

**THE CORRELATION AMONG MINDFULNESS,
SOCIAL EMOTIONAL COMPETENCE, AND
ACADEMIC ACHIEVEMENT OF THE 6TH
SEMESTER STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis by

Pudja Hermana

Student Number: 06011381621063

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2020

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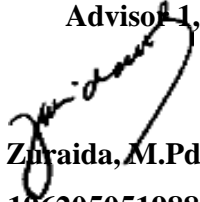
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DECLARATION

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Certify that thesis entitled "The Correlaton among Mindfulness, Social Emotional Competence, and Academic Achievement of the 6th Semester Students of English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

I would like to dedicate this thesis to:

- The Almighty God, ALLAH SWT
- My beloved parents, Mannasuha and Hermiati
- My lovely sister, Kartika Englishiana

Thankyou very much ...

ACKNOWLEDGMENTS

This thesis would never be finished without the blessing of the Almighty God, ALLAH SWT. To fulfill one of the requirements for acquiring Strata-1 Degree at English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University, this thesis is conducted and finished. Therefore, there are a lot of people helped and supported during the making of this valuable thesis.

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Palembang, July 2020

The writer



Pudja Hermana

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION OF PLAGIARISM	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I : INTRODUCTION	1
1.1 Background.....	1
1.2 The Problems of the Study	5
1.3 The Objectives of the Study	6
1.4 The Significance of the Study.....	6
CHAPTER II : LITERATURE REVIEW	8
2.1 Mindfulness Theory.....	8
2.2 Mindfulness in Education	9
2.3 Dimensions of Mindfulness	9
2.4 Social Emotional Competence.....	11
2.5 Social Emotional Competencies	11
2.6 Academic Achievement.....	13
2.7 The Relationship between Mindfulness and Academic Achievement.....	15
2.8 The Relationship between Social Emotional Competence and Academic Achievement	16

2.9	The Relationship among Mindfulness, Social Emotional Competence and Academic Achievement	17
2.10	Previous Related Study	18
2.11	The Hyphotheses of the Study	20
CHAPTER III : METHODOLOGY		22
3.1	Research Method and Design	22
3.2	Variables of the Study	23
3.3	Operational Definition	23
3.4	Population and Sample	24
	3.4.1 Population.....	24
	3.4.2 Sample	24
3.5	Data Collection	25
	3.5.1 Research Instrument	25
3.6	Validity and Reliability.....	30
3.7	Data Analysis.....	32
	3.7.1 Correlation Analysis.....	32
	3.7.2 Regression Analysis	33
CHAPTER IV : INTERPRETATION.....		34
4.1	Findings of the Study.....	34
	4.1.1 Five Facet Mindfulness Questionnaire (FFMQ)	34
	4.1.2 Social Emotional Competence (SECQ)	36
	4.1.3 Academic Achievement	37
4.2	Statistical Analysis.....	38
	4.2.1 Normality of the Data.....	39
	4.2.2 Correlation Analysis.....	39
	4.2.3 Regression Analysis	44
4.3	Interpretation of the Study	46

CHAPTER V : CONCLUSION AND SUGGESTION.....	55
5.1 Conclusion	55
5.2 Suggestions	55
REFERENCES	56
APPENDICES	

LIST OF TABLES

Table 1	Population of the Study.....	24
Table 2	The Mindfulness Dimensions	26
Table 3	Scoring of FFMQ.....	26
Table 4	The Score Interval Categories of FFMQ	27
Table 5	Social Emotional Skills.....	27
Table 6	The Scoring of Social Emotional.....	28
Table 7	The Score Interval Categories of SECQ	28
Table 8	The Score Interval Category for Academic Achievement.....	29
Table 9	The Grade Point Average Interval Category	30
Table 10	Correlation Coefficients Interpretations	32
Table 11	The Results of Five Facet Mindfulness	34
Table 12	The Descriptive Statistics of Five Facet Mindfulness Questionnaire (FFMQ).....	35
Table 13	The Cumulative Means of the Five Facet Mindfulness	35
Table 14	The Results of Social Emotional Questionnaire (SECQ)	36
Table 15	The Descriptive Statistics of Social Emotional Competence Questionnaire (SECQ)	36
Table 16	The Cumulative Means of the Five Social-Emotional Competencies	37
Table 17	The Descriptive Statistics of Students' Cumulative Grade Point Average	37
Table 18	The Results of Students' Level of Cumulative GPA	38
Table 19	The Result of Normality of the Data.....	39
Table 20	The Correlation between Students' Mindfulness and Academic Achievement	40
Table 21	The Correlation between Students' Social Emotional Competence and Academic Achievement	41
Table 22	The Correlation between Students' Mindfulness and Social Emotional Competence toward Academic Achievement	42

