



Effect of a Positive Mindfulness Program on Positive Emotional Development in Final-Year Students: A Pre-Experimental Study in Semarang

Ajeng Octavia Insani Harits^{1,*}, Farida Harahap¹, Sholeha Tri Asih²

¹Department of Psychology, Yogyakarta State University, Yogyakarta, Indonesia

²Master in Economics, Lund University School of Economics and Management, Lund, Sweden

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ABSTRACT

Purpose of the study: This study aims to determine the effect of a positive mindfulness program on increasing positive emotions in final year students.

Methodology: This study uses a quantitative approach with an experimental research type. The research design used is a Pre-experimental one group pretest-posttest design. The study was conducted on final year students in Semarang with 18 participants. The determination of research participants used a purposive sampling technique. Data were obtained by filling out the Positive and Negative Affect Schedule (PANAS) and Mindfulness Based Self-Efficacy Revised (MSES-RR) scales before and after being given a positive mindfulness intervention.

Main Findings: The results of the hypothesis test using the paired sample t-test obtained a significance value of $p < .001$ ($p < 0.05$), thus the hypothesis in this study was accepted, this means that the positive mindfulness intervention program significantly influenced in increasing positive mindfulness in final year students with a Cohen's d value or effect size of 0.632 on the PANAS instrument and an effect size of 0.270 on the MSES-R instrument.

Novelty/Originality of this study: The novelty of this study lies in its adoption of a positive mindfulness approach, which explicitly aims to cultivate positive emotions. This study will measure the increase in positive emotions directly. Through positive mindfulness, final-year students can view problems more focusedly and objectively, as well as be fully aware of what they are feeling, thereby helping individuals to bring forth positive emotions.

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Corresponding Author:

Ajeng Octavia Insani Harits

Department of Psychology, Faculty of Education and Psychology, Yogyakarta State University,

Jl. Colombo No.1, Karang Malang, Sleman, Daerah Istimewa Yogyakarta, Indonesia

Email: ajengoctavia.2022@student.uny.ac.id

1. INTRODUCTION

The ability to manage positive emotions is crucial for every individual in facing life's challenges. In today's demanding modern life, it's challenging for individuals under pressure to generate and maintain positive emotions. Fredrickson [1] explains that positive emotions not only provide a sense of happiness or pleasure in the moment, but also contribute to personal development and long-term well-being. Positive emotions are not merely superficial feelings of pleasure but play a fundamental role in mental and physical health [2]. According to Fredrickson Broaden-and-Build theory, positive emotions such as joy, interest, gratitude, and love have an adaptive function for individuals. Positive emotions can broaden the range of an individual's thoughts and behaviors, encouraging creativity, exploration, and openness to new experiences. This expansion helps

individuals to build valuable personal resources, including physical (health), intellectual (knowledge), social (relationships), and psychological (resilience, optimism, self-efficacy) resources that are essential for facing life's difficulties and achieving optimal well-being (flourishing) [1].

Given the importance of maintaining positive emotions, various interventions have been developed to help individuals cultivate and enhance positive emotions. One frequently studied approach is mindfulness interventions [3]. Mindfulness was defined by Jon Kabat-Zinn as a state of awareness that emerges through intentional, present-moment attention and non-judgment. This intervention is widely used in clinical contexts to reduce stress, anxiety, and depression [4]. Shapiro, et al., proposed that a mindfulness approach oriented toward positive psychology can introduce a perspective more aligned with the original purpose of mindfulness as a whole [5]. Ivtzan, stated that clinical approaches to the application of mindfulness need to explore and utilize the potential benefits contained in the combination of positive psychology interventions and mindfulness [6].

Further development of Mindfulness interventions led to the concept of positive mindfulness, which actively integrates mindfulness principles with positive psychology to not only reduce negative variables but also proactively foster positive emotions. Saphiro et al., in their developed mindfulness mechanism model, emphasize that mindfulness works through intention, attention, and attitude [5]. Attitudes cultivated in positive mindfulness such as non-judgment, curiosity, and kindness are intrinsically positive and essential in facilitating positive emotional experiences [7]. The mechanism of “reperceiving,” or re-perception, which is central to Shapiro et al., [5] model, allows individuals to view their thoughts and emotions from a certain distance, reducing identification with negative emotions and opening up space for more pleasant emotional experiences. Ivtzan, a positive psychologist, specifically discusses this integration in his book *Mindfulness in Positive Psychology*, where he explains that positive mindfulness is an important foundation for cultivating virtue, character strengths, and sustainable well-being [6]. Thus, positive mindfulness directly guides the practice of mindfulness to actively identify, accept, and strengthen positive emotional experiences in daily life [8].

