

The Effect of Classical Guidance Using Mindfulness Techniques to Improve Junior High School Students' Self-Awareness

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Article Info	Abstract
<p>Article history: Submitted: 23-02-2026 Accepted: 20-03-2026 Published: 30-03-2026</p> <p>Keywords: classical guidance; mindfulness; self- awareness; self- confidence; junior high school students.</p>	<p><i>Self-awareness is an important psychological capacity for junior high school students because it helps them recognize emotions, evaluate personal strengths and weaknesses, and develop confidence in academic and social interactions. This study aimed to examine the effect of classical guidance services using mindfulness techniques on improving students' self-awareness at SMP Al-Azhar 37 Pekanbaru. The study used a quantitative experimental approach with a one-group pretest-posttest design. The participants were 21 seventh-grade students selected through purposive sampling based on low self-awareness scores. Data were collected using a self-awareness scale developed from Goleman's three aspects: emotional self-awareness, accurate self-assessment, and self-confidence. The instrument consisted of 35 valid items with a Cronbach's alpha coefficient of 0.944. The intervention was conducted in six treatment sessions using breathing meditation, body scan meditation, sitting meditation, and walking meditation. Data were analyzed using descriptive statistics, the Wilcoxon Signed-Rank Test, and normalized gain. The results showed that students' self-awareness increased from mostly low and moderate categories to mostly high categories after the intervention. The highest improvement occurred in self-confidence. The Wilcoxon test showed a significant difference between pretest and posttest scores ($p < .05$), while the N-Gain score of 0.76 indicated a high level of overall improvement among students.</i></p>
<p>Kata Kunci: bimbingan klasikal; mindfulness; self- awareness; self- confidence; siswa SMP.</p>	<p>Abstrak <i>Self-awareness merupakan kemampuan psikologis penting bagi siswa SMP karena membantu mereka mengenali emosi, menilai kelebihan dan kekurangan diri, serta membangun kepercayaan diri dalam interaksi akademik maupun sosial. Penelitian ini bertujuan untuk mengetahui pengaruh layanan bimbingan klasikal dengan teknik mindfulness terhadap peningkatan self-awareness siswa di SMP Al-Azhar 37 Pekanbaru. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen dan desain one-group pretest-posttest. Subjek penelitian berjumlah 21 siswa kelas VII yang dipilih melalui teknik purposive sampling berdasarkan skor self-awareness rendah. Data dikumpulkan menggunakan skala self-awareness yang dikembangkan berdasarkan tiga aspek Goleman, yaitu emotional self-awareness, accurate self-assessment, dan self-confidence. Instrumen terdiri atas 35 item valid dengan nilai reliabilitas Cronbach's alpha sebesar 0,944. Intervensi dilakukan dalam enam sesi menggunakan teknik breathing meditation, body scan meditation, sitting meditation, dan walking meditation. Data dianalisis menggunakan statistik deskriptif, uji Wilcoxon, dan N-Gain ternormalisasi. Hasil penelitian menunjukkan bahwa self-awareness siswa meningkat dari kategori rendah dan sedang menjadi dominan kategori tinggi setelah intervensi diberikan. Peningkatan tertinggi terdapat pada aspek self-confidence. Hasil uji Wilcoxon menunjukkan perbedaan signifikan antara skor pretest dan posttest ($p < 0,05$), sedangkan skor N-Gain sebesar 0,76 menunjukkan peningkatan pada kategori tinggi. Dengan demikian, layanan bimbingan klasikal dengan teknik mindfulness efektif untuk meningkatkan self-awareness siswa.</i></p>
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Introduction

Early adolescence is a critical developmental period marked by significant biological, cognitive, emotional, and social changes. Students at the junior high school level are generally in the transition from childhood to adolescence, a stage in which they begin to develop more complex thinking patterns, stronger social sensitivity, and a deeper need to understand their personal identity. During this stage, adolescents are no longer limited to concrete thinking; they begin to develop the ability to think abstractly, consider various possibilities, evaluate social situations, and make more independent decisions. Santrock (2016) explains that adolescence is closely related to identity formation, in which individuals begin to reflect on who they are, what they feel, and how they position themselves in relation to others. Therefore, the ability to recognize and understand oneself becomes an essential developmental task for junior high school students.

