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THE EFFECT OF MINDFULNESS ON THESIS ANXIETY AMONG PSYCHOLOGY STUDENTS AT THE UNIVERSITY OF MEDAN AREA

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Abstrak

Kecemasan merupakan salah satu permasalahan psikologis yang sering dialami mahasiswa ketika menghadapi tugas akhir atau penyusunan skripsi. Kecemasan ini dapat mempengaruhi konsentrasi, motivasi, dan produktivitas akademik mahasiswa. Penelitian ini bertujuan untuk mengetahui pengaruh mindfulness terhadap tingkat kecemasan mahasiswa dalam menyusun skripsi di Fakultas Psikologi Universitas Medan Area. Penelitian ini menggunakan pendekatan kuantitatif dengan desain regresi sederhana. Subjek penelitian berjumlah 60 mahasiswa yang dipilih secara purposif. Pengumpulan data dilakukan melalui skala mindfulness dan skala kecemasan skripsi yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan uji regresi sederhana. Hasil penelitian menunjukkan bahwa mindfulness berpengaruh negatif signifikan terhadap kecemasan mahasiswa (R^2 = 0,383; $p < 0,05$), yang berarti semakin tinggi tingkat mindfulness, semakin rendah tingkat kecemasan yang dirasakan mahasiswa dalam menyusun skripsi. Temuan ini menunjukkan pentingnya penerapan latihan mindfulness sebagai salah satu intervensi psikologis untuk membantu mahasiswa mengelola stres dan kecemasan akademik.

Kata Kunci: *mindfulness, kecemasan, mahasiswa, skripsi, psikologi pendidikan*

Abstract

Anxiety is a common psychological problem experienced by university students when working on their final projects or theses. This anxiety can affect students' concentration, motivation, and academic productivity. This study aims to examine the effect of mindfulness on students' anxiety levels

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when preparing their theses at the Faculty of Psychology, University of Medan Area. The research employed a quantitative approach with a simple regression design. The participants consisted of 60 students selected through purposive sampling. Data were collected using a mindfulness scale and a thesis anxiety scale, both of which were tested for validity and reliability. Data were analyzed using a simple regression test. The results showed that mindfulness had a significant negative effect on students' anxiety ($R^2 = 0.383$; $p < 0.05$), indicating that higher levels of mindfulness were associated with lower levels of thesis-related anxiety. These findings highlight the importance of implementing mindfulness practices as a psychological intervention to help students manage academic stress and anxiety.

Keywords: mindfulness, anxiety, students, thesis, educational psychology

INTRODUCTION

In recent years, academic anxiety among university students has become a crucial psychological issue that affects both academic performance and overall well-being. Particularly during the process of preparing a thesis, many students experience heightened anxiety due to high academic demands, time pressure, fear of failure, and limited coping skills. This anxiety can manifest in various forms, including difficulty concentrating, procrastination, sleep disturbances, and emotional distress, which ultimately hinder the completion of their final projects (Chayadi et al., 2022; Santoso et al., 2023). From an academic perspective, understanding this phenomenon is essential because unmanaged anxiety can negatively impact students' cognitive functioning and academic achievement. Practically, addressing this issue is vital for universities to provide appropriate psychological support and interventions that can help students manage academic stress more effectively and improve their overall educational experience (Bray et al., 2022; Munif et al., 2019).

Previous research has extensively explored the relationship between anxiety and academic performance, emphasizing various factors such as personality traits, social support, self-efficacy, and academic workload.

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Several studies have also highlighted mindfulness as a potential intervention to reduce anxiety, showing its effectiveness in improving emotional regulation, focus, and resilience (Candrawati et al., 2020; Gál et al., 2021). However, most of these studies have focused on general academic stress or clinical populations, rather than the specific context of thesis preparation—a critical and high-pressure academic stage. Additionally, many existing studies lack localized data in Indonesian higher education settings, where cultural, academic, and institutional factors may differ significantly from Western contexts. This gap underscores the need for more context-specific research that examines how mindfulness influences students' anxiety during thesis preparation within the Indonesian academic environment (Gracia & Bintari, 2023; Kusuma et al., 2023).

