

The Effect of Loving-Kindness Meditation and Self-Confidence on the Learning Outcomes of Students at SMA Negeri 1 Tanjung, North Lombok

Sulan¹⁾, Mettadewi Wong²⁾, Pratama Eka Putra³⁾

^{1,2,3)}Nalanda Institute

*Corresponding Author

Email: sulan@nalanda.ac.id, mettadewiwong@nalanda.ac.id, raeraka18@gmail.com

Abstract

This study was motivated by the low learning outcomes of students at SMA Negeri 1 Tanjung, North Lombok, which became a major concern, particularly because many students experience academic anxiety and low self-confidence that hinder active participation and understanding of Buddhist Religious Education material. Initial observations revealed that students were reluctant to express opinions, easily distracted, and lacked focus during lessons. Loving-Kindness Meditation (Metta Bhavana) has been implemented at the school to enhance mental calmness and concentration; however, its effectiveness has not yet been empirically validated. Therefore, this study was conducted with the aim of examining the influence of Loving-Kindness Meditation and self-confidence, both individually and simultaneously, on students' learning outcomes in Buddhist Religious Education, with the intention of providing empirical evidence regarding the role of spiritual and psychological aspects in supporting academic achievement. This study employed a quantitative method using numerical data to measure the influence of Loving-Kindness Meditation and self-confidence on learning outcomes. Data collection techniques were carried out through questionnaires, documentation, and limited observation. The questionnaires were distributed to 100 Buddhist students at SMA Negeri 1 Tanjung as research respondents, who were selected using purposive sampling. Documentation was used to obtain supporting data related to students' learning outcomes, while limited observation was conducted to examine the initial learning conditions and students' behavior during the learning process. All data were then objectively analyzed using SmartPLS through the statistical technique of Structural Equation Modeling (SEM) to assess the relationships between variables, including the simultaneous effect of Loving-Kindness Meditation and self-confidence on students' learning outcomes. The results of this study indicate that Loving-Kindness Meditation (X1) has a positive and significant effect on students' learning outcomes (Y), and self-confidence (X2) also has a positive and significant influence. Furthermore, simultaneous analysis shows that both variables together significantly affect students' learning outcomes. Therefore, these two variables play an important role in enhancing the quality of learning.

Keywords: *Loving Kindness Meditation, Self Confidence, Learning Outcome*

INTRODUCTION

Modern education operates in a competitive environment that requires students to master learning materials quickly, solve complex problems, and achieve high academic rankings within a limited time. In Indonesia, the implementation of the *Kurikulum Merdeka* still relies on the national examination as a graduation requirement, which creates significant academic pressure from an early age. The World Health Organization (2021) reported that 14% of adolescents in Southeast Asia experience severe mental health disorders due to academic stress, a figure three times higher than that recorded two decades ago. Chronic exposure to cortisol may shrink the hippocampus, the brain area responsible for long-term memory, making it more difficult for students to recall learned materials during examinations. This phenomenon is evident at SMAN 1 Tanjung, North Lombok, where 71% of Grade XI students reported difficulty remembering lessons, 68% experienced emotional instability before tests, and the average test score decreased by 6.4 points compared with the previous year. The available counseling service remains limited, with a counselor-student ratio of 1:350, making the service more curative than preventive.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes the importance of a conducive learning environment in developing students' full potential, including spiritual, moral, intellectual, and practical skills (President of the Republic of Indonesia, 2003). In this context, Loving-Kindness Meditation (*Metta Bhavana*) may serve as a method to reduce amygdala activation, increase prefrontal cortex thickness, and

support emotional regulation and attention. However, most existing evidence comes from laboratory-based studies in high-income countries, with intervention durations ranging from 20 to 45 minutes, making them difficult to implement within the Indonesian school schedule. Existing local studies are generally correlational or involve small samples, so the direct effect of meditation on academic achievement remains unclear. The *Merdeka Belajar* policy provides a 15-minute allocation for morning extracurricular activities, creating an opportunity to implement micro-meditation without disrupting the formal curriculum.

