

Analysis Of Mindfulness In Elementary School

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Abstract: This study was motivated by the importance of mindfulness in individuals including elementary school students. The purpose of the study was to show a comparison of mindfulness of students in public elementary school and integrated Islamic elementary school based on aspects of attention, awareness, acceptance, and present focus. A study carried out at 096 Sarijadi Selatan Elementary School and Az-Zahra integrated Islamic Elementary School by using quantitative research and comparative study research methods. The participants in this study were six-grade elementary school students of 50 students from each school. Data collection tools in the form of questionnaire Cognitive and Affective Mindfulness Scale-Revised (CAMSR) by Greg Feldman, et.al in 2006. The results showed that the condition of mindfulness in students in public elementary school and integrated Islamic elementary school had a pretty slight difference. Mindfulness in 096 Sarijadi Selatan Elementary School students is in the medium qualifications with a proportion of 74%, and mindfulness in Az-Zahra integrated Islamic Elementary School students are in the medium qualifications with a proportion of 76%.

Keywords: Mindfulness, public elementary school, integrated Islamic elementary school

1. INTRODUCTION

In modern times children are faced with more stressful situations. The pressure and hope to have superior achievements have been experienced by children, even at a very young age [1]. Karr dan Johnson [2] said that elementary school-age individuals have identified that schools are places that cause the most pressure or stress compared to other places. Studies have found that children have experienced anxiety related to their activities and academic achievement [1]. At the age of 10-12 years or grades 4-6 elementary school students, of course have entered the final childhood period (late childhood period). Eccles & Roeser [3] Roeser argues that the final period of childhood is a transition to the puberty period and towards middle school where the behavior and emotional problems of children often arise in this period. At primary school age especially in grade 6, individuals will begin to realize that the expression of emotions is roughly not accepted, or not liked by others [4]. Therefore, children will begin to learn to control the expression of emotions associated with their anxiety. Cases that are often encountered in the field show that students who experience anxiety about the exam will not vent their emotional expressions roughly toward the teacher and their peers, on the contrary their efforts to control anxiety manifested by daydreaming behavior, decreased concentration in class, playing stationery, verbal comments, as well as other symptoms experienced. Anxiety about activities and academic achievement experienced by children in this period if not addressed will have a negative impact as reported by several teachers in the field of study. The amount of anxiety, especially the more reported by teachers and parents of students from grade four to grade six is likely due to the density of learning content, longer learning hours, and the high competence expected of students at this level.

This is also one form of mental health problems experienced by many students in late childhood which is in the transition to adolescence and puberty. Emotion is a dominant factor that will affect individual behavior, in this case including learning behavior [5]. Positive emotions will certainly influence individuals to concentrate themselves on learning activities, like paying attention to the teachers explanation, discussion, doing task, and discipline in learning. Conversely, negative emotions such as feeling unhappy and disappointed then the learning process will experience obstacles. Individuals are not able to consciously focus their attention on learning or commonly referred to as a mindless condition, so most likely he will experience failure in learning. There is some empirical evidence that mindfulness is potentially useful for helping individuals with anxiety problems [6]. Mindfulness can help students to better present and accept the conditions here and now. So that it will be easier for him to pay attention, focus, think innovatively, use knowledge effectively, improve memory, improve test scores. However mindfulness can also help students in overcoming several problems such as motivation to be active in the classroom, flexibility in thinking, critical thinking and creative, and developing learning skills. Mindfulness produces a positive impact and contributes directly to individual well-being and happiness [7]. When self-awareness arises the individual has a feeling of knowing about his existence, thus enabling him to be able to control his emotions with his understanding [8]. An individual's ability to be able to control his emotional state occurs because of the increased quality of self-awareness. Self-awareness will emerge as mindfulness based on an increased state of awake awareness and attention to the conditions here and now [9]. Some schools certainly have their own learning strategies to improve student comfort in learning. In Indonesia there are several types of schools that are much in demand by the community. In this study, researchers limited the type of school by only taking two groups of types of schools, namely public (non-madrasa) and private (Islamic-based) schools. Where the general education system will be regulated by the Ministry of Education and Culture while the religious education system especially Islam will be regulated by the Ministry of Religion. Madrasa schools generally contain 40% of the religious curriculum and 60% of the curriculum in accordance with public schools regulated by the Minister of Education and Culture [10]. The type of school and the learning strategies implemented in the school certainly have an influence on students' mindfulness. Based on the problems and results of the study, this study seeks to further identify the comparison of

