

The Influence of Classical Guidance with a Mindfulness Approach on Reducing Academic Anxiety in Islamic Madrasah Schools

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Abstract

This study aims to determine the effect of classical guidance using a mindfulness approach in reducing academic anxiety among grade XI students of MA Islamiyah Banjarjo Sumberrejo. The background of this research is the high level of academic anxiety experienced by students, particularly during learning activities and examinations. The research method employed was quantitative with a One Group Pretest-Posttest Design. The subjects were 27 students selected using a total sampling technique. The research instrument was an academic anxiety scale administered before and after the intervention. The treatment was carried out over eight sessions covering materials on academic anxiety, mindfulness, cognitive-behavioral techniques, deep breathing, and guided imagery. The results of the analysis showed a significant decrease in students' academic anxiety levels after participating in classical guidance services with a mindfulness approach. Thus, this study concludes that classical guidance with a mindfulness approach is effective as an intervention to reduce students' academic anxiety.

Keywords : Classical Guidance; Mindfulness; Academic Anxiety

INTRODUCTION

Mental health has become an increasingly important issue receiving widespread attention, especially among students of the current generation, often referred to as Generation Z. Individuals who understand the importance of mental health strive to achieve psychological well-being. However, in reality, many still experience various forms of anxiety disorders,

particularly **academic anxiety**, which commonly occurs within school environments and significantly affects several aspects of students' lives.

The term *academic anxiety* is derived from two words: "anxiety" and "academic." According to **Freud**, anxiety is a form of fear whose object is not clearly identifiable, making it difficult for individuals to express or explain the exact source of their unease. In this sense, anxiety is considered a natural response to stressful circumstances that manifests at varying levels of intensity.

Within the school context, anxiety can become a hindrance to learning. For instance, students may feel tense or nervous when being observed by teachers or when asked to solve problems in front of classmates. These experiences often lead to physical reactions such as increased heart rate, sweating, and feelings of panic, all of which reduce concentration and learning performance. Anxiety also tends to surface during examinations—whether daily, midterm, or final—when students worry about their ability to answer questions correctly or about receiving grades below expectations.

This kind of anxiety can lead to broader psychological and physiological issues, such as difficulty sleeping, decreased concentration, and irritability. Academic anxiety is also often linked to external stressors like excessive assignments or social pressure within the classroom environment. Consequently, students may experience excessive worry and emotional dysregulation, which further impairs their academic performance (Holmes, 1991).

Field observations conducted at **MA Islamiyah Ampel Banjarjo Sumberrejo** from November 9–13, 2024, revealed that many Grade XI students experienced nervousness, cold sweats, and lack of confidence when asked to speak or perform in front of the class. Interviews with both male and female students indicated that they often felt anxious, distracted, and fearful of receiving poor grades, while also reporting difficulty sleeping prior to examinations. Similar symptoms appeared in social situations—

such as when meeting new people—where students tended to feel tense, anxious, and awkward, fearing negative judgment from others.

An interview with Mrs. Yola, one of the teachers, confirmed that several students were too shy or afraid to ask questions during lessons, which later contributed to poor test performance. This finding reflects students' fear of not comprehending the learning material or failing to meet academic standards. Such anxiety, if not addressed, may prevent them from fully participating in the learning process and achieving optimal outcomes.

In today's digital and competitive era, students often feel pressured to maintain high academic performance while managing the abundance of information and expectations around them. Excessive anxiety interferes with cognitive processes, reduces concentration, and hinders adaptive responses during learning activities. Therefore, it is necessary to apply an effective psychological approach to help students manage and reduce anxiety.

One of the approaches that has gained increasing attention in educational and psychological research is mindfulness. Linguistically, mindfulness refers to "awareness" or "full attention." Jon Kabat-Zinn (2012) defines mindfulness as "the awareness that arises by paying attention, on purpose, in the present moment, and without judgment." This technique, originally rooted in meditation traditions, has evolved into various mental health interventions, including the Mindfulness-Based Stress Reduction (MBSR) program.

Mindfulness practices are closely linked **to** Cognitive Behavioral Therapy (CBT), a method developed by Aaron Beck in the 1960s. CBT focuses on changing negative thought patterns to improve emotional responses and behaviors (Beck, 2011). The integration of CBT and mindfulness, later developed **into** Mindfulness-Based Cognitive Therapy (MBCT) **by** Zindel Segal, Mark Williams, and John Teasdale, emphasizes awareness of one's thoughts and emotions without judgment, enabling individuals to respond to stress more effectively.