In Buddhist Religious Education, learning success is not only measured by students' cognitive mastery of the *Tripitakascriptures*, but also by behavioral transformation and inner calm. The challenges of secondary education have become increasingly complex due to technological distractions and academic pressure, both of which may reduce students' concentration and psychological well-being. The digital era requires students to develop independent learning skills, yet this independence strongly depends on psychological factors such as self-confidence and self-regulation (Selwyn, 2021; Bandura, 1977; Liu et al., 2020). Mindfulness has been shown to improve concentration, emotional control, and learning motivation (Kabat-Zinn, 2013; Dunning et al., 2019; Hassn Alomari, 2023). Regular meditation practice has also been associated with reduced stress and improved academic achievement (Hwang et al., 2022).

Observations at SMA Negeri 1 Tanjung indicate that students' low learning outcomes are influenced not only by external factors, but also by internal factors. Many students show academic anxiety, lack confidence in expressing ideas, and are reluctant to participate actively in classroom learning. Self-confidence has been proven to be an important factor affecting academic achievement. Students with higher self-confidence tend to be more active, more willing to express opinions, and more capable of reviewing learning materials independently (Budiningsih, 2022; Indriawati, 2018).

Although SMA Negeri 1 Tanjung has implemented Loving-Kindness Meditation for 10 minutes every Friday morning, its effectiveness in improving students' learning concentration remains suboptimal. Some students feel uncomfortable sitting still, become easily bored, or feel sleepy, which affects classroom learning activities. This condition highlights the need for empirical research to examine the effect of Loving-Kindness Meditation and self-confidence on students' learning outcomes, particularly in the context of Buddhist Religious Education in North Lombok Regency.

RESEARCH METHODS

This study employed a quantitative approach using numerical data to measure the influence of Loving-Kindness Meditation and self-confidence on students' learning outcomes. Data were collected through questionnaires, documentation, and limited observation. The questionnaires were administered to 100 Buddhist students at SMA Negeri 1 Tanjung, North Lombok, who were selected using a purposive sampling technique. Documentation was used to obtain supporting data related to students' learning outcomes, while limited observation was conducted to assess the initial learning conditions and students' behavior during the teaching and learning process. Data were analyzed objectively using SmartPLS software with the Structural Equation Modeling (SEM) technique. This analysis was used to assess the relationships among variables and to examine the simultaneous effects of Loving-Kindness Meditation and self-confidence on students' learning outcomes.

RESULTS AND DISCUSSION

Direct Effect of Exogenous Variables on Learning Outcomes

Direct effect refers to the relationship between exogenous and endogenous variables without the involvement of an intervening or mediating variable. In this study, the analysis of direct effects was conducted to examine the extent to which Loving-Kindness Meditation and Self-Confidence influence the Learning Outcomes of students at SMA Negeri 1 Tanjung. According to Ghozali and Latan (2015), direct effects in the PLS-SEM model can be measured through path coefficients, t-statistics, and p-values. The path coefficient indicates the direction and strength of the relationship between variables, while t-statistics and p-values are used to assess the significance of the effect.

The direct effects examined in this study include the effect of Loving-Kindness Meditation on Learning Outcomes and the effect of Self-Confidence on Learning Outcomes. These two exogenous variables have strong theoretical foundations in explaining students' academic achievement. Loving-Kindness Meditation is associated with emotional condition, inner calm, self-acceptance, and positive attitudes among students. Meanwhile, Self-Confidence is related to students' belief in their ability to complete tasks, understand learning materials, and face academic challenges.

