

The Effect of Mindfulness and Self-awareness on Coping Stress of Students at Buddhist Universities in Central Java

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Abstract

Low coping stress indicated by the practice of maladaptive coping practice was found in university students. Thus, the current study analyzed the effect of mindfulness and self-awareness on coping stress of students at Buddhist Universities in Central Java. It used a quantitative approach and correlational design. For the subjects, 180 graduate students majoring in Buddhist Education at Buddhist Universities in Central Java. In collecting their data, the scales of mindfulness, self-awareness, and coping stress designed by the researchers were used. Following the data collection, a multiple regression analysis was carried out and showed that there was an effect of mindfulness and self-awareness on coping stress. Regarding this finding, counsellors are expected to implement guidance and counselling services with the basis of mindfulness and self-awareness so that students can be prevented from maladaptive coping when dealing with stressors. For more, the future studies are recommended to use a qualitative design to reveal more deeply about coping with stress.

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INTRODUCTION

Students' psychological well-being issue has been the main focus in the last decade. This may arise due to the demand to fulfill various demands for their learning which later affect their psychology. Learning demands cover things such as adaptability to new environments, overwork, less time to do homework, exams preparation, and pressure to graduate soon, making all of these leading to stress as one of the general causes of a psychosocial issue.

Stress can significantly disadvantage students' academic performance (for example, lack of attention or memorization, less dedication for learning, and frequent absences) (Turner, et al., 2015), physical and psychological health (such as addictive substance abuse, insomnia, anxiety, physical and emotional fatigue) (Waqas, et al., 2015). These concerning effects can shift psychological source identification into protective factors against stressors inherent in the university context (Tavolacci et al., 2013). This aligns the relationship between potential threat and stress response and promotes maximum psychological adaptation (Leiva-Bianchi et al., 2012).

When dealing with stressors, university students need proper strategies to avoid negative consequences (Masilamani, et al., 2020). Some possible ways can be avoiding and overcoming the sources of stress, or called as stress coping (Andriyani, 2019).

Coping stress is an effort made to relieve stressor and life difficulties (Lazarus and Folkman in Greer, et al., 2015). It determines one's physical and psychological well-being as a result of stressful events (Lazarus and Folkman in Freire et al., 2020). Coping stress can weaken the level of negative affect and psychological stress. In addition to reducing the level of negative impact and psychological stress, coping stress is considered effective in helping individuals to reduce levels of depression and to increase positive impact (Vidrine et al., 2015).

In countering stress, coping stress has three forms, namely problem-focused coping, emotion-focused coping, and maladaptive

coping. According to Lazarus & Folkman (1984) in ways of coping scale, problem-focused coping is efforts made for countering stress by changing the causal environments. Then, emotion-focused coping is a means of dealing with stress by facing and managing emotional reactions to adapt to the stress effects one is suffering from. In addition, maladaptive coping is a coping pattern that is unable to or ineffective for overcoming stress sources, so it is better not to use this form (Sentani et al., 2021).

Based on some observation, the students at Buddhist universities in Central Java Province are vulnerable to stress. A finding in the preliminary study indicates that students prefer doing maladaptive coping for their stress. It was seen from the way they avoided their final project consultation with the lecturer, looked for enjoyment in the midst of doing assignments, hangout with friends late at night, and others. Here, the researchers initially predicted that the cause of practicing maladaptive coping was due to the absences of guidance and counseling services with the focus on solving personal problems of students. Generally, students with personal problems have been mostly taken care by their guardian lecturers.

Two types of stress coping, namely emotion-focused coping and problem-focused coping, as stated by Lazarus and Folkman (in Hatunoglu, 2020) hold an important role in dealing with stress and can be used according to the specific circumstances and demands of the conditions experienced by individuals. Using the right strategies can help individuals deal with stress more effectively and reduce its negative impact.

Some aspects of emotion-focused coping include: (1) seeking social emotional support, namely efforts to obtain emotional and social support from other parties in dealing with stressful situations; (2) distancing, which is a cognitive effort to change perspectives on problems or create positive expectations in dealing with them; (3) self-control, namely trying to regulate emotions or individual actions in relation to solving the problems encountered; (4) accepting responsibility, namely recognizing

responsibility for finding solutions to problems experienced and trying to find solutions; and (5) positive reappraisal, namely efforts to gain a positive perception about situations that cause stress, sometimes involving religious aspects in personality development (Lazarus and Folkman in Hatunoglu, 2020).