Positive emotions, which serve as drivers of motivation, creativity, and resilience [9], are often overlooked during one of the most crucial phases of the educational process in the world of college, namely the process of compiling a final assignment. The process of completing a thesis is often quite emotional for final year students [10]. This is because students are faced with several factors such as laziness, low motivation, limited time for guidance, difficulties in finding a theme, title, measuring tools to use, difficulty in obtaining references, and others [11]. This phenomenon is reinforced by the natural human tendency to focus more on negative things, known as negativity bias, which can exacerbate feelings of anxiety, frustration, and self-doubt when facing research obstacles [12]. Positive emotions can accelerate the learning process and achieve better learning outcomes, conversely, negative emotions can slow the learning process [13], [14]. This is what a final year student needs: positive emotions to encourage success in completing a thesis. Therefore, effective methods are needed to increase positive emotions in students while completing their theses. The gap between the need for positive emotions to maintain productivity and well-being and the reality of the often negative emotional experiences during the final project writing process is a phenomenon that requires specific intervention.

Addressing this issue requires an approach that not only alleviates negative symptoms but also proactively fosters psychological strength. Mindfulness, as an intervention, has demonstrated its effectiveness in reducing stress in general, but can also be linked to the presence of positive emotions [15]. Previous research has shown that mindfulness interventions have been effective in reducing negative emotions, such as negativity, stress, and anxiety in college [16]. Ritvo et al., study has several limitations, such as focusing solely on improving psychological problems and neglecting to promote optimal well-being [17]. This indicates that many mindfulness-related studies measure success solely by the extent to which negative symptoms are reduced, rather than by the extent to which positive emotions increase. This approach fails to fully understand the direction of positive emotions and the potential of mindfulness in promoting flourishing or meaningfulness in life [18]. Positive mindfulness interventions have been developed in institutions and universities as a holistic, non-pharmacological nursing intervention to help students reduce stress and address other psychological issues [19]. Mindfulness practices with conscious breathing exercises and grounding can help individuals regulate their emotions and attention so that they can easily present positive emotions [20]-[22].

In this study, researchers will focus more on the Positive Mindfulness program, which is expected to bring final-year students to focus on realizing the conditions they face currently by generating positive emotions, accepting them with full attention, and without reacting to judgement at certain moments [5], [6]. By becoming more aware of their own thoughts and emotions without judgment, students can reduce rumination over thesis worries and be more open to positive emotional experiences. Thus, this can create “space” between the stimulus, namely thesis pressure, and the individual’s response [23]. Lindsay et al., revealed in his research that positive mindfulness was found to help individuals have a better quality of life by presenting and optimizing existing positive emotions, not easily getting caught up in negative emotions, having a better outlook on life, and also improving the body’s immune function [8]. Positive mindfulness can improve the function of positive emotions by directly interpreting bodily sensations into emotions without connecting those emotions to past experiences [24].

Mindfulness in Positive Psychology by Ivtzan, asserts that positive mindfulness can be a tool for cultivating virtue and well-being, not just alleviating psychological problems [6]. Such interventions are necessary for students in the process of writing their thesis to help increase positive emotions so that they can carry out the thesis completion phase with more focus on progress, paying more attention to all experiences, both positive and negative, that contain curiosity and kindness [25]. While some studies target the general student population, this research specifically targets final-year students in the process of writing their thesis, a unique and relevant population, where students face not only the demands of completing their thesis but also anxiety regarding their post-campus future, namely the job search phase and the transition to the professional world [26], [27]. This condition can lead to higher levels of stress and anxiety, even burnout [28]. Positive emotions are an important buffer in dealing with these pressures. By focusing on students at this level, research can provide highly relevant and timely interventions to help students build resilience during critical times [6]. The study on "The Effect of a Positive Mindfulness Program on Increasing Positive Emotions in Final-Year Students" offers significant novelty in several specific aspects. By adapting the mindfulness mechanism model by Shapiro et al., researchers will direct interventions to present and cultivate positive attitudes, such as curiosity and kindness towards the challenges of the thesis [5]. In line with that, the Broaden-and-Build theory by Fredrickson is a fundamental driver that expands (broaden) the cognitive and behavioral capacity of students, as well as builds (build) adaptive personal resources [1]. With this theory, a positive mindfulness approach will expand the cognitive and behavioral capacity of individuals and build the resilience needed to complete the final assignment more effectively and prosperously.

