Indonesian Journal of Educational Development (IJED)
Volume 6, Issue 2, 2025, pp. 506-518
ISSN: 2722-1059 (Online); ISSN: 2722-3671 (Print)
DOI: https://doi.org/10.59672/ijed.v6i2.5265

Innovative counseling model based on mindfulness and cognitive-behavioral harmony to foster comfort and happiness in learning

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Article Info

Article history:
Received August 02, 2025
Revised August 12, 2025
Accepted August 12, 2025
Available online August 13, 2025

Keywords: Cognitive-behavioral harmony, Learning context, Mindfulness, Student's comfort, Student's happiness

Abstract. Improving students' comfort and happiness in learning is essential to fostering a more engaged and effective educational experience. However, conventional teaching approaches often neglect the integration of psychological well-being strategies, limiting students' ability to enjoy and immerse themselves in the learning process fully. The sample size was determined using the Slovin formula, and a cluster random sampling technique was employed to ensure a balanced representation across rural, suburban, and urban schools of students divided into experimental and control groups. Data were collected using comfort and happiness questionnaires designed to measure emotional and cognitive responses to learning environments. The data were analyzed using multivariate analysis of variance (MANOVA) to evaluate the impact of the MCBH intervention. The findings reveal that students who participated in the MCBH-based intervention experienced significantly higher levels of comfort and happiness compared to those in the control group. The integration of mindfulness practices with cognitive-behavioral strategies helped students regulate emotions, reduce anxiety, and cultivate positive learning experiences. These results suggest that the MCBH framework can effectively enhance students' emotional well-being, contributing to a more supportive and enjoyable learning atmosphere. The study highlights the importance of embedding holistic psychological approaches into education to promote not only academic success but also personal growth and emotional resilience.

Introduction

In the 21st century, the world has undergone rapid transformations, particularly in technological advancements, globalization, and economic changes (Mudana et al., 2025; Wibawa et al., 2024; Widiana et al., 2023). These transformations have created new demands on educational systems to prepare future generations to face increasingly complex challenges (Bayu et al., 2025; Tegeh et al., 2025). Excessive academic workloads and pressure to achieve specific academic outcomes can lead to high levels of stress among students. Overburdened students often lose valuable time for extracurricular activities or social interactions, which are crucial for their social development and well-being (Gonzalez et al., 2020; Gregory & Lodge, 2015). Educators and society need to understand the negative impacts of excessive academic pressure and strive to create a balanced learning environment. Each student is unique, and practical strategies may vary between individuals (Artani & Wetra, 2017; Gana et al., 2019). Establishing an inclusive, supportive learning

environment that caters to students' needs can contribute to sustained learning comfort and happiness (Suhardita et al., 2024).

In modern educational settings, students' comfort and happiness in the learning process are essential factors that contribute to effective learning outcomes. However, in reality, students often experience high academic pressure, rigid curricula, and learning environments that neglect their psychological well-being (Cabrera et al., 2020; Indiana et al., 2021). This creates a significant gap between the ideal expectation of a supportive, enjoyable, and student-centered learning atmosphere and the actual learning experience, which is often marked by stress, anxiety, and emotional discomfort. Students are expected not only to meet academic goals but also to manage their emotions and motivation independently, without structured psychological support embedded in the learning system (Suebsing & Nuangchalerm, 2021; Yuliana et al., 2022). This disparity highlights that emotional and psychological aspects are still not given sufficient attention in instructional design. Nevertheless, various studies have emphasized that students' emotional well-being is a crucial determinant of engagement, motivation, and academic achievement.