According to Distina and Brausch (2021), mindfulness is one of the most effective interventions for managing stress and anxiety. Similarly, Blackburn (2020) explains mindfulness as the ability to remain mentally and physically present, filtering out distractions and distressing stimuli. Furthermore, Mutawarudin (2022) found that mindful breathing significantly reduces anxiety, enhances focus, and promotes emotional stability. These findings suggest that mindfulness contributes to improved attention, self-acceptance, and overall well-being.

In educational contexts, mindfulness can be effectively incorporated into guidance and counseling services, particularly through classical guidance sessions. Guidance refers to a process of assistance provided by professionals to individuals or groups to help them develop their potential and achieve independence within socially accepted norms (Prayitno & Amti, 2015). The term *classical* describes services conducted simultaneously for an entire class group, allowing counselors to deliver support efficiently to all students at once (Yohanes, 2016).

Accordingly, classical guidance serves as a structured counseling model designed to develop students' behavioral, emotional, and social competencies. Through this method, students gain essential life skills, self-awareness, and coping strategies to overcome emotional difficulties, including anxiety.

Supporting this approach, research by Husain Azhari et al. (2024) found that the MBSR program effectively reduces academic anxiety among students in Islamic higher education institutions such as Muhammadiyah and Aisyiyah Universities. The review concluded that MBSR not only lowers anxiety levels but also enhances academic performance and psychological well-being. These findings affirm that mindfulness-based interventions are both relevant and beneficial when integrated into classical guidance programs in Islamic educational settings.

METHODS

This study employed a quantitative research method. The type of research used was experimental quantitative research with a pre-experimental design. The specific design applied was the One Group Pretest-Posttest Design, in which the group was measured and observed before and after the treatment was given. The population in this study consisted of 27 students from Grade XI at MA Islamiyah Banjarjo Sumberrejo. The sampling technique used in this study was total sampling.

In accordance with the type of research and data, the analysis used in this experiment was quantitative analysis, with data processing conducted using computer software to obtain accurate results and to simplify the data analysis process, making it faster and more precise. The data were analyzed using the IBM SPSS program with the Paired Sample t-test method.

The instrument used in this study was the Academic Anxiety Scale. This scale was a Likert-type questionnaire consisting of 50 statements, divided into favorable and unfavorable items, with response options of strongly agree, agree, disagree, and strongly disagree. The scale was developed based on Holmes' (1991) concept, which includes four aspects of academic anxiety: psychological, cognitive, somatic, and motoric.

RESULTS

The academic anxiety scale was tested on 30 Grade XII students of MA Islamiyah At-Tanwir to conduct a validity test using the Product Moment correlation technique with the help of IBM SPSS 25.0. The reliability test in this study was carried out using the Cronbach's Alpha technique in SPSS. To test validity, the researcher distributed the trial scale consisting of 50 statements to 30 respondents. The results showed that 31 statements were valid, while 19 statements were invalid.

The reliability test in this study used the Cronbach's Alpha formula. If the alpha value is greater than 0.7, the reliability is considered *sufficient*; if greater than 0.8, the items are *reliable* or have *strong reliability*; and if greater than 0.9, the reliability is considered *perfect*. For alpha values

between 0.70 and 0.90, the scale is deemed reliable. The calculation results in this study showed an overall alpha value of 0.808, which exceeds the Cronbach's Alpha reliability standard. Therefore, it can be concluded that the scale is reliable and suitable to be used as a research questionnaire.

After conducting the try-out, the 31 valid statements were administered to 27 Grade XI students of MA Banjarjo as respondents. The questionnaire produced a total score of 1990 with a reliability value of 0.884. Based on the categorization results, it was found that 3 students were in the low academic anxiety category, 19 students were in the moderate category, and 5 students were in the high category.

DISCUSSION

In the study entitled "The Influence of Classical Guidance with a Mindfulness Approach to Reduce Academic Anxiety among Grade XI Students at MA Islamiyah Banjarjo Sumberrejo," a total sampling technique was used with 27 subjects. The instrument employed was an academic anxiety scale in the form of a Likert scale with four response options (*strongly agree, agree, disagree, and strongly disagree*). A validity test was conducted using the Product Moment formula on 50 items, resulting in 31 valid items and 19 invalid items. The reliability test, conducted using the Cronbach's Alpha formula, produced a reliability coefficient of 0.808, indicating that the instrument was reliable.