Implementing a positive mindfulness program for final-year students has significant potential to help individuals navigate this critical period with greater resilience. Positive mindfulness systematically trains students to be more aware of and appreciate positive moments and to develop a non-judgmental attitude toward challenges. It is hoped that this will increase students' positive emotions. Empirical studies are needed to further explore the effectiveness of the Positive Mindfulness program in increasing positive emotions in final-year students. This study explicitly tests the effectiveness of Positive Mindfulness as an intervention. This will also be a novelty in research on positive mindfulness related to positive emotions in final-year students.

2. RESEARCH METHOD

Researchers used quantitative research methods with experimental research types in this study. Experimental research is one of the scientific research methods commonly used to test hypotheses and investigate causal relationships between two or more variables, as well as analyze the relationships between these variables [29]. This experimental study used a pre-experimental one group pretest-posttest design. One group pretest-posttest is a research design with one experimental group that is given a test at the beginning and then given a treatment and then observes the effect of the treatment on the results being studied and closed with a test at the end [30]. The sampling technique used Purposive sampling. In this study, there were several respondents who were willing to be research samples and some were dropped in the research stage because they were unwilling to undergo the treatment from beginning to end. The researcher's stage in obtaining research respondents was by distributing the research scale through Google Form, where by the end of the questionnaire distribution, there were 45 respondents who filled out the questionnaire. The researcher continued by contacting the respondents to inquire about the willingness of each respondent who filled out the questionnaire with a follow-up to carry out positive Mindfulness treatment. Furthermore, initially, 30 respondents agreed and agreed to participate in the treatment, but several respondents dropped out. By the end of the treatment, 18 respondents had committed to a single experimental group, participating in the treatment program from start to finish.

The Positive Mindfulness Program intervention used refers to a module compiled by the researcher based on Positive Mindfulness theories with the Mindfulness IAA Model concept proposed by Shapiro et al., [5]. The module compiled by the researcher also uses references from the Positive Mindfulness Program conducted by Ivtzan et al., [6] with an online positive mindfulness program. The module compiled by the researcher contains a combination of psychoeducational activities of lectures and mindfulness meditation practices including Mindfulness Breathing, Grounding, Mindfulness Journaling, and positive focus exercises. The treatment or intervention given to the experimental group is in accordance with the positive mindfulness training guidelines. This program consists of three stages. The first stage is Introduction (Meeting 1) which focuses on opening, introductions, providing informed consent, explaining session rules, and sharing obstacles in working on the thesis. Students are given psychoeducation on the concept of positive mindfulness (IAA Model), followed by 5-4-3-2-1 grounding practices, basic mindfulness breathing exercises, and distribution of Emotion Thermometer and 4-7-8 Breathing worksheets. The second stage is Skills Development (Meeting 2), which includes sharing experiences using worksheets, working on Thought Clouds, psychoeducation on positive psychology, positive emotions, and mindfulness-based emotional regulation exercises. Students are also encouraged to develop self-efficacy, gratitude, and positive mindsets, supported by breathing exercises and the distribution of self-efficacy worksheets as daily reflections. The final stage is Reinforcement and Implementation

(Meeting 3), which includes sharing progress from the previous two sessions, process evaluation, breathing exercises, psychoeducation on self-efficacy and gratitude, working on self-efficacy worksheets, and practicing mindfulness journaling. The program concludes with a final evaluation on mental resilience in facing obstacles in the thesis, reflection on the benefits of mindfulness in thesis completion, and students' psychological well-being. In this experimental study, two data collection tools or instruments were used: the Positive and Negative Affect (PANAS) scale developed by David Watson [31] and the Mindfulness Based Self-Efficacy Scale Revised (MSES-RR) developed by Crocker [32]. The data analysis technique used the N-gain score test. The N-gain score test was conducted to determine the effect of treatment and to determine the difference between posttest and pretest scores after treatment.

3. RESULTS AND DISCUSSION

Sample demographics based on gender can be seen in the Table 1.