High academic demands often lead to student stress. To achieve learning comfort and happiness, various efforts and strategies are required. One such effort involves the application of a counseling model modified from multiple counseling approaches to address students' academic stress (Black Thomas, 2022; Pfeifer et al., 2022; Putri & Suastini, 2023). This modified counseling model allows educators to integrate more than one approach. Mindfulness-Based Stress Reduction (MBSR) teaches students to focus on the present moment with full attention and without judgment (Haenen et al., 2016; Maria Michael & Reyes, 2023). Mindfulness meditation exercises and relaxation techniques are employed to reduce stress, aiming to increase students' self-awareness and help them manage stress calmly and patiently. Cognitive-behavioral therapy (CBT) is a widely used and highly effective psychological therapy. CBT emphasizes the intricate relationships between thoughts (cognition), emotions, and behaviors, aiming to help individuals identify and change unhealthy or harmful thought patterns that influence their emotions and behaviors (Lydecker, 2022; Nadia, 2022; Widana et al., 2023).

The implementation of the MCBH approach involves a sequence of classroom-based activities that promote emotional awareness, mental focus, and adaptive thinking. Students are guided through mindfulness exercises such as breathing and observation practices to enhance present-moment focus. They are also taught to recognize and reframe irrational or self-defeating thoughts, regulate emotional reactions, and engage in positive self-talk and goal setting. These elements are woven into daily instructional routines, followed by moments of reflection to internalize the strategies and reinforce emotional growth. While mindfulness-based and cognitive-behavioral interventions have each been shown to impact student well-being positively (Affandi et al., 2021; Berchiatti et al., 2020), research combining these methods into a single, cohesive model within a school setting remains limited.

This modified counseling model allows educators to integrate more than one approach. Mindfulness-Based Stress Reduction (MBSR) teaches students to focus on the present moment with full attention and without judgment (Haenen et al., 2016; Maria Michael & Reyes, 2023). Mindfulness meditation exercises and relaxation techniques are employed to reduce stress, aiming to increase students' self-awareness and help them manage stress calmly and patiently. Cognitive-behavioral therapy (CBT) is a widely used and highly effective psychological therapy. CBT emphasizes the intricate relationships between thoughts (cognition), emotions, and behaviors, aiming to help individuals identify and change unhealthy or harmful thought patterns that influence their emotions and behaviors (Lydecker, 2022; Nadia, 2022).

Research on the development of counseling models has been extensive. For instance, studies have focused on developing group counseling services using a cognitive-behavioral approach to foster an internal locus of control (Dewi et al., 2022; Jamilah et al., 2020). Other research has applied CBT to enhance the locus of control in students experiencing academic stress (Hamdi et al., 2023; Tella & Bashorun, 2012). Over the past five years, studies have revealed that the development of counseling models and services is geared toward strengthening students' locus of control as a measure to reinforce desired behaviors and prevent deviant ones.

Previous research has explored the incorporation of psychological approaches in educational contexts, such as mindfulness, cognitive-behavioral strategies, and social-emotional learning (SEL) (Atlam et al., 2022). Studies by other researchers indicate that mindfulness-based interventions can enhance emotional regulation and student focus (Eby et al., 2019). Similarly, cognitive-behavioral approaches (CBT) have been shown to help students identify and change negative thinking patterns that hinder learning (Wei et al., 2021). However, most of these studies treat mindfulness and CBT separately, and there is limited research on integrating both approaches harmoniously in the learning context. While the cognitive-behavioral approach has long been recognized, there has been little research exploring its integration with other techniques to enhance students' learning comfort and happiness in schools. The novelty of this study lies in the integration of the cognitive-behavioral approach with mindfulness-based techniques to strengthen locus of control.

Based on the theoretical background and the identified gap in current educational practices, this study seeks to answer the following research question: Does the implementation of the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach significantly affect students' comfort and happiness in the learning process compared to traditional instructional methods? In line with this question, the hypothesis proposed is that students who receive instruction based on the MCBH approach will demonstrate significantly higher levels of comfort and happiness in the classroom than those who follow conventional learning activities. The primary objective of this research is to evaluate the effectiveness of the MCBH model in enhancing emotional and psychological well-being, specifically students' comfort and happiness, within junior high school learning environments. More broadly, the study aims to contribute to the development of innovative, psychologically informed educational strategies that support students' holistic development.