The effect of Loving-Kindness Meditation on Learning Outcomes can be explained through the role of positive psychological conditions that support students' learning readiness. According to Petrovic et al. (2024), loving-kindness meditation is a mental practice aimed at developing kindness, care, compassion, and acceptance toward oneself and others. A calmer and more positive inner state helps students reduce anxiety, improve concentration, and build mental readiness to receive lessons. Therefore, Loving-Kindness Meditation is considered a factor that has the potential to improve Learning Outcomes.

The effect of Self-Confidence on Learning Outcomes also has a strong theoretical basis. Kurniasih et al. (2025) state that self-confidence is related to students' academic motivation and learning achievement. Students with high self-confidence tend to be more active in learning, more willing to ask questions, more confident in completing assignments, and less likely to give up when facing learning difficulties. Thus, Self-Confidence serves as an internal factor that encourages students to achieve more optimal learning outcomes.

The analysis of direct effects aims to empirically determine whether Loving-Kindness Meditation and Self-Confidence influence Learning Outcomes. The relationship between variables is considered significant if the t-statistics value is greater than 1.96 and the p-value is less than 0.05. If these criteria are not met, the results indicate that the exogenous variable does not have a significant effect on the endogenous variable.

Table 1. Direct Effects Bootstrapping Results

Hip o tesis	Variable	Original Sample (O)	Sample Mean (M)	Standar Deviation (STDEV)	T Statistica (O/STDE)	P Value
H1	Loving-Kindness Meditation → Learning Outcomes	0,493	0,499	0,071	6,941	0,000
H2	Self-Confidence → Learning Outcomes	0,640	0,634	0,055	11,649	0,000

Based on Table 1, the p-values and t-statistics for each variable relationship are presented and interpreted as follows.

1. The Effect of Loving-Kindness Meditation on the Learning Outcomes of Students at SMA Negeri 1 Tanjung

Based on the hypothesis testing results presented in Table 1, the effect of Loving-Kindness Meditation on Learning Outcomes obtained a p-value of 0.000. This value is lower than the predetermined significance level of 0.05. In addition, the t-statistic value obtained was 6.941, which is higher than the required standard value of 1.96. According to Garson (2016), as cited in Radita (2023), a relationship between variables can be declared significant if the t-statistic value is greater than 1.96 and the p-value is less than 0.05. Therefore, it can be concluded that Loving-Kindness Meditation has a significant effect on the Learning Outcomes of students at SMA Negeri 1 Tanjung.

These results indicate that the alternative hypothesis, or H_a , is accepted, while the null hypothesis, or H_0 , is rejected. This means that Loving-Kindness Meditation influences students' Learning Outcomes. Statistically, the high t-statistic value indicates that the relationship between Loving-Kindness Meditation and Learning Outcomes has significant strength in the research model. According to Ghazali and Latan (2015), hypothesis testing in PLS-SEM is conducted to determine the significance of relationships among latent variables through t-statistic and p-value measures. Therefore, these findings prove that Loving-Kindness Meditation is one of the variables that plays an important role in explaining students' Learning Outcomes.

This finding shows that the better the practice of Loving-Kindness Meditation performed or possessed by students, the greater their tendency to achieve better Learning Outcomes. Loving-Kindness Meditation can help students build a calmer inner state, develop compassion, improve self-acceptance, and foster positive attitudes toward themselves and others. Such positive psychological conditions are essential in the learning process because students who have emotional calmness and stability tend to concentrate more easily, understand learning materials better, and become more prepared to face academic demands.

Theoretically, Loving-Kindness Meditation is a mental practice directed at developing feelings of compassion, kindness, care, and acceptance toward oneself and others. Petrovic et al. (2024) explain that Loving-Kindness Meditation plays a role in improving positive psychological conditions and reducing negative mental states. In the educational context, positive psychological conditions can help students become more prepared to participate in the learning process, reduce anxiety, and improve their ability to manage academic pressure.

