence is the ability of individuals to motivate themselves, survive in the face of frustration; control impulses and not exaggerate pleasure; regulate the mood and keep the stress load from crippling the ability to think, empathize and pray. In work productivity, a person who has high emotional intelligence, productivity will not decrease just because funds are able to manage stress levels due to job demands well. In Buddhism managing emotions is the ability to remain calm, relieve anxiety, anxiety, depression, sadness or something that irritates you. Managing emotions means self-control as well. Individuals must be able to handle everything that is in themselves, whether negative or positive. Managing emotions means judging, correcting, restraining, and controlling oneself from doing bad things. Individuals with a better level of emotional intelligence can become more skilled at calming themselves down quickly, rarely get sick, and are more adept at paying attention, relating to others, understanding others, and for academic work at school. Emotional intelligence includes different abilities but affects academic

intelligence. People cannot use their cognitive abilities according to their maximum potential without emotional intelligence.

Emotional intelligence includes potential that is quite important in one's life; by having good emotional intelligence, students will become intelligent individuals to face various life problems. According to Goleman (Fauzyah et al., 2020), emotional intelligence is a series of personal abilities. Emotional and social factors affect a person's ability to cope with environmental demands and pressures. Emotional intelligence is significant in achieving success in school and community communication. Emotional intelligence includes capabilities that are different but complementary to academic intelligence. Individuals with the ability to manage emotions well will try to stay away from despicable places and avoid despicable actions.

The other previous studies stated that emotional intelligence could be learned, while others think that emotional intelligence is innate. Emotional intelligence is also known as EQ. Goleman (1995) explains that EQ can be associated with two types of competencies: personal and social competence. The two competencies are represented by five dimensions: self-awareness, self-regulation, self-motivation, empathy, and social skills (Syafri, 2004). The essence of emotional intelligence is a person's ability to understand the feelings of oneself and others. Five aspects of emotional intelligence, namely: (a) Recognizing your own emotions; (b) Managing emotions; (c) Motivate yourself; (d) Recognizing other people's emotions (empathy). Empathy is not only knowing their thoughts but also the feelings of others; and (e) Building relationships (Goleman, 2007; Setyowati et al., 2010). Based on the above theory, it can be synthesized that emotional intelligence is the ability to recognize and manage emotions that occur within oneself, which arise through full awareness and overall acceptance of oneself in everyday life with indicators: a. recognize one's own emotions, b. managing emotions, c. motivating yourself, d. recognize the emotions of others (empathy), e. build a relationship

### **Mindfulness**

Mindfulness is the process of actively paying attention to new things. When a person does that, it makes them enter the moment. It makes one more sensitive to context and perspective. This is the essence of engagement. And it generates energy and does not consume energy. The mistake that most people make is to find it so stressful and exhausting all this thinking. But what is stressful is all the mindless negative evaluations we make and the worry that we will find a problem and not be able to solve it (Business Review et al., 2018). Mindfulness is a state in which the individual fully accepts the experience he is experiencing. There was no judgment during the incident. A complete acceptance of the situation brings one to be aware of every frame of consciousness that arises without any judgment.

The concept of Mindfulness is rooted in Eastern contemplation and meditation practice traditions. Through Mindfulness, every experience that arises in the present (here-and-now) is given full attention without any effort to change the thoughts, bodily sensations, or affect that occur due to the experience. Although it seems counterintuitive, trying not to change the response due to this emotional experience can reduce the habit of responding in reactive ways (Baer, 2003; Shapiro, Carlson, Astin & Freedman, 2006; Yusainy et al., 2018). Mindfulness is more about self-control and self-regulation. Mindfulness gives a person the ability to be able to make adjustments to the needs, feelings, and values that are appropriate to certain situations.