Table 1. Distribution of Respondents by Gender, Age Range, and Faculty

Variable	Category	Frequency (n)	Percentage (%)
Gender	Man	4	22.2
	Woman	14	77.8
	Total	18	100
Age Range	20–21 years	8	44.4
	22–23 years	10	55.6
	Total	18	100
Faculty	Faculty of Education and Psychology	12	66.7
	Faculty of Economics	3	16.7
	Faculty of Engineering	2	11.1
	Faculty of Agriculture and Animal Husbandry	1	5.5
	Total	18	100

Table 1 presents the demographic characteristics of the respondents based on gender, age range, and faculty. The data show that the majority of respondents were female (77.8%), while male respondents accounted for 22.2%. In terms of age, 10 respondents (55.6%) were in the 22–23-year age group, while 8 respondents (44.4%) were in the 20–21-year group. Regarding faculty distribution, the largest proportion of respondents came from the Faculty of Education and Psychology (66.7%), followed by the Faculty of Economics (16.7%), the Faculty of Engineering (11.1%), and the Faculty of Agriculture and Animal Husbandry (5.5%). This demographic overview provides a clear picture of the participants involved in the study. The subsequent analysis focused on the respondents' positive affect scores from the PANAS scale, comparing pre-test and post-test means using a hypothetical mean to evaluate the impact of the Structured Positive Mindfulness Program.. The researchers categorized the scores into three categories: low, medium, and high.

Table 2. Categorization of PANAS Pre-test Results

Category	Formula	Mark	Frequency	%
Low	$X < 30 - 2.5$	$X < 27.5$	18	100
Moderate	$30 - 2.5 < X < 30 + 2.5$	$27.5 < X < 32.5$	0	0
High	$X > 30 + 2.5$	$X > 32.5$	0	0
Total			18	100

Based on the table 2, the table shows that the hypothetical mean of the PANAS measurement instrument is 20 with a hypothetical standard deviation of 1.6. The score results on the PANAS instrument pre-test are in the low category with a total of 18 (100%). It can be concluded that the level of positive emotions felt by students from the 18 participants is in the low category.

Table 3. Categorization of PANAS Post-Test Results

Category	Formula	Mark	Frequency	%
Low	$X < 30 - 2.5$	$X < 27.5$	0	0
Moderate	$30 - 2.5 < X < 30 + 2.5$	$27.5 < X < 32.5$	0	0
High	$X > 30 + 2.5$	$X > 32.5$	18	100
Total			18	100

The table 3 shows the post-test results of the PANAS instrument on participants after the Positive Mindfulness treatment was administered, with a score of 18 (100%) in the pre-test of the PANAS instrument in

the low-high category. It can be concluded that the positive emotions of the 18 students increased and were predominantly in the high category. The process was continued using the mindfulness-based self-efficacy instrument, which focused on the participants' self-efficacy or confidence in practicing mindfulness to be able to present and increase positive emotions. The Mindfulness-based self-efficacy categories of the respondents can be seen in the table 4.

Table 4. MSES-R pre-test result categories

Category	Formula	Mark	Frequency	%
Low	$X < 44 - 3.6$	$X < 40.4$	6	33.3
Moderate	$44 - 3.6 < X < 44 + 3.6$	$40.4 < X < 47.6$	9	50.0
High	$44 + 3.6 < X$	$X > 47.6$	3	16.7
Total			18	100

Based on the table 4, showing the results of the pre-test of the Mindfulness-based Self-Efficacy instrument, it was found that the hypothetical mean on the instrument in this study was 44 with a hypothetical standard deviation of 3.6. The score results on the MSES-R instrument pre-test were in the low category with a total of 6 participants (33.3%), the medium category with a total of 9 participants (50%), and the high category with a total of 3 participants (16.7%). It can be concluded that self-confidence in practicing Mindfulness in students from 18 participants was predominantly in the medium category.

