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Effectiveness *Mindful Teaching* to Improve Teacher Happiness

ABSTRACT: *Happiness is one of the important aspects that need to be exploited and developed by individuals in various professions. One of the professions to develop happiness is the teacher. Teachers are professions that are vulnerable to stress that can rot on unhappiness. Attention centered care can be a necessary alternative for teachers, who have an indispensable awareness on the internal individual. Effective teaching training to increase happiness in Senior High School teachers. The research method used quasi non-equivalent experiments pre-test and post-test control group design. Subjects in the study were 25 Senior High School teachers. The instrument in this study is OHQ (Oxford Happiness Questionnare). The results showed an increase in training before and after training. Training based on mindfulness can be developed as an alternative treatment for happiness for teachers. Mindfulness is a state that can be achieved by using the potential of internal resources, so the practice of mindful teaching is actually very possible by teachers through structured exercises. Through mindful teaching training, teachers have positive feelings through positive emotions, feel good about the present, and have an optimistic attitude toward the future and to achieve happiness. Happiness is a concept that refers to the positive emotions felt by the individual as well as positive activities favored by the individual. Lastly, the researchers can further test the effectiveness of mindful teaching training with the number of samples more; and can, then, test the effectiveness of mindful training with comparing mindful teaching images at different school levels, such as in kindergarten, elementary, or high school teachers.*

KEY WORDS: *Mindful; Mindful Teaching; Teacher Happiness.*

INTRODUCTION

Every individual, whether children, teenagers or parents, want happiness. Happiness is important, because it can have a positive impact on the functioning of human beings themselves in various aspects of life, such as work, education, social relations, and health. Happiness is an important need for human beings in every function and everyday activities (Oishi & Koo, 2008; Charles & Carstensen, 2010; and Umberson & Montez, 2010).

Happiness is a concept that refers to the positive emotions felt by the individual as well as the positive activities favored by the individual (Seligman, 2011; Desmet & Pohlmeyer, 2013; and Jackson, 2013). Having individual happiness can be more productive to life and a barrier to stress. The existence of unhappiness is possible starting from the expectations and needs that are not met that result in stress (Mauss *et al.*, 2011; and Bhui *et al.*, 2016).

Education and happiness are closely

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related, where happiness is the primary goal of education. The responsibility of teachers in schools is not only as an academic educator, but also as a figure that also direct the development of student personality. It is also reinforced by the view that education is the main route to direct competent, characteristic, and resourceful individuals, who are ready to contribute to the development of the world. Teachers have an important role in creating a fun and quality school climate (Skinner & Belmont, 1993; Suharsaputra, 2013; and Zosh *et al.*, 2017).

Arvan Pradiansyah (2008), as cited in R. Aziz (2011), said that the happiness of teachers will determine the effectiveness of transferring knowledge to students, which means that when a teacher is happy, he/she can adapt him/her-self to the identity and integrity he/she possesses, so that easily follow the way and speed of thinking of his/her students; therefore, students can obtain a complete knowledge (Pradiansyah, 2008; and Aziz, 2011).

Such a complex role, on the other hand, faced with the fact that the teacher is one of the professions that have a high enough pressure level, so susceptible to stress. According to research conducted by Syamsul Rizal (2015), and other scholars, suggested the result that job stress affects the performance of teachers, the worse a teacher's behavior as an indication of symptoms of work stress, the lower the performance of the teacher (Sprenger, 2011; Rizal, 2015; and Schonfeld, Bianchi & Luehring-Jones, 2017).

This stressful condition is due to the high targets that teachers must fulfill either from parents, institutions to work, to government, but not accompanied by adequate welfare. The high pressure ultimately brings other logical consequences that teachers have difficulty applying effective learning, disruption of psychological well-being, to academic achievement that is not as expected (Mulford, 2003; Williams, 2010; and Zahedani *et al.*, 2016).

Individual, who work with happiness, is an individual who has feelings positive at any time, because the individual the most know how to manage and affect the world of work so as to maximize performance and

give satisfaction in work (Pryce, 2010; and Litchfield *et al.*, 2016). Ed Diener (2000) uses the term welfare subjective, or subjective well-being, to describe happiness (Diener, 2000). Jati Ariati (2010), and other scholars, who examine the relationship between subjective well-being with job satisfaction finding, there is a positive relationship between subjective well-being with job satisfaction. Therefore, there is a relationship between happiness with job satisfaction (Ariati, 2010; Bowling, Eschleman & Wang, 2011; and Unanue *et al.*, 2017).