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the mindfulness conditions of students in state primary schools and students in integrated Islamic elementary schools. This research is one of the initial forms of exploration to determine the profile of the mindfulness conditions in each elementary school. The results of this study are expected to be one of the considerations in conducting further research and providing guidance and counseling services for elementary school students.

2. METHODS

This research was conducted using a quantitative approach with comparative study research methods which have the aim to find answers fundamentally about causation [11], by analyzing the factors causing the occurrence or emergence of a particular phenomenon that is comparing between two or more groups of certain variables which in this study focuses on comparing the level of mindfulness conditions in sixth grade students in public elementary school and integrated Islamic elementary school. The population in this study were students at 096 Sarijadi Selatan Elementary School and students at Az-Zahra Integrated Islamic Elementary School in the 2019-2020 school year. The research sampling was done by non-probability sampling with a quota technique of 50 students from each school in more detail can be seen in the following table.

TABLE 1
RESEARCH SAMPLE

Schools	Population		Amount
	M	F	
SD Negeri 096 Sarijadi Selatan	28	22	50
SDIT Az-Zahra	34	16	50
Total	62	38	100

3. RESULTS

Mindfulness Students at 096 Sarijadi Selatan Elementary School The results of this study describe empirical data about the mindfulness conditions of 096 Sarijadi Selatan Elementary School students, Bandung City which can be seen in table 2 below.

TABLE 2
CONDITION OF STUDENT MINDFULNESS
096 SARIJADI SELATAN ELEMENTARY SCHOOL

Category	Frequency	Proportion
High	5	10
Medium	37	74
Low	8	16
Total	50	100

Table 2 shows that the condition of students' mindfulness at 096 Sarijadi Selatan Integrated School was generally in the medium category (74%). Mindfulness of Students in 096 Sarijadi Selatan Elementary School Based on Indicators Based on the results of empirical data description about the condition of mindfulness of students in 096 Sarijadi Selatan Elementary School, Bandung City, the results of empirical data on the condition of students' mindfulness based on their aspects can be seen in table 3 below.

TABLE 3

**CONDITION OF STUDENT MINDFULNESS
096 SARIJADI SELATAN ELEMENTARY SCHOOL BASED
ON INDICATORS**

Indicator	INF	H	M	L
Attention	F	41	8	1
	%	82	16	2
Awareness	F	43	7	0
	%	86	14	0
Acceptance	F	41	8	1
	%	82	16	2
Present Focus	F	44	6	0
	%	88	12	0

Table 3 shows that the interpersonal communication skills of 096 Sarijadi Selatan Elementary School students can be seen from the percentage of each indicator that has been divided into four types, namely indicators of attention, awareness, acceptance, and present focus. Mindfulness Students in Az-Zahra Integrated Islamic Elementary School The results of this study describe empirical data about the mindfulness conditions of Az-Zahra Integrated Islamic Elementary School students, Bandung which can be seen in table 4 below.

TABLE 4
MINDFULNESS CONDITIONS OF AZ-ZAHRA INTEGRATED
ISLAMIC ELEMENTARY SCHOOL STUDENTS

Category	Frequency	Proportion
High	5	10
Medium	38	76
Low	7	14
Total	50	100

Table 4 shows that the condition of students mindfulness in 096 Sarijadi Selatan Elementary School was generally in the medium category (76%). Mindfulness of Students in Az-Zahra Integrated Islamic Elementary School Based on Indicators Based on the results of empirical data description about the condition of students' mindfulness Az-Zahra Integrated Islamic Elementary School, Bandung, the results of empirical data on the conditions of students' mindfulness based on their aspects can be seen in table 5 below.

