Mindfulness in Akidah Akhlak Learning: A Systematic Literature Review Strategies for Cultivating High School Students' Spiritual Awareness

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ABSTRACT

The learning of Aqidah Akhlak at the senior high school level is not only aimed at improving students' cognitive understanding of Islamic teachings, but also at fostering spiritual awareness and shaping students' religious character. However, in practice, the learning process often emphasizes cognitive aspects and provides limited opportunities for reflection and internalization of spiritual values. Therefore, the mindfulness approach is considered to have the potential to support the internalization of spiritual values in Aqidah Akhlak learning. This study aims to analyze the implementation, benefits, and relevance of the mindfulness approach in Aqidah Akhlak learning among senior high school students. This research employs a Systematic Literature Review (SLR) method involving the stages of identification, selection, evaluation, and analysis of relevant scientific articles. The literature search was conducted using the Publish or Perish application with a publication range from 2018 to 2025. Based on the selection process, several articles that met the inclusion criteria were analyzed in depth. The results indicate that the mindfulness approach in Aqidah Akhlak learning provides various benefits, including improving learning concentration, emotional regulation, psychological well-being, and students' spiritual awareness. Furthermore, the integration of spiritual practices such as dhikr, self-reflection, and muhasabah helps students internalize moral values such as patience, gratitude, trust in God, and responsibility in their daily lives. The findings also suggest that mindfulness is relevant in addressing educational challenges in the digital era that require students to develop emotional regulation and self-awareness. Therefore, mindfulness can serve as an effective pedagogical strategy to support more reflective, meaningful, and character-oriented Aqidah Akhlak learning.

1. Introduction (*Heading 1*) (bold, 11 pt)

Education plays a very important role in supporting the development process of a nation. This is in line with Law Number 20 of 2003 concerning the National Education System, specifically Article 3, which emphasizes that national education functions to develop the potential of students and to shape the character and civilization of a dignified nation in order to enlighten the life of the nation (Asyifa et al., 2023). In the context of Islamic education, one subject that plays a strategic role in shaping the character and spirituality of students is the study of Akidah Akhlak. This subject not only focuses on

mastering the concepts of faith but also aims to instill moral, ethical, and noble values in daily life. The study of Akidah Akhlak at the Senior High School (SMA) level is expected to cultivate students with a strong spiritual awareness, so that the values of faith are not only understood cognitively but also internalized and practiced in real behavior. Thru this learning, students are expected to internalize noble values such as honesty, responsibility, hard work, tolerance, and social concern as part of the implementation of Islamic teachings in community life (Jannah, 2020). However, in practice, the teaching of Akidah Akhlak is still often dominated by conventional approaches that emphasize cognitive aspects and memorization, thus failing to deeply touch the spiritual awareness dimension of the students.

On the other hand, high school students are at a complex phase of psychological development. They face various academic demands, social pressures, and the dynamics of emotional development that can affect their psychological and spiritual conditions. Increased academic pressure, workload, and achievement demands often lead to stress, anxiety, and reduced concentration in learning (Dianita Maulinda & Makmuroh Sri Rahayu, 2022). These conditions can affect the quality of student engagement in the learning process, including in the study of Akidah Akhlak, which should serve as a means of fostering spiritual awareness and strengthening character.

Therefore, a learning approach is needed that can help students develop self-awareness, inner peace, and the ability to reflect on the spiritual values being studied. One of the approaches that is increasingly being developed in the field of education is the mindfulness approach. Mindfulness is the ability to give full attention to the ongoing experience with a conscious, open, and non-judgmental attitude. In the context of education, the mindfulness approach is believed to help improve learning concentration, manage stress, and foster students' self-awareness of their learning experiences (Saputro et al., 2023).

However, most research on mindfulness in education still focuses on psychological aspects such as stress management, improved concentration, or students' mental health. The integration of the concept of mindfulness with spiritual values in religious education, particularly in Akidah Akhlak, is still relatively limited. In fact, from an Islamic perspective, the concept of full awareness of Allah's presence is similar to the concept of murāqabah, which is the awareness that Allah is always watching every human behavior. The integration of mindfulness and Islamic spiritual values has the potential to be an effective approach to deepen the spiritual awareness of students.