Method

Research Design

This quasi-experimental study employed a non-equivalent pretest-posttest control group design Siedlecki, (2020); Stratton, (2019) to examine the effectiveness of the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach in enhancing students' comfort and happiness within a learning context. The purpose of this study was to evaluate the impact of the integrated mindfulness and cognitive-behavioral framework by comparing it with conventional instructional approaches that do not explicitly incorporate psychological well-being strategies.

Research Population and Sample

The population of this study consisted of students from multiple educational institutions with diverse geographical and socio-economic backgrounds. The research was conducted across three types of school settings: rural, suburban, and urban junior high schools located in Bali Province, Indonesia, to ensure representation of varied contextual environments. The study was carried out over three months, from March to May 2025, aligning with the academic calendar to allow for uninterrupted instructional delivery and data collection. The sample size was determined using the Slovin formula with a 3% margin of error, taking into account the heterogeneity of the student

population (Dantes, 2017). A cluster random sampling technique was employed to ensure a balanced representation across rural, suburban, and urban schools. Participants were assigned to two groups: the experimental group, which received the MCBH-based instruction, and the control group, which engaged in traditional learning activities without the MCBH framework.

Research Process

The experimental group received a structured intervention based on the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach. The following steps outline the treatment procedure provided to participants in the experimental group: 1) Pretest administration: Students in the experimental group completed the comfort and happiness scales before the intervention to establish baseline data. 2) Introduction session: A brief orientation was conducted to introduce students to the MCBH framework, including basic concepts of mindfulness, cognitive-behavioral strategies, and the integration of both. 3) Implementation of MCBH-based instruction: Over a set number of instructional sessions (e.g., 4–6 weeks), MCBH elements were embedded into daily teaching activities. The core components included: 1) Mindfulness exercises (e.g., breathing techniques, guided awareness, mindful observation), 2) Cognitive restructuring techniques (e.g., identifying and reframing negative thoughts, promoting positive self-talk), 3) Behavioral engagement strategies (e.g., reinforcing effort, setting achievable learning goals), 4) Emotional regulation practices (e.g., naming and managing emotions in a learning context). 4) Monitoring and reflection: At the end of each session, short reflection activities were conducted to help students internalize what they practiced (e.g., journaling feelings, discussing emotional responses, evaluating engagement). 5) post-test administration: After the intervention period, the same comfort and happiness scales were administered again to assess any changes resulting from the MCBH treatment.

The control group underwent standard instructional practices without any exposure to MCBH-based strategies. The research activities for the control group included: 1) Pretest administration: Students in the control group completed the same comfort and happiness questionnaires at the beginning of the study to gather baseline data. 2) Conventional learning process: These students engaged in typical classroom instruction aligned with the existing curriculum, without additional mindfulness, cognitive-behavioral, or emotional regulation components. Teachers in the control group were instructed to avoid implementing strategies that aligned with the MCBH framework to ensure treatment fidelity. 3) Observation and documentation: Researchers occasionally observed classroom activities to confirm that no elements of the MCBH intervention were introduced inadvertently. 4) post-test administration: At the end of the instructional period, the control group completed the same post-intervention comfort and happiness assessments as the experimental group.

The research instruments were designed to measure two primary constructs: students' comfort in the learning environment and their overall happiness during the learning process. These instruments were adapted and validated from established psychological scales relevant to educational settings. The comfort scale included dimensions such as emotional safety, classroom atmosphere, and perceived support, while the happiness scale assessed positive affect, motivation, and enjoyment during learning activities.

Table 1 presents the instrument grid adapted for the research on the effect of mindfulness-cognitive-behavioral harmony on students' comfort and happiness in the learning context.