Table 23 The Correlation among Each Dimension of Mindfulness and Academic Achievement	43
Table 24 The Correlation among Each Dimension of Social Emotional Competence and Academic Achievement	43
Table 25 The Regression Analysis between Mindfulness and Academic Achievement	44
Table 26 The Regression Analysis between Non-judging and Academic Achievement	45
Table 27 The Regression Analysis between Self-Management and Academic Achievement	45
Table 28 The Regression Analysis between Mindfulness and Social-emotional Competence toward Academic Achievement.....	46

LIST OF APPENDICES

Appendix A	Five Facet Mindfulness Questionnaire (FFMQ)
Appendix B	Social Emotional Competence Questionnaire (SECQ)
Appendix C	The Result of Validity and Reliability of Five Facet Mindfulness Questionner (FFMQ) (Try Out)
Appendix D	The Result of Validity and Reliability of Social Emotional Competence Questionner (SECQ) (Try Out)
Appendix E	The List of Students' Cumulative Grade Point Average (GPA) of the 6th Semester Students of English Education Study Program from the Administration Staff
Appendix F	Method of Successful Interval (FFMQ)
Appendix G	Method of Successful Interval (SECQ)
Appendix H	The List of GPA of the 6th Semeter Students of Indralaya and Palmbang
Appendix I	The Result of Statistical Analysis
Appendix J	Usul Judul Skripsi
Appendix K	Surat Keterangan Pembimbing
Appendix L	Surat Izin Try Out
Appendix M	Surat Keterangan Telah Melaksanakan Try Out
Appendix N	Surat Izin Penelitian
Appendix O	Surat Keterangan Telah Melaksanakan Penelitian
Appendix P	Thesis Consultant
Appendix Q	Research Design Seminar Approval (Pre)
Appendix R	Research Design Seminar Approval (Post)
Appendix S	Research Design Seminar Suggestion List
Appendix T	Preliminary Research Report Approval (Pre)
Appendix U	Preliminary Research Report Approval (Post)
Appendix V	Preliminary Research Report Suggestion List
Appendix W	Thesis Final Exam Approval (Pre)
Appendix X	Thesis Final Exam Approval (Post)

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ABSTRACT

Teachers including pre-service teachers must be able to fulfill the standards of having teachers' competencies and more than adequate knowledge to teach the future generations. In relation to this, there are two aspects such as mindfulness and social emotional competence becoming reasons of the pre-service teachers perceiving the achievement academically. The aims of this study are to find out whether or not there is significant correlation between students' mindfulness and academic achievement, social emotional competence and academic achievement, mindfulness and social emotional competence toward academic achievement, and to find out highly correlated dimension and competency to academic achievement. The number of the population of this study was 68 students from the the 6th semester of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University. The sample of this study was the total number of the population with the purposive sampling. The instruments of this study were five facet mindfulness and social emotional competence questionnaires, and documentation from their academic achievement which were analyzed by using Pearson Product Moment in SPSS 25. The result of this research showed that the students had high level of mindfulness and social emotional competence. It also highlighted that there were significant weak correlation between five facet mindfulness and academic achievement ($r= 0.258$, $p\text{-value}=0.033$), five facet mindfulness and social emotional competence toward academic achievement ($r=0.300$, $p\text{-value}=0.013$). Finally, in each category, there were non-judging from five facet mindfulness ($r=0.253$, $p\text{-value}=0.038$), and self-management from social emotional competence ($r=0.287$, $p\text{-value}=0.018$) which correlated to academic achievements.

Keywords: *mindfulness, social emotional competence, academic achievement*

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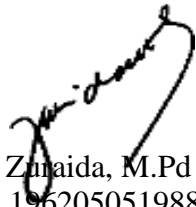
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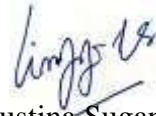
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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

1.1 Background of the Study

The importance of quality of education system in the world is always expected to be completed and applied by the teachers and students. There are six elements influencing the education's quality: the methods of teaching of the teacher, the content of education, learning environment, school management, pupils' experiences, and organization and funding (Norwegian Agency for Development Cooperation [Norad], 2015). One of the important elements playing the most crucial role in the development of education is the teacher. "Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education" (Kamlesh, 2015, p.227). It shows that the development of good education is also based on the quality of the teachers.