Mindfulness can serve to increase a person's sensitivity to understanding current events besides being able to make someone do good self-control. The awareness that arises when a person reaches a mindful state will help a person see various uncomfortable situations and feel depressed more clearly so that a new perspective emerges in seeing a problem or alternative solution. Mindful conditions will show the individual that he has control over his choices. Life choices encourage a responsive attitude and acceptance of the surrounding situation. Mindfulness or Mindfulness is defined as an open or receptive awareness and attention to what is happening in the present moment. Mindfulness is a genuine awareness and a condition of attention to what is happening in the present moment (Brown & Ryan, 2004; Fourianalisyawati et al., 2017). Mindfulness is awareness of current experience with acceptance (Fourianalisyawati et al., 2017).

The practice of Mindfulness of the breath is done in such a way that it will connect the state of Mindfulness of the breath with our mind. Mindful breath and body are the same; at the same time, our body also becomes relaxed, making body and mind one. This state of body and mind allows us to experience and realize 'joy' and 'happiness' in practice, capable of transforming our 'suffering.' The practice of Mindfulness of the breath brings out the energy and power of wakefulness in our body and mind, so mindful breathing can become an 'anchor' for our solidity in the here and now. The relaxed, peaceful, and serene state of Mindfulness of breath practice leads to a meditative state of focus and concentration with the proper insight and understanding. This state allows us to 'stop' and 'look deeply.' This quality makes us present here and now (Burmansah, 2021).

This implies that Mindfulness can be achieved by always keeping awareness active by observing the in and out of breath. This indicates that the state of non-judgment achieved by mindfulness practice can bring one to internal conviction, firm faith, complete concentration, and internal happiness that arises through such concentration. Mindfulness is a practice that allows introspective and perceptual awareness to encourage awareness of one's psychological processes and habits (Henriksen et al., 2020). Mindfulness brings one's psychological awareness not to give the perception to a condition that arises, so currents of perception do not carry that awareness away. This allows one's consciousness to be fully present in the state one is in. Mindfulness makes it possible to deal with emotions that arise in the here adequately and now, not only cognitively or intellectually but also through experience (Salcido-Cibrián et al., 2019). Emotions occur in management through completely accepting what is happening and experiencing at the moment.

Thynn (2003:10) argues that Mindfulness can be aware of whatever a person does at any time, such as walking, sitting, bathing, cleaning, and gazing at a flower. With this object, one can experience awareness in the present without thinking about the future or the past. Carroll (2016: 49) argues that Mindfulness can be done through meditation,

which is a friendly attitude towards oneself to position oneself in silent sitting for fifteen minutes, half an hour, or longer. With this practice, one is expected to pay attention to every breath in and breath out of the nose. Suzuki (2009:14) suggests that when a person is practicing Mindfulness, the mind will always follow his breath. When one breathes in, the air goes into him, while when he exhales, the air comes out of him. This process is carried out with such Mindfulness that one becomes aware of both the in-breath and the out-breath. The consciousness carried away by the stream of perception is immediately restored by being aware of the breath.

Emet (2014: 70) suggests that Mindfulness enables a person to bring understanding, knowledge, and inspiration to every event in life. Understanding and motivation present in oneself will bring peace, tranquility, and happiness so that the phenomenon of life is the history of one's experience. Every experience that occurs can be fully realized without judgment, leading to objective understandings of every experience that arises. Mindfulness tends to pay attention to something with openness, curiosity, and flexibility, which means being able to accept the reality that is happening and being able to adapt to changing conditions. A person who practices Mindfulness in his life is not afraid to make changes, tends to be able to analyze the current situation, and is open to opinions. Hanh (2020:113) reveals that Mindfulness is energy obtained during a person's practice and produces full awareness. Mindfulness helps bring the mind back to the body so that it can be felt that the self is fully present; a person becomes aware of what is happening to him, aware of the happiness and suffering he is experiencing. If you practice seriously, mindfulness energy will bring joy, peace, and serenity.