In the data analysis test using the Paired Sample t-test, it was found that the overall mean score of the pre-test was 71.07 (or 14%), while the post-test mean score was 58.14 (or 4%). This indicates that the post-test mean score was lower than the pre-test mean score. The Paired Samples Correlations showed a significance (p-value) of 0.003, which means that the obtained p-value (0.003) is less than 0.05, indicating a significant difference between the pre-test and post-test results.

Based on the pre-test and post-test results of the 27 students, it was found that all students experienced a decrease in academic anxiety scores. Initially, 3 students were in the low academic anxiety category, 19 students

were in the moderate category, and 5 students were in the high category. However, after receiving the treatment in the form of classical guidance services with a mindfulness approach over eight sessions, the post-test results showed a significant reduction in the academic anxiety levels of all students. The post-test classification results indicated that 19 students were in the low anxiety category, 8 students were in the moderate category, and no students remained in the high anxiety category.

The Paired Samples Test produced a mean value of 12.93, indicating a difference between the pre-test and post-test scores after the treatment was given. The students' confidence level was 95% after the intervention, with the pre-test value at 9.31113 and the post-test value at 16.54601, resulting in a mean difference of 7.333. The significance value was 0.000, meaning $0.000 < 0.05$, which indicates a significant difference in students' engagement before and after the treatment. Therefore, the alternative hypothesis (H_a) is accepted, meaning that classical guidance services with a mindfulness approach have a significant effect on reducing academic anxiety among Grade XI students at MA Banjarjo Sumberrejo.

Based on the data analysis above, the findings are related to the aspects of academic anxiety as explained in the theoretical framework by Holmes, namely the mood/psychological, cognitive, somatic, and motoric aspects (Holmes, 1991).

1. Mood/Psychological Aspect

Before the intervention, students often felt anxious, tense, worried, and even panicked, especially when facing exams or speaking in front of the class. This disrupted their emotional stability, making them easily irritated and uneasy. After participating in classical guidance sessions with a mindfulness approach, students were able to calm themselves using mindful breathing (deep breathing) and guided imagery techniques. They also learned to accept their feelings without judgment, resulting in a more stable mood. These findings align with Kabat-Zinn's theory, which states that mindfulness can enhance emotional regulation and reduce anxiety.

2. Cognitive Aspect

In the initial condition, students had difficulty concentrating, often forgot things, and felt confused when making decisions during learning. Anxiety caused them to worry excessively, making it hard to stay focused. After the treatment, students were able to direct their attention to the present learning process. Mindfulness practice trained them to be more aware of what they were doing, thereby improving concentration and mental clarity. This finding is consistent with the research of Baer et al., which emphasizes that mindfulness enhances cognitive awareness and focus.

3. Somatic Aspect

Physical symptoms such as a racing heartbeat, cold sweaty hands, headaches, or difficulty sleeping were commonly experienced by students before the intervention. After participating in classical guidance sessions using mindfulness techniques, particularly deep breathing and guided imagery, these physical symptoms decreased. Relaxation exercises proved effective in reducing muscle tension and normalizing heart rate. This supports the physiological theory, which states that relaxation can stimulate the parasympathetic nervous system, allowing the body to become calmer and more relaxed.

4. Motor Aspect

Initially, students exhibited motoric behaviors such as trembling when coming to the front of the class, feeling nervous when speaking, or displaying impulsive movements influenced by anxiety. After the intervention, students appeared calmer, more confident, and better able to control their body movements. This improvement occurred because mindfulness teaches full awareness of the body and actions, enabling students to better regulate their motor behavior.

The results of the study indicate a significant difference between the levels of academic anxiety among students before and after receiving classical guidance services with a mindfulness approach. Based on the statistical analysis, there was a noticeable decrease in anxiety scores,

which means that this service had a positive effect in reducing academic anxiety among Grade XI students at MA Islamiyah Banjarjo Sumberrejo.

The results of this study are also supported by several relevant theories, including the theory of academic anxiety. According to Freud, anxiety is a form of fear whose object is unclear, causing individuals to have difficulty expressing the specific triggering factors in detail. In the academic context, anxiety often arises when facing exams, presentations, or other evaluative situations. Through the practice of mindfulness, students learn to bring full awareness to the present moment, preventing them from being trapped in excessive worries about the future or regrets about the past. This aligns with the findings of Fenti Ameliana et al. (2023) in their study titled *"Mindful Breathing Intervention to Reduce Anxiety in Grade X High School Students,"* which also found a decrease in academic anxiety levels after the mindfulness intervention.