Table 5. MSES-R post-test result categories

Category	Formula	Mark	Frequency	%
Low	$X < 44 - 3.6$	$X < 40.4$	0	0
Moderate	$44 - 3.6 < X < 44 + 3.6$	$40.4 < X < 47.6$	0	0
High	$44 + 3.6 < X$	$X > 47.6$	18	100
Total			18	100

Categorization continued with the results of the Mindfulness-based Self-Efficacy post-test on students after the treatment was administered. The results of the Mindfulness-based Self-Efficacy instrument post-test were in the low and medium categories with 0 participants (0%) and the high category with 18 participants (100%). It can be concluded that the level of self-confidence or self-efficacy in students in practicing Mindfulness from 18 participants increased after the treatment, after being given the dominant treatment in the high category. Below is a statistical table showing the difference in the empirical mean value and standard deviation of the PANAS and MSES-R instruments in pre-test and post-test.

Table 6. Mean pre-test post-test scores of PANAS and MSES-R

	N	Mean	Elementary School
PANAS Pre-test	18	21.444	2.357
PANAS Post-Test	18	37.056	2.578
MSES-RR Pre-test	18	42.033	8.561
Post-test MSES-RR	18	64.778	8.033

Table 6 explains the average results of the pre-test and post-test of the PANAS and MSES-R instruments in participants. The mean score on the PANAS pre-test shows a figure of 21.444 with a standard deviation of 2.357 and the mean score on the post-test is 37.056 with a standard deviation of 2.578. Therefore, it can be concluded that there was an increase in the mean score from the pre-test to the post-test of 15.61. Table 8 also shows the average results of the pre-test and post-test of the MSES-RR instrument. The mean score on the pre-test shows a figure of 42.033 with a standard deviation of 8.562 and the mean score on the post-test is 64.778 with a standard deviation of 8.033. Therefore, it can be concluded that there was an increase in the mean score from the pre-test to the post-test of 22.745. The researcher compared the calculation of the mean in this study, namely the comparison of the hypothetical mean and the empirical mean. In research, it is said that if the empirical mean > hypothetical mean then the research variable tends to have a positive or high tendency. This means that the average respondent's answers as a whole are above the theoretical mean. If the empirical mean < hypothetical mean indicates that the research variable tends to have a negative or low tendency with the average respondent's answers being below the theoretical mean. If the Empirical mean = Hypothetical mean then the research variable is in a neutral or balanced position. This study obtained the results of a comparison of the empirical mean and the hypothetical mean on the PANAS instrument with an empirical mean of 37.056 > hypothetical mean of 20. The comparison of the empirical mean and the hypothetical mean on the MSES-R instrument showed an empirical mean of 64.778 > hypothetical mean of 44. This indicates that the perception or

condition of the participants after being given treatment has an effect and indicates an increase. This is because the average respondent's results as a whole are above the theoretical mean.

Table 7. Shapiro-Wilk Normality Assumption Test

	W	P
Pre_PA - Post_PA	0.944	0.334
Pre_MSES - Post_MSES	0.970	0.792

In the data normality test, the p-value was 0.334 for PANAS and 0.792 for MSES-RR. This indicates that the p-value is >0.005 for PANAS score $0.334 > 0.005$ and for MSES-RR score $0.792 > 0.005$, thus the assumption test can be met and the data is normally distributed.

Table 8. N-gain Score test results of the PANAS instrument

	N	Minimum	Maximum	Mean	Standard Deviation
NGain_Score	18	.32	.74	.5465	.08741
NGain_ScorePercent	18	32.25	74.07	54.6480	8.74098
Valid N	18				

Table 8 shows the results of the N-gain Score test on the PANAS instrument. The mean N-gain score for the PANAS instrument was 54.64. Next, the PANAS N-gain score results were categorized based on the summary of the participants' N-gain score calculations. The N-gain score categorization can be seen in the Table 9.

Table 9. Categorization of N-gain Score of PANAS instrument

N-Gain Value	Category	Frequency	%
$g > 70\%$	High	4	22.2
$30\% < g < 70\%$	Moderate	14	77.8
$g < 30\%$	Low	0	0
Mean	55.929		
Max	74.074		
Min	32.258		

Table 9 shows that 4 out of 18 participants (22.2%) were in the high category. Fourteen of the 18 participants (77.8%) were in the moderate category. None of the participants were in the low category. Overall, the N-gain score averaged 55.92%, concluding that the positive mindfulness intervention scores among the study participants were in the moderately effective category. Furthermore, the researchers also examined the gain score on the MSES-R instrument.