The state of Mindfulness is a condition of an individual who consciously brings his experience to the current state with a complete sense of openness and a sense of acceptance. Mindfulness brings individual awareness to focus on goals by not judging and not avoiding conditions that cannot be controlled —being mindful means that individuals are aware of their current situation, regardless of past and future events (Mace, 2008; Fourianalisyawati et al., 2017). One of the conditions that can be achieved by practicing Mindfulness is the state of non-judgment, the state of not inclining external objects (Bodhi, 2015, p. 20).

Mindfulness can increase awareness by focusing on current experiences (present-moment awareness) and acceptance without judging (nonjudgmental acceptance). Mindfulness is an increase in full awareness by concentrating on recent experiences (present-moment awareness) and acceptance without giving judgment (nonjudgmental acceptance) (Baer et al., 2006; Na et al., 2017). Based on previous research, it was found that there are three main dimensions of Mindfulness, namely: (a) Acting with awareness or acting with awareness, namely being aware of the action being carried out by creating current awareness; (b) Observing or observing, namely the ability to be aware of internal stimuli such as thoughts, feelings, and bodily sensations; and (c) Accepting without judgment or acceptance without judgment, namely accepting and observing without judging what is in mind.

Based on the above theory, it can be synthesized that Mindfulness is a state where the individual is fully aware of his present existence, fully aware of the moments that occur without judging or intending to comment on these moments in himself to reach a state where attention is entirely focused on every moment experienced by the individual without thinking about what it will be like later so that it will not cause worries, and will not bring up regrets for what has happened. With the following indicators: a. Acting with awareness or acting with awareness, b. Observing or observing, namely the ability to be aware of internal stimuli such as thoughts, feelings, and bodily sensations; and c. Accepting without judgment or acceptance without judgment, namely taking and observing without judging what is in mind.

## Methods

This research is included in the survey method with a descriptive quantitative approach. Descriptive quantitative research is data analysis in the form of numbers used to identify and describe existing phenomena to find the relationship or influence between 2 variables to obtain conclusions from the research results. Quantitative research is a research method based on the philosophy of positivism because it has fulfilled scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic (Sugiyono, 2019:16).

The object of research is something that is being researched. This study's object of research was conducted in Jinarakkhita Buddhist Higher Education School, Lampung, Indonesia. The subjects in the research that will be carried out in this study are students, amounting to 129 students. The time used in conducting this research starts from February to June 2022. The location of this research was located at Jl. Raya Suban No. 86 Pidada Village, Panjang District, Lampung City, 35421.

Data collection techniques are the essential step in research used to collect data, so without knowing data collection techniques, researchers will not get data that meets the data standards set (Sugiyono, 2019:296). The data collection method used in this study was by conducting initial observations and distributing questionnaires containing 38 statement items regarding Mindfulness and 36 statements regarding emotional intelligence, as well as analyzing supporting sources. The population used in this study were students of the, amounting to 129 students. In this study, researchers used the Slovin formula to sample 98 students. This study analyzes the data using a simple linear regression analysis technique. This study uses data analysis using the SPSS (Statistical Package for the Social Sciences) data processing program to obtain a higher and more reliable result.

## Results

### *Validity and Reliability*

Based on the instrument validity test using SPSS 26.0 on the effect of Mindfulness on students' emotional intelligence, the results showed that out of 80 items, there were 74 valid items. Invalid statements are found at numbers 10, and 35 for indicators of Mindfulness and statements numbered 47, 54, 62, and 72 for indicators of

emotional intelligence. Some of these items are declared invalid by comparing the  $r$  table on 31 respondents, and the significance level of 0.05 is 0.3550. Statement items number 10, 35, 47, 54,62 and 72  $< r$  table (0.3550) so that the statement items were not used in collecting research data. Meanwhile, 74 valid statements will be used to obtain research data. Of the 74 valid statement items, the highest score was obtained at numbers 8, 10, 17, 21, 26, and 33 with an  $r_{\text{count}}$  value of 0.946 and the lowest at number 31 with an  $r_{\text{count}}$  value of 0.545. The reliability coefficient was obtained on 80 items based on the research instrument reliability test. The reliability analysis Scala (alpha) using SPSS 26 resulted in an alpha of 0.752 because  $p > 0.05$  means the measuring instrument is declared reliable. It can be concluded that the research instrument used in this study has met the requirements of good validity and reliability.

