

Application of Mindfulness Method in Learning to Improve Concentration of Elementary School Students

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ARTICLE INFO	ABSTRACT
Entered : October 20, 2024 Revised : November 20, 2024 Accepted : November 25, 2024 Published : November 30, 2024	Learning in primary schools plays an important role in shaping students' cognitive, emotional and social abilities. One of the main challenges faced is students' lack of concentration in the learning process. Rapidly evolving digital technology exacerbates this problem, with distractions from digital devices reducing students' focus. To address this, implementing mindfulness in learning can be an effective solution. Mindfulness can improve concentration, reduce stress, and help students manage their emotions. This study aims to explore the application of mindfulness in elementary schools as an effort to improve students' concentration. A descriptive qualitative approach was used involving 5 teachers, 10 students, 5 parents, and 2 education experts as research subjects. Data were collected through interviews, observation, and documentation, and analyzed using thematic analysis. The results showed that mindfulness can improve students' focus, despite challenges such as lack of training for teachers and resistance from parents. With the right support, mindfulness can be effectively applied to support students' academic and social-emotional development in elementary school.
Keywords: <i>Student Concentration; Mindfulness; Primary School Learning; Stress Management</i>	

INTRODUCTION

Learning in primary schools plays an important role in shaping students' cognitive, emotional and social abilities as the foundation of long-term education. However, the phenomenon of low student concentration in participating in the learning process is a major challenge often faced by educators. In the context of education, concentration is a crucial aspect that allows students to optimally absorb learning materials. Often, primary school students have difficulty maintaining their attention during learning due to their short attention span. Environmental factors such as noise disturbances and less conducive classroom settings exacerbate this situation. In addition, traditional learning approaches that tend to be monotonous are also less effective in attracting students' attention on an ongoing basis. Therefore, innovative methods are needed that not only help students focus but also increase their engagement in the learning process.

The pervasiveness of digital technology in everyday life has also had a significant impact on students' concentration skills. Children in the modern era have extensive access to various digital devices, such as gadgets, which are often a source of distraction. This dependence on technology not only reduces the duration of concentration, but also affects

students' ability to maintain attention in learning activities (Akhmad et.al., 2024). As a result, it is more difficult for children to engage deeply in classroom learning activities. While technology provides benefits in supporting learning, the resulting distractions are a major concern in early childhood education (Kurnia et.al., 2024). This situation makes clear the need for new approaches that can help students manage these distractions. One approach that can address this challenge is the application of mindfulness in learning.

Mindfulness is an approach that focuses on full awareness of the present moment, involving directed and non-judgmental attention. Research by Artati & Wahyuni (2023) shows that mindfulness can improve concentration ability, reduce stress, and help students manage their emotions better. In the context of learning, this method can create a calmer, more focused, and productive classroom atmosphere. Students who are trained to use mindfulness tend to be more able to face learning challenges calmly and attentively. In addition, mindfulness also has a positive impact on social relationships between students as it increases emotional awareness and empathy. Thus, mindfulness not only impacts learning ability, but also supports students' overall personal development.

However, the implementation of mindfulness methods in elementary schools is not free from challenges. One of the main obstacles is the lack of specialized training for educators to understand and teach mindfulness to students (Putri et.al., 2024). Many teachers are not familiar with this concept, thus requiring a structured training program. In addition, limited time in the curriculum is also often a barrier to integrating mindfulness into learning. Parents and school authorities are sometimes skeptical about the effectiveness of this method, especially since mindfulness is still considered a new approach in formal education. However, with proper education, this perception can be changed so that mindfulness is accepted as part of a useful learning strategy.

Furthermore, mindfulness is also relevant in addressing the academic pressure that elementary school students often experience. A rigorous curriculum and high expectations from parents often create stress in students from an early age. The inability to manage such pressures can negatively impact a child's mental health and concentration skills. With mindfulness, students are taught to recognize, accept and manage their emotions and thoughts constructively (Tsary et.al., 2024). This enables them to deal with academic demands in a healthier and more productive way. As a result, students can better engage in learning without feeling overwhelmed by excessive pressure.