Table 10. MSES-RR N-gain Score Test Results

	N	Minimum	Maximum	Mean	Standard Deviation
NGain_Score	18	.37	.93	.5089	.13936
NGain_ScorePercent	18	36.73	92.86	50.8919	13.93617
Valid N (listwise)	18				

Table 10 shows the results of the N-gain Score test on the MSES-RR instrument. The mean N-gain score on the MSES-RR instrument was 50.89. Next, the PANAS instrument N-gain score results were categorized based on the summary of the participants' N-gain score calculations. The N-gain score categorization can be seen in the Table 11.

Table 11. MSES-R N-gain Score Categorization

N-Gain Value	Category	Frequency	%
$g > 70\%$	High	2	11.1
$30\% < g < 70\%$	Moderate	16	88.9
$g < 30\%$	Low	0	0
Mean		50.891	
Max		92.857	
Min		36.734	

Based on the analysis results summarized in Table 11, 2 participants (11.1%) were identified as being in the high category and 16 participants (88.9%) as being in the medium category. Meanwhile, none of the participants were in the low category. Overall, the N-gain score had an average of 50.891 and was included in the medium category. The N-gain score results explain that overall, none of the participants experienced a decrease in scores, meaning that each participant felt a change in results from before and after the treatment. Overall, it can be concluded that the positive mindfulness intervention scores in the study participants were in the moderately effective category. The hypothesis testing in this study, regarding positive mindfulness intervention, was conducted using a paired sample t-test. The paired sample t-test was used to determine significant differences between pre-test and post-test averages in a one-group pretest-posttest design.

Table 12. PANAS Paired Sample T-Test Hypothesis Test

Table 12. PANAS Paired Sample T-Test Hypothesis Test			
Descriptive			
	Group	N	Mean
Experiment	<i>Pre-test</i>	18	21.444
	<i>Post-test</i>	18	37.055
			<i>Pre-Test-Post-Test</i>
	Sig (2-tailed)	0.000	

The significance value is an indicator to assess the significance of research results. If the p-value is less than or greater than 0.05 (Sig. <0.05), then the t-test results are considered significant. Based on the PANAS instrument t-test table, the analysis results show that the p-value (significance) is 0.000. This indicates a result of <0.000 (<0.05) so that H0 is accepted. Based on the results of the hypothesis test, it means there is a significant influence on the positive emotions of final year students after being given treatment. Furthermore, a paired sample t-test was conducted on the MSES-R instrument.

Table 13. Paired Sample T-Test MSES-R Hypothesis Test

Table 15. Paired Sample T-Test MSEs-R Hypothesis Test			
Descriptive			
	Group	N	Mean
Experiment	<i>Pre-test</i>	18	42.333
	<i>Post-test</i>	18	64.777
			<i>Pre-Test-Post-Test</i>
	Sig (2-tailed)	0.000	

Based on the paired sample t-test table for the MSES instrument, the analysis results show that the p-value (significance) is 0.000. This indicates a result <0.000 (<0.05) so that H1 is accepted. Based on the results of the hypothesis test, it means there is a significant influence on the belief in the mindfulness ability of final year students after being given the treatment. After knowing the results of the hypothesis test and the positive effect of the mindfulness program intervention or treatment, the researcher continued to measure the effect size with the Cohen's d test. Cohen's d is an effect size used to measure how large the difference is between two averages. In the context of this study with a one-group pretest-posttest experiment, Cohen's d measures the impact of an intervention or treatment on a group. This complements the statistical significance test of the Paired Sample T-Test by providing information on how practical or important the changes are, not just whether the changes are statistically significant. For a one-group pretest-posttest design, Cohen's d is calculated using the following formula

$$d = \frac{Mdiff}{SDdiff} \dots (1)$$

M diff = mean (average) of the difference in scores between the posttest and pretest.

SD diff = standard deviation of the difference in scores between posttest and pretest.

The criteria for determining the effect size according to Cohen are as follows Table 14.

Table 14. Effect size criteria

Large Effect Size	Criteria
≥ 0.80	High
$0.5 \leq d < 0.80$	Moderate
$0.20 \leq d < 0.50$	Low

Researchers calculated the effect size for both instruments. The effect size calculated for participants on the PANAS after treatment was 0.632, and the effect size calculated for participants on the MSES-R after

treatment was 0.270. Therefore, the effect size calculated for the PANAS instrument is categorized as medium, while the effect size calculated for the MSES-R instrument is categorized as low.