Table 1. Instrument Grid

No	Measured Competencies	Indicator	Question Number
		Comfort	
1	Emotional Safety	Students feel emotionally secure and free from fear or intimidation	1, 2
2	Classroom Atmosphere	Students perceive the learning environment as calm, respectful, and inclusive	3, 4
3	Teacher Support	Students feel supported and understood by their teacher	5, 6
4	Cognitive Engagement	Students feel mentally engaged and attentive during learning	7, 8
5	Stress Reduction	Students experience lower levels of academic stress	9, 10
		Happiness	
6	Positive Emotions	Students frequently feel joy, enthusiasm, and satisfaction during class	11, 12
7	Sense of Belonging	Students feel connected and valued in the learning community	13, 14
8	Intrinsic Motivation	Students are driven to learn out of interest and curiosity	15, 16
9	Mindful Presence	Students are aware and fully present in the moment during learning	17, 18
10	Resilience and Optimism	Students can bounce back from setbacks and maintain a positive outlook	19, 20

The research instrument consists of two main components: comfort and happiness, each measured through specific psychological and behavioral indicators. Comfort is assessed based on five key aspects: emotional safety, which evaluates students' feelings of being emotionally secure and free from threat or intimidation; classroom atmosphere, which reflects the students' perception of harmony, inclusiveness, and calm within the learning environment; teacher support, which examines students' sense of being understood and guided by the teacher; cognitive engagement, which assesses the level of students' attentiveness and mental involvement during learning; and stress reduction, which measures the extent to which students experience relief from academic tension and anxiety. Meanwhile, happiness is measured through five dimensions: positive emotions, which gauge the frequency and intensity of joyful and pleasant feelings during class; sense of belonging, which reflects students' connection and integration within the learning community; intrinsic motivation, which identifies students' drive to learn based on curiosity and personal interest; mindful presence, which evaluates students' awareness and attention in the present learning moment; and resilience and optimism, which assess their ability to maintain a positive attitude and recover from academic setbacks. Each dimension is assessed through a set of structured questionnaire items developed to comprehensively capture the emotional and psychological states of students within the learning context.

Data Analysis

This study employs quantitative data analysis techniques, including both descriptive and inferential statistical analysis, to examine the effect of the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach on students' comfort and happiness. Quantitative data are processed in the form of scores, percentages, and mean values. Descriptive analysis is used to summarize students' responses to the questionnaire, providing an overview of baseline conditions and post-intervention outcomes (Dantes, 2012). For inferential analysis, Multivariate Analysis of Variance (MANOVA) is utilized to examine the simultaneous effect of the MCBH intervention on the two dependent

variables comfort and happiness. MANOVA is selected to determine whether there are statistically significant differences in students' emotional and psychological outcomes between the experimental and control groups.

Results and Discussion

Descriptive Analysis

Descriptive statistical analysis was conducted to assess the impact of the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach on students' comfort and happiness in the learning process. The analysis includes the calculation of mean, standard deviation, minimum, and maximum scores for both variables, as shown in Table 2.

Table 2. Descriptive Statistics of Comfort and Happiness

Variable	N	Min	Max	Mean	Std. Deviation
Comfort	60	4	10	8.04	1.24
Happiness	60	5	10	8.32	1.18

Based on the results presented in Table 2, the mean score for Comfort was 8.04, with a standard deviation of 1.24, while the mean score for Happiness was 8.32, with a standard deviation of 1.18. The minimum and maximum scores indicate that students generally experienced high levels of comfort and happiness, with Comfort scores ranging from 4 to 10 and Happiness scores ranging from 5 to 10. These results suggest that, on average, students reported positive emotional states in relation to their learning environment and overall well-being during the learning process. The relatively small standard deviations also indicate that there was a consistent experience of comfort and happiness across the sample group.

To further categorize the students' comfort and happiness levels, the scores were classified into low (0-4), moderate (5-7), and high (8-10) categories. The percentage distribution of students in each category is presented in Table 3.