### Normality test

The normality test aims to test whether or not the residual value obtained has a normal distribution. If the significance value is  $> 0.05$ , it can be said that the residual value is normally distributed, and if the significance value is  $< 0.05$ , it can be said that the residual value is not normally distributed. The normality test in this study used the help of SPSS 26 software using the Kolmogorov Smirnov One Sample test, with a significant level of 0.05 or 5%. A significant level of 0.05 or 5% means that the researcher risks being wrong in making decisions to reject the correct hypothesis as much as 5% and accurate in making decisions at least 95%—the smaller the error rate, the better in research. The output results in the Kolmogorov Smirnov One Sample column show that the significance value for the unstandardized residual value is 0.200. The residual value is usually distributed because it is more than 0.05 or 5%.

**Table 2.** Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		98
Normal Parameters, b	mean	.0000000
	Std. Deviation	15.21747934
Most Extreme Differences	Absolute	.039
	Positive	.036
	negative	-.039
Test Statistics		.039
asympt. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Results of data processing using IBM SPSS 26

### Simple Linear Regression Analysis Hypothesis Test

Data analysis techniques are used to answer research questions formulated through a hypothesis. Testing the hypothesis as a quick answer to the problem "Is there an influence of mindfulness on the emotional intelligence of students?". Hypothesis testing in this study used a simple linear regression formula by obtaining data through IBM SPSS 26. Testing using simple linear regression got the following results.

**Table 3.** Regression Equation Output

Model	Coefficients a			t	Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	12,398	4.244		2,921	.004	
Mindfulness	.846	.029		.948	29,034	.000

a. Dependent Variable: EQ

Source: Results of Data Processing using IBM SPSS 26

Based on the output results by reading the table 4.13 coefficients, a constant value of 12,389 is obtained, which means that if Mindfulness (X) has a value of 0, then emotional intelligence (Y) has a positive value of 12,398. The regression coefficient on the mindfulness variable (X) is 0.846, meaning that if Mindfulness has increased or developed, the emotional intelligence variable (Y) will have increased by 0.846. The criteria for testing the hypothesis is rejecting  $H_0$  if the  $t_{\text{count}} > 0.05$  or 5%. Based on the data analysis, the  $t$  value = 29,034 with a significant value ( $p$ ) of  $0.000 < 0.05$ . It can be concluded that there is an influence of Mindfulness on the emotional intelligence of students. The criteria for testing the hypothesis are using alpha 5% (0.05); namely,  $H_0$  is rejected if 0.05 by reading the following ANOVA table.

**Table 4.** ANOVA Analysis Output

ANOVA a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	416000.095	1	416000.095	842,948	.000b
Residual	4737,670	96	49,351		
Total	46337,765	97			

a. Dependent Variable: y

b. Predictors: (Constant), x

Source: Results of Data Processing Using IBM SPSS 26

Based on the ANOVA output, the calculated F value is 842,948 and is significant 0.000, so there is no need to match it with table F because SPSS has facilitated a significant value. Implementation of the significant results  $0.000 < 5\%$  means  $H_0$  is rejected and  $H_a$  is accepted. This means that Mindfulness affects emotional intelligence. The positive relationship between Mindfulness and emotional intelligence is shown in the P plot of the data, which offers a positive straight-line regression.