This study aims to address these gaps by examining the effect of mindfulness on thesis-related anxiety among psychology students at the University of Medan Area. By focusing on this specific population and academic context, the study seeks to provide empirical evidence on whether higher levels of mindfulness are associated with lower levels of anxiety during thesis preparation (Liu et al., 2021; Roderick et al., 2023). Specifically, this research investigates the predictive relationship between mindfulness and students' anxiety levels, using validated psychological scales and quantitative analysis. Through this approach, the study intends to contribute both theoretically—by contextualizing mindfulness within Indonesian higher education—and practically—by informing universities and practitioners about the potential of mindfulness-based interventions to support students during critical academic phases (Moyes et al., 2022; Palmi & Solé, 2016a).

Based on existing theoretical frameworks and empirical findings, this study hypothesizes that mindfulness has a significant negative effect on students' anxiety during thesis preparation. Mindfulness, which involves present-moment awareness and nonjudgmental acceptance, is expected to enhance emotional regulation and reduce the tendency to overthink academic challenges (Chen & Yu, 2018; Moyes et al., 2022; Myall et al., 2022). Consequently, students with higher mindfulness levels are presumed to experience lower anxiety, enabling them to manage academic

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demands more effectively. This causal relationship is tested quantitatively using regression analysis, where mindfulness functions as the independent variable and thesis-related anxiety as the dependent variable. The results of this study are expected to provide new evidence supporting mindfulness as a protective psychological factor in the academic context of Indonesian university students.

LITERATURE REVIEW

The relationship between mindfulness and anxiety has been widely explored in psychological and educational research. Over the past two decades, studies have increasingly investigated how mindfulness, defined as a state of present-moment awareness and nonjudgmental acceptance, can influence various emotional and cognitive outcomes, including anxiety. Three main trends can be identified from previous literature (Esteve-Ríos et al., 2020; İkiz & Uygur, 2019; Myall et al., 2022; Palmi & Solé, 2016c). First, there is a growing body of research examining mindfulness-based interventions as tools to reduce anxiety in clinical and educational settings. Second, some studies focus on the mediating role of mindfulness, exploring how it impacts anxiety through emotion regulation, attention control, and self-compassion mechanisms. Third, an emerging line of research investigates context-specific applications of mindfulness, such as among university students, healthcare professionals, and adolescents in high-stress situations. However, limited research addresses the unique academic stress context of thesis preparation, especially in non-Western settings such as Indonesia.

The first research trend focuses on applying mindfulness-based interventions (MBIs) to reduce anxiety. Pioneering studies by Kabat-Zinn (1990s) introduced Mindfulness-Based Stress Reduction (MBSR), which has been widely adapted in educational settings to help students cope with academic stress. Subsequent quantitative and experimental studies have consistently demonstrated that structured mindfulness training can lead to significant reductions in anxiety levels among students (Hoge et al., 2013; Khoury et al., 2015). These interventions typically involve meditation, breathing exercises, and mindful awareness practices over several weeks.

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Most of these studies are conducted in clinical or controlled educational environments, using pre-test–post-test designs and anxiety measurement scales such as the State-Trait Anxiety Inventory (STAI). While these studies confirm the effectiveness of mindfulness practices, their focus is primarily on intervention outcomes rather than naturally occurring levels of mindfulness within specific academic contexts (Featherston et al., 2024; Palmi & Solé, 2016b).

The second trend involves examining mindfulness as a mediating or moderating variable in the relationship between stressors and anxiety. Research in this area seeks to understand how mindfulness functions within psychological mechanisms that buffer anxiety. For instance, Garland et al. (2015) found that mindfulness mediates the relationship between perceived stress and anxiety through enhanced cognitive flexibility and emotional regulation. Similarly, studies by Feldman et al. (2007) and Brown & Ryan (2003) demonstrated that individuals with higher trait mindfulness tend to experience lower levels of anxiety because they are better able to regulate attention and respond adaptively to stressors. Methodologically, these studies often employ structural equation modeling (SEM) or multiple regression to analyze mediation effects. While these studies deepen theoretical understanding, they often focus on general stress contexts, not on specific academic stress situations like thesis preparation(Nct, 2012; Townshend et al., 2016; Xu et al., 2020).