Based on preliminary data obtained through interviews of several teachers in one school, there are some problems that cause pressure for teachers, such as changing curriculum matters; the attitude of students who are sometimes passive in the classroom; and there are some teachers who teach in certain subjects but not with a background in the subject area. The difficulties faced make some teachers have to adapt to students and work climate in school environment (*cf* Fry, Ketteridge & Marshall eds., 2009; Mansour, 2009; interview with Respondent A, 2/5/2018; and interview with Respondent B, 9/5/2018).

These various pressures were later recognized to affect the quality of teaching teachers in schools. In this context, L. Flook *et al.* (2013) and other scholars stated that teachers who persist with their work, but are under constant stress, can affect the teacher's responsiveness to students and will have an impact on how to teach teachers in the classroom (Hughes & Kwok, 2007; Flook *et al.*, 2013; and Han & Yin, 2016).

In response to this, teachers should have the ability to control themselves more qualified, so that any problems related to the learning process and personal mental health can be overcome independently. According to K.W. Brown, R.M. Ryan & J.D. Creswell (2007), as cited also in Ega Anastasi Maharani (2015), philosophers, spiritual, until psychology have agreed to underline the importance of consciousness factor, or self-consciousness, to the welfare of self and the achievement of optimal human function (Brown, Ryan & Creswell, 2007; and Maharani, 2015).

One attribute of consciousness that has received much attention for discussion and

research is mindfulness, where the basic concept of mindfulness itself is the stage where the individual is able to pay attention and realize what is happening right now without being reactive to the situation. In the context of learning, the basic concept of mindfulness can be applied in the teacher-student relationship in the form of mindful teaching (Brown, Ryan & Creswell, 2007; Maharani, 2015; and Lyddy & Good, 2016).

With mindful teaching, teachers can apply learning more effectively and able to cope with various stressful situations related to the teacher profession, through 5 main components, namely: (1) listen attentively; (2) acceptance without self-assessment of the child; (3) awareness of the emotional state of the self and of the child; (4) self-regulation in the teacher-student relationship; and (5) alone and children, teachers can further improve the quality of relationships with students and use learning strategies more effectively (Skinner & Beers, 2014; Kwon, 2015; and Tyng *et al.*, 2017).

Having individual happiness can be more productive to life and a barrier to stress. Skills in problem solving are indispensable in promoting happiness. The use of mindful teaching strategy is expected to be one effective way for teachers in improving happiness in the learning process (Burns ed., 2010; Min, Lee & Lee, 2013; and Bristow ed., 2016). Therefore, this research is conducted to see the effectiveness of mindful teaching training to improve the happiness of teachers in the learning process.

History of Mindfulness. The concept of mindfulness is rooted in Buddhist philosophy, but today it has developed both practically and theoretically in the realm of modern psychology. The term "mindfulness" has existed since 2,500 years ago, initially mindfulness is a meditation practice in Buddhism to know the cause of suffering, and as a way to overcome anxiety, sadness, pain, and realize happiness (Virtbauer, 2012; Aich, 2013; and Black, 2014). Mindfulness teaches people to face life to be more patient, and enjoy life from time to time; and to rise again if we are in a state of decline (Collard, 2014; and Paller *et al.*, 2015).

The term "mindfulness" developed into a

study in the discipline of science published by Ellen Langer (1989), then mindfulness began to be used in the field of psychotherapy by Jon Kabat-Zinn (2017), with MBSR (Mindfulness Based Stress Reduction) technique, is a way to help people who are sick in conditions chronic, like a very bad back pain, or who have HIV (Human Immunodeficiency Viruses) disease to stay alive and avoid the feeling of depression and fear (Langer, 1989; and Kabat-Zinn, 2017).

In this MBSR technique, mindfulness is done by sitting and body scan, *yoga*, or with meditation that brings people to consciousness in life, that is in live. J.M.G. Williams *et al.* (2000), then, developed MBSR into MBCT (Mindfulness Based Cognitive Therapy), a special therapy for depression sufferers, such as anxiety disorders, eating disorders, and addiction (*cf* Williams *et al.*, 2000; Ramel *et al.*, 2004; and Black, 2014).