Furthermore, Muchlisin Riadi (2022) explains that meditation practice is related to self-awareness, attention, and an individual's ability to accept experiences without excessive negative judgment. In relation to Loving-Kindness Meditation, such awareness and self-acceptance can help students remain calmer when facing learning difficulties. Students who are able to manage their thoughts and emotions well will find it easier to maintain focus while studying, become less affected by fear of failure, and develop stronger motivation to improve their Learning Outcomes.

The results of this study are consistent with the research conducted by Novia Ulandari (2025), which showed a significant effect of mindfulness or meditation practice on students' Learning Outcomes. This finding strengthens the view that awareness training and emotional regulation can have a positive impact on the learning process. The results of this study are also in line with the research conducted by Joni Pranata et al. (2024) on the influence of Loving-Kindness Meditation and Self-Confidence on the Learning Outcomes of Buddhist Religious Education students at SMK Negeri 1 Tanjung, North Lombok Regency, which found that Loving-Kindness Meditation affected students' Learning Outcomes.

Other empirical support can also be found in the study by Totzeck et al. (2020), which showed that Loving-Kindness Meditation practice can improve mental health and positive emotions among students. Positive emotions are highly important in learning because they can help students improve concentration, strengthen motivation, and build resilience in facing academic difficulties. Similarly, Niles et al. (2024) found that Loving-Kindness Meditation practice in the school environment contributed to the improvement of students' emotional

intelligence and learning hope. This indicates that Loving-Kindness Meditation is not only related to spiritual aspects, but also contributes to students' psychological development.

Furthermore, the meta-analysis conducted by Gu et al. (2022) showed that Loving-Kindness Meditation can improve individuals' subjective well-being and positive emotions. Good psychological well-being can help students develop more optimal learning readiness. Students who feel calm, comfortable, and have a positive view of themselves tend to accept learning materials more easily, complete assignments more effectively, and show greater resilience in dealing with learning obstacles. Thus, Loving-Kindness Meditation can serve as one of the factors that supports the achievement of Learning Outcomes through improved emotional regulation, psychological well-being, and students' mental readiness.

Based on the explanation above, it can be concluded that Loving-Kindness Meditation has a significant effect on the Learning Outcomes of students at SMA Negeri 1 Tanjung. This finding indicates that students' academic achievement is not only determined by intellectual ability, but is also influenced by psychological and emotional conditions. Loving-Kindness Meditation helps students develop inner calm, positive attitudes, self-acceptance, and the ability to manage emotions. Under these conditions, students have greater opportunities to participate in the learning process optimally and achieve better Learning Outcomes.

2. The Effect of Self-Confidence on the Learning Outcomes of Students at SMA Negeri 1 Tanjung

Based on the hypothesis testing results presented in Table 1, the p-value for the effect of Self-Confidence on Learning Outcomes was 0.000. This value is lower than the significance level of 0.05. In addition, the t-statistic value for the effect of Self-Confidence on Learning Outcomes was 11.649, which is greater than the critical value of 1.96. Therefore, it can be concluded that Self-Confidence has a positive and significant effect on the Learning Outcomes of students at SMA Negeri 1 Tanjung. Based on these results, the null hypothesis, or H_0 , is rejected, while the alternative hypothesis, or H_a , is accepted.

This value indicates that the relationship between Self-Confidence and Learning Outcomes is positive. This means that the higher students' Self-Confidence, the greater their tendency to achieve higher Learning Outcomes. Conversely, when students' Self-Confidence is low, they tend to experience obstacles in participating in the learning process optimally. Thus, Self-Confidence can be viewed as one of the internal factors that plays an important role in improving students' Learning Outcomes.

The results of this study indicate that Self-Confidence has a strong influence on Learning Outcomes. This can be seen from the t-statistic value of 11.649, which far exceeds the minimum threshold of 1.96. This value shows that the effect of Self-Confidence on Learning Outcomes does not occur by chance, but has a strong statistical basis. In addition, the p-value of 0.000 indicates that the relationship between the variables is significant. Therefore, Self-Confidence is an important variable that needs to be considered in efforts to improve students' learning success.