Furthermore, research on the implementation of mindfulness in the teaching of Akidah Akhlak at the high school level has not yet been comprehensively studied. Various existing studies generally only discuss the benefits of mindfulness in general without providing a systematic overview of its application in religious education. Therefore, a more in-depth study is needed to map the findings of previous research related to the application of mindfulness in the context of education, particularly in the teaching of Akidah Akhlak.

Based on this background, this research aims to systematically review various studies related to the application of the mindfulness approach in education, particularly those relevant to the development of students' spiritual awareness. Thru the Systematic Literature Review (SLR) method, this research is expected to provide a comprehensive overview of the concept, forms of implementation, and potential of the mindfulness approach as a learning strategy in fostering the spiritual awareness of high school students in the study of Akidah Akhlak. The results of this study are expected to provide both theoretical and practical contributions to the development of more reflective, contextual, and character-oriented innovations in Islamic religious education.

2. Method

This research uses a systematic literature review (Systematic Literature Review/SLR) approach. This method is used to systematically and structurally identify, evaluate, and synthesize various relevant research findings in order to obtain a comprehensive understanding of a research topic. Thru this method, the researchers conducted searches, selections, and analyzes of scientific articles related to the application of mindfulness approaches in education, particularly in the context of Akidah Akhlak learning and the development of students' spiritual awareness. The review process is conducted systematically by following structured stages to ensure that the obtained study results are more objective and scientifically accountable (Triandini et al., 2019).

The research procedure follows several stages in the Systematic Literature Review method, namely: (1) formulating the research question, (2) conducting a search for literature relevant to the research topic, (3) selecting articles thru inclusion and exclusion criteria, (4) extracting and processing data from the selected articles, and (5) synthesizing and interpreting the research findings to draw conclusions (Triandini et al., 2019).

In the first stage, the researcher formulates the focus of the study related to the application of a mindfulness approach in the learning of Akidah Akhlak as a strategy to cultivate the spiritual awareness of high school students. This problem formulation serves as the basis for the process of searching and selecting literature relevant to the research topic.

The second stage is carried out by searching for scientific articles using the Publish or Perish (PoP) application, which is connected to academic databases such as Google Scholar. The search process was conducted using several keywords, including: mindfulness in education, mindfulness learning, mindfulness in learning, mindfulness and spiritual awareness, as well as mindfulness in religious education. The researchers limited the publication range of articles from 2018 to 2025 in order to obtain relevant and up-to-date research on the development of mindfulness studies in the field of education.

In the third stage, the researchers conducted a literature selection process using inclusion and exclusion criteria. The inclusion criteria included: (1) articles discussing the concept or implementation of mindfulness in the context of education, (2) articles discussing the impact of mindfulness on the psychological, spiritual, or character aspects of students, and (3) articles published in national or international scientific journals. Meanwhile, the exclusion criteria include articles that are not directly related to the learning context or do not have any connection to the development of self-awareness and spirituality of students.

Based on the initial search results using the Publish or Perish application, the researcher obtained around 200 articles related to the research keywords. Next, the articles were re-selected thru a screening process based on the title, abstract, and the overall content of the articles. From the selection process, several articles were obtained that were deemed most relevant to the focus of the research study, both those discussing the implementation of mindfulness in learning and those examining the benefits of mindfulness in the development of self-awareness, learning concentration, and the psychological well-being of students.

In the next stage, the researcher conducted data extraction and processing from the selected articles by identifying several important aspects, such as the research objectives, research methods, research subjects, and the main findings of each article. The obtained data were then analyzed descriptively to identify patterns, trends, and contributions of previous research related to the application of mindfulness in learning.

The final stage is the synthesis and interpretation of the research results. At this stage, the researcher conducts an in-depth examination of various research findings that have been analyzed to obtain a comprehensive picture of the potential of the mindfulness approach as a learning strategy in fostering the spiritual awareness of high school students in the study of Akidah Akhlak. The results of the analysis were then formulated in the form of conclusions that can provide theoretical and practical contributions to the development of innovative Islamic religious education learning. The flow of the search and selection process of articles in this study is presented in the following PRISMA diagram:

Table 1. PRISMA Flow Diagram Article Selection Process

PRISMA Stages		
Identification	Articles found thru database searches using the Publish or Perish application (Google Scholar) with various keywords related to mindfulness and learning.	400
	Article after removing duplicates	350
Screening	Articles are selected based on titles and abstracts that are relevant to the research topic.	120
	Articles that were eliminated because they were irrelevant to the topic of mindfulness in learning	230
Eligibility	Fully analyzed articles (full-text assessment)	120
	Articles that were eliminated because they did not meet the inclusion criteria (did not address mindfulness in an educational context or were not relevant to the research objectives)	111
Included	Articles that meet the criteria and are used in the analysis of the Systematic Literature Review	9 artikel

3. Results and Discussion

3.1. Implementation of the Mindfulness Approach in Learning Akidah Akhlak

The following are the results of a study of several studies that discuss the implementation of the mindfulness approach in learning Akidah Akhlak in high school students.