Pathah Pajar Mubarok (2016) and Jon Kabat-Zinn (2017) defined mindfulness as the consciousness that arises from giving attention to a present experience deliberately and without judgment in order to be able to respond with acceptance, to the experience experienced over time. The word "mindfulness" itself can be defined as psychological constructs, psychological processes or being mindful, forms of psychotherapy, or forms of exercise that can shape the condition of mindfulness, such as meditation practice (Mubarok, 2016; and Kabat-Zinn, 2017).

According to R.A. Baer (2006), as cited also in Ega Anastasi Maharani (2015), mindfulness is the capacity to: (1) *observing*, the ability to observe and be aware of the thoughts, feelings, perceptions, and sensations; (2) *describing*, describe with words; (3) *acting,* act with awareness; (4) *non-reactivity*, being non-reactive to personal experience; and (5) *non-judge*, attitude without judgment on personal experience (Baer, 2006; and Maharani, 2015).

The ability of observation, or observing, represents the condition in which the individual is able to consciously be aware of all thoughts, feelings, and sensations of the body without getting dragged into the

stream of thought. Then, at the same time, the individual can describe the thoughts, feelings, and sensations of the body and label it, such as anger, depression, happiness, trembling, etc. The process of observing and labeling must proceed without reactivity and non-judgmental, so it is expected that the individual can accept every experience that happens with a neutral attitude and ultimately can respond to the event with full awareness (Charlton, 2000; Davis & Hayes, 2011; and Maharani, 2015).

As F.A. Hupert & D.M. Johnson (2010), and other scholars, explained that maintaining conscious awareness of what is happening right now gives individuals an opportunity to see and experience events as they are and choose how to respond (Zacks *et al.*, 2007; Hupert & Johnson, 2010; and Earl, 2014).

In fact, we as human beings pay little attention to the experience we are experiencing, while the awareness of thoughts and feelings are distracted from other external experiences, interactions with others, thoughts of the past, or fear of the future. Most of the time, we walk in an autopilot mode, where we get caught up in experience and react automatically, especially when we're in a stressful situation (Hooker & Fodor, 2008; Siegel, Germer & Olendzki, 2008; and Vago & Silbersweig, 2012).

Again, according to F.A. Hupert & D.M. Johnson (2010) and other scholars, it requires three characteristics in mindfulness practices: (1) deliberately giving attention to the present and here; (2) receive the present experience calmly, clearly, and sincerely; and (3) experiencing each event as it is, without being refracted by reactive attitude and judgment (Baer *et al.*, 2006; Hupert & Johnson, 2010; and Norris *et al.*, 2018).

Various studies have shown that mindfulness correlates with *stress and emotional well-being* (Weinstein, Brown & Ryan, 2009); *improvement of emotional regulatory ability, self-welfare, and problem solving* (Hupert & Johnson, 2010); as well as *parent-child communication* (Duncan, Coatsworth & Greenberg, 2009).

Based on the results of these studies, today's mindfulness has been widely developed in various settings of life: mindful parenting, mindful birthing, and mindful learning to mindful teaching. All these practices of mindfulness elaborate the basic principles of mindfulness into more specific forms.

The Concept of Mindful Teaching. In the realm of education, the practice of mindfulness can be developed in the context of teacher-student relationships through mindful teaching. Mindfullness is a state, in which we are aware of what is being done as well as being aware of the experiences around us. Mindfulness helps teachers in emotional management, reduces stress, and focuses the mind. These skills are essential for success and career satisfaction. When a teacher, who enters the class, is fully aware of his/her role and circumstances as a teacher who is able and ready to provide learning to his/her students, it will help students focus attention, improve academic performance, and increase enthusiasm for learning (Schoeberlein, 2009; Davidson & Kaszniak, 2015; and Janssen *et al.*, 2018).

Combining mindfulness into teacher and student interaction provides an opportunity for teachers to view current experiences with students as a form of long-term relationships, in which there is an understanding of the child's needs, the development of self-regulation, and child-oriented decision making. In the experimental level, through the mindful teaching model, teachers can: avoid reactive attitudes; prioritize the needs of the child over their own needs; accept all students as they are without good judgment; and be able to overcome the distress that may be experienced in the learning process (Gouda *et al.*, 2016; Maharani, 2016; and Townsend, 2017).