One important psychological ability that supports adolescent development is self-awareness. Self-awareness refers to an individual's capacity to recognize emotions, understand strengths and weaknesses, evaluate personal experiences, and become aware of how internal conditions influence behavior. In the framework of emotional intelligence, Goleman (2003) describes self-awareness through three main aspects: emotional self-awareness, accurate self-assessment, and self-confidence. Emotional self-awareness enables students to identify and understand their emotional states. Accurate self-assessment helps students evaluate their strengths and limitations realistically. Meanwhile, self-confidence allows students to trust their abilities, express opinions, and make decisions more confidently. In the school context, these three aspects are important because students who have good self-awareness tend to be better able to manage emotions, build positive relationships, and adapt to academic and social demands.

However, in practice, many junior high school students still experience difficulties in understanding themselves. Low self-awareness can be reflected in students' inability to recognize emotions, difficulty evaluating their own behavior, lack of confidence, and tendency to react impulsively in social situations. This condition may interfere with students' emotional management, interpersonal relationships, classroom participation, and decision-making. For this reason, schools need structured guidance and counseling services that can help students develop self-awareness in a practical and developmentally appropriate way.

One approach that can be used to strengthen self-awareness is mindfulness. Mindfulness refers to the ability to pay attention to present-moment experiences with openness and without excessive judgment. Brown and Ryan (2003) state that mindfulness is strongly related to awareness and attention to present experiences, while Creswell (2017) explains that mindfulness interventions are designed to cultivate attention, awareness, and acceptance of internal and external experiences. Through mindfulness practices, students are trained to observe their thoughts, emotions, bodily sensations, and behavioral impulses more calmly. This process allows students to understand what they feel, why they feel it, and how they should respond to a situation more consciously.

Mindfulness is relevant to self-awareness because both emphasize the process of recognizing internal experiences. Techniques such as breathing meditation, body scan meditation, sitting meditation, and walking meditation can help students focus their attention, reduce automatic reactions, and become more aware of their emotional and cognitive states. Baer et al. (2006) identify several facets of mindfulness, including observing, describing, acting

with awareness, nonjudging, and nonreactivity. These facets are closely related to self-awareness because students need to observe their emotions, describe their experiences, act consciously, and avoid judging themselves excessively. Thus, mindfulness does not merely function as a relaxation technique, but also as a reflective process that helps students understand themselves more accurately.

Empirical evidence also supports the implementation of mindfulness-based interventions in schools. Zenner et al. (2014), through a systematic review and meta-analysis, found that school-based mindfulness interventions showed positive effects, particularly on cognitive performance and resilience to stress. Dunning et al. (2019) also reported that mindfulness-based interventions had beneficial effects on cognition and mental health among children and adolescents. In addition, Black and Fernando (2014) found that mindfulness training in school settings improved classroom behavior, while Johnstone et al. (2016) showed that school-based mindfulness programs could be designed to support adolescents' stress reduction, attention, and emotional regulation. These findings indicate that mindfulness is not only theoretically relevant but also empirically applicable in educational settings.

In the Indonesian education context, the development of students' personal, social, learning, and career aspects is facilitated through guidance and counseling services. One form of service that can be used is classical guidance, which is implemented in the classroom and delivered to students as a group. Classical guidance is considered appropriate because it allows school counselors to provide structured developmental services to all students in a class. When integrated with mindfulness techniques, classical guidance can provide students with direct reflective experiences while still maintaining a systematic and school-based format. This integration is particularly important for junior high school students because they need concrete, guided, and repeated activities to develop awareness of their emotions, self-evaluation, and confidence.

Previous studies have examined mindfulness interventions in school and counseling contexts, but there is still a need for research that specifically integrates mindfulness techniques into classical guidance services to improve junior high school students' self-awareness. Many mindfulness studies focus on stress reduction, emotional regulation, or mental health outcomes, while fewer studies directly connect mindfulness-based classical guidance with the three aspects of self-awareness: emotional self-awareness, accurate self-assessment, and self-confidence. Therefore, this study offers a more focused contribution by designing mindfulness-based classical guidance sessions that are directly aligned with each aspect of self-awareness.

Based on the theoretical foundation and previous empirical findings, this study aims to examine the effect of classical guidance services using mindfulness techniques on improving students' self-awareness at SMP Al-Azhar 37 Pekanbaru. Specifically, this study investigates whether there is a significant difference in students' self-awareness before and after the intervention. The findings are expected to strengthen the practice of school guidance and counseling by providing an evidence-based intervention model that helps students become more aware of their emotions, evaluate themselves more accurately, and develop stronger self-confidence.

Research Method

Research Design

This study employed a quantitative approach with an experimental method. A quantitative approach was used because the research data were collected through an instrument and analyzed statistically to test the proposed hypothesis. As stated by Sugiyono (2022), quantitative research is grounded in the positivist paradigm and is used to examine a particular population or sample through numerical data analysis.

The experimental method was used to determine the effect of a treatment on a particular variable. In this study, the treatment was classical guidance services using mindfulness techniques, while the dependent variable was students' self-awareness. The research design used was a one-group pretest-posttest design, in which one group of participants was measured before and after the intervention. This design can be represented as follows:

Table 1. One-Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experimental group	O ₁	X	O ₂

Note. O₁ = pretest of students' self-awareness;
X = classical guidance services using mindfulness techniques;
O₂ = posttest of students' self-awareness.

Through this design, the researcher compared students' self-awareness scores before and after the treatment to determine whether there was a significant improvement after the intervention.

Population and Sample

The population of this study consisted of all seventh-grade students at SMP Al-Azhar 37 Pekanbaru. The research subjects were students who had low levels of self-awareness based on the initial measurement. The sample consisted of 21 students selected using a nonprobability sampling technique, specifically purposive sampling.

Purposive sampling was used because the participants were selected based on specific criteria relevant to the research objective. In this study, the main criterion was students who showed low self-awareness scores in the pretest. This sampling technique was considered appropriate because the study focused on students who needed intervention to improve their self-awareness.

Research Instrument

The data collection instrument used in this study was a self-awareness scale developed by the researcher based on Goleman's theory of self-awareness. The scale measured three aspects of self-awareness, namely emotional self-awareness, accurate self-assessment, and self-confidence.

The initial instrument consisted of 45 items. After validity testing, 35 items were declared valid because they had item validity coefficients greater than 0.30. The final instrument consisted of these 35 valid items and used a four-point Likert scale. The use of a Likert scale allowed students to respond to each statement according to the degree that best represented their condition.

The reliability test showed that the instrument had a Cronbach's alpha coefficient of 0.944. Since a Cronbach's alpha value above 0.70 is generally considered reliable, the self-awareness scale used in this study was categorized as highly reliable. Therefore, the instrument was considered appropriate for measuring students' self-awareness before and after the intervention.

Research Procedure

The research was conducted in eight meetings. The first meeting was used to administer the pretest, while the eighth meeting was used to administer the posttest. The intervention was conducted in six treatment sessions through classical guidance services using mindfulness techniques.

Each treatment session was designed based on the three aspects of self-awareness. The emotional self-awareness aspect was developed through breathing meditation and body scan meditation. The accurate self-assessment aspect was developed through sitting meditation and body scan meditation. Meanwhile, the self-confidence aspect was developed through walking meditation and breathing meditation.

Table 2. Research Procedure and Treatment Sessions

Meeting	Activity	Technique	Focused Aspect
1	Pretest	Self-awareness scale	Initial measurement
2	Classical guidance session	Breathing meditation	Emotional self-awareness
3	Classical guidance session	Body scan meditation	Emotional self-awareness
4	Classical guidance session	Sitting meditation	Accurate self-assessment
5	Classical guidance session	Body scan meditation	Accurate self-assessment
6	Classical guidance session	Walking meditation	Self-confidence
7	Classical guidance session	Breathing meditation	Self-confidence
8	Posttest	Self-awareness scale	Final measurement

The treatment was delivered in a structured classroom setting. Each session consisted of an opening activity, explanation of the session theme, mindfulness practice, reflection, and closing activity. This structure allowed students to understand the purpose of each session and connect mindfulness practice with their personal development.

Data Analysis

The data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe students' self-awareness levels before and after the intervention, including frequency, percentage, and category distribution. The self-awareness scores were classified into three categories: high, moderate, and low.

To test the hypothesis, the researcher used the Wilcoxon Signed-Rank Test. This test was selected because the data were paired, consisting of pretest and posttest scores from the same participants, and the data did not meet the assumption of normality. The Wilcoxon Signed-Rank Test is appropriate for comparing two related measurements when parametric assumptions are not fulfilled.

The decision criterion was based on the significance value. If the Asymp. Sig. (2-tailed) value was less than 0.05, the hypothesis was accepted, meaning that there was a significant difference between students' self-awareness before and after the intervention. In addition, the

Normalized Gain (N-Gain) score was used to determine the level of improvement in students' self-awareness after receiving the classical guidance service using mindfulness techniques.

Results and Discussion

Results

This study aimed to examine the effect of classical guidance services using mindfulness techniques on students' self-awareness at SMP Al-Azhar 37 Pekanbaru. Self-awareness in this study was measured based on three main aspects: emotional self-awareness, accurate self-assessment, and self-confidence. The intervention consisted of six treatment sessions, preceded by a pretest and followed by a posttest. The research involved 21 students selected through purposive sampling, using a self-awareness scale as the main data collection instrument. The manuscript data indicate that the instrument consisted of 35 valid items and obtained a Cronbach's alpha coefficient of 0.944, indicating strong internal consistency.

1. Students' Self-Awareness Before and After the Intervention

The distribution of students' self-awareness levels before and after the classical guidance service using mindfulness techniques is presented in Table 3.

Table 3. Students' Self-Awareness Levels Before and After Classical Guidance Services Using Mindfulness Techniques

No.	Category	Score Range	Pretest F	Pretest %	Posttest F	Posttest %
1	High	106–140	0	0%	13	62%
2	Moderate	71–105	5	24%	8	38%
3	Low	35–70	16	76%	0	0%
Total			21	100%	21	100%

Source: Processed research data, 2025.

Table 3 shows a clear shift in students' self-awareness levels after the intervention. Before the service was delivered, no student was in the high category. Most students, 16 students or 76%, were in the low category, while 5 students or 24% were in the moderate category. This indicates that, before the intervention, the majority of students had not yet developed adequate self-awareness.

After six treatment sessions, students' self-awareness improved substantially. A total of 13 students or 62% moved into the high category, while 8 students or 38% were in the moderate category. No student remained in the low category. This shift suggests that classical guidance services using mindfulness techniques contributed positively to students' ability to recognize emotions, evaluate themselves, and build confidence. The data pattern also indicates that the intervention did not merely produce a small score increase, but changed the overall category distribution of students' self-awareness.

2. Students' Self-Awareness Based on Each Aspect

The increase in students' self-awareness can also be observed through the three measured aspects: emotional self-awareness, accurate self-assessment, and self-confidence. The results are presented in Table 4.

Table 4. Students' Self-Awareness Before and After the Intervention Based on Each Aspect

No.	Aspect	Number of Items	Pretest F	Pretest %	Posttest F	Posttest %	Increase
1	Emotional Self-Awareness	10	417	49.6%	633	75.3%	25.7%
2	Accurate Self-Assessment	12	467	46.3%	745	73.9%	27.6%
3	Self-Confidence	13	486	44.5%	814	74.5%	30.0%
Total			21	100%	21	100%	

Source: Processed research data, 2025.

Table 4 indicates that all three aspects of self-awareness increased after students received classical guidance services using mindfulness techniques. The emotional self-awareness aspect increased by 25.7%, from 49.6% in the pretest to 75.3% in the posttest. The accurate self-assessment aspect increased by 27.6%, from 46.3% to 73.9%. The highest increase was found in the self-confidence aspect, which increased by 30.0%, from 44.5% to 74.5%.

These findings show that the intervention improved not only students' ability to identify their emotions but also their ability to evaluate themselves realistically and to act with greater confidence. The highest gain in self-confidence suggests that mindfulness-based classical guidance may have had a more immediate impact on behavioral expression, such as courage to speak, readiness to make decisions, and willingness to participate actively in class.

3. Wilcoxon Signed-Rank Test Result

To examine whether there was a significant difference between students' self-awareness before and after the intervention, the Wilcoxon Signed-Rank Test was used. This test was selected because the data were paired and did not meet the assumption of normality. The result is presented in Table 5.

Table 5. Wilcoxon Signed-Rank Test Result

Test Statistics	Posttest – Pretest
Z	-4.016
Asymp. Sig. (2-tailed)	0.000

Note. Wilcoxon Signed-Rank Test. Based on negative ranks.

The Wilcoxon test produced a Z value of -4.016 and an Asymp. Sig. (2-tailed) value of 0.000. Since the significance value was lower than 0.05, it can be concluded that there was a statistically significant difference between students' self-awareness scores before and after the intervention. This result supports the hypothesis that classical guidance services using mindfulness techniques significantly improve students' self-awareness.

4. Normalized Gain Result

The Normalized Gain, or N-Gain, was used to determine the level of improvement in students' self-awareness after the intervention. The interpretation criteria are presented in Table 6.

Table 6. N-Gain Interpretation Criteria

N-Gain Value	Interpretation
$0.70 \leq g \leq 1.00$	High
$0.30 \leq g < 0.70$	Moderate

N-Gain Value	Interpretation
$0.00 < g < 0.30$	Low
$g = 0.00$	No improvement
$-1.00 \leq g < 0.00$	Decrease

The N-Gain score obtained in this study was 0.76. Based on the criteria in Table 6, this score falls into the high category. This means that the classical guidance service using mindfulness techniques produced a strong improvement in students' self-awareness. The N-Gain result strengthens the Wilcoxon test finding because it shows not only that the difference was statistically significant, but also that the level of improvement was practically meaningful. The use of normalized gain is consistent with Hake's (1998) approach, which compares actual gain with the maximum possible gain to estimate the effectiveness of an intervention.

Discussion

The findings of this study demonstrate that classical guidance services using mindfulness techniques significantly improved students' self-awareness at SMP Al-Azhar 37 Pekanbaru. Before the intervention, the majority of students were in the low self-awareness category. After the intervention, no student remained in the low category, while most students moved into the high category. This finding indicates that mindfulness-based classical guidance can serve as an effective school counseling strategy to help students recognize their emotional states, evaluate themselves more accurately, and develop stronger confidence.

Theoretically, this result is consistent with Goleman's (2003) view that self-awareness includes emotional self-awareness, accurate self-assessment, and self-confidence. These three aspects are closely related because students who are aware of their emotions are more likely to understand their strengths and weaknesses, and students who can evaluate themselves realistically are more likely to develop healthy confidence. In this study, the mindfulness intervention appeared to activate these three aspects through structured classroom guidance sessions.

The improvement in emotional self-awareness shows that students became more capable of recognizing and understanding their emotional experiences. This is important because early adolescence is a developmental period marked by emotional fluctuation, identity exploration, and increased social sensitivity. Through breathing meditation and body scan meditation, students were trained to pause, observe their internal condition, and identify what they were feeling before reacting. This process is consistent with the basic mechanism of mindfulness, which emphasizes present-moment awareness and nonjudgmental attention to internal and external experiences. Brown and Ryan (2003) explained that mindfulness is closely related to awareness and attention to present experience, while Creswell (2017) emphasized that mindfulness interventions are designed to foster greater attention to and awareness of present-moment experience.

The increase in emotional self-awareness in this study also aligns with previous evidence that mindfulness-based interventions are beneficial for children and adolescents. Zenner et al. (2014), in a systematic review and meta-analysis, found that school-based mindfulness interventions hold promise, especially in improving cognitive performance and resilience to stress. Dunning et al. (2019) also reported that mindfulness-based interventions have positive effects on cognition and mental health among children and adolescents. These

findings support the result of the present study, where students showed improvement in their ability to become more aware of emotions, thoughts, and behavioral responses after participating in mindfulness-based guidance.

The second aspect, accurate self-assessment, increased from 46.3% to 73.9%. This improvement indicates that students became more able to identify their strengths, limitations, and personal potential in a more realistic way. In the guidance sessions, this aspect was developed through sitting meditation and body scan meditation with themes related to self-reflection and self-acceptance. These activities helped students observe their thoughts and feelings without excessive judgment. In this context, mindfulness did not function only as a relaxation technique, but also as a reflective process that trained students to examine themselves more honestly.

This finding is conceptually supported by Baer et al. (2006), who identified mindfulness as involving several facets, including observing, describing, acting with awareness, nonjudging, and nonreactivity. These facets are relevant to accurate self-assessment because students need to observe their internal condition, describe their experience, and evaluate themselves without harsh self-criticism. When students learn to observe themselves without immediate judgment, they can develop a more balanced view of their strengths and weaknesses.

The highest improvement was found in the self-confidence aspect, with an increase of 30%. This result suggests that mindfulness-based classical guidance had the strongest effect on students' confidence-related behavior. The use of walking meditation and breathing meditation may have contributed to this improvement because these techniques invited students to become aware of their bodily movement, breathing rhythm, and readiness to act. The session themes, such as "Dare to step forward, believe in yourself" and "Dare to speak for the truth," also directly encouraged students to express opinions and make decisions more confidently.

The strong improvement in self-confidence may be explained by the role of mindfulness in reducing excessive self-criticism. Students with low self-awareness often hesitate to speak or act because they are afraid of being wrong, judged, or rejected. Mindfulness helps students notice these thoughts without being controlled by them. As a result, students can respond more calmly and participate more confidently. This interpretation is consistent with Black and Fernando (2014), who found that mindfulness training in school settings improved classroom behavior, and with Johnstone et al. (2016), who designed a school-based mindfulness intervention to reduce stress and support adolescents' emotional and cognitive regulation.

The significant Wilcoxon result further strengthens the conclusion that the intervention had a measurable effect. The Asymp. Sig. value of 0.000 indicates that the difference between pretest and posttest scores was statistically significant. This means that the increase in students' self-awareness was unlikely to occur by chance. The finding is also supported by the N-Gain score of 0.76, which falls into the high category. Therefore, the intervention was not only statistically significant but also educationally meaningful.

In the Indonesian school counseling context, these findings support the relevance of integrating mindfulness techniques into classical guidance services. Classical guidance is suitable because it allows school counselors to provide structured developmental services to a whole class. Mindfulness is also practical because it can be implemented through simple activities such as mindful breathing, body scanning, sitting meditation, and walking meditation. This is in line with Budianto et al. (2023), who found that mindfulness-based classical guidance

was useful in helping students prevent the negative impact of social media and improve self-control and awareness.