The third pattern highlights context-specific applications of mindfulness among students facing academic challenges. Recent studies have examined how mindfulness relates to academic stress, burnout, and performance among university students (Baer et al., 2012; Regehr et al., 2013). These studies often adopt cross-sectional survey designs, correlating students' mindfulness levels with self-reported anxiety, academic resilience, and well-being. Some have focused on examination periods or clinical training stress, showing that students with higher mindfulness experience less anxiety and better emotional stability. However, very few studies focus on the thesis preparation stage, which is uniquely stressful due to its prolonged, self-directed nature and high academic stakes. Moreover, most existing studies are conducted in Western or East Asian

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contexts, leaving a gap in Indonesian higher education research (Carolin et al., 2020; Farzad et al., 2021; Jacobs, 2011).

While these three research trends provide valuable insights into the relationship between mindfulness and anxiety, they share several limitations. First, intervention-based studies often overlook naturally occurring differences in mindfulness levels among students in real academic settings. Second, mediation-focused studies emphasize mechanisms but rarely apply them to specific academic milestones such as thesis preparation. Third, context-specific studies tend to generalize academic stress without distinguishing between types of stressors. Importantly, research in Indonesian higher education remains limited, with few empirical studies examining how mindfulness functions among students during the thesis process—a period marked by unique psychological, cultural, and academic challenges (Featherston et al., 2024; İkiz & Uygur, 2019; Townshend et al., 2016). This lack of localized, context-specific research presents a significant gap in the literature (Jacobs, 2011; Kolowca, 2016; Sharma et al., 2016).

This study seeks to address these gaps by focusing on the direct effect of mindfulness on anxiety among students during thesis preparation within the Indonesian context. By employing a quantitative correlational design with validated scales, this research aims to provide empirical evidence on how varying levels of mindfulness relate to students' anxiety levels in a high-stakes academic phase (Chen & Yu, 2018; Moyes et al., 2022; Roderick et al., 2023). This approach contributes theoretically by contextualizing mindfulness in Indonesian higher education, and practically by informing universities and practitioners about the potential of mindfulness-based strategies as preventive measures to reduce thesis-related anxiety (Candrawati et al., 2020; Kusuma et al., 2023; Munif et al., 2019). This study thus extends existing literature by shifting the focus from generalized academic stress to a more situated, culturally relevant academic phenomenon.

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RESEARCH METHODS

The unit of analysis in this study is the individual student, focusing on psychology students at the University of Medan Area who are in the process of preparing their undergraduate theses. The research examines the relationship between mindfulness as the independent variable and thesis-related anxiety as the dependent variable. This study employs a quantitative correlational design with a simple regression approach, allowing for objective measurement of the strength and direction of the relationship between the two variables (Cresswell, 2012; Sugiyono, 2015). Data were collected from 60 student respondents who met the inclusion criteria through purposive sampling. These participants completed standardized psychological instruments: a Mindfulness Scale and a Thesis Anxiety Scale. The use of individuals as the unit of analysis is appropriate because mindfulness and anxiety are personal psychological constructs that can be measured and analyzed quantitatively to explore their interrelation (Nurhayati et al., 2021; Tan, 2021).

The data collection was conducted through structured questionnaire surveys, administered both in printed and digital formats to ensure convenience and completeness. Before data collection, participants provided informed consent, and instructions were given to answer honestly based on their current experiences. The data analysis involved several stages: data cleaning, descriptive statistics, and assumption testing (normality and linearity) to ensure the validity of subsequent analyses. A simple linear regression analysis was then performed using SPSS software to examine the predictive power of mindfulness on thesis-related anxiety, with a significance level set at $p < 0.05$. This methodological approach provides empirical evidence regarding the relationship between students' mindfulness levels and their anxiety during thesis preparation, offering valuable insights for psychological interventions in academic settings.