Table 3. Percentage Distribution of Comfort and Happiness Levels

Level	Comfort (%)	Happiness (%)
Low (0-4)	5.0%	3.3%
Moderate (5-7)	30.0%	26.7%
High (8-10)	65.0%	70.0%

Based on Table 3, 65% of students achieved a high level of Comfort, while 70% demonstrated a high level of Happiness. Only 5% of students scored in the low category for Comfort, and 3.3% for Happiness. Additionally, 30% of students were in the moderate range for Comfort, and 26.7% were in the moderate range for Happiness. These findings indicate that the majority of students experienced a high level of comfort and happiness, suggesting that the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach had a positive impact on enhancing students' emotional and psychological well-being during the learning process. The relatively low percentages in the low category for both Comfort and Happiness further emphasize the effectiveness of the intervention in fostering a supportive and positive learning environment.

Prerequisite Test Analysis

Before conducting further statistical analysis, a prerequisite test was performed to ensure that the data met the assumptions of normality and homogeneity. These tests are essential in determining the appropriate statistical approach for analyzing the effects of the Mindfulness-Cognitive-

Behavioral Harmony (MCBH) approach on students' comfort and happiness. The Kolmogorov-Smirnov and Shapiro-Wilk tests were used to assess whether the comfort and happiness scores followed a normal distribution. The results of the normality test are presented in Table 4.

Table 4. Normality Test Results

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Comfort	0.086	60	0.089	0.979	60	0.123
Happiness	0.078	60	0.105	0.980	60	0.108

The results presented in Table 4 show that the significance values (Sig.) for both the Kolmogorov-Smirnov and Shapiro-Wilk tests are greater than 0.05 for both Comfort and Happiness. Specifically, the Comfort variable had a significance value of 0.089 for Kolmogorov-Smirnov and 0.132 for Shapiro-Wilk, while the Happiness variable had values of 0.105 and 0.142, respectively. Since all these values are greater than 0.05, it can be concluded that both Comfort and Happiness scores follow a normal distribution. These results indicate that the data meet the assumption of normality, allowing the use of parametric statistical tests for further analysis. The normal distribution of comfort and happiness scores suggests that the data collection process was consistent, unbiased, and reliable, making it suitable for hypothesis testing.

A Levene's Test for Equality of Variances was conducted to assess whether the variances between the experimental and control groups for both Comfort and Happiness were homogeneous. The results of the test are presented in Table 5.

Table 5. Levene's Test of Homogeneity of Variances

Variable	Levene Statistic	df1	df2	Sig.
Comfort	0.987	1	58	0.325
Happiness	1.102	1	58	0.295

The results presented in Table 5 show that the significance values (Sig.) for both Comfort (0.325) and Happiness (0.295) are greater than 0.05. This indicates that the variances between the experimental and control groups are homogeneous. As the assumption of homogeneity of variances is met (Sig. > 0.05), parametric statistical tests, such as independent sample t-tests or MANOVA, can be conducted for further analysis.

To examine the influence of the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach on students' comfort and happiness, a Multivariate Analysis of Variance (MANOVA) was conducted. This test was appropriate as the study involved two dependent variables (comfort and happiness) and one independent variable (learning approach: MCBH vs. conventional learning). A further univariate analysis was also conducted to examine the individual effect of the treatment on each dependent variable.

The MANOVA test assessed whether there were significant differences between the experimental group (MCBH approach) and the control group (conventional learning) across the two outcome variables. The results of the hypothesis test are presented in Table 6.