This study was conducted with a limited number of participants, namely final-year students in the city of Semarang. Participants numbered 18 final-year students who were given interventions over three sessions. This study used a pre-experimental one-group pretest-posttest design, so this study only had one group and all participants followed the research flow. Based on the results of the descriptive analysis, the results showed that the level of positive emotions of students in the post-test was in the high category. The high level of positive emotions and self-confidence in mindfulness was influenced by the involvement of participants in implementing the intervention. In line with what was explained by Ivztan [6], the Positive Mindfulness program not only teaches basic mindfulness but also better directs it to increase positive emotions [33].

The N-gain score determines whether the Positive Mindfulness program is effective in increasing positive emotions and self-confidence in mindfulness in participants. The effectiveness criteria are based on the gain score, where the treatment is considered effective if the average gain score reaches at least 70%. The average N-gain score obtained was 55%. The N-gain score test results for the PANAS instrument indicate that the program has an effect in the less effective category. However, no participants experienced a decrease in scores, which means that each participant felt a change in the increase in positive emotions after the treatment. The N-gain score test results for the MSES-R instrument also showed effectiveness in the moderate category. The average N-gain score obtained was 50%. Similar to the PANAS results, this score did not meet the criteria for high effectiveness. However, all participants experienced positive changes, with none showing a decrease in scores. Individual improvements of 2 out of 18 participants (11.1%) showed an increase in mindfulness that fell into the high category. The majority of participants, 16 out of 18 (88.9%), were in the moderate category. It can be concluded that overall, this program was considered ineffective in increasing self-confidence in practicing mindfulness. However, no participants experienced a decrease in their scores, indicating that each participant experienced a change in their self-confidence in practicing mindfulness after the intervention.

Based on the Paired Samples T-Test analysis, there was a significant difference between the pre-test and post-test scores. The analysis results showed that the p-value was 0.000. This indicates a result <0.000 (<0.05) so that both hypotheses were accepted. To measure the magnitude of the intervention's impact, Cohen's d was calculated. The results on the PANAS instrument that measures the level of positive emotions, Cohen's d was 0.632, which indicates a medium effect size. This shows that the intervention provided has a substantial and practical impact in increasing positive emotions. Continued with the results of Cohen's d on the MSES-R instrument that measures the level of confidence in practicing mindfulness, Cohen's d value was 0.270, which indicates a low effect size. This shows that the intervention provided has an impact on changes that are not very significant in practice.

Overall, although the positive mindfulness program did not meet the established criteria for high effectiveness and the intervention's effect was moderate, the results showed positive changes in participants' overall positive emotions and self-confidence in mindfulness. The average increase was in the high category, indicating that the program had an impact, but did not significantly achieve the expected effectiveness target. The purpose of this study was to determine how the program could improve participants' mindfulness skills, which would later be used to cultivate positive emotions. Increased self-efficacy mediated the relationship between program participation and increased positive emotions. In other words, the positive mindfulness program could increase positive emotions because it successfully increased students' confidence in their ability to manage their emotions and thoughts through positive mindfulness.

The increase in positive emotions in final-year students must be sustainable. By measuring the MSES-R, researchers hope the program will not only have a temporary impact but also provide students with the confidence necessary to continue using their mindfulness skills, even after the research is completed. This is particularly relevant to the challenges of a thesis, which lasts for a long period of time. The increase in positive emotions experienced by students is influenced by an awareness of their own abilities. Belief in mindfulness can help students increase positive emotions through attention or full awareness of the present moment. It can also help students bring their positive emotions into line with individual motivation in the process of writing and completing a thesis.

In practical sessions, the Mindfulness breathing exercise aims to Building a foundation of mindful awareness of the present moment by focusing on your own breathing patterns is the foundation for calming the mind and opening up space for positive experiences. Jon Kabat-Zinn, the founder of Mindfulness-Based Stress Reduction (MBSR), emphasized that by practicing focusing on the breath, individuals learn to observe their thoughts and emotions [34]. This practice cultivates the relaxation response and increases an individual's capacity to manage life's challenges more calmly. The second mindfulness technique practiced by participants in mindfulness training is grounding. In these grounding sessions, participants often report feeling calmer and more connected to themselves and their surroundings afterward [35]. This mindfulness grounding practice serves as an essential emotional stabilization mechanism. By shifting attention away from rumination or overthinking, participants can reduce the intensity of negative emotions and create a more neutral or positive mental state [36].