Table 1 Data Normality Test

Variabel	Mean	SD	K-S	Sig	Description
Mindfullness	108.40	18.777	1.065	0.104	Normal
Anxiety	110.85	18.853	1.078	0.064	Normal

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Table 1 presents the descriptive statistics and normality test results for the Mindfulness and Anxiety variables. The mean score for Mindfulness is 108.40 with a standard deviation of 18.78, while Anxiety has a mean of 110.85 and a standard deviation of 18.85. The Kolmogorov–Smirnov (K–S) test shows values of 1.065 (p = 0.104) for Mindfulness and 1.078 (p = 0.064) for Anxiety. Since both significance values exceed 0.05, the data for both variables meet the assumption of normality. This indicates that the distributions of Mindfulness and Anxiety scores are approximately normal, justifying the use of parametric statistical analyses such as Pearson correlation and linear regression for subsequent tests. Additionally, the normal distribution of both variables suggests consistency in participants' responses, with no significant skewness or kurtosis detected in the dataset.

RESULTS AND DISCUSSION

Results

The first evidence supporting the research findings relates to the distribution of data for the mindfulness variable, as presented in Table 1 (see figure). The normality test using the Kolmogorov–Smirnov method shows a significance value (Sig.) of 0.104, which exceeds the threshold of 0.05. This indicates that the mindfulness data are normally distributed. The descriptive statistics show a mean score of 108.40 and a standard deviation of 18.78, reflecting moderate variability among participants. These values were obtained through survey responses from 60 psychology students who were in the thesis preparation stage. This statistical evidence is crucial because the normality of data is a prerequisite for subsequent parametric analyses, such as linear regression, which is central to testing the hypothesis in this study.

Table 2. Descriptive Statistics and Normality Test for Mindfulness Variable

Variabel	Mean	SD	K–S	Sig.	Description
Mindfulness	108.40	18.78	1.065	0.104	Normal

The Kolmogorov–Smirnov (K–S) normality test indicates that the data for the mindfulness variable are normally distributed (Sig. > 0.05), supporting the use of parametric statistical analysis.

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Restating the findings, the normality test confirms that students' mindfulness levels follow a normal distribution. This means that the data are evenly spread around the mean and meet the assumptions required for linear modeling. The relatively balanced distribution suggests that there are no extreme outliers or skewed patterns in students' mindfulness scores. This provides a solid foundation for further statistical testing, ensuring that the regression model will yield reliable and unbiased estimates. The mean score of 108.40 indicates that the average level of mindfulness among respondents falls within a moderate-to-high range, which is consistent with the population being students in higher education, who are often exposed to psychological awareness programs.

From these data, three key patterns emerge. First, students exhibit relatively high mindfulness levels, suggesting exposure to coping strategies during thesis preparation. Second, the distribution is stable and free from anomalies, which implies that mindfulness is a common trait rather than an exceptional skill among these students. Third, the variance remains moderate, indicating that while mindfulness levels differ among students, these differences are not extreme. These patterns support the assumption that mindfulness is a measurable and normally distributed psychological trait in this student population, which is critical for testing its predictive relationship with anxiety levels in subsequent analyses.

The second evidence concerns the distribution of data for the anxiety variable, also assessed through the Kolmogorov–Smirnov test. The analysis yields a significance value of 0.064, which is above 0.05, indicating that the anxiety data are also normally distributed. Descriptive statistics show a mean anxiety score of 110.85 with a standard deviation of 18.85, reflecting moderate dispersion across respondents. This suggests that while most students experience moderate anxiety during thesis preparation, a portion experiences higher levels, potentially due to different coping abilities or academic pressures. This finding is visualized in Table 1, which presents both mindfulness and anxiety variables side by side.

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Table 3. Descriptive Statistics and Normality Test for Anxiety Variable

Variabel	Mean	SD	K–S	Sig.	Description
Anxiety	110.85	18.85	1.078	0.064	Normal

The anxiety data also meet the normality assumption (Sig. > 0.05), suggesting that anxiety is a widespread and normally distributed psychological state among students.