Tabel 2. Implementation of the Mindfulness Approach in Learning Akidah Akhlak

No	Author and Year	Journal	Result
1.	(Astuti et al., 2025)	Implementation of the Mindfulness Approach in Improving Psycological Well-Being in the Learning of Moral Beliefs (Case Study: class XII MA Cipari Garut Islamic Boarding School)	The application of the mindfulness approach in learning Akidah Akhlak has a positive influence on the psychological well-being of students. This approach helps improve concentration, foster inner peace, reduce stress, and support students' mental health. However, the resulting impacts tend to require sustained implementation so that the benefits can be sustained in the long term.
2.	(Sitopu et al., 2020)	The Effect of the Mindful Learning Approach on the Learning Outcomes of Aqidah Akhlak of Class X Students at MA Taman Pendidikan Islam Medan Academic Year 2019/2020	The application of the mindful learning approach has been proven to be able to improve student learning activities, such as attention to the teacher's explanations, discussion participation, question-and-answer skills, and cooperation in groups. The increase in learning activities has an impact on improving student learning outcomes with classical completeness reaching 89.10%.

No	Author and Year	Journal	Result
3.	(Rokhmah et al., 2025)	Application of Islamic Mindfulness Method in PAI Learning to Overcome Adolescent Moral Crisis	The implementation of Islamic mindfulness through the practice of dhikr, joint prayer, self-reflection, and daily muhasabah has been proven to be able to increase students' spiritual awareness, foster calm, and help control emotions. In addition, there was an increase in worship discipline and a decrease in violating behavior in the school environment.
4.	(Annisa et al., 2025)	Implementation of Mindful Learning in Islamic Religious Education to Shape Islamic Ethics of Senior High School Students	Mindful learning is applied through reflective learning strategies such as affirmation of learning intentions, brief dhikr, tadabbur Al-Qur'an, reflective questions, and process-based evaluation. This approach is able to create more meaningful learning, increase students' self-awareness, and foster Islamic ethics in daily life.

Based on the review of several relevant studies, it can be concluded that the mindfulness approach has a significant contribution to improving the quality of Akidah Akhlak learning. This approach not only affects the cognitive aspects of students but also has a positive impact on psychological, emotional, and spiritual aspects.

Research conducted by Astuti et al. (2025) shows that the application of a mindfulness approach in the learning of Akidah Akhlak can enhance the psychological well-being of students. Thru mindfulness training of the ongoing learning experience, students become more focused, calm, and able to manage the stress that arises from academic demands. These findings indicate that a mindfulness approach can help create a more conducive learning environment and support the mental health of students. However, the research also emphasizes that the benefits of mindfulness will be more optimal if applied consistently and sustainably in the learning process.

Furthermore, the research by Sitopu et al. (2020) shows that the mindful learning approach also influences the improvement of students' learning activities and learning outcomes. The application of learning strategies that encourage awareness and active student engagement makes them pay more attention to the teacher's explanations, be brave enough to express their opinions, and be able to collaborate with their classmates. The increase in learning activities has implications for the improvement of student learning outcomes, as evidenced by the achievement of a classical completeness rate of 89.10%. This indicates that the mindfulness approach not only affects the psychological condition of students but also enhances the quality of the academic learning process.

Meanwhile, the research by Rokhmah et al. (2025) provides a more specific perspective by integrating the concept of mindfulness with Islamic spiritual values thru the Islamic mindfulness approach. In the study, spiritual practices such as dhikr, group prayers, self-reflection, and daily introspection journals became part of the learning strategy aimed at fostering students' spiritual awareness. The research results show that this approach is capable of enhancing emotional control, fostering discipline in worship, and reducing deviant behavior among adolescents. This shows that mindfulness from an Islamic perspective aligns with the concept of murāqabah, which is the awareness that every human behavior is always under the supervision of Allah SWT. These findings are in line with the research by Annisa et al. (2025), which emphasizes that the implementation of mindful learning in Islamic Religious Education can be carried out thru various pedagogical strategies that focus on reflection and self-awareness. Teachers can start the learning process with mindful activities, such as reaffirming the intention to learn, brief dhikr, or reflecting on verses of the Qur'an, so that students are mentally and spiritually prepared before participating in the learning

process. In addition, the use of reflective questions, moral case studies, and self-reflection-based evaluations can also help students internalize Islamic values more deeply.