Theoretically, Self-Confidence refers to an individual's belief in their ability to face tasks, make decisions, and overcome various challenges. Widyanti (2017) explains that self-confidence is a belief that encourages individuals to do what is needed to achieve their goals. Individuals with self-confidence tend to be more enthusiastic, more assured, and more capable of optimizing their potential to realize the goals they have planned. In the educational context, confident students tend to be more willing to ask questions, express opinions, complete assignments, and face examinations with better mental readiness.

Self-Confidence needs to be continuously developed because not all students have the same level of belief in themselves. Some students may have good academic abilities, but are unable to demonstrate their abilities because they feel doubtful, fear making mistakes, or lack belief in their own potential. This condition can hinder students' involvement in learning. In contrast, students with high Self-Confidence tend to be more active, less likely to give up, and more willing to try

even when facing difficulties. Therefore, improving Self-Confidence can be an important strategy for enhancing students' Learning Outcomes.

The results of this study are supported by the research conducted by Ahmad Fadhil Rizki (2024) in the Journal of Education and Culture, which found a relationship between Self-Confidence and students' academic achievement with a contribution of 10.2%. This finding indicates that students with higher levels of Self-Confidence tend to have higher academic achievement. In addition, the study by Diah Eka Puteri et al. (2020) also showed a significant correlation between Self-Confidence and Learning Outcomes, with a correlation value of 0.430, which falls into the category of a moderately strong relationship.

Further support is also provided by the systematic literature review conducted by Sarah Febrianti et al. (2024). The study emphasized that Self-Confidence is one of the important factors contributing to students' academic success. Self-Confidence can influence learning motivation, willingness to participate, ability to express opinions, and students' resilience in facing learning difficulties. Thus, Self-Confidence not only plays a role in psychological aspects, but also affects students' learning behavior in the classroom.

This study is also in line with the findings of Indriawati (2018), who explained that Learning Outcomes are influenced by Self-Confidence. Students with high Self-Confidence tend to have stronger motivation to achieve academic success. They are more willing to participate in learning activities, more confident in their answers or opinions, and more capable of coping with academic pressure. This shows that Self-Confidence serves as an internal drive that helps students achieve more optimal Learning Outcomes.

Therefore, it can be concluded that Self-Confidence has a positive and significant effect on the Learning Outcomes of students at SMA Negeri 1 Tanjung. The original sample value of 0.640 indicates a positive direction of influence, the t-statistic value of 11.649 shows that the effect is significant, and the p-value of 0.000 indicates that the relationship meets the significance criteria. Therefore, the higher students' Self-Confidence, the greater their opportunity to achieve better Learning Outcomes. This finding reinforces the view that Self-Confidence is an internal factor that needs to be strengthened in the learning process.

Effect Size (F-Square) Analysis of Loving-Kindness Meditation and Self-Confidence on Students' Learning Outcomes at SMA Negeri 1 Tanjung

In addition to testing direct effects through t-statistics and p-values, this study also analyzed the f-square value to determine the effect size or the contribution of each exogenous variable to the endogenous variable. In PLS-SEM analysis, f-square is used to assess the extent to which the R-square value changes when an exogenous variable is removed from the model. Thus, the f-square value not only indicates the existence of an effect, but also explains the magnitude of the exogenous variable's contribution in explaining the endogenous variable.

According to Cohen, as cited in Hu et al. (2023), f-square values can be classified into three categories: 0.02 indicates a small effect, 0.15 indicates a medium effect, and 0.35 indicates a large effect. The higher the f-square value, the greater the contribution of the exogenous variable to the endogenous variable in the research model. Therefore, f-square testing is important to strengthen the results of hypothesis testing that were previously obtained through t-statistics and p-values. The f-square values in this study are presented as follows.