Problem-focused coping covers efforts made to minimize stressors by understanding new habits to distract conditions, events, and problems. Its aspects include: (1) seeking informational support, including efforts to gain knowledge from other people, such as doctors, psychologists, or teachers, to help understand and overcome the problems faced; (2) confrontative coping: performing direct confrontation to solve certain problems and facing them firmly; and (3) planful problem-solving examines realized by carefully trying to find effective solutions to the problems faced through organized planning.

Due to its importance, there needs some strategies to instil coping stress for university students. Erpiana & Fourianalisyawati (2018) argue trait mindfulness is a way to improve psychological well-being. Similarly, Masilamani, et al in their study of coping stress on students at Universitas Tunku Abdul Rahman, Malaysia recommends mindfulness to assist the students (Masilamani, et al. 2020).

Gibbons & Morgan (2015) state mindfulness is a possible to manage stress. There, they used the mindful attention awareness scale to measure the receptive awareness and present attention - the core characteristics of dispositional mindfulness. However, this study did not measure whether respondents formally practiced mindfulness, rather 'mindfulness' in this context refers to the extent to which individuals demonstrate awareness and receptive attention in the moment.

As a psychological construct, mindfulness has an explanatory capacity in a positive way through the dimension of "conscious action" realized in non-mechanized activities, habit improvement, and healthy lifestyle. It means being aware and present in the

moment (Asensio-Martínez et al., 2019). Mindfulness can increase a person's awareness in a conscious state (mindful). With increased awareness, a person can become aware of feelings and surrounding circumstances. This awareness allows a person to take appropriate action in the situation. In other words, an individual needs no avoidance responses to feel comfortable (Sirois & Pychyl, 2016).

Langer & Moldoveanu (2000) define mindfulness as a cognitive state based on a person's disposition. Sternberg (2000) refines this definition by mentioning that mindfulness is a cognitive style or the preferred way to make use of one's cognitive abilities (Hart et al., 2013).

Mindfulness is an essential part of life because it can affect the level of happiness (Shier & Graham, 2011). Numerous studies indicate interesting connections between mindfulness and other aspects of psychology. A study by Testa and Sangganjanavanich, (2016) found a negative relationship between mindfulness and emotional intelligence with levels of burnout. It means the higher the level of mindfulness and emotional intelligence, the lower the level of burnout experienced.

A study by Bowlin and Baer (2012) indicates that mindfulness and self-control are positively related to psychological well-being and negatively related to psychological disorders. It implies a positive trend at the level of mindfulness and self-control on psychological wellbeing and a negative trend on psychological disorders. In other words, the higher the level of mindfulness and self-control, the higher psychological wellbeing, but the lower the psychological disorders will be.

A study done by (Hollis-Walker & Colosimo, 2011) found a positive and significant relationship between the level of mindfulness and various constructs related to happiness, such as psychological well-being, self-esteem, kindness, and disclosure. This means that the higher mindfulness level, the higher the levels of psychological well-being, self-esteem kindness, and disclosure will be on experience. In contrast, this study also concludes mindfulness has a negative correlation with neurosis, meaning that

the higher mindfulness level, the lower neurosis or psychological disorder symptoms will be. In conclusion their study states mindfulness has a significant role in increasing psychological well-being and reducing psychological disorder symptoms in individuals.

A study by Waskito, et al., (2018) found mindfulness has various benefits, including developing a therapeutic relationship, empathy, counseling skills reducing stress and anxiety, increasing attendance, and increasing awareness and acceptance of feelings and bodies under stress. Overall, this study has confirmed mindfulness plays an important role in influencing various aspects of psychology and a person's well-being.

Mindfulness has been noticed in the context of therapeutic relationship and the improvement in counselor training. A study by (Fulton, 2016) concerns the importance of mindfulness in both aspects. In a therapeutic relation, mindfulness helps counselors become more aware and involved fully in each session with the client. By being present mentally and emotionally, the counselors can better comprehend and respond clients' needs and feelings. Mindfulness encourages counselors to be more empathetic and able to create a safer and more supportive climate for clients in the therapy process too.

Another positive side of mindfulness is it can positively impact the effectiveness of counselor trainings. By training mindfulness, counselors can expand their introspection and reflection further. This way will help the counselors be more sensitive to feeling, reactions, and own thoughts which later can help improve the counseling skills in serving clients.

Therefore, the use of mindfulness as a means in a counseling practice not only increases the therapeutic relationship between a counselor and a client, but also makes the counselor become more effective and competent in handling a client with their problems and emotional crises.