Overall, the study results indicate that the mindfulness approach has great potential to be applied in the teaching of Akidah Akhlak. This approach not only helps improve students' concentration and learning engagement but also fosters spiritual awareness, strengthens the appreciation of faith values, and cultivates better moral behavior. Thus, the integration of mindfulness in the learning of Akidah Akhlak can become one of the innovative strategies in Islamic religious education that not only emphasizes cognitive aspects but also pays attention to the spiritual dimension and the holistic character formation of students.

3.2. Benefits of Mindfulness Approach to Learning Akidah Akhlak

This section outlines various benefits of the mindfulness approach in the study of Akidah Akhlak based on relevant research findings. Mindfulness in the context of Islamic education is not only understood as a psychological self-awareness exercise but also relates to spiritual practices such as dhikr, contemplation, and self-reflection that help students internalize values of faith and morality. Therefore, the application of mindfulness in the teaching of Akidah Akhlak has the potential to positively impact the emotional, psychological, social, and spiritual development of students. Based on the literature review, there are several studies that demonstrate various benefits of the mindfulness approach in religious education. The summary of the research findings is presented in Table 3.

Table 3. Benefits of Mindfulness Approach to Learning Akidah Akhlak

No	Author and Year	Journal	Result
1.	(Manan, 2024)	The Influence of Islamic Mindfulness in Islamic Religious Education on Students' Emotional Regulation in the Technological Era	Islamic mindfulness has been shown to have a significant effect on improving students' emotional regulation. This approach helps students manage stress, control impulses, and improve calm and emotional well-being through spiritual practices such as dhikr, tafakur, and muraqabah. The integration of mindfulness in PAI learning is also able to improve the focus of learning and the quality of students' social interactions.
2.	(Khairanis & Aldi, 2025)	The Role of Islamic-Based Mindfulness on Students' Psychological Well-Being in the Digital Era	The application of Islamic-based mindfulness improves the psychological well-being of students through increased self-awareness, the ability to manage emotions, and the reduction of stress and anxiety. Practices such as dhikr and self-reflection also foster gratitude, strengthen a spiritual relationship with God, and increase empathy and social support among students.
3.	(Khoirunisa et al., 2025)	Islamic Concept of Mindfulness : Examining Its Application in Schools as a Tool for Spiritual and Emotional Learning	The implementation of Islamic mindfulness through morning dhikr and worship reflection has a positive impact on emotional well-being, study concentration, social relationships, and character formation of students. This

No	Author and Year	Journal	Result
			practice also fosters an attitude of patience, tawakal, and gratitude that is in line with the goals of Islamic education.
4.	(Krismayanti, 2024)	Application of Mindfulness-Based Learning Model for Ethical Development of Elementary School Students	The mindfulness approach is in line with the learning of Akidah Akhlak because it both emphasizes self-awareness, emotion management, empathy, and the formation of ethical behavior. Through mindfulness, students are trained to be present consciously, control emotions, and reflect on behavior so as to facilitate the cultivation of moral values such as honesty, responsibility, and social concern. Thus, mindfulness is relevant to strengthen the affective and moral aspects in learning Akidah Akhlak so that students are better able to appreciate and practice Islamic values.
5	(Qurratina & Muhid, 2025)	Islamic Mindfulness: The Relevance of Peace of Mind to Learning Achievement	The Islamic mindfulness approach is relevant to learning the Moral Faith because it helps foster peace of mind, self-awareness, and appreciation of Islamic values. Through practices such as dhikr and spiritual reflection, students become more focused and calm in understanding and practicing the teachings of faith and morals. This supports the learning objectives of the Moral Faith which not only emphasizes knowledge, but also the formation of attitudes, commendable behaviors, and religious character.

Based on the literature review results in Table 3, it can be concluded that the mindfulness approach provides various important benefits for the development of students in the learning of Akidah Akhlak. In general, these benefits can be classified into several main aspects, namely emotional regulation, psychological well-being, improved learning concentration, and the strengthening of students' character and spirituality.