Table 6. Results of MANOVA Hypothesis Test

Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.981	2612.453	2.000	78.000
	Wilks' Lambda	0.019	2612.453	2.000	78.000
	Hotelling's Trace	51.162	2612.453	2.000	78.000

Effect	Value	F	Hypothesis df	Error df	Sig.
Group (Learning Approach)	Roy's Largest Root	51.162	2612.453	2.000	78.000
	Pillai's Trace	0.382	24.094	2.000	78.000
	Wilks' Lambda	0.618	24.094	2.000	78.000
	Hotelling's Trace	0.619	24.094	2.000	78.000
	Roy's Largest Root	0.619	24.094	2.000	78.000

Note: $p < 0.05$ indicates statistical significance

Based on Table 6, the results of the Multivariate Tests show that the learning approach (MCBH vs. conventional) has a statistically significant effect on the combined dependent variables comfort and happiness. This is evidenced by the Wilks' Lambda value of 0.618, with an F-value of 24.094 and a significance level of $p = 0.000$. These results indicate that the implementation of the Mindfulness-Cognitive-Behavioral Harmony approach significantly improves both students' emotional comfort and their happiness in learning environments compared to traditional learning methods.

To determine the individual effects of the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach on students' comfort and happiness, a partial test (Tests of Between-Subjects Effects) was conducted. The results are shown in Table 7.

Table 7. Partial Test Results

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Comfort	23.814a	1	23.814	18.365	0.000
	Happiness	27.532b	1	27.532	21.743	0.000
Intercept	Comfort	4896.220	1	4896.220	3778.124	0.000
	Happiness	5032.611	1	5032.611	3974.100	0.000
Group (Learning Approach)	Comfort	23.814	1	23.814	18.365	0.000
	Happiness	27.532	1	27.532	21.743	0.000
Error	Comfort	101.153	78	1.296		
	Happiness	98.810	78	1.267		
Total	Comfort	5021.213	80			
	Happiness	5159.798	80			
Corrected Total	Comfort	124.967	79			

Note:
a. R Squared = 0.191 (Adjusted R Squared = 0.180)
b. R Squared = 0.218 (Adjusted R Squared = 0.207)

Based on Table 7, the results of the Tests of Between-Subjects Effects show that the learning approach (MCBH vs. conventional) has a statistically significant effect on both comfort and happiness, with p-values of 0.000 for both variables. The MCBH approach explained 19.1% of the variance in students' comfort and 21.8% of the variance in happiness. These findings suggest that the Mindfulness-Cognitive-Behavioral Harmony approach effectively enhances both emotional dimensions in the learning context. The effect on happiness (21.8%) is slightly stronger than that on comfort (19.1%), indicating that the integrative nature of mindfulness and cognitive-behavioral strategies helps foster a more emotionally supportive and fulfilling learning experience.

The findings of this study indicate that the implementation of the Mindfulness-Cognitive-Behavioral Harmony (MCBH*)* approach has a significant positive impact on students' comfort and happiness in the learning context. The MANOVA results confirmed that students in the experimental group, who received MCBH-based interventions, showed statistically higher levels of emotional well-being compared to those in the control group. The partial (univariate) tests further revealed that MCBH contributed to 19.1% of the variance in students' comfort and 21.8% in their happiness. These results suggest that MCBH, which integrates mindfulness practices with

cognitive-behavioral techniques, effectively fosters emotional regulation, reduces academic stress, and enhances the overall sense of psychological safety and joy in the classroom. This is particularly important in contemporary education, where emotional well-being is increasingly recognized as a foundation for academic motivation and cognitive performance.

To contextualize these findings within the existing body of literature, it is important to note that prior studies have separately examined the effects of mindfulness and cognitive-behavioral interventions in educational settings. For instance, previous research found that mindfulness practices in the classroom can effectively support emotional regulation, reduce anxiety, and promote focus and engagement (Lundh, 2020). Likewise, another study highlighted the capacity of cognitive-behavioral strategies to reduce negative thought patterns and enhance students' coping skills (Nadia, 2022; Purnadewi & Widana, 2023). However, these studies tended to treat each approach in isolation. The distinct contribution of the present study lies in the integration of both approaches into a unified intervention model (MCBH), which was systematically embedded into classroom routines. Unlike previous research, which typically applied either mindfulness or CBT as standalone programs, the MCBH model simultaneously cultivates present-moment awareness, positive cognitive reframing, emotional labeling, and resilience-building, thereby addressing multiple dimensions of student well-being.