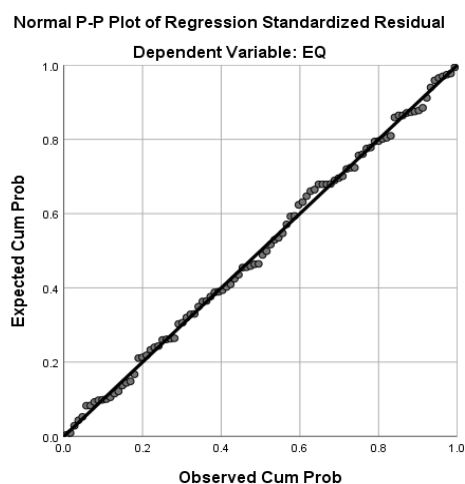


Figure 1. Results of P Plot

Source: Results of Data Processing Using IBM SPSS 26

The results of data processing for the normality test can be seen from the p-plot as follows: It can be seen that the p-plot shows a point that leads to a straight diagonal line from the bottom left to the top right. This indicates a positive relationship between Mindfulness and Emotional Intelligence for students.

**Table 5.** R Square Coefficient of Determination (Model Summary)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948a	.898	.897	7.02501

a. Predictors: (Constant), Mindfulness

Source: Results of Data Processing Using IBM SPSS 26

The coefficient of determination in table 4.16 above is R Square which has a value of 0.898, which means that 89.8% of Mindfulness affects emotional intelligence while other factors influence the remaining 10.2%.

Based on the results of the study, it gives a real picture that there is a significant effect between the mindfulness variable on the emotional intelligence variable of the students in higher education school. The hypothesis testing criteria are rejecting  $H_0$  if  $t$  count  $>$   $t$  table and vice versa. For the  $t$  distribution used  $dk = (n-2)$  and  $\alpha = 0.05$ . Based on data analysis, it was obtained  $t$  count = 29,034 while  $t$  table with  $n = 98$  obtained  $dk = (98-2)$  obtained 96 with  $t$  table value = 1,985 and  $\alpha = 0.05$ . Then it can be seen that  $t$  count  $>$   $t$  table ( $29.034 > 1.985$ ) or sig ( $0.000 < 0.05$ ), so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted so that there is an influence of emotional intelligence on students.

## Discussion

Based on the results of data analysis, there is a positive and significant influence between mindfulness and student emotional intelligence. It can be seen from some of the evidence that has been carried out through research results in the form of questionnaires and analyzed from each variable to obtain an analysis result that can be tested and accounted for its truth. Thus it can be used to make research decisions and conclusions. Mindfulness is essential in everyday life because it is fully aware of the activities carried out both in daily life and in lectures, such as: doing assignments, expressing opinions, asking questions, placing yourself in a dormitory environment or campus environment, and also exchanging views with friends. Peers can increase emotional intelligence.

Mindfulness dramatically contributes to success in improving students' emotional intelligence. Mindfulness greatly determines the ability of students to recognize and manage emotions that occur within themselves so that through good emotional management, students will be able to build good relationships with the environment in which they are located. The results of the research above align with this research conducted by Anggraeni and Fathima Luki (Anggraeni, 2021), who explained that this study broadened the understanding of the effect of mindfulness therapy on increasing emotion regulation in society during a pandemic with the experimental method. This study concluded that mindfulness therapy had an effect on increasing emotional regulation in the community during the pandemic, as evidenced by the difference in data results before the subject was given treatment and after being given treatment. Thus, providing treatment in mindfulness therapy is enough to positively impact society, namely by increasing the level of emotional regulation.

Siu (2020) stated that the study expanded the understanding of meditation's influence on the community's emotional intelligence. Through research that Chan meditation has a significant effect on emotional intelligence. With this, it can be concluded that meditation can increase emotional intelligence. Mindfulness and self-acceptance in adolescents in the digital era using the Literature Review method, it was found to be false that mindfulness applications such as headspace, mindfulness app, Naturespace, Universal breathing Pranayama Breathe2Relax, Stress relief self-hypnosis for iPad and DeStressify, can be used to lower stress levels (Waney et al., 2020). Another study also found that the Calm app is another mindfulness meditation app that effectively reduces stress and increases Mindfulness and self-compassion.