In addition to academic pressure, social dynamics in the school environment also affect students' concentration in learning. Conflicts between friends, feelings of anxiety, or lack of confidence can hinder students' ability to focus in class. Mindfulness provides skills for students to better understand and manage their responses to such social dynamics (Ritonga et.al., 2022). By increasing self-awareness, students are able to respond to conflicts or difficult situations in a calmer and more controlled manner. This approach also promotes a more inclusive and supportive classroom environment. Therefore, the application of mindfulness is not only relevant for individuals, but also for the school community as a whole.

The paradigm shift in learning methods is also one of the important reasons for exploring mindfulness in elementary schools. Education today no longer focuses only on cognitive aspects, but also includes the emotional and mental development of students. A holistic approach to learning is needed to meet the needs of students as a whole. Mindfulness offers a framework that aligns with this paradigm, as it is able to integrate emotional, social, and cognitive aspects in the learning process (Diswantika & Yustiana,

2022). This makes mindfulness as one of the approaches relevant to the demands of 21st century education.

Various developed countries have adopted mindfulness as part of their education system, demonstrating the success of this method in supporting learning. Studies in several countries show that students trained in mindfulness experience significant improvements in concentration, stress management, and academic performance. This success has inspired other countries to adapt mindfulness in their own educational contexts. In Indonesia, the application of mindfulness is still relatively new and requires further support, both in terms of policy and teacher capacity building. Nevertheless, the great potential of this method should be explored further.

Against this background, this study aims to examine the application of mindfulness methods in learning in elementary schools as an effort to improve students' concentration. This research will not only explore the effectiveness of mindfulness method, but also explore the challenges and opportunities in its application. It is hoped that the results of this study can make a positive contribution to the development of learning methods that are more holistic and in accordance with the needs of students in the modern era. Mindfulness is expected to be an innovative solution that not only improves students' focus, but also supports their mental and emotional development in the long run.

METHODOLOGY

This study uses a descriptive qualitative approach to explore the application of mindfulness methods in learning in elementary schools to improve student concentration. The research subjects involved 5 teachers, 10 students in grades 4 and 5, 5 parents, and 2 education experts. Data were collected through in-depth interviews, direct observation, and documentation, which included class notes and lesson plans. Data were analyzed using thematic analysis, with steps of re-reading the data, identifying themes, and drawing conclusions based on relevant findings. Data credibility was maintained through triangulation of sources and methods, as well as discussions with education experts. This study aims not only to measure the effectiveness of mindfulness in improving students' concentration, but also to explore the challenges of its implementation in elementary schools. The results are expected to be an important contribution to the development of innovative learning methods that suit the needs of today's students.

RESULTS AND DISCUSSION

1. Low Concentration Level of Students in Elementary School

The concentration level of students in elementary school is often a significant problem in the learning process. Most students at this age have difficulty maintaining their attention for a long time, especially when receiving material that is quite complex or boring (Oktavia et.al., 2021). This is due to a variety of factors, including limited attention span, external distractions such as ambient noise, and internal distractions such as anxiety or fatigue. At this age, students also tend to be more easily distracted by factors that are not directly related to the learning material, such as social interactions with classmates. Therefore, it is important to find approaches that can help improve students' concentration so that they can be more focused and active in the learning process.

One approach that can be applied to improve students' concentration is through the mindfulness method. Mindfulness is a technique that teaches students to be more aware of their current state, both in terms of feelings, thoughts, and the surrounding environment (Fourianalistyawati & Listiyandini, 2021). With the application of mindfulness, students are taught to focus more on what they are doing without being distracted by other things that are beyond their control. In the context of learning, mindfulness can help students to calm their minds, reduce anxiety, and increase self-awareness, so that they can focus more on the material being taught by the teacher. Mindfulness can also help students to manage their stress and emotions, which are often a hindering factor in the learning process.