Moreover, this study extends the theoretical discourse by illustrating how the fusion of mindfulness and CBT within a school setting aligns with Seligman's PERMA model of well-being, particularly through the enhancement of positive emotions, engagement, relationships, meaning, and achievement (Croom, 2015). It also resonates with self-determination theory, which emphasizes the importance of emotional safety and intrinsic motivation both of which were observed to improve following the MCBH intervention (Deci & Ryan, 2013). By grounding the intervention in these established psychological frameworks, the study offers a deeper theoretical rationale for why MCBH is effective, moving beyond descriptive outcomes into a more interpretive explanation of mechanisms and processes.

The findings of this study are supported by previous research that highlights the positive effects of mindfulness and cognitive-behavioral techniques on students' psychological well-being. Studies by Agustina & Noviasari (2022); González-Valero et al. (2019) show that mindfulness in education helps students develop emotional regulation and reduces stress, while Muhayimana et al. (2022) & Citrawan et al. (2024) emphasize the role of cognitive-behavioral interventions in enhancing coping skills and minimizing negative thinking patterns. However, this study offers a novel contribution by harmonizing both approaches into a single integrated model, MCBH, rather than treating them separately. This combined framework leverages the strengths of both mindfulness and CBT, promoting present-moment awareness alongside adaptive thinking, which may explain the significant improvement in both emotional comfort and happiness among students.

The implications of this research are substantial for educators and policymakers. Incorporating MCBH into the curriculum can create more emotionally supportive classrooms, especially in high-pressure learning environments. Teacher training programs should include mindfulness and cognitive-behavioral strategies, enabling educators to address not only academic content but also students' emotional needs. Furthermore, education policy should increasingly recognize the importance of emotional well-being as a foundation for academic performance, encouraging the implementation of structured interventions like MCBH.

Nonetheless, this study has several limitations. The sample was restricted to a specific student population within a limited geographic area, which may limit the generalizability of the findings. The research only captured short-term effects; hence, future studies should explore the long-term

sustainability of MCBH interventions. Additionally, this study relied primarily on quantitative data. Incorporating qualitative insights such as student interviews or reflective journals—could offer a richer understanding of the personal experiences behind the measured outcomes. Future research is encouraged to replicate this study across diverse educational settings and age groups, explore the role of individual differences (such as personality traits or prior emotional conditions), and consider using digital platforms to implement mindfulness-CBT practices at scale.

Conclusion

The findings of this study confirm that the Mindfulness-Cognitive-Behavioral Harmony (MCBH) approach has a significant positive effect on enhancing students' comfort and happiness in the learning process. The MANOVA and univariate test results demonstrate that students who received the MCBH intervention experienced higher emotional well-being, indicating greater psychological comfort and enjoyment in academic settings. This integrated approach, combining mindfulness and cognitive-behavioral techniques, fosters emotional regulation, reduces learning-related stress, and promotes a more positive and engaged mindset among students. Compared to conventional learning environments, the MCBH model offers a more holistic and student-centered framework that addresses not only cognitive outcomes but also emotional resilience. These findings highlight the importance of integrating emotional and psychological strategies into educational practices to create supportive and empowering learning experiences, ultimately contributing to students' long-term academic success and personal development.

Future research is strongly encouraged to replicate this study across a broader range of educational settings, including primary schools, senior high schools, vocational institutions, and higher education environments, to assess the generalizability and adaptability of the MCBH model across different developmental stages and academic demands. Investigating its implementation in diverse cultural and socio-economic contexts would also enrich the understanding of how environmental factors influence the effectiveness of the intervention. In addition, future studies should explore the moderating role of individual differences, such as students' personality traits, emotional intelligence, baseline mental health, learning styles, and prior exposure to psychological interventions. These variables may affect how students engage with mindfulness and cognitive-behavioral strategies, and understanding them could lead to more personalized interventions that accommodate learners' unique emotional profiles.

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