They explained that this study expanded the understanding of Mindfulness and psychological well-being in adolescent girls by using the explanatory associative method. Through this study, it was concluded that Mindfulness has a positive role in every dimension of psychological well-being. Adolescents who have high Mindfulness will show high scores on each dimension of psychological well-being. It can be explained that high Mindfulness can help adolescents be able to accept themselves, be able to establish positive relationships with others, be able to show independence, be able to master the environment, have a purpose in life, and be able to grow personally. Thus, adolescents become prosperous in carrying out their roles in society.

The same thing was stated by Jiménez-Picón et al (2021) who explained that this study broadens the understanding of the relationship between Mindfulness and emotional intelligence as a protective factor for health professionals using a systematic review method. This study has reviewed the relationship between mindfulness meditation practice and EQ and the individual skills they contain. EQ has generally been shown to increase significantly after practicing Mindfulness, as are emotion perception, expression, and emotion regulation. Results regarding emotional assimilation and understanding showed that both improved after practicing this type of meditation.

Another research broadens the benefits of mindfulness meditation on emotional intelligence, self-efficacy, and perceived stress by using a survey method (Charoensukmongkol, 2014). Through this study, it can be concluded that practicing mindfulness meditation can be strongly associated with higher EQ, higher general self-efficacy, and generally lower perceived stress. Good mental health is essential for people to live happily and be more effective at work. Therefore, the authors conclude that mindfulness meditation can be an essential practice that people should learn to apply the techniques to help them improve their psychological well-being.

The same thing was also expressed by Salcido (Salcido-Cibrián et al., 2019), who explained that this research broadens the understanding of the effect of Mindfulness and emotional intelligence (PINEP) programs adapted to the Moodle virtual learning platform using experimental methods. Through this study, it can be concluded that the symptoms of depression and anxiety experienced by program participants decreased and were replaced by sensations of well-being. Furthermore, Tael et al . (Teal et al., 2019) in their study expanded their understanding of the role of dispositional attention and emotional intelligence in adolescent boys using a cross-sectional design method. This study concluded that the dispositional pure attention affects the increase in subjective happiness and reduces psychological distress.

The same thing was also expressed by Wang (Wang & Kong, 2014), who explained that this study expanded the understanding of the role of emotional intelligence in the impact of Mindfulness on life satisfaction and mental stress by using a data survey method. Through this study, it can be concluded that Mindfulness is negatively related to mental focus and positively associated with life satisfaction. Furthermore, Schutte and Malouff's (Schutte & Malouff, 2011) research expands the understanding of whether emotional intelligence mediates the relationship between Mindfulness and subjective well-being by using survey data methods. Through this study, it can be concluded that greater Mindfulness is significantly associated with greater emotional intelligence and greater Mindfulness is also significantly associated with greater life satisfaction.

## Conclusion

Based on the results of research and discussion on the influence of Mindfulness on emotional intelligence of students at higher education school. the research can be concluded that: (1) there is an influence of Mindfulness on the emotional intelligence of students in the higher education school, and (2) The magnitude of the influence of Mindfulness on emotional intelligence of students in the higher education school that Mindfulness affects emotional intelligence and also there is influenced by other factors not examined. Based on the results of these studies, theoretical and practical implications can be stated that a significant role for higher education school students. Because the practice of Mindfulness is carried out based on acting with awareness, being aware of internal stimuli and accepting without judgment will show how much emotional intelligence is. They practice mindfulness while studying to balance their mental and physical conditions in forming emotional intelligence. The results of this study indicate the influence of Mindfulness on emotional intelligence. Researchers realize that there are still shortcomings in this study, so the researchers give suggestions, namely: (a) to keep their attention fully aware in carrying out lecture activities that can be useful for students and others, (b) to be able to participate in all lecture activities by applying

Mindfulness to improve students' emotional intelligence, and (c) to provide a good picture so that readers can practice Mindfulness in every activity anywhere and be aware of current conditions without regretting the past or worrying about the future.

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