First, mindfulness plays an important role in enhancing the emotional regulation of students. Research conducted by Manan (2024) shows that Islamic mindfulness significantly influences students' ability to manage stress, control impulses, and enhance emotional tranquility in the technological era. Thru spiritual practices such as dhikr, tafakkur, and muraqabah, students are trained to be more aware of their inner conditions, enabling them to respond to various academic and social pressures more calmly and controlled. This shows that the study of Akidah Akhlak combined with mindfulness practices not only helps students understand religious values theoretically but also applies them in daily emotional management.

Second, mindfulness also contributes to the improvement of students' psychological well-being. Research by Khairanis and Aldi (2025) found that Islam-based mindfulness can enhance students' self-awareness in recognizing and managing emotions, while also helping them cope with stress and anxiety more adaptively. Additionally, spiritual practices such as dhikr and self-reflection can foster a sense of gratitude and strengthen the spiritual connection with Allah Swt. This more stable psychological condition contributes to the creation of a more positive learning environment, where students feel more comfortable, safe, and motivated in participating in the learning process. Third, the application of mindfulness has also been proven to enhance students' concentration and the quality of the learning process. Research by Khoirunisa et al. (2025) shows that Islamic mindfulness practices thru morning dhikr and worship reflection can enhance learning focus, reduce

anxiety, and improve social relationships among students. This increase in concentration is important in the study of Akidah Akhlak because the material presented not only requires cognitive understanding but also a deep appreciation of spiritual and moral values.

Fourth, mindfulness plays a strategic role in character formation and the strengthening of moral values among students. Krismayanti's research (2024) emphasizes that the mindfulness approach aligns strongly with the goals of Akidah Akhlak learning because both emphasize the development of self-awareness, empathy, and the formation of ethical behavior. Thru self-awareness exercises and behavioral reflection, students can understand the impact of every action they take, making it easier to cultivate honesty, responsibility, and social concern.

Additionally, research by Qurratina and Muhid (2025) shows that Islamic mindfulness also contributes to fostering inner peace and the appreciation of faith values. Spiritual activities such as dhikr and spiritual reflection help students become more focused, calm, and open in understanding Islamic teachings. This stable inner condition allows students to internalize the values of faith and morals more deeply, so that learning becomes not only informative but also transformative. Overall, the results of the literature review indicate that the mindfulness approach provides significant benefits in supporting the emotional, psychological, social, and spiritual development of students. The application of mindfulness helps students enhance self-awareness, manage stress, and develop positive attitudes such as patience, gratitude, trust, empathy, and responsibility. Thus, the integration of mindfulness in the learning of Akidah Akhlak can become an effective pedagogical strategy to support learning that is not only oriented toward cognitive aspects but also toward character formation and the holistic strengthening of students' spirituality.

3.3. The Relevance of the Mindfulness Approach in Fostering the Spiritual Awareness of High School Students in Akidah Akhlak Learning

The mindfulness approach has strong relevance in the learning of Akidah Akhlak, especially in efforts to cultivate the spiritual awareness of students at the Senior High School (SMA) level. In adolescence, individuals are in a crucial phase of psychological and spiritual development, where they begin to build their identity, value system, and a deeper understanding of religious teachings. According to the psychosocial development theory proposed by Erik Erikson, adolescence is the stage of identity versus role confusion, which is the phase when individuals strive to find their identity and build a value system that will guide their lives. In this context, the teaching of Akidah Akhlak plays a strategic role not only in conveying religious knowledge cognitively but also in helping students build strong spiritual awareness and religious identity (Santrock, 2019).

The mindfulness approach, which emphasizes full awareness of the present moment, aligns with spiritual values in Islam, particularly the concept of murāqabah, which is the awareness that every human action is always under the supervision of Allah Swt. The concept of mindfulness was first popularized in modern psychology by Jon Kabat-Zinn, who defined mindfulness as awareness that arises thru intentional attention to the present moment experience in an open and non-judgmental manner (Kabat-Zinn, 2003). In the Islamic perspective, such awareness is similar to the concept of ihsan as explained in the Prophet's hadith, which is to worship as if you see Allah, and if you cannot, then be aware that Allah is always watching over humans. Therefore, mindfulness can be viewed as a relevant pedagogical approach to help students develop spiritual awareness thru reflection on their thoughts, feelings, and behaviors.