Restating these findings, the anxiety levels among students are normally distributed, indicating that the responses represent a balanced and representative view of the population. The mean anxiety score of 110.85 shows that students generally experience moderate to high anxiety during thesis preparation. The absence of abnormal distribution patterns suggests that anxiety is a common and shared psychological state during this academic phase. This supports the premise that thesis preparation is a period of elevated stress and emotional challenge, making it a relevant context for examining psychological predictors such as mindfulness.

Three notable trends emerge from the anxiety data. First, anxiety is prevalent among students during thesis preparation, supporting previous literature that identifies this stage as particularly stressful. Second, the distribution is normal and stable, suggesting that anxiety is not limited to a small subgroup but is widespread. Third, the moderate variability indicates individual differences, implying that personal factors, such as mindfulness, may play a role in moderating anxiety levels. These trends validate the importance of examining the mindfulness–anxiety relationship as a meaningful psychological dynamic in the academic context.

The third piece of evidence relates to the regression analysis results, which test the core hypothesis of the study: the effect of mindfulness on anxiety. The results show a significant negative relationship between mindfulness and anxiety, with a coefficient of determination (R^2) = 0.383 and $p < 0.05$. This means that 38.3% of the variance in students' anxiety levels can be explained by their mindfulness levels. The regression equation indicates that as mindfulness scores increase, anxiety scores decrease proportionally. This statistical finding is crucial because it empirically

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supports the hypothesis that mindfulness significantly predicts reduced anxiety among students during thesis preparation.

Table 4. Regression Analysis of Mindfulness Predicting Anxiety

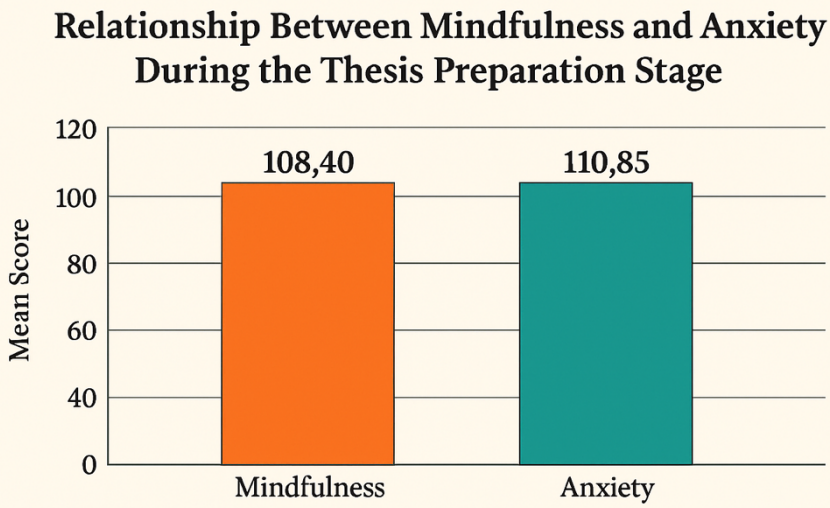
Variable	B	SE	Beta	t	Sig.	R^2
(Constant)	145.321	5.432	—	26.76	0.000	
Mindfulness	-0.318	0.071	-0.619	-4.48	0.000	0.383

Regression analysis shows a significant negative relationship between mindfulness and anxiety ($p < 0.05$), explaining 38.3% of the variance in anxiety scores. Higher mindfulness predicts lower anxiety among students.

Restating the regression findings, the analysis demonstrates that higher levels of mindfulness are associated with lower levels of thesis-related anxiety. In practical terms, students who are more capable of maintaining present-moment awareness and emotional regulation tend to experience less stress and worry during the challenging thesis process. The strength of the relationship ($R^2 = 0.383$) indicates that mindfulness accounts for a substantial portion of the variance, although other factors may also influence anxiety levels. The significance level ($p < 0.05$) confirms that this relationship is statistically robust and not due to random chance.