Through mindfulness, teachers can overcome the stress that may be experienced, when dealing with students, parents, and colleagues. The results of research conducted by Syamsul Rizal (2015), and other scholars, suggested that job stress significantly influence the performance of teachers, the worse symptoms of a teacher's behavior as an indication of job stress, and the lower the performance of the teacher (Mulford, 2003; Nyambongi, 2013; and Rizal, 2015).

Mindfulness is our way of being aware of what is happening around us. This particular

approach is to hone awareness and improve empathy, compassion, and emotional balance. Mindfulness is important for a teacher, because in school they interact with students to create an interactive classroom environment. To do so, teachers need to understand their own inner experiences, recognize the needs of their students, and implement learning strategies according to the age of the students (Schoeberlein, 2009; Gouda *et al.*, 2016; and Wamsler *et al.*, 2018).

Research conducted by Ega Anastasi Maharani (2016), and other scholars, about training using mindfulness based technique proved to be applied to overcome stress of early childhood teacher. Active and dynamic work conditions can make the teacher feel that they are losing control of themselves and their environment. Mindfulness-based therapy helps participants restore this control to themselves, so teachers can play an active role deciding what to do without having to wait for external help/resources (Neff & Dahm, 2015; Maharani, 2016; and Emerson *et al.*, 2017).

Arvan Pradiansyah (2008), as cited also in R. Aziz (2011), said that the happiness of teachers will determine the effectiveness of transferring knowledge to students, which means that when a teacher is happy, he/she can adapt him/her-self to the identity and integrity he/she possesses, so that easily follow the way and speed of thinking of his/her students; therefore, students can obtain a complete knowledge (Pradiansyah, 2008; and Aziz, 2011).

In the perspectives of Ega Anastasi Maharani (2016), and other scholars, concept of mindful teaching that will be developed is based on *theoretical and practical mindfulness* (Baer *et al.*, 2006; and Brown, Ryan & Creswell, 2007); *mindfulness-based intervention* (Cullen, 2011; and Kabat-Zinn, 2017); and then combined with the *theoretical and practical concept of learning process between teacher-students* (Wrenn & Wrenn, 2009; and Maharani, 2016). The five dimensions of mindful teaching are:

Firstly, *Listen Attentively*. Full attention to the current experience is a key aspect of mindfulness (Baer *et al.*, 2006; and Brown, Ryan & Creswell, 2007). Mindful teaching combines the attention factor with the ability to listen, because in this way the teacher can really understand the child. Listening with great care is different from just listening, because the focus is really on the words spoken by the child, and not the behavioral signals the child shows (Baer *et al.*, 2006; Brown, Ryan & Creswell, 2007; and Maharani, 2016).

In the context of teacher-child relationships, behaviors shown by children, e.g. crying or shouting, often take the focus of the teacher's attention rather than what words the child actually wants to convey. Mindful teachers will be able to be sensitive to the context of conversation with the child as well as sensitive to tone of voice, facial expressions, to body language. This kind of focus will provide a deep understanding of the child's needs and their implicit meanings (Wrenn & Wrenn, 2009; Alvarado, 2011; and Maharani, 2016).

Secondly, *Self-Acceptance and Students without Judgment*. The human mind tends to always make unconscious judgments, and perceptions of others will influence expectations, values, and behavior toward others (Bandura, 1999; Snyder & Lopez, 2008; and Lerner *et al.*, 2014). Mindful teaching involves acceptance without judgment on attitudes, attributes, behaviors of children, or to themselves. Acceptance here does not eliminate the responsibility of giving direction and discipline, but rather the acceptance of what is happening right now with full awareness. For example, in the event of a conflict between teacher-students, the teacher will be able to accept that being a teacher indeed and accepting that being a child also has his/her own challenge factor. "Acceptance" here means realizing whatever challenges are faced, and that any mistakes that occur as a result of those challenges are part of the learning process (Bandura, 1999; Snyder & Lopez, 2008; and Xiao *et al.*, 2017).

Thirdly, *Emotional Awareness of Self and Students*. Strong emotions can automatically trigger the evaluation process, and ultimately lead someone to behave according to the evaluation results. In order for the teacher to listen attentively and receive without

judgment, the teacher must be able to accurately identify the emotions that are felt by themselves and the emotions of the learners. When teachers are able to fully realize the emotions of themselves and students, the teacher will then be able to make conscious choices about how to respond to students, be responsive, rather than being reactive to the experience (Brookfield, 1995; Weinstein, Brown & Ryan, 2009; and Kuldas *et al.*, 2013).