Table 2. F-Square

	Loving-Kindness Meditation	Learning Outcomes	Self- Confidence
Loving-Kindness Meditation		0,675	
Learning Outcomes			
Self-Confidence		1,136	

Based on Table 2, the f-square value of the Loving-Kindness variable on Learning Outcomes was 0.675. This value is greater than 0.35, so it can be categorized as having a large effect. This means that the Loving-Kindness variable makes a strong contribution to explaining students' Learning Outcomes. This finding indicates that Loving-Kindness Meditation is not only statistically significant, but also has a large effect size in improving the Learning Outcomes of students at SMA Negeri 1 Tanjung.

The f-square value of the Self-Confidence variable on Learning Outcomes was 1.136. This value is also above 0.35, so it falls into the category of a large effect. In fact, the f-square value of Self-Confidence is higher than that of Loving-Kindness. This indicates that Self-Confidence has a more dominant contribution in explaining students' Learning Outcomes. Thus, students with a high level of Self-Confidence tend to be more capable of demonstrating their academic abilities, more active in learning, and more resilient in facing learning challenges.

Based on these results, it can be concluded that Loving-Kindness and Self-Confidence both have large effect sizes on Learning Outcomes. This means that the two exogenous variables in this study make strong contributions to shaping and improving students' Learning Outcomes. These results strengthen the findings of the previous hypothesis testing, which showed that Loving-Kindness Meditation and Self-Confidence have positive and significant effects on Learning Outcomes. Therefore, the research model indicates that psychological, emotional, and spiritual factors play an important role in students' academic achievement.

Theoretically, the effect of Loving-Kindness Meditation on Learning Outcomes can be explained through its role in developing positive psychological conditions. Loving-Kindness Meditation helps students develop inner calm, compassion, self-acceptance, empathy, and positive attitudes toward the learning environment. The study by Totzeck et al. (2020) showed that Loving-Kindness Meditation practice can improve individuals' mental well-being and positive emotions. These positive emotional conditions are highly important in the learning process because they can help students improve concentration, reduce emotional pressure, and develop better learning readiness.

This result is also in line with the study by Niles et al. (2024), which found that Loving-Kindness Meditation practice in educational settings can improve students' emotional intelligence and academic hope. Students with good emotional intelligence tend to be more capable of managing their feelings, dealing with learning difficulties, and maintaining academic motivation. In addition, Gu et al. (2022), through a meta-analysis study, also confirmed that Loving-Kindness Meditation contributes to the improvement of subjective well-being and positive emotions. Thus, Loving-Kindness Meditation can support Learning Outcomes by improving students' emotional regulation, concentration, motivation, and mental readiness in participating in learning.

On the other hand, Self-Confidence is a psychological factor that makes a large contribution to students' Learning Outcomes. Students with high Self-Confidence tend to have stronger belief in their ability to understand learning materials, complete assignments, answer questions, and face learning evaluations. The study by Puteri et al. (2020) showed a positive correlation between Self-Confidence and students' Learning Outcomes. In addition, Rizki (2024) also found that Self-Confidence contributes to students' academic achievement. These findings support the results of this study, which show that Self-Confidence has a large effect size on Learning Outcomes.

Self-Confidence also encourages students to be more active in learning activities. Confident students tend not to fear making mistakes, are more willing to express their opinions, and are more persistent in completing academic tasks. With Self-Confidence, students can optimize their potential to achieve learning goals. Therefore, the f-square value of 1.136 indicates that Self-Confidence is a highly important variable in explaining the Learning Outcomes of students at SMA Negeri 1 Tanjung.

Thus, based on the f-square test results, it can be concluded that Loving-Kindness Meditation and Self-Confidence both have large effects on students' Learning Outcomes. Loving-Kindness Meditation plays a role in developing positive emotional and spiritual conditions, while Self-Confidence strengthens students' belief in their own abilities. These two factors support each other in creating learning readiness, motivation, persistence, and student engagement in the learning process. Therefore, strengthening Loving-Kindness Meditation and Self-Confidence can serve as an important effort to improve the Learning Outcomes of students at SMA Negeri 1 Tanjung.

