

**THE IMPLEMENTATION AND EFFECT OF
MINDFUL LEARNING ON STUDENTS' WRITING SKILLS IN
SMA NEGERI 4 SINGARAJA**

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ABSTRACT

This study aimed to investigate the implementation of mindful learning and its effect on students' writing skills at SMA Negeri 4 Singaraja. This study employed a mixed-methods research design using a Convergent (Concurrent) Triangulation strategy (Creswell, 2021), in which qualitative and quantitative strands were collected during the same phase of the study and given equal priority in the analysis. Qualitative data were collected through classroom observations, teacher interviews, and students' reflective journals, while quantitative data on students' writing performance were obtained through a post-test with a five-aspects writing assessment rubric (content, organization, vocabulary, grammar, and mechanics). The findings showed that mindful learning improved students' focus, confidence, and engagement in the writing process, and produced a statistically significant effect on their writing performance. The experimental group achieved a higher mean score ($M = 82.4$) than the control group ($M = 77.1$), with a statistically significant difference ($t(66) = 3.12, p = .003$) and a large effect size (Cohen's $d = 0.89$). These findings indicate that mindful learning has a significant effect on students' writing skills.

Keywords: Mindful learning, writing skills, English language teaching, convergent mixed methods.

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ABSTRAK

Penelitian ini bertujuan untuk menyelidiki implementasi pembelajaran penuh perhatian (*mindful learning*) dan pengaruhnya terhadap kemampuan menulis siswa di SMA Negeri 4 Singaraja. Penelitian ini menggunakan desain metode campuran konvergen (*concurrent triangulation*) menurut (Creswell, 2021), yaitu data kualitatif dan kuantitatif dikumpulkan pada tahap yang sama dan diberi bobot yang setara dalam analisis. Data kualitatif dikumpulkan melalui observasi kelas, wawancara guru, dan jurnal reflektif siswa, sedangkan data kuantitatif mengenai kemampuan siswa diperoleh melalui post-test yang dinilai menggunakan rubrik penilaian menulis dengan lima aspek (isi, organisasi, kosakata, tata bahasa, dan mekanika penulisan). Hasil penelitian menunjukkan bahwa pembelajaran penuh perhatian meningkatkan fokus, kepercayaan diri, dan keterlibatan siswa dalam proses menulis, serta memberikan pengaruh yang signifikan secara statistik terhadap kemampuan menulis siswa. Kelompok eksperimen mencapai nilai rata-rata yang lebih tinggi ($M = 82,4$) dibandingkan kelompok kontrol ($M = 77,1$), dengan perbedaan yang signifikan secara statistik ($t(66) = 3,12$, $p = 0,003$) dan ukuran pengaruh besar (Cohen's $d = 0,89$). Temuan ini menunjukkan bahwa pembelajaran penuh perhatian memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa.

Kata kunci: Pembelajaran penuh kesadaran, keterampilan menulis, pengajaran bahasa Inggris, metode campuran konvergen.