The application of mindfulness methods in primary school learning has various benefits. First, this technique can help students to reduce stress and anxiety that often arise when they feel difficult or pressured by the subject matter. By managing stress, students can feel calmer and able to focus on the task at hand. Secondly, mindfulness can help students to improve their self-control ability, which is essential for maintaining concentration. For example, students trained in mindfulness are better able to avoid the temptation to talk to friends or engage in other irrelevant activities during the lesson. In addition, mindfulness can strengthen the connection between body and mind, which allows students to feel more connected to the ongoing learning process (Saputro et.al., 2023).

However, to achieve maximum results, the application of mindfulness methods in learning must be done in a structured and consistent manner. Teachers can start by teaching simple breathing techniques, which can help students to calm their minds before starting learning activities. Mindfulness exercises can also be done at the beginning or end of a lesson, to help students focus and reflect on what they have learned. Not only that, teachers need to set a good example by practicing mindfulness in their daily lives, so that students can see the real benefits of this technique. In addition, it is important to create a classroom environment that supports the application of mindfulness, namely an environment that is calm, distraction-free, and open to student expression (Gani & Kumalasari, 2019).

Overall, the application of mindfulness methods in elementary school learning is an effort that can help improve students' concentration. With better focus, students will find it easier to understand the material taught and actively participate in learning activities. In addition, the long-term benefits of mindfulness can include improved mental health, better social skills, and the ability to face challenges more wisely. Therefore, it is important for educators and parents to work together to support the implementation of mindfulness in elementary schools, so that students can experience the optimal benefits of this method in their learning.

2. The Effects of Digitization and Technological Distraction on Children

Digitalization has a huge impact on everyday life, especially for children. Digital devices, such as gadgets, have become an integral part of their routine, both for entertainment and learning. However, overuse of devices can cause significant distraction, disrupting children's focus in their academic activities. This dependence on technology often causes them to struggle to maintain concentration, especially in class. Research shows that many students are more easily distracted by notifications or apps on their phones during class time (Khoiroh, 2021). These digital distractions reduce learning effectiveness and can worsen their academic outcomes. For this reason, it is important for

teachers and parents to understand the negative impact of these technological distractions. One approach that can be applied to overcome this challenge is the mindfulness method.

Mindfulness, or mindfulness, is a technique that focuses on training individuals to be more aware of present experiences without judgment. In an educational context, mindfulness helps students to shift their attention away from external distractions, such as digital devices, and focus on the task at hand. The application of mindfulness in primary school learning can provide significant benefits in improving students' concentration. Through mindfulness techniques, students are taught to pay attention to their breath, feelings, and thoughts, which can help them relieve anxiety and stress (Pratiwi, 2022). This skill is very useful in dealing with the temptation to use gadgets in the middle of a lesson. With the development of mindfulness methods, many schools have started to integrate this practice in their curriculum, especially for children at an early age. This is expected to create a more focused and effective learning environment. Mindfulness is key in overcoming digital distractions and improving students' ability to concentrate.

Mindfulness methods can be applied in various ways in elementary schools, ranging from breathing exercises to short meditation activities at the beginning or end of a lesson (Yandri et.al., 2022). Students can be trained to do simple breathing techniques that help them calm their minds before they start learning. This exercise not only improves concentration, but also teaches students to manage their emotions better. Mindfulness can be used as a way to engage students in more enjoyable and mindful classroom activities, so that they feel more connected to the material being studied. Teachers can direct students to take a few minutes to focus on their bodies or the sounds around them, increasing their awareness of the learning environment. By using this technique, students will be better able to minimize distractions from devices and focus on the task at hand. This creates a calmer and more organized learning climate, which is much needed amidst the ever-growing sophistication of technology. Mindfulness also provides space for students to develop mental skills that will be useful in their daily lives.

Parental involvement also plays an important role in supporting mindfulness teaching at home and school. Parents can help by directing their children to manage screen time and create mindful habits in their daily lives. For example, parents can invite their children to practice simple breathing or yoga together. By modeling mindful behavior, parents will help their children learn to be more aware of technology use and its impact on their well-being. It also creates awareness that technology should be used wisely and not interfere with other important activities. Integrating mindfulness in children's daily lives will strengthen their concentration in learning as well as improