

ABSTRAK

NIE LIE. 20230100016. 2025. Pengaruh *Mindfulness* dan Kecerdasan Emosional Terhadap *Self Efficacy* Siswa SMA Buddhis Bodhicitta Medan. Tesis. Program Studi Pendidikan Keagamaan Buddha (S2). Sekolah Tinggi Ilmu Agama Buddha Smaratungga, Boyolali. Pembimbing (I) Dr. Suherman, S.Kom., M.M. dan Pembimbing (II) Budi Utomo, S.Ag., M.A., Ph.D.

Self-efficacy merupakan konstruk psikologis yang krusial karena berperan besar dalam pencapaian akademik, motivasi belajar, dan ketahanan siswa menghadapi tekanan pendidikan modern. Dalam konteks era *Society* 5.0 dan perkembangan kecerdasan buatan, penguatan aspek psikologis siswa menjadi semakin penting, khususnya melalui pendekatan *mindfulness* dan kecerdasan emosional. Penelitian ini bertujuan untuk menganalisis pengaruh *mindfulness* dan kecerdasan emosional terhadap *self-efficacy* siswa kelas XI jurusan IPA di SMA Buddhis Bodhicitta Medan.

Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Sebanyak 68 siswa dipilih melalui teknik purposive sampling. Instrumen yang digunakan meliputi *Five Facet Mindfulness Questionnaire* (FFMQ), *Emotional Intelligence Scale*, dan *General Self-Efficacy Scale* (GSES). Analisis data dilakukan menggunakan regresi linier berganda dengan bantuan SPSS versi 25.

Hasil penelitian menunjukkan bahwa kecerdasan emosional memiliki pengaruh signifikan terhadap *self-efficacy* ($p = 0.000$), sedangkan *mindfulness* menunjukkan pengaruh tidak langsung yang signifikan secara marginal ($p = 0.067$). Terdapat korelasi positif yang kuat antara *mindfulness* dan *self-efficacy* ($r = 0.659$), dan koefisien determinasi ($R^2 = 0.628$) menunjukkan bahwa kedua variabel tersebut secara bersama-sama mampu menjelaskan 62,8% variasi dalam *self-efficacy* siswa. Berdasarkan hasil tersebut, kecerdasan emosional muncul sebagai prediktor dominan, sementara *mindfulness* berfungsi sebagai faktor pendukung. Penelitian ini menegaskan pentingnya pengintegrasian pelatihan kecerdasan emosional dalam kurikulum pendidikan, serta penerapan intervensi *mindfulness* secara terstruktur dan berkelanjutan. Diperlukan pendekatan pendidikan yang holistik dan berbasis nilai-nilai Buddhis guna memperkuat kapasitas emosional dan kognitif siswa dalam menghadapi tantangan pendidikan abad ke-21.

Kata kunci: *mindfulness*, kecerdasan emosional, *self efficacy*, Pendidikan Buddhis.

ABSTRACT

NIE LIE. 20230100016. 2025. *The Influence of Mindfulness and Emotional Intelligence on the Self-Efficacy of Students at Bodhicitta Buddhist High School Medan*. Thesis. Master's Program in Buddhist Religious Education, Smaratungga Buddhist Institute of Higher Learning, Boyolali. Advisor (I) Dr. Suherman, S.Kom., M.M. and Advisor (II) Budi Utomo, S.Ag., M.A., Ph.D.

Self-efficacy is a crucial psychological construct that significantly influences academic achievement, learning motivation, and students' resilience in facing the challenges of modern education. In the context of Society 5.0 and the rise of artificial intelligence, strengthening students' psychological capacities has become increasingly essential, particularly through the development of mindfulness and emotional intelligence. This study aims to examine the influence of mindfulness and emotional intelligence on the self-efficacy of 11th-grade science students at Buddhish Bodhicitta Medan.

A quantitative approach with a correlational design was employed, involving 68 students selected through purposive sampling. Research instruments included the Five Facet Mindfulness Questionnaire (FFMQ), the Emotional Intelligence Scale, and the General Self-Efficacy Scale (GSES). Data was analyzed using multiple linear regression with SPSS version 25.

The results revealed that emotional intelligence had a significant influence on self-efficacy ($p = 0.000$), while mindfulness showed a marginally significant indirect effect ($p = 0.067$). A strong positive correlation was found between mindfulness and self-efficacy ($r = 0.659$), and the coefficient of determination ($R^2 = 0.628$) indicated that both variables jointly explained 62.8% of the variance in students' self-efficacy. These findings identify emotional intelligence as the dominant predictor, with mindfulness serving as a complementary supporting factor. The study underscores the importance of integrating emotional intelligence training into the educational curriculum, supported by structured and continuous mindfulness interventions. A holistic, value-based educational approach grounded in Buddhist principles is essential to foster students' emotional and cognitive development in the face of 21st-century educational challenges.

Keywords: mindfulness, emotional intelligence, self-efficacy, Buddhist education.