CONCLUSION

1. Loving-Kindness Meditation has a positive and significant effect on the learning outcomes of students at SMA Negeri 1 Tanjung.
2. Self-confidence has a positive and significant effect on learning outcomes, with a more dominant contribution than Loving-Kindness Meditation.
3. Both exogenous variables make a substantial contribution to explaining students' learning outcomes, indicating the importance of psychological and spiritual factors in the learning process.

REFERENCES

- Bandura, A. (1977). Self-efficacy toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Budiningsih, S. (2022). Pengaruh kepercayaan diri terhadap prestasi belajar siswa. *Jurnal Pendidikan dan Psikologi*, 9(1), 45-55.
- Dunning, D., et al. (2019). Mindfulness interventions for improving learning outcomes: A systematic review. *Educational Psychology Review*, 31(3), 675-696.
- Garson, G. D. (2016). *Partial least squares Regression and structural equation models*. Asheboro: Statistical Associates.
- Ghozali, I., & Latan, H. (2015). *Partial least squares konsep teknik dan aplikasi menggunakan program SmartPLS 3.0 untuk penelitian empiris*. Semarang: Badan Penerbit UNDIP.
- Gu, J., et al. (2022). Effects of loving-kindness meditation on subjective well-being: A meta-analysis. *Mindfulness*, 13(4), 789-796.
- Hassn Alomari, R. (2023). Mindfulness and academic performance cross-cultural perspective. *International Journal of Educational Research*, 117, 102-115.
- Hwang, S., et al. (2022). Meditation and student academic outcomes evidence from secondary schools. *Journal of Educational Psychology*, 114(7), 1201-1215.

Hu, L., et al. (2023). Effect size guidelines for PLS-SEM models. *Journal of Applied Statistics*, 50(5), 987-1002.

Indriawati, T. (2018). Hubungan antara kepercayaan diri dan hasil belajar siswa SMA. *Jurnal Pendidikan Dasar Indonesia*, 4(2), 67-75.

Kabat-Zinn, J. (2013). *Full catastrophe living using mindfulness to face stress pain and illness*. New York: Bantam Books.

Kurniasih, L., et al. (2025). Kepercayaan diri dan motivasi akademik siswa SMA. *Jurnal Pendidikan dan Kebudayaan*, 30(1), 22-34.

Liu, M., et al. (2020). Self-regulated learning in the digital era a review of recent evidence. *Computers & Education*, 149, 103-106.

Niles, A., et al. (2024). School-based loving-kindness meditation and student emotional intelligence. *Journal of School Psychology*, 91, 102-115.

Novia Ulandari, R. (2025). Pengaruh mindfulness terhadap prestasi belajar siswa. *Jurnal Pendidikan Psikologi*, 12(2), 55-67.

Petrovic, T., et al. (2024). Loving-kindness meditation mechanisms and educational outcomes. *Mindfulness in Education Journal*, 8(1), 10-23.

Puteri, D. E., et al. (2020). Hubungan kepercayaan diri dengan hasil belajar siswa. *Journal of Education and Culture*, 6(2), 89-98.

Rizki, A. F. (2024). Kepercayaan diri dan prestasi belajar siswa. *Journal of Education and Culture*, 10(1), 45-53.

Selwyn, N. (2021). *Education in a digital world global perspectives on technology and learning*. London: Routledge.

Totzeck, C., et al. (2020). Loving-kindness meditation in schools mental health benefits for adolescents. *Frontiers in Psychology*, 11, 556-567.

Widyanti, I. (2017). Kepercayaan diri dan keberhasilan akademik siswa. *Jurnal Psikologi Pendidikan*, 3(1), 15-25.