Since teachers play a very important role in education, Indonesia requires the teachers having good standard in teaching. One of the standards that must be fulfilled by Indonesian teachers is the teachers' competence. Selvi (2016) states the teachers' competencies are the crucial factors which could contribute to the improvement of the educational system with the help of teacher training and curriculum development. Based on Indonesia Law on teacher and lecturer (No. 14, 2005), the four basic competencies required for every teacher are pedagogical, personal, professional, and social competence. Pahrudin, Martono, and Murtini (2016) state pedagogical competence is related to the teacher's competence in relation to collaboration, comprehensive view and contribution to the development of pedagogy for education. Bhargava and Patty (2011) state the personal competence of the teacher refers to the ability to communicate effectively, be punctual, be discipline, and to understand more about the students'

character. According to Hakim (2015), the professional competence is the competence or skills measured by the indicators such as mastering the teaching aspects related to the curriculum, knowing the relationship between the materials with other background of materials, and mastering the ways to explore more about the teaching materials. The social competence is the related to the relationship between teachers and environment or public and to the ability to interact with others (Pahrudin et al., 2016).

Those competencies are the competencies that need to be acquired by the teachers including the pre-service teachers who are in Faculty of Teacher Training and Education of Sriwijaya University as the future teachers. Since they are in the university, they should use and apply the competencies for the future needs as the professional teachers. Specifically, the pre service teachers should be able to maintain good personal and social competence because of their importance and their impacts to the social emotional competence of the teachers. Pahrudin, Martono and Murtini (2016) states personal competence of the teachers is much more related to the personality steady, the responsibility and pride as a teacher, and the ability to be a role model for the students. In relation to personal competence, the idea of the being the role model including maintaining the relationship among the teachers, public, and students is consistently uphold. When it talks about relationship, it means the personal competence has a link to the social competence.

One of the most important competencies needs to be acquired by teachers or pre-service teachers is the social competence. The social competence is one of the teachers' competencies dealing with the relationships especially personal, peers, and group. The teachers especially those who are socially and emotionally competent are able in setting the supportive relationship with the students, transferring the lesson which could enhance the students strengths, implementing the guidelines which could boost the students' intrinsic motivation, guiding the students through complicated situation, encouraging the students, and becoming the role model of prosocial behavior (Jennings & Greenberg, 2009). The teacher

who has good relationship or interaction with the students makes the level of obeying the rules and being discipline from the students is higher (Marzano, Marzano, & Pickering, 2003). The teacher who has higher social emotional competence will apply the curriculum greatly because they act as the role mode of the desired social and emotional behavior (Jennings et al., 2009). Social and emotional competence is the ability to build a relationship with others, control one's own emotions and behaviour, solve problems and effectively communicate with others (Center for the Study of Social Policy, 2012). Collaborative for Academic, Social, and Emotional Learning[CASEL], (2012) states that there are five related aspects in social emotional competence as the central in social emotional learning such as self-awareness, self-management, social-awareness, relationship skill, and responsible decision making. According to Wirajaya, Zuraida, and Suganda (2019), social emotional competence is the ability to adapt or adjust the situation. According to Reichl, Peterson and Hymel (2016), social emotional competence of the teachers is one of the aspects in social emotional learning which is incorporated into the state-level teacher certification requirements. The study from study from Mocerri (2015) about the relationship between social emotional competence and academic achievement shows that the students who got positive comments on social-emotional competencies got higher grade than the average students, while the students with negative comments on social-emotional competencies got lower grade than the average students. In relation to these, the pre-service teachers who are going to be teachers in the future should bring the social emotional competence up starting from the university. This shows that both of the variables are related and important for the students. The students especially the pre-service teachers need to be able to show the social emotional competence in order to be able to apply the good social emotional competence in the future as the professional teachers and to be able to get and maintain high academic achievement in the university.