Mindfulness is able to be adopted in the process of a therapy (Pratikta, 2020). For this

reason, mindfulness is beneficial for establishing a therapeutic relationship; empathy; sympathy; counseling skills; reducing stress and anxiety; increasing awareness and acceptance of current orientations and emotions and stressful states of the body (Davis & Hayes, 2011). Mindfulness aims to increase cognitive and behavioral control, thereby facilitating people's capacity to tolerate uncertainty, become less reactive and more flexible, and experience more meaningful engagement with their environment (Hart et al., 2013).

Mindfulness is conceptualized as a psychological characteristic correlated with a tendency to be aware in everyday life, helping individuals eliminate automatic thinking and unhealthy behavior, increasing adaptive behavior, and encouraging mindful behavior. Hence, the individual will be able to regulate his behavior and redo experiences that have a positive impact (Bajaj et al., 2016). Mindfulness serves to cultivate awareness and sensitivity to the suffering of oneself and others (Tarrasch et al., 2020).

Jon Kabat-Zinn mentions seven aspects of mindfulness formation, including (1) not-judging; (2) patience; (3) beginner's mind; (4) trust); (5) non-striving; (6) acceptance; and (7) letting go (Kabat-Zinn, 2013).

Not only mindfulness, self-awareness also needs to be instilled in students. During their study, students are demanded with particular standards, such as family and lecturers which emerge maladaptive perfectionism. Maladaptive perfectionism is a state in which an individual who attempts to live based on his own and environment standards independently will feel fear, failure, and unsatisfaction from his achievements (Diah, et al., 2020). In this way, self-awareness enables the individual to think about how others see and evaluate them; and regulate behavior to produce desired interpersonal outcomes (Galleno & Liscano, 2013).

Self-awareness is a deep understanding of feelings, strengths, weaknesses, needs and motivation to act independently (Goleman, 2018). This awareness can affect students' ability

to regulate emotions when the process of regulating emotions is different for each individual. The degree of difference in emotion regulation is influenced by the goals, frequency and potential of experiencing emotions, expressions and physiological reactions in certain situations (Gross, 1999).

Self-awareness has two aspects, namely: intrapersonal self-awareness and interpersonal self-awareness (Carden et al., 2022). Intrapersonal self-awareness pinpoints an awareness of one's own resources and internal frame of mind which consists of beliefs and values; internal mental state; physiological responses; personality traits; motivation. Meanwhile, the interpersonal aspect concerns about awareness of one's impact on other people which consists of other people's perceptions and behavior (Sutton et al., 2015; Carden et al., 2022).

Even though the previous studies have declared that mindfulness and self-awareness have a positive effect on coping with stress, the researchers have found some studies that contradict this statement. A study on the effectiveness of mindfulness in overcoming psychological health problems, especially stress concludes that mindfulness fails in overcoming psychological health problems (Lee, 2018). Another study on the effectiveness of self-awareness in dealing with stress shows that self-awareness does not have a significant effect on reducing stress levels caused by workload and role conflict (Rafiq & Naveed, 2020). Regarding this consideration, the current study aimed at deciding the correlation between mindfulness and self-awareness on the university students coping stress at Buddhist Universities in Central Java.

METHODS

A total of 180 undergraduate university students majoring in Buddhist Education in Central Java selected using saturation sampling were involved as the subjects of this study. This technique was used to generalize the findings with a low error rate.

In collecting the data, some instruments designed by the researchers themselves were used. The first scale was a mindfulness scale which has 30 items developed based on Kabat-Zinn's (2013). It measures: (1) not-judging (7 items); (2) patience (6 items); (3) beginner's mind (9 items); (4) trust (2 items); (5) non-striving (5 items); (6) acceptance (5 items); and (7) letting go (4 items) answered using four options (1= strongly disagree; 4=strongly agree). This instrument had all 30 items valid with the item correlational range from 0.36 up to 0.63. In terms of reliability, it obtained the alpha reliability coefficient of 0.86.

The second scale was a self-awareness scale which has 22 items developed based on Carden, et al.'s (2022). It measures intrapersonal self-awareness (16 items) and interpersonal self-awareness (6 items) answered using four options (1= strongly disagree; 4=strongly agree). This instrument had all 17 items valid with the item correlational range from 0.38 up to 0.51. In terms of reliability, it obtained the alpha reliability coefficient of 0.71.