Fourthly, *Self-Regulation in the Relationship of Teachers and Students*. Mindful teaching greatly emphasizes the importance of teachers' ability to regulate their behavior (self-regulation) in relationships with students. Mindful teaching does not mean the teacher should not feel any unpleasant emotions, such as anger, sadness, or disappointment. Mindful teaching actually provides space for teachers before reacting, through better self-regulation, by providing choices on how to respond to the unpleasant situation (Gross, 2002; Zembylas, 2005; and Seligman, 2011).

Fifthly, *Compassion towards Self and Students*. One of the posifitve qualities that comes with mindfulness is affection. Through love for the child, the teacher will be able to meet the basic needs of the child and ease the unpleasant feelings that the child may experience. Students, who have teachers with mindful teaching ability, will be able to feel positive affection and a warm support from teachers. Meanwhile, self-love will help the teacher to give forgiveness and not drag on self-blame, if there is a goal in learning that has not been achieved (Davidson & Kaszniak, 2015; Rogers, 2015; and Albrecht, 2016).

Happiness and education are two things that are interconnected; in a school environment, happiness is needed by teachers to build a pleasant state away from the saturation of all demands. Education is a very important thing, because education is a preparation for children to love learning, as well as to help children develop future development. Positive education is what drives teachers and students to continue to experience positive emotions, develop more skills, and seek meaning in larger learning. The key to positive education is not to cause

anxiety in children, the appropriateness of learning strategies used, and not always high value (Bormans, 2011; and Leisterer & Jekauc, 2019).

According to M. Seligman (2011), and other scholars, happiness is a concept that refers to the positive emotions felt by the individual as well as positive activities favored by the individual. Happiness is also influenced by several aspects, such as the establishment of positive relationships with others, full involvement, the discovery of meaning in daily life, and realistic optimism. M. Seligman (2011), and other scholars, affirmed also that to realize happiness, one must have positive feelings through positive emotions, feel good about the present, and have an optimistic attitude toward the future and to achieve authentic happiness (Seligman, 2011; Scorsolini-Comin *et al.*, 2013; and Ciarrochi *et al.*, 2016).

Aspects of Happiness. M. Seligman (2011), and other scholars, described happiness is a concept that refers to the positive emotions felt by the individual as well as the positive activities favored by the individual. Happiness is a construct of fulfilling life as a combination of the five components of: positive emotion, engagement, positive social relations, meaning of life, and accomplishment. Happiness is an individual positive condition characterized by positive emotions, involvement in preferred activities, positively related social relationships, sense of meaningfulness of life, and achievement (Durayappah, 2010; Seligman, 2011; and Jackson, 2013).

There are five main aspects that can be a source of true happiness, according to M. Seligman (2011) and other scholars, namely:

Firstly, *Positive Emotion*. It is an essential part of well being, which includes fun, joy, happiness, and others that are part of positive emotions. Individuals who are optimistic about the future feel happier and more satisfied with their lives. Individuals, who evaluate themselves in a positive way, will have good control over their lives, so have positive dreams and expectations about the future. This will be created if the optimistic attitude of the individual is realistic

Table 1:
Experimental Research Design

Group	Pre-Test	Training	Post-Test
Eksperimen	O1	X	O2
Control	O1	--	O2

Information:
X = Mindful teaching program.
O1 = Measurements before-training (pre-test).
O2 = After-training measurement (post-test).

Table 2:
Activity Table and Time of Study Implementation

Time of Execution	Activity Description
February 2018	Preparation of research instruments.
April 2018	Conducting instrument trials and group sharing for the subject.
May 2018	Conducts pre-test, intervention, and post-test on the subject.

(Seligman, 2011; and Walsh, Boehm & Lyubomirsky, 2018).

Secondly, *Engagement*. It is a focus on something that is done and really feels pleasure in full engagement with what is being done. Full engagement is not just a career, but also in other activities, such as hobbies and family activities. Engaging in full is not just physical activity, but the heart and mind also participate in the activity (Seligman, 2011; and McQuoid, 2017).

Thirdly, *Relationship/Positive Relationship*. Everyone needs others and improves his or her well-being by building strong relationships with family, friends, or neighbors. Positive relationships not just have friends, spouses, or children, but with a positive relationship with the individuals around. Positive relationships are created when there is social support that enables individuals to develop self-esteem, minimize psychological problems, adaptive problem-solving skills, and make individuals physically fit (Seligman, 2011; and Rozer, Mollenhorst & Poortman, 2016).