The present study also supports Novita et al. (2022), who found that mindfulness counseling techniques were effective in improving students' emotional regulation at the junior high school level. Emotional regulation and self-awareness are closely connected because students need to recognize emotions before they can manage them. In this study, emotional self-awareness increased, although it was the lowest increase among the three aspects. This suggests that emotional awareness may require longer and more intensive practice than confidence-related behaviors.

The finding is also consistent with Pramesti et al. (2025), who showed that mindfulness training improved adaptive coping among students involved in nonsuicidal self-injury behavior. Although the context of that study differs from the present research, both findings indicate that mindfulness can strengthen students' ability to observe internal experiences, regulate attention, and choose more adaptive responses.

The novelty of this study lies in the structured integration of mindfulness techniques into classical guidance sessions based on specific aspects of self-awareness. Each session was not designed as a general mindfulness activity, but was linked to a particular self-awareness indicator. Emotional self-awareness was developed through breathing meditation and body scan meditation; accurate self-assessment was developed through sitting meditation and self-acceptance-based body scan; and self-confidence was developed through walking meditation and breathing meditation focused on courage and self-expression. This structure provides conceptual and operational clarity because each treatment session corresponded directly to the variable being measured.

Nevertheless, the study has several limitations. First, it used a one-group pretest-posttest design without a control group. Therefore, although the results show a significant increase, future studies should use a control group to strengthen causal claims. Second, the intervention was conducted in six treatment sessions, which may be sufficient to produce short-term improvement but may not fully capture long-term changes in emotional self-awareness. Third, the study relied on self-report data, so future research may include observation, counselor assessment, or peer assessment to provide richer evidence.

Overall, the findings indicate that classical guidance services using mindfulness techniques are effective in improving students' self-awareness. The intervention helped students become more aware of their emotions, evaluate themselves more realistically, and develop stronger confidence. The strongest improvement in self-confidence suggests that mindfulness-based guidance may quickly influence visible behavioral aspects, while emotional self-awareness may require more gradual and repeated practice. Therefore, school counselors are encouraged to use mindfulness as part of structured classical guidance services, especially for students who show low awareness of emotion, low self-evaluation ability, and low confidence in school interactions.

Conclusion

Based on the findings, classical guidance services using mindfulness techniques were effective in improving students' self-awareness at SMP Al-Azhar 37 Pekanbaru. Before the intervention, most students were in the low and moderate categories of self-awareness. After

six treatment sessions, most students moved into the high category, and no students remained in the low category.

The improvement occurred in all three aspects of self-awareness: emotional self-awareness, accurate self-assessment, and self-confidence. The highest increase was found in the self-confidence aspect, indicating that mindfulness-based classical guidance helped students become more confident in expressing opinions, making decisions, and recognizing their personal potential.

The Wilcoxon test showed a significant difference between students' pretest and posttest scores. Therefore, it can be concluded that classical guidance services using mindfulness techniques have a significant positive effect on improving students' self-awareness. Future studies are suggested to use a control group, extend the number of treatment sessions, and include supporting media such as PowerPoint, videos, or reflection sheets to make the guidance process more engaging and effective.

CRedit Authorship Contribution Statement

All authors contributed substantially to the conceptualization, methodology, data collection, data analysis, interpretation of findings, manuscript drafting, critical revision, and approval of the final version of the manuscript. All authors have read and agreed to the published version of the manuscript and take full responsibility for the accuracy and integrity of the work.

Data Availability Statement

The data used in this study are available from the corresponding author upon reasonable request. The data are not publicly available due to respondent confidentiality, ethical considerations, and the protection of participants' personal information.

Declaration of AI-Assisted Writing

The authors declare that AI-assisted writing tools were used only to improve language clarity, grammar, structure, and readability. The scientific content, research design, data analysis, interpretation of results, conclusions, and academic responsibility remain entirely with the authors.

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Declaration of Competing Interest

The authors declare that they have no financial or non-financial competing interests that could have influenced the research process, data analysis, interpretation of findings, manuscript preparation, or publication of this article.

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