TABLE 5
MINDFULNESS CONDITIONS OF AZ-ZAHRA INTEGRATED
ISLAMIC ELEMENTARY SCHOOL STUDENTS

Indicator	INF	H	M	L
Attention	F	5	42	3
	%	10	84	6
Awareness	F	10	36	4
	%	20	72	8
Acceptance	F	4	42	4
	%	8	84	8
Present Focus	F	3	42	5
	%	6	84	10

Table 5 shows that the condition of mindfulness of Az-Zahra Integrated Islamic Elementary School students can be seen from the percentage of each aspect that has been divided into four aspects, namely aspects of attention, attention, acceptance, and present focus. Comparison of Students' Mindfulness in 096 Sarijadi Selatan Elementary School with Az-Zahra Integrated Islamic Elementary School The results of the study describe the comparison of empirical data regarding the condition of students' mindfulness in the two schools which are the objects of research can be seen in the following table 6.

TABLE 6
COMPARISON OF MINDFULNESS CONDITIONS IN BOTH SCHOOLS

Schools	INF	H	M	L
SD Negeri 096	F	5	37	8
Sarijadi Selatan	%	10	74	16
SDIT Az-Zahra	F	5	38	7
	%	10	76	14

Table 6 shows that the comparison of the mindfulness conditions of students in 096 Sarijadi Selatan Elementary School with Az-Zahra Integrated Islamic Elementary School can be seen from the percentage of each school.

4. DISCUSSION

Mindfulness of Primary School Students

Research on the condition of students' mindfulness was conducted in sixth grade students of 096 Sarijadi Selatan Elementary School and sixth grade students of Az-Zahra Integrated Islamic Elementary School. The conditions of mindfulness that are studied include attention, awareness, acceptance, and present focus which are components of mindfulness. Based on the results of data processing instruments Cognitive and Affective Mindfulness Scale-Revised (CAMS-R) developed by Greg Feldman, et.al in 2006, obtained a picture of the condition of mindfulness of students in six 096 Sarijadi Selatan Elementary School has a percentage gain of 10% or equivalent with five students in the high mindfulness category. Furthermore, the moderate mindfulness category has a percentage of 74% or the equivalent of 37 students in that category. And by 16% or equivalent to the number of 8 students occupying the category of low mindfulness. In the next school, Az-Zahra Integrated Islamic Elementary School, in the high category a percentage of 10% was obtained, meaning 5 students were in the high mindfulness category. Furthermore, in the category of mindfulness, a percentage of 76% is obtained or equal to 38 students. And by 14% or equal to the number of 7 students in the category of low mindfulness. From the acquisition of these data it can be interpreted that students who are in the category of low mindfulness have not been able to be in a state of conscious awake of all events that occur [12] also have not been able to produce full awareness of their experiences more openly [9]. In addition students are also not able to make acceptance, be patient, build confidence, and have openness to themselves and their environment [13]. Students with the category of mindfulness are being interpreted as students being able to pay attention, being able to realize every event that occurs, being able to focus fully on the activity consciously, and being able to accept each event as it should and allowing the event to happen as it is. It's just that all these things can not be done optimally by students, in the sense that there are still deficiencies in its application [14]. Whereas in students with high mindfulness categories, it means that they are able to be in a conscious state awake to all events that occur [12] also able to produce full awareness of their experiences more openly [9]. In addition students are also able to make acceptance, able to be patient, build confidence, and have openness in his life [13].

Primary School Students Mindfulness based on Attention Aspects

Based on the aspect of attention (attention) in general students 096 Sarijadi Selatan Elementary School are in the high category as many as 41 students (82%) have the ability to give attention to several elements such as origin, shape, intensity and duration of a stimulus that appears. Students have also been able to be open and pay attention to what is happening now [15]. Next, mindfulness of Az-Zahra Integrated Islamic Elementary School students based on the aspect of attention (attention) in general is in the medium category of 42 students (84%). These results can be interpreted that students at Az-Zahra Integrated Islamic Elementary School have been able to be open to what is happening right now, it's just that it hasn't been done optimally by students [15]. In increasing attention, students do not need to clear all of their thoughts and feelings, they only need to let their thoughts and feelings as they are and reverse the focus on awareness of each event experienced.

Mindfulness of Primary School Students based on Awareness Aspects

Based on the awareness aspect in general, 096 Sarijadi Selatan Elementary School students were in the high category of 43 students (86%). These results can be interpreted that students at 096 Sarijadi Selatan Elementary School have been able to carry out activities by focusing themselves attentively so that students are able to carry out their activities consciously. Students are also able to realize their current condition, regardless of past and future events [16].

Next, the mindfulness of Az-Zahra Integrated Islamic Elementary School students based on the awareness aspect is generally in the medium category of 36 students (72%). These results can be interpreted that students are able to realize the conditions and give attention to what is happening at the moment and can consciously bring their experiences to the current conditions with a sense of openness and a sense of acceptance, it's just that it can't be done optimally and still need to be upgraded [17].

Primary School Students Mindfulness based on Acceptance Aspects

Based on the aspect of acceptance in general, 096 Sarijadi Selatan Elementary School students were in the high category of 41 students (82%). These results can be interpreted that students are able to accept every event as it should and let it happen as it is [14]. Students are also able to accept all the experiences that arise at this time [17]. Next, mindfulness of Az-Zahra Integrated Islamic Elementary School students based on the aspect of acceptance in general was in the medium category of 42 students (84%). These results can be interpreted that students have not been able to fully accept every event as it should and let it happen as it is [14].

Mindfulness of Primary School Students based on the Aspect Present Focus

Based on the aspect of description (present focus) in general students at 096 Sarijadi Selatan Elementary School were in the high category of 82 students (44%). These results can be interpreted that students already have the ability to observe and describe the stimulus that appears. In addition students can also realize and focus on each event that occurs [14]. Furthermore, mindfulness of Az-Zahra Integrated Islamic Elementary School students based on the aspect of description (present focus) in general is in the medium

category of 42 students (84%). This can be interpreted that students have been able to have the ability to observe and describe the emerging stimulus. It's just that it can't be done by students optimally [14]. Comparison of Students' Mindfulness in 096 Sarijadi Selatan Elementary School with Az-Zahra Integrated Islamic Elementary School Based on the results of the research that have been presented previously, both in general and when viewed based on aspects, there is a slight difference between the level of mindfulness in students at 096 Sarijadi Selatan Elementary School and students at Az-Zahra Integrated Islamic Elementary School. Caldwell & There are several factors that can affect mindfulness in individuals. [18] states that one's tendency to be mindful, socially, cognitively, and developmentally is formed by views, cognitive schemes towards a safe world. Mindfulness is an ability that is not permanent or can be increased through practice (habituation) [19]. So that mindfulness can be given in the form of exercise or habituation to students in school in order to help them to achieve emotional and cognitive well-being as well as reduce social anxiety and increase individual positive feelings [20]. Some schools have implemented various activities to improve the psychological condition of their students. In this study two types of schools were appointed, public schools and integrated Islamic schools. Public schools are schools that are managed directly by the state or government from the implementation of curricula, activities, school staff, educators, including school operational costs. Whereas private schools are schools managed by individuals or certain groups of people. In this case the researchers chose a private Islamic-based integrated school. Integrated Islamic schools are schools that mix and match between a curriculum designed by the government and religious values based on the Koran and the Sunnah [21]. In its application integrated Islamic schools have many superior activities that are not held in most public schools, such activities as chanting Asmaul Husna, performing the Duha prayer, reading and memorizing the Koran, and the application of the Sunnahs in their daily life at school. In implementing the program, it should also be able to increase students' mindfulness, remembering that spiritual well-being is one of the factors in the formation of mindfulness, but it is possible that some students consider this to be a pressure on themselves. Activities such as dhikr and getting closer to Allah SWT. have in common with mindfulness where both are mental training that requires increased awareness. Therefore according to spiritual well-being and mindfulness have a significant relationship [22]. The difference from the results of the research that has been carried out is certainly also influenced by the curriculum applied in schools. Where at Az-Zahra Integrated Islamic Elementary School students perform activities every day chanting Asmaul Husna, praying Dhuha, and memorizing the Koran. All students claimed to be enthusiastic about participating in the whole series of programs. Whereas at 096 Sarijadi Selatan Elementary School, students did not do too much program activities spiritually so that learning activities at school became shorter. It certainly also has a positive impact on children's development so that children do not feel bored in school and can further increase their focus in learning. Students also have more free time to participate in other activities such as extracurricular or tutoring that can improve their skills in other fields.

Mindfulness and Relation to Guidance and Counseling Services

The low mindfulness of the students themselves really needs to get special attention from all parties in the school, one of which is assistance from a BK teacher. As reported in government regulation No. 29 of 1990 states that the task of the counselor or tutor is to help students find personal, get to know the environment, and plan for the future [23]. There are various services that can be used to develop mindfulness in students, including with the help of guidance and counseling services. Guidance and counseling services support teaching and learning activities that reach all aspects both individually and in groups [24]. Guidance and counseling aims to help students achieve their developmental tasks which include personal, social, learning, and career aspects [25]. Based on the theory of cognitive development that was initiated by Jean Piaget Elementary School (SD) students are at the age of 7-11 years, which is called the concrete operational period. In this period students can function properly to think logically about something concrete. In the concrete operational period when students will be confronted with problems that are abstract in the absence of real objects, students will experience difficulties even unable to solve the problem properly [26]. This can cause disruption that affects the emotional state of students. Emotional problems will refer to changes in his feelings, such as apparently sadness, negative feelings towards him, reduced pleasure, crying, and loss of emotional attraction [27]. Emotion is a dominant factor that will affect individual behavior, in this case including learning behavior [5]. Positive emotions will certainly influence individuals to concentrate themselves on learning activities, such as paying attention to teacher explanations, actively discussing, doing assignments, and disciplining in learning. Conversely negative emotions such as feelings of displeasure, disappointment, the learning process will experience obstacles, in the sense that the individual is unable to consciously focus his attention on learning or can be called mindless, so it is likely he will experience failure in learning. Mindfulness can help students achieve awareness in the learning process, focus their attention, think more innovatively, improve memory, solve problems, and improve their ability to think. The benefits of mindfulness in the learning process not only lie in increasing test scores, but mindfulness is able to bring up positive emotions, increase individual awareness of current experiences, appreciate and accept experiences, increase ability to think, and help individuals manage their attention. One of the efforts that can be done by BK teachers to develop mindfulness in students one of them is by conducting social personal guidance to improve four aspects of mindfulness, namely attention, awareness, acceptance, and present focus. Mindfulness is an ability that is not permanent or can be increased through practice (habituation) [19]. So that mindfulness can be given in the form of exercise or habituation to students in school in order to help them to achieve emotional well-being and reduce social anxiety and increase individual positive feelings [20]. In the implementation of mindfulness exercises can be done using five techniques, namely, short breathing / breath meditation, compassionate body scan, exercise aware of body sensation, open awareness, receive thoughts and feelings, and wanting release [28].

5. CONCLUSION

Based on the results of data collection, processing and analysis regarding the mindfulness conditions of students at 096 Sarijadi Selatan Elementary School and Az-Zahra Integrated Islamic Elementary School, results can be obtained, a) in general, although both are in the moderate category but the mindfulness conditions at Az-Zahra Integrated Islamic Elementary School with a proportion of 76% has a level that is higher than 096 Sarijadi Selatan Elementary School which has a proportion of 74%. b) in terms of aspects of attention, awareness, acceptance, and present focus, the condition of students' mindfulness at 096 Sarijadi Selatan has advantages in every aspect of Az-Zahra Integrated Islamic Elementary School even though both of them still occupy the medium category in every aspect.

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