

Reference

- Abdurrochim, L. P., Hanifah, N., & Syahid, A. A. (2024). ELSE (Elementary School Education Journal) Pengaruh pendekatan mindful learning terhadap hasil belajar IPAS kelas V sekolah dasar. *ELSE (Elementary School Education Journal)*, 8(2), 396–407. <https://journal.um-surabaya.ac.id/index.php/pgsd>
- Ali, B. (2025). The Relationship Between Learners' Moves and Learning Outcome. *English Language, Literature & Culture*, 10(2), 84–90. <https://doi.org/10.11648/j.ellc.20251002.16>
- Amseke, F. V., & Blegur, J. S. T. (2024). Peran Mindfulness terhadap regulasi diri dalam belajar. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 9(2), 71–80. <https://doi.org/10.32585/edudikara.v9i2.364>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Byrne, G. (2015). Narrative inquiry and the problem of representation: 'giving voice', making meaning. *International Journal of Research & Method in Education*, 40(1), 36–52. <https://doi.org/10.1080/1743727X.2015.1034097>
- Chiodelli, R., Mello, L. T. N., Jesus, S. N., & Andretta, I. (2018). *Effects of a brief mindfulness-based intervention on emotional regulation and levels of mindfulness in senior students*. 31:21.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd Editio). Lawrence Erlbaum Associates.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research* (Second Edi). SAGE Publications, Inc. (or SAGE Publishing).
- Fosco, S. L. D., Schussler, D. L., Brown, M. A., Mahfouz, J., Binnun, N. L., Cantrell, T., Cherkowski, S., Frazier, T., Jennings, P. A., & Krisch, K. (2025). *A conceptual framework for Whole-School implementation of mindfulness programs and practices: Wisdom from the field* (pp. 62:2096-2110).

- Gao, X. (2023). Mindfulness and foreign language learners ' self- perceived proficiency: the mediating roles of anxiety and burnout. *Journal of Multilingual and Multicultural Development*, 0(0), 1–18. <https://doi.org/10.1080/01434632.2022.2150196>
- Heidegger, M. (1971). Poetry, Language, Thought. In *English Journal* (Vol. 114, Issue 1). <https://doi.org/10.58680/ej2024114164>
- Julio Saputra, M., Piscayanti, K. S., & Agustini, D. A. E. (2020). The Effect of Mindful Learning on Students' Writing Competency. *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 553. <https://doi.org/10.23887/jpi-undiksha.v9i4.25484>
- Kabat-Zinn, J. (1994). *Wherever you go, there you are _ mindfulness meditation in everyday life.pdf*.
- Kang, M. J., & Kim, H. (2023). Development and Evaluation of a Blended Learning Mindfulness Program for High School Students During the COVID-19 Pandemic. *Journal of School Nursing*, 39(2), 172–180. <https://doi.org/10.1177/10598405221095346>
- Langer, C., & Furman, R. (2004). Exploring identity and assimilation: Research and interpretive poems. *Forum: Qualitative Social Research*, 5(2), 1–9.
- Langer, E. J. (1989). Mindfulness. In *Mindfulness*. Addison-Wesley/Addison Wesley Longman.
- Langer, E. J. (1997). The power of mindful learning. In *The power of mindful learning*. Addison-Wesley/Addison Wesley Longman.
- Langer, E. J., & Moldoveanu, M. (2000). The construct of mindfulness. *Journal of Social Issues*, 56(1), 1–9. <https://doi.org/10.1111/0022-4537.00148>
- Lin, Y. T. (2020). The Interrelationship Among Psychological Capital, Mindful Learning, and English Learning Engagement of University Students in Taiwan. *SAGE Open*, 10(1). <https://doi.org/10.1177/2158244020901603>
- Maciejewski, M. L. (2020). Quasi-experimental design. *Biostatistics and Epidemiology*, 4(1), 38–47. <https://doi.org/10.1080/24709360.2018.1477468>