In the context of teaching Akidah Akhlak in high school, the mindfulness approach can be applied thru various learning activities that encourage self-reflection and students' spiritual awareness. For example, thru activities such as dhikr before lessons, contemplation of Quranic verses, self-reflection on daily behavior, moral case discussions, and muhasabah activities that encourage students to evaluate their attitudes and actions. Such reflective practices align with the theory of reflective learning proposed by John Dewey, which emphasizes the importance of reflection in the learning process to build a deeper and more meaningful understanding (Dewey,

1933). Thru these reflective activities, students not only understand the concepts of faith and morality theoretically but also connect them with real-life experiences.

In addition, the mindfulness approach is also relevant in addressing educational challenges in the modern era, particularly those related to increasing academic pressure, the influence of digital technology, and various social issues faced by adolescents. Research in the field of educational psychology shows that mindfulness can help improve emotional regulation, concentration, and the psychological well-being of students (Brown & Ryan, 2003; Schonert-Reichl & Lawlor, 2010). This self-regulation ability is very important for high school students who are facing various social and academic pressures. With better self-awareness, students can manage their emotions, avoid impulsive behavior, and make wiser decisions based on moral and spiritual values.

From the perspective of Islamic education, the integration of mindfulness in the study of Akidah Akhlak is also in line with the main goals of Islamic education, which is to shape individuals who possess a balance between intellectual, emotional, and spiritual dimensions. Classical Islamic education figures such as Al-Ghazali emphasized the importance of purifying the soul (tazkiyatun nafs) and spiritual awareness in the educational process. According to Al-Ghazali, education aims not only to transfer knowledge but also to cultivate noble character thru habituation, self-reflection, and strengthening awareness of Allah's presence in every human activity. This principle shows that approaches that foster self-awareness, such as mindfulness, align with the paradigm of Islamic education.

Additionally, the mindfulness approach can also support the process of value internalization in the learning of Akidah Akhlak. According to the theory of value internalization in education proposed by Thomas Lickona, character formation is not sufficient thru the verbal transmission of values alone, but must go thru the processes of moral knowing, moral feeling, and moral action (Lickona, 2012). Mindfulness helps students to be more aware of their thoughts and feelings, so that moral values such as honesty, responsibility, empathy, and patience can be understood and deeply internalized.

Thus, the mindfulness approach has a very strong relevance in the teaching of Akidah Akhlak at the high school level. This approach not only helps improve students' concentration and engagement in the learning process but also plays a role in fostering spiritual awareness, strengthening the appreciation of faith values, and shaping the religious character of the students. The integration of mindfulness in the learning of Akidah Akhlak can be one of the pedagogical innovations that supports the achievement of Islamic education goals more holistically, namely shaping individuals who are faithful, possess noble character, and have a balance between intellectual, emotional, and spiritual intelligence.

4. Conclusion

Based on the results of the literature review that has been conducted, it can be concluded that the mindfulness approach has significant relevance and contribution in the learning of Akidah Akhlak, particularly in fostering the spiritual awareness of students at the Senior High School level. Mindfulness not only plays a role in enhancing emotional regulation, learning concentration, and students' psychological well-being, but also supports the process of internalizing values of faith and morality in daily life. Mindfulness practices integrated with Islamic values, such as dhikr, tafakkur, self-reflection, and muhasabah, have been proven to enhance students' self-awareness of their thoughts, feelings, and behaviors. This aligns with the goals of Akidah Akhlak education, which not only emphasizes cognitive aspects but also character formation and the strengthening of spiritual awareness. Thus, the mindfulness approach can become an effective pedagogical strategy in creating a more reflective, meaningful, and character-building Akidah Akhlak learning experience for students.

The results of this study provide important implications for the development of Islamic Religious Education, particularly in the subject of Akidah Akhlak at the high school level. Teachers can integrate the mindfulness approach into the learning process thru various reflective and spiritual activities, such as habituating dhikr before lessons, contemplating Quranic verses, discussing moral values, and engaging in self-reflection activities that encourage students to reflect on themselves. The integration of this approach has the potential to create a more tranquil, reflective, and conducive learning environment for the spiritual development and religious character of students. Moreover, the results of this study also open up opportunities for further research to empirically test the effectiveness of the mindfulness-based learning model in enhancing students' spiritual awareness, moral behavior, and psychological well-being across various educational levels and broader learning contexts.

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