Yonaevy and Prananingrum [37] explains that grounding helps integrate sensory experiences with cognitive awareness. This technique shifts the focus from anxiety-provoking thoughts to tangible physical sensations, allowing individuals to feel more stable and secure.

The next mindfulness exercise given to participants in the mindfulness practice session was mindfulness journaling. The journaling process varied among participants [38]. Participants appeared to appreciate the opportunity to express themselves and reflect on internal experiences. In the context of positive psychology, this practice serves as a tool to increase self-awareness and cultivate gratitude. Overall, journaling helps participants identify thought patterns, validate emotions, and recognize small progress made in mindfulness practice [39]. Zheng et al., is one of the leading researchers demonstrating that writing expressively about significant events can have significant health benefits [40]. From a positive psychology perspective, journaling helps individuals recognize character strengths and find meaning in life experiences. By documenting experiences, individuals can process complex emotions, recognize unproductive thought patterns, and better appreciate the little things in life.

Overall, the intervention in this study focused on the presence and enhancement of positive emotions and highlighted the belief in being mindful of positive emotions, such as joy, love, and gratitude. This practice also measured individuals' belief in being fully present and accepting of positive emotions and making positive emotions last longer. Thus, individuals are better able to absorb the benefits of positive experiences. The results of this study reinforce the positive psychology literature that mindfulness can increase positive emotions, self-efficacy, and psychological resilience in students facing academic pressure. Practically, these findings can be used as a basis for universities to integrate mindfulness programs into counseling services or final-year student development programs to help them manage stress and maintain emotional well-being. Furthermore, methodologically, this study demonstrates that the effectiveness of mindfulness interventions can be measured using instruments such as PANAS and MSES-R, while also opening opportunities for further research to use experimental designs with larger samples to produce stronger and more generalizable results. The findings of this study imply that structured positive mindfulness programs can be effectively applied in educational settings to enhance students' positive emotions and self-efficacy in mindfulness. Theoretically, the results strengthen the understanding that mindfulness not only reduces stress but also fosters emotional growth and resilience. Practically, the program can be integrated into university counseling or student development initiatives to help final-year students manage academic pressure and maintain emotional well-being. Methodologically, this study demonstrates that instruments such as PANAS and MSES-R can be effectively used to measure changes in emotional and mindfulness-related variables, providing a foundation for future research using larger samples and more rigorous experimental designs.

4. CONCLUSION

The analysis of the Positive Mindfulness Program using the N-Gain Score test on the PANAS and MSES-R instruments showed that the program had a significant effect on the difference in students' positive emotional states before and after the intervention, with participants experiencing notable positive changes. This average increase indicates that the intervention had a substantial impact, although not entirely optimal. Moreover, the fact that no participants experienced a decrease in scores further confirms that the program provided benefits for all participants. Thus, the Positive Mindfulness Program can be considered a promising intervention with moderate effectiveness, contributing meaningfully to research on positive emotions and mindfulness among final year students. Beyond its empirical results, this study offers a theoretical contribution to the development of mindfulness-based interventions in educational settings. The findings reinforce the notion that structured mindfulness training can foster positive affect and self-efficacy among students facing academic pressure, thereby supporting the integration of mindfulness within educational psychology frameworks. This research also extends the understanding of how mindfulness functions not only as a stress-reduction technique but as a proactive strategy to cultivate positive emotional development and resilience in higher education contexts. However, this study has several limitations that should be acknowledged. The small sample size ($n = 18$) and the absence of a control group limit the generalizability of the findings and the ability to draw strong causal inferences. Additionally, the short duration of the intervention and reliance on self-reported measures may have influenced the results. Future studies are encouraged to use larger and more diverse samples, apply experimental designs with control groups, and include follow-up assessments to examine the long-term effects of positive mindfulness programs. Based on these findings, several recommendations can be drawn. For final year students, it is advised to practice the Positive Mindfulness Program independently to maintain positive emotions in daily life, especially during the thesis-writing period. For future researchers, it is recommended to employ an experimental design with a control group—such as a randomized controlled trial or quasi-experimental design to more accurately isolate the program's effects and enhance statistical power through a larger and more diverse sample. Furthermore, future research should expand the scope of positive mindfulness by incorporating other positive psychological variables within more complex research designs, thereby enriching theoretical and practical insights into mindfulness-based interventions for students.

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