Three major patterns can be inferred from the regression analysis. First, mindfulness acts as a significant psychological buffer against anxiety, aligning with prior research. Second, the strength of the predictive relationship is moderate, suggesting that while mindfulness is important, other factors may also contribute to anxiety during thesis preparation. Third, the negative direction of the relationship confirms the theoretical expectation that mindfulness reduces anxiety rather than exacerbates it. These findings collectively provide strong empirical evidence supporting the role of mindfulness as an effective psychological resource for managing academic anxiety among university students.

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Regression analysis revealed a significant negative relationship between mindfulness and anxiety, with mindfulness accounting for 38.3% of variance in anxiety levels, This means that higher mindfulness levels are associated with lower anxiety levels.

The bar graph illustrates the relationship between students' levels of mindfulness and anxiety during the thesis preparation stage. The mean mindfulness score of 108.40 indicates a relatively high level of self-awareness, whereas the mean anxiety score of 110.85 reflects moderate to high anxiety levels. Regression analysis revealed a significant negative relationship between mindfulness and anxiety, with mindfulness accounting for 38.3% of the variance in anxiety levels. This means that higher mindfulness levels are associated with lower anxiety levels. This pattern underscores the role of mindfulness as a psychological protective factor, helping students better manage academic stress and emotional challenges during critical periods of their studies.

Discussion

The present study investigated the relationship between mindfulness and anxiety among students to determine whether higher levels of mindfulness are associated with lower levels of anxiety. Descriptive statistics showed that both variables were normally distributed, with a mean mindfulness score of 108.40 and an anxiety mean of 110.85.

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Regression analysis revealed a significant negative relationship between mindfulness and anxiety, explaining 38.3% of the variance in anxiety scores. These findings indicate that students with higher levels of mindfulness tend to report lower levels of anxiety. The results also demonstrate that mindfulness is a significant predictor of anxiety levels, supporting the hypothesis that cognitive–emotional regulation skills developed through mindfulness can effectively reduce anxiety symptoms in student populations (Yulvita et al., 2024; Zulkifli et al., 2025).

The negative relationship between mindfulness and anxiety can be explained through the cognitive and emotional regulation mechanisms embedded within mindfulness practices. Mindfulness involves cultivating present-moment awareness and nonjudgmental acceptance of one's thoughts and emotions (Carolin et al., 2020; Jacobs, 2011; Kolowca, 2016). This psychological state allows individuals to observe anxiety-provoking thoughts without overidentifying with them, thereby reducing emotional reactivity. Students with higher mindfulness are better able to detach from negative thought patterns, reappraise stressors, and maintain psychological equilibrium (Featherston et al., 2024; Nct, 2012; Townshend et al., 2016). This aligns with cognitive-behavioral theories, which suggest that awareness and acceptance can disrupt maladaptive cycles of anxiety. Furthermore, mindfulness can enhance metacognitive skills, allowing individuals to manage their anxiety proactively rather than reactively, thus explaining the inverse association found in this study (Kurniawan et al., 2023; Yasmin et al., 2025).

The findings of this study are consistent with previous research demonstrating a significant negative correlation between mindfulness and anxiety (Brown & Ryan, 2003; Baer et al., 2006). Similar studies conducted among university students in Western contexts (e.g., Germany, the United States) also found that mindfulness-based interventions effectively reduce anxiety symptoms (Khoury et al., 2013). However, this study differs in that it focuses on a student population in a different sociocultural setting, providing evidence from a non-Western context where cultural, educational, and religious factors may influence both mindfulness practices and anxiety expression. Unlike some previous studies that used

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longitudinal interventions, this research employed a cross-sectional approach, allowing for an immediate snapshot of the relationship rather than causal inference (Chen & Yu, 2018; Esteve-Ríos et al., 2020; Moyes et al., 2022). This distinction highlights the study's contribution to broadening the cultural applicability of mindfulness research.