On the other hand, mindfulness has been shown to have benefits for the students. Mindfulness refers to a process in noticing things, drawing distinctive

idea, paying attention, and staying in the present moment (Davenport & Pagnini, 2016). “Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally.” (Kabat-Zinn, 2001, p.23). Ackerman (2019) states mindfulness has five dimensions such non-reacting to inner experiences, observing to thoughts, acting with awareness, describing or labelling with words, and non-judging of experience. These five dimensions are the dimensions which are related to the ability to maintain oneself. In relation to the previous aspect of social emotional competence, the mindfulness still has a relationship in terms of self-awareness and management. As stated by Dorman (2015), the three aspects of social competence such as self-awareness, self-management, and social awareness skill are gained by the silence and centering mindfulness. Mindfulness has already been spread throughout not only in psychological and medical sides but also in educational side. Mindfulness can also be gained by paying attention to one’s everyday activities like gardening, eating, walking, listening, and school based such as class work (Albrecht, Albecht, & Cohen, 2012). In relation to the education, mindfulness is engaged with the character education, students’ awareness and attention, and social emotional learning of the students. Mindfulness has been proven to have a good effect on the education especially for the pre-service teachers. The mindfulness has been proven to have a relationship with academic achievement of the students. The study from Teodorczuk, Guse, Alexander, and Plessis (2016) titled “Mindfulness and Academic Achievement in South African University Students” shows the result of mindfulness to be valuable to the academic achievement or academic success. Introducing mindfulness in the teacher education can enhance the character education of the preservice teacher and job retention (Bernay & Bernay, 2014).

Social emotional competencies and mindfulness are two important related aspects gained by the students to support their success in academic achievement. Social emotional competence and mindfulness as mentioned earlier have already been proven to have relationship with academic achievement. Academic achievement refers to the students’ capability to learn and transfer their

understanding or knowledge especially in the terms of the test condition (Kpolovie, Joe, Okoto, 2014). Bertolini, Stremmel, and Thorngren (2012) state that four factor domains of micro system, meso-system, exo-system, and macro system influence the students in relation to the academic achievement. Based on these factor domains, there is one contributing factor domain related to mindfulness and social emotional competence. As what has been explained previously, mindfulness and social emotional competence does relate to someone ability in managing oneself. This means, the factor domain of micro-system involving students' resiliency, abilities, moral, and social development has relationship with both mindfulness and social emotional competence. Due to the result of research from Bertolini et.al (2012) saying that micro-system is one of the contributing factors influencing the academic achievement, and this makes the mindfulness and social emotional competence could also contribute or influence students' especially pre-service teachers' academic achievement.

In this research, the writer puts a high interest to conduct a study related to these three variables. Therefore, the writer conducts a study entitled "The correlation among mindfulness, social emotional competence, and academic achievement the 6th semester students of the English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University."

1.2 Problems of the Study

The problems of the study are formulated in the following questions:

- 1) Is there any significant correlation between mindfulness and academic achievement of the 6th semester students of the English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University?
- 2) Is there any significant correlation between social emotional competence and academic achievement of the 6th semester students of the English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University?
- 3) Is there any significant correlation between mindfulness and social emotional competence toward the academic achievement of the 6th semester students the

English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University?

4) Which category of mindfulness and social emotional competence highly correlates to academic achievement of the 6th semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University?

1.3 Objectives of the Study

This study is aimed to find out whether or not:

1). there is significant correlation between mindfulness and academic achievement of the 6th semester students of the Faculty of Teacher Training and Education of English Education Study Program of Sriwijaya University.

2). there is significant correlation between social emotional competence and academic achievement of the 6th semester students of the Faculty of Teacher Training and Education of English Education Study Program of Sriwijaya University.

3). there is significant correlation between mindfulness and social emotional competence toward the academic of the 6th semester students of the Faculty of Teacher Training and Education of English Education Study Program of Sriwijaya University.

4). there is a category in mindfulness and social emotional competence which highly correlates to academic achievement of the 6th semester students English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University

1.4 The Significance of the Study

The result of this study is expected to help the teachers, students, the researchers, and others by giving valuable information about mindfulness, social emotional competence and academic achievement of the students. From this study, hopefully the lecturers gain useful and trusted information about the result and importance of the relationship among mindfulness, social emotional competence, and academic

achievement of the students. Then, the writer hopes that this study will boost students' desire to develop their academic achievement by involving mindfulness and social emotional competence. Moreover, the writer also hopes that the other researchers will find more information for their further studies related to these variables or other variables, and they also can develop this study based on more studies from other researchers.

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