Fourthly, *Meaning*. Life is best if it can dedicate more to the wider that affects others, not just oneself, so that life becomes more meaningful. In full engagement and positive relationships with others, there is another way to be happy to find meaning in whatever is done. A happy individual will find meaning in everything he/she does (Brackett, Rivers &

Salovey, 2011; and Seligman, 2011).

Fifthly, *Accomplishment/Achievement*. It is the objectives that can be obtained, whether small, medium, or large. Prosperity develops, when humans can grow better with their goals achieved (Seligman, 2011; and Connors, 2018).

METHODS

Research Design. This research is an experimental research. A quasi-experimental method was conducted to examine the effect of mindful teaching training to improve the happiness of high school teachers. The design used in this research is non-equivalent pre-test and post-test control group design. In this design, the experimental group (A) and the control group (B) are selected without a random assignment procedure. In both groups, both pre-test and post-test, and only experimental group A, were treated (Cook & Campbell, 1979; Creswell, 2012; and Franz, 2017). See table 1.

Research Subject. Subjects in this study amounted to 25 teachers, who came from SMAN (*Sekolah Menengah Atas Negeri* or Public Senior High School) X in the city of Bandung, West Java, Indonesia. Subjects were divided into groups of experiments and control groups by dividing both groups of treated experimental groups and untreated control groups. The number of each participant in a group was 13 for the experimental group, and

Table 3:
Descriptive Statistics Table

	Group	N	Mean	Std. Deviation	Std. Error Mean
Gain Score	Experiment	13	6.6923	2.32324	.64435
	Control	12	.8333	.57735	.16667

12 for the control group. In the experimental group and control group, pre-test was done first. The control group did not receive treatment as long as the experimental group was treated (Cook & Campbell, 1979; DeRue, 2012; and Franz, 2017).

Implementation of Research. This research was conducted from February to May 2018. The research was conducted by arranging the research instrument, experimenting on the research instrument, dividing the participants into the experimental group and the control group, pre-operative on the subject, giving intervention to the experimental group, and doing the post-test (Cook & Campbell, 1979; Harris *et al.*, 2006; and Creswell, 2012). Here are the details of the implementation of this research, as shown in table 2.

The implementation procedure of mindful teaching training to increase happiness in SMAN (*Sekolah Menengah Atas Negeri* or Public Senior High School) teachers is done by the following steps:

Session 1, that is explaining about mindful teaching. In this session, teachers are given an explanation of the skills needed in mindful teaching, the advantages of having mindful teaching skills, and how to develop mindful teaching skills.

Session 2, that is focused group discuss about sharing in experience as teacher and problems experienced by teacher when teaching. In this session, the teacher discusses the problems and obstacles that are generally felt when teaching.

Session 3, that is role play about mindful teaching. In this session, the teacher tries to show the mindful teaching skills in the form of role play. In this session will be introduced with meditation detection and body sensation, and meditation release desire.

Session 4, that is reflection in this session, in which the teacher watches the film/video footage of the teacher's various attitudes in dealing with the students and the teacher's view of his/her-self in teaching the students. After finishing the movie, the teacher guided by the facilitator reflects the meaning of the movie/video in daily life.

Session 5, that is review of mindful teaching skill. In this session, the teacher recounts the teaching experience that has been done and connected with the skills of mindful teaching.

Data Analysis. Analysis of data used to see the effect of independent variables on dependent variables can perform data analysis through the analysis of changes in the score, or the difference between pre-test and post-test score (gain score), by using Mann-Whitney test (Hart, 2001; Azwar, 2013; and Milenovic, 2011).

RESULTS AND DISCUSSION

The experimental group consisted of 13 subjects and a control group of 12 subjects, with a total of 25 subjects. In the experimental group, there was an increase in the gain score. This could be seen in table 3, in which the experimental group (M = 6.6923) had a higher change than the control group (M = 0.8333). See table 3.

Normality Test. To see whether both pre-test and post-test groups were from a normally distributed population, a normality test was performed using the Kolmogorov-Smirnov Test statistic on SPSS (Statistical Package for the Social Sciences) version 20 software, with a signification level used as a rule to accept and reject testing of normality, or whether or not one distribution of data is $\alpha = 0.05$. If sign $> \alpha$ then the data is normally distributed (Landau & Everitt, 2004; Andy, 2009; and Vrbik, 2018).

Test results can be seen in table 4 that be obtained a picture, in which the value of both sig experimental group and control group $> \alpha$, then the distribution of data can be concluded

Table 4:
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal	Mean	.0000000
Parameters [a, b]	Std. Deviation	2.16175688
Most Extreme Differences:	Absolute	.231
	Positive	.231
	Negative	-.207
Kolmogorov-Smirnov Z		1.156
Asymp. Sig. (2-tailed)		.138
a. Test distribution is Normal.		
b. Calculated from data.		

Table 5:
Homogeneity Test Table
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3.164E16	4	12	.000

normal distributed.

The normality criteria of data received Ho if significant value > α, because significant value > 0.05 for all variables; hence, Ho accepted. This means that the control group's happiness and experimental scores are normally distributed. See table 4.

Test Homogeneity. After doing the normality test, then, the next step is to calculate the homogeneity. To test the homogeneity of the variance of pre-test data gain and the happiness test-post, the homogenity of variance test was used with the help of SPSS (Statistical Package for the Social Sciences) version 20 software (Landau & Everitt, 2004; Andy, 2009; and Vrbik, 2018). See table 5.

From the table 5 to test the homogeneity of variance visible significance value of 0.000, the value of significance is smaller than the level of significance α = 0.05, that is the two experimental and control groups of happiness have an un homogeneous variance. From the above results in the table 5, it can be seen that the experimental group data and the control group came from the population that is normally distributed and not homogeneous, the hypothesis test used is Mann-Whitney test (Hart, 2001; Azwar, 2013; and Milenovic, 2011).

Mann-Whitney Test. The Mann-Whitney test is used to determine whether there is a significant, or persuasive, difference from the mean pre-test and post-test of experimental group happiness and control groups. Mann-Whitney test is calculated by using SPSS (Statistical Package for the Social Sciences) version 20 software (Hart, 2001; Landau & Everitt, 2004; Andy, 2009; Milenovic, 2011; Azwar, 2013; and Vrbik, 2018). The calculation result is presented in table 6.

From table 6, it is seen that the significance value (sig.) of 0.000 is smaller than □ = 0.05, so the statistical conclusion taken is Ha accepted; meaning that effective mindful teaching training to increase happiness in Senior High School's teachers in the learning process.

Effectiveness Test. The effectiveness test is done by viewing the size effect through Cohen-D calculation (Cohen, 1988; Landau & Everitt, 2004; and Andy, 2009). Obtained results of 0.864 (86.4%), this shows that training mindful teaching has a high influence for increased happiness in the Senior High School's teachers.

The results of the significance test analysis showed that mindful teaching training could increase the happiness of Senior High School's teachers. Measurement results show

Table 6:
Table Mann-Whitney Test Results Score Gain Pre-test and
Post-Test Experiment Group and Control Group Happiness in Senior High School Teachers
Test Statistics[b]

|	Gaint
Mann-Whitney U	.000
Wilcoxon W	78.000
Z	-4.324
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[a]

a. Not corrected for ties.
b. Grouping Variable: Group.

that the experiment group's average happiness score at the time of pre-test is greater than the control group score. The average score of pre-test of the experimental group was 93.46 and the mean score at the post-test time of 100.15, there was an average increase of 6.69 points of happiness in the Senior High School's teachers experimental group. While for the control group, the average score of pre-test of 95.25 and the average score at post-test of 96.08, there is an increase but not too big that is 0.83 points.

Based on the quantitative analysis, the participants experienced a significant increase in happiness score at post-test compared to the pre-test time indicated by z = -4.324 and p = 0.000 (p < 0.05). A description of the happiness score of each participant obtained at the time of pre-test and post-test measurements is presented further through the following histogram 1.

The success of this research is shown by data analyzed quantitatively and qualitatively. All participants admitted to practicing mindful teaching can provide them with comfort, new choices, and how to respond positively to the events they are experiencing, rather than reacting automatically as before. Mindful teaching training provides an opportunity for participants to be able to explore internal resources that have not previously realized its existence becomes more optimal (Didonna, 2008; Kabat-Zinn, 2017; and Wamsler *et al.*, 2018).

The results of this study show that all aspects of mindfulness training significantly increase the happiness of Senior High School's teachers. The results of testing
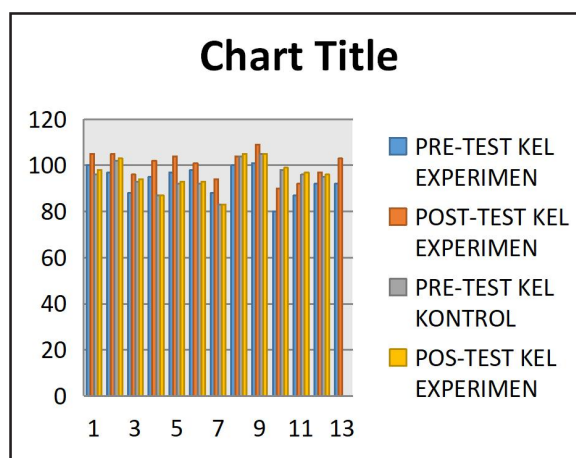
Histogram 1:
Score Pre-Test and Post-Test

the significance of each aspect of mindful teaching skills are presented in the table 7.

The table 7 shows that all aspects are significant, since the sig value (1-tailed) is smaller than the value α = 0.05. The above results can be interpreted that training mindful teaching effective to improve the five aspects in mindful teaching. Mindful teaching is the development of the concept of mindfulness in the realm of education and can be used as an alternative approach in improving the quality of learning for teachers (Didonna, 2008; Kabat-Zinn, 2017; and Wamsler *et al.*, 2018).

Through the five aspects of mindful teaching are: (1) listening attentively; (2) acceptance without self-assessment and students; (3) awareness of the emotional condition of self and students; (4) self-regulation in teacher-student relationships; and (5) affection to self and students, teachers can improve psychological well-

Table 7:
Table of Significance of Mindful Teaching Skills on Every Aspect

No	Aspect	Value Sig. (1-tailed)	α	Information
1.	Listen attentively	0.010	0.05	Significant
2.	Self-acceptance and students without judgment	0.000	0.05	Significant
3.	Emotional awareness of self and students	0.000	0.05	Significant
4.	Self-regulation in the relationship of teachers and students	0.003	0.05	Significant
5.	Compassion towards self and students	0.035	0.05	Significant

Notes: *Value Sig. (1-tailed) < α = Significant.

being, overcome job stress, build positive relationships with students, and be able to carry out learning more effectively (*cf* Meiklejohn *et al.*, 2012; Rix & Bernay, 2014; and Giovanni, 2016).

Mindfulness is a state that can be achieved by using the potential of internal resources, so the practice of mindful teaching is actually very possible by teachers through structured exercises. Through mindful teaching training, teachers have positive feelings through positive emotions, feel good about the present, and have an optimistic attitude toward the future and to achieve happiness. According to M. Seligman (2011), and other scholars, happiness is a concept that refers to the positive emotions felt by the individual as well as positive activities favored by the individual (Burns ed., 2010; Seligman, 2011; and Desmet & Pohlmeyer, 2013).

CONCLUSION [1]

Based on the results of the study showed that the training of mindful teaching proved effective to increase happiness in the Senior High School's teachers. Several recommendations submitted based on research findings addressed to several parties, namely: School Parties, with a description of the mindful teaching skills that have been described, are important for the school to provide training that can increase

the happiness of teachers, considering it will be able to prevent and overcome the problems that occur. Therefore, the mindful teaching training that the researcher tested in this research is expected to be used by the school as one of the efforts in improving the happiness of the teacher.

The next researcher, based on the results of research that has been done, some recommendations that can be done by further researchers, namely: (1) Researchers can further test the effectiveness of mindful teaching training with the number of samples more; and (2) Researchers can, then, test the effectiveness of mindful training with comparing mindful teaching images at different school levels, such as in kindergarten, elementary, or high school teachers.[2]

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[2]**Statement:** Herewith, I declare that this paper is my original work; it is not product of plagiarism and not be reviewed or be published by other scholarly journals elsewhere.

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Teachers at the SMAN X in Bandung, West Java, Indonesia
(Source: https://www.ayobandung.com/read, 15/1/2019)

School Parties, with a description of the mindful teaching skills that have been described, are important for the school to provide training that can increase the happiness of teachers, considering it will be able to prevent and overcome the problems that occur. Therefore, the mindful teaching training that the researcher tested in this research is expected to be used by the school as one of the efforts in improving the happiness of the teacher.