- Madadzadeh, F. (2022). *A tutorial on Quasi-experimental designs*. 11(1), 3–4.
- Miller, C. J., Smith, S. N., & Pugatch, M. (2020). Experimental and quasi-experimental designs in implementation research. *Psychiatry Research*, 283(June 2019), 112452. <https://doi.org/10.1016/j.psychres.2019.06.027>
- Mischenko, P., Iwu, J., Jennings, P., Nicholas-Hoff, P., & Schussler, D. (2022). *Implementation barriers and facilitators of a mindfulness-based social emotional learning program and the role of relational trust: A qualitative study*. <https://doi.org/10.1002/pits.22724>
- Mufidah, A. I., & Kusumawardani, N. I. (2023). *Developing stories as mindful learning materials for indonesian EFL learners*. 7(1), 1–13.
- Ngnoumen, C., & Langer, E. J. (2016). Mindfulness: The Essence of Happiness and Wellbeing. *Mindfulness in Positive Psychology*, 1–19.
- Piscayanti, K. S. (2021). Cultivating mindful learning in EFL poetry class: a way to make creative and productive writers. *International Journal of Research in Education*, 1(1), 60–74. <https://doi.org/10.26877/ijre.v1i1.7947>
- Piscayanti, K. S. (2022). Mindful, authentic, strong voice: Constructing a mindfulness-based classroom materials for EFL poetry learners. *The Proceedings of the English Language Teaching, Literature, and Translation (ELTLT)*, 11(1), 130–138.
- Piscayanti, K. S., Mujiyanto, J., Yuliasri, I., & Astuti, P. (2024). The Voice of Identity: The Power of Mindfulness-Based Approach in EFL Poetry Classroom. *Theory and Practice in Language Studies*, 14(2), 376–384. <https://doi.org/10.17507/tpls.1402.08>
- Putri, A. S., Ardianto, H., Andriyaningsih, A., & Burmansah, B. (2024). A Study on Mindful Learning: Can Mindfulness-Based Social-Emotional Learning Strengthen Student Learning Focus? *International Journal of Science and Applied Science: Conference Series*, 8(2), 103. <https://doi.org/10.20961/ijssascs.v8i2.95113>
- Rapiadi, Gautama, S. adi, Burmansah, Komang, S., & Susanto. (2023). *The*

influence of mindfulness on student learning interests at higher education institutions. 17(6), 4261–4272.

Rasmadewi, N. W. M. (2023). Identifikasi Kesulitan Membaca Pemahaman Mahasiswa. *Jurnal Bimbingan Dan Konseling Indonesia*, 8(1), 1–8.

Ruscio, J. (2008). A probability-based measure of effect size: Robustness to base rates and other factors. In *Psychological Methods* (Vol. 13, Issue 1, pp. 19–30). American Psychological Association. <https://doi.org/10.1037/1082-989X.13.1.19>

Rylak, Danielle, Mason, Madeline, & Riske, Amanda. (2024). Writing Qualitatively as a Process of Becoming Through Creative Nonfiction. *International Review of Qualitative Research*, 17(3), 358–377. <https://doi.org/10.1177/19408447241245111>

Santi, S., Andriyaningsih, A., Seneru, W., Burmansah, B., Luwiha, L., Pratama, A. S., & Suryanadi, J. (2024). Mindful Learning: Mindfulness Practice Matters for Students on the Quality of Learning in the Classroom. *International Journal of Science and Applied Science: Conference Series*, 8(2), 53. <https://doi.org/10.20961/ijsascs.v8i2.95098>

Saputra, D. N., Burmansah, B., Pramono, E., Susanto, S., Manggalani, R., Astika, R., & Ismoyo, T. (2024). Mindfulness in Learning: An Effect of Mindful Breathing Practice on the Learning Concentration of Students. *International Journal of Science and Applied Science: Conference Series*, 8(2), 23. <https://doi.org/10.20961/ijsascs.v8i2.95135>

Saputra, M. J., Piscayanti, K. S., & Agustini, D. A. E. (2020). The effect of mindful learning on students' writing competency. *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 553. <https://doi.org/10.23887/jpi-undiksha.v9i4.25484>

Siedlecki, S. L. (2020). Quasi-Experimental Research Designs. *Clinical Nurse Specialist*, 34(5), 198–202. <https://doi.org/10.1097/NUR.0000000000000540>

Siswanto, D. H., & Afandi, M. M. (2024). Analysis of the implementation of mindfulness in senior high school students' learning. *Asian Pendidikan*, 1(4),

79–85. <https://doi.org/10.53797/aspen.v4i1.9.2024>

Wang, Q., Zhang, Y., Zhang, Y., & Chen, T. (2023). The impact of mindful learning on subjective and psychological well-being in postgraduate students. *Behavioral Sciences*, 13(12). <https://doi.org/10.3390/bs13121009>