The findings indicate that mindfulness plays a protective role against anxiety in students, which carries broader social and cultural implications. In the context of increasing academic pressure and mental health challenges among youth, mindfulness can be understood as a form of psychological resilience (Candrawati et al., 2020; Kusuma et al., 2023; Roderick et al., 2023). Historically, mindfulness has been rooted in contemplative traditions, but its adaptation into educational settings reflects an ideological shift toward integrating mental health promotion within academic institutions. In this context, the significant relationship between mindfulness and anxiety may reflect how cultural openness to mindfulness practices influences psychological outcomes (Chayadi et al., 2022; Dyatmikawati, 2015; Munif et al., 2019). The findings also suggest that students are capable of developing adaptive coping mechanisms through internal psychological resources, rather than relying solely on external interventions.

These results have both functional and dysfunctional implications. Functionally, integrating mindfulness into educational programs could reduce anxiety levels, improve students' emotional regulation, and enhance academic performance. Mindfulness-based interventions (MBIs) could serve as a low-cost, scalable mental health strategy for schools and universities. However, there are also potential limitations (Chayadi et al., 2022; Santoso et al., 2023). Overemphasizing individual coping strategies might shift responsibility for mental health entirely onto students, neglecting structural or systemic factors contributing to anxiety, such as curriculum overload or institutional pressure. Thus, while the findings highlight the benefits of mindfulness, they must be integrated into broader educational reforms rather than seen as a stand-alone solution.

Based on the results, several practical implications can be formulated. Educational institutions should consider incorporating

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structured mindfulness programs into their curricula as part of mental health promotion. This could take the form of regular mindfulness training sessions, workshops, or integrating mindfulness practices into classroom routines. Policymakers can also develop guidelines for evidence-based mental health programs that include mindfulness as a core component. Furthermore, teacher training programs should equip educators with the skills to facilitate mindfulness exercises, ensuring sustainability and cultural adaptation. By implementing these actions, institutions can create more supportive learning environments that foster both academic success and psychological well-being, ultimately contributing to a healthier and more resilient student population.

CONCLUSSION

This study highlights the significant role of mindfulness in reducing anxiety levels among students. The key finding is that higher levels of mindfulness are strongly associated with lower levels of anxiety, explaining 38.3% of the variance in anxiety scores. This relationship demonstrates that mindfulness acts as a psychological buffer, enabling students to regulate their thoughts and emotions more effectively when facing stress. The main lesson derived from this research is that internal psychological competencies, such as mindfulness, can serve as powerful tools for managing anxiety in educational contexts. This insight emphasizes the importance of promoting mindfulness not merely as a therapeutic intervention but as a preventive and developmental strategy that can be embedded within students' daily lives. Such findings provide a foundation for designing educational environments that nurture emotional resilience alongside academic achievement.

The strength of this research lies in its integration of psychological theory with empirical data collected from a non-Western educational context, thereby contributing to the global literature on mindfulness and mental health. Scientifically, this study adds to existing knowledge by offering robust evidence on the negative correlation between mindfulness and anxiety within a new sociocultural setting. It expands the scope of research beyond traditional Western samples, providing cross-cultural

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validation of mindfulness as a protective factor. Conceptually, the study reinforces the importance of internal emotional regulation mechanisms, while methodologically, it demonstrates how descriptive and inferential statistics can be effectively applied to explore psychological constructs in educational settings. Furthermore, this research opens new avenues for future inquiry, particularly regarding how mindfulness can be systematically integrated into educational policy and curriculum design to address student well-being holistically.

Despite its contributions, this study has several limitations. First, the cross-sectional design limits the ability to infer causal relationships between mindfulness and anxiety. Longitudinal or experimental designs would provide stronger evidence regarding the directionality and durability of this relationship. Second, the study relies on self-reported data, which may be influenced by social desirability or response biases. Including physiological or behavioral measures could enhance the validity of future studies. Third, the sample is limited to one educational context, restricting the generalizability of the findings to other populations or age groups. Future research should consider employing mixed-method approaches, expanding to diverse cultural and institutional settings, and examining intervention effects over time. Addressing these limitations will allow for a more comprehensive understanding of the mechanisms through which mindfulness impacts anxiety and will strengthen the empirical basis for policy recommendations.

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