The third scale was a coping stress scale which has 20 items developed based on Lazarus and Folkam's (1984). It measures emotion-focused coping (16 items) and problem-focused coping (9 items) answered using four options (1= strongly disagree; 4=strongly agree). This instrument had all 20 items valid with the item correlational range between 0.368 up to 0.58. In terms of reliability, it obtained the alpha reliability coefficient of 0.75.

Quantitative approach with a correlational method were employed in this study. The correlational method aimed at identifying the relationship between mindfulness and self-awareness on the coping stress level of the university students at Buddhist University Perguruan Tinggi Keagamaan Buddha (PTKB). This method enabled the researchers to analyze the variations of both variables and examine any relationship. With this regard, the extent to which mindfulness and self-awareness in dealing with students' stress was discovered.

RESULTS AND DISCUSSION

Descriptive analysis was initially carried out to describe the data related to the variables studied. The data covered mean and the standard deviation of the dependent variable, namely coping stress, the independent variables, namely mindfulness and self-awareness. The collection was done by distributing questionnaires using the Google form to respondents followed by the use of SPSS version 26 software to process the data.

Table 1. Descriptive Analysis Results

Variable	Mean	SD	Category
Mindfulness	91.13	13.15	Fairly High
Self-awareness	46.23	7.39	High
Coping stress	60.56	9.21	High

In table 1, it was known that the values of mean were higher than standard deviation, and all data indicated that the students' mindfulness, self-awareness, and coping stress were in the high category.

To identify any relationship between mindfulness and self-awareness on coping stress of students at PTKB in Central Java, a multiple regression test was carried out.

Table 2. Multiple Regression Test Results

Predictor	β	t	P
Mindfulness	.69	58.77	< 0.01
Self-awareness	.04	1.84	> 0.05
R		.98 ^a	
R ²		.95	
F		1735.27	
P		<0.01	

According to table 2, there found a positive relationship between mindfulness and coping stress ($\beta = 0.69$, $p < 0.01$). However, self-awareness was found not to be significantly

related to coping stress ($\beta = 0.04$, $p > 0.05$). In terms of coefficient of determination or R Square value, mindfulness and self-awareness had an effect of 95% in explaining variations in coping with stress.

Mindfulness functions to foster self-awareness and sensitivity to the suffering of oneself and others (Tarrasch et al., 2020). One of the most important aspects of mindfulness is self-awareness. The self-awareness that grows from mindfulness can reduce stress. It is because self-awareness can explain how mindfulness works to reduce biases associated with self-processing and promote a state of sustainable mental well-being (Vago & David, 2012). Self-awareness can influence students' ability to regulate emotions when the emotional regulation process is different for each individual (Gross, 1999).

Stress blocks individual's creative and other intellectual skills. However, it somehow triggers an individual to make a new move as a response, namely creativity (Kassymova et al., 2019). In an academic field, guidance and counseling can be integrated in solving such problem, such as by providing a coping stress technique that is effective to reduce academic boredom (Daniswari & Nuryanto, 2022). This technique compresses physiological, cognitive, behavioral, and psychological methods to counter stress. By using this technique, guidance and counseling services may improve individual's creativity due to the proper space to think clearly and understanding of situations in which these two are the aspects of mindfulness and self-awareness. Here, counselors can encourage counselees to rethink creatively what has happened inside and outside (Kassymova et al., 2019).

Based on the findings, counselors are suggested to improve students' coping stress skills by (1) developing mindfulness programs; (2) integrating mindfulness in students' welfare policies; (3) further investigating the effects of self-awareness; and (4) developing stress balance strategies.

Mindfulness programs to deal with university students can be done through

guidance and counseling services. Entering higher education is full of challenges which need personal resources mobilization, so students will tend to experience more stress, anxiety, and depression. In facing such things, alternative supporting systems need to be established in the guidance and counseling services. It is because these services can be done given with the basis of mindfulness. This mindfulness-based guidance and counseling services can effectively solve the problems of people with various psychological disorders, including stress.

CONCLUSION

According to the findings, it can be concluded that mindfulness and self-awareness have a significant effect on university students coping stress. For counselors or guardian lecturers, the findings can be a basis for providing services to students so that they can avoid maladaptive coping when facing stressor. By doing so, the students are expected to obtain mindfulness and self-awareness skills as well as be able to apply proper coping stress strategies to deal with their stress. In addition to the findings, the future researchers are expected to use new approaches in selecting subjects of the study since this study is limited to the involvement of Buddhist students. Various majors are possible to be added to enrich the findings, not to mention expansion on other variables influencing the interactions between mindfulness, self-awareness, and coping stress is worth to do.

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