The study conducted by Fenti was motivated by the high levels of anxiety among students. The inability of students to adapt to the curriculum programs and requirements implemented in schools can lead them to experience academic anxiety. One effective way to reduce this level of anxiety is by applying mindfulness training using breathing techniques.

The research method used in this study was an experimental design employing the One Group Pretest-Posttest model. The population consisted of all Grade X students at SMA Negeri 6 Semarang, with the research sample being Class XA, totaling 36 students, selected through purposive random sampling. The results showed that the average level of academic anxiety before the treatment was 70.06 (or 73%), while the average level after the treatment was 65.78 (or 69%). Therefore, it can be concluded that the mindfulness intervention using the breathing technique was effective in reducing students' academic anxiety levels. Hence, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

Kabat-Zinn (1994) also defined mindfulness as *“the awareness that arises from paying attention, on purpose, in the present moment, and without judgment.”* Through mindfulness practice, students become more capable of calmly accepting their learning experiences, enhancing focus, and reducing emotional reactivity. The decrease in academic anxiety found in this study aligns with the concepts of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT), both of which have been proven effective in reducing stress and anxiety (Chand et al., 2022).

Gelther and Clark argue that classical guidance is a major component that should be included in the guidance curriculum, accounting for approximately 25% to 35% of the total program. Classical guidance services are considered the most effective means of identifying students who need assistance. Moreover, classical guidance is regarded as the most appropriate approach for guidance and counseling teachers or counselors to deliver important information to students about school programs, such as further education opportunities and study skills development (Farozin, 2011). Based on this study, students were proven to be able to support each other and find anxiety management strategies in a conducive environment, thereby strengthening classical guidance services in enhancing social skills while simultaneously reducing anxiety.

Distina & Brausch stated that mindfulness is an effective intervention for coping with stress and anxiety. Mutawarudin also noted that the mindful breathing technique is effective in reducing anxiety. (Khairunnisa & Dewi, 2025) demonstrated that mindfulness helps Generation Z students manage academic stress through enhanced self-awareness and emotional regulation.

Ayu Syifah Nabila (2025) found that cognitive-behavioral counseling using mindfulness techniques is effective in reducing academic stress among students of SMA Negeri 3 Palu. This result aligns with the present study, which combines cognitive-behavioral techniques with mindfulness

practice, enabling students to reduce anxiety while improving their mindset toward academic demands.

In line with this, Ali Murtadho Yusuf (2025) demonstrated that the Mindfulness-Based Stress Reduction (MBSR) technique in group counseling is effective in reducing academic stress among high school students. This indicates that, whether in the form of group counseling or classical guidance, mindfulness interventions can equally help significantly reduce students' academic anxiety.

Based on this, the study strengthens the empirical evidence from previous research that mindfulness—whether in the form of mindful breathing, guided imagery, MBSR, or cognitive-behavioral counseling—is an effective strategy for addressing academic anxiety. The contribution of this study lies in the implementation of mindfulness within classical guidance services in secondary schools, which is relatively underexplored, yet proven capable of helping students achieve calmness, enhance learning focus, and reduce symptoms of academic anxiety.

CONCLUSION

The level of students' academic anxiety before the treatment was in the high category. This indicates that most students experienced symptoms of academic anxiety, including fear, worry, nervousness, and lack of confidence in facing academic demands and exams. The significance value (Sig) was $0.003 < 0.05$, which means there is a difference between the pre-test and post-test scores. The average pre-test score was 14%, while the average post-test score was 4%, indicating a 10% decrease, showing a reduction in academic anxiety.

The implementation of classical guidance services using a mindfulness approach was carried out through eight sessions, covering topics such as the introduction to academic anxiety, mindfulness techniques, deep breathing exercises, positive visualization (guided imagery), and cognitive-behavioral techniques. This mindfulness approach helps students manage symptoms of anxiety physiologically, cognitively,

and emotionally, as they learn to focus on the present moment, accept academic pressures without judgment, and respond to stress in a more adaptive manner.

The findings of this study are consistent with previous research showing that mindfulness is effective in enhancing self-awareness, emotional regulation, and reducing anxiety. Thus, this study reinforces the empirical evidence that mindfulness can be integrated into counseling services, particularly in the form of classical guidance, as an effective strategy to reduce students' academic anxiety. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Classical guidance services using a mindfulness approach were proven to have a significant effect in reducing students' academic anxiety. This is demonstrated by the results of the paired-sample t-test, with a significance value of $0.000 < 0.05$, and a decrease in the average score from 71.07 in the pre-test to 58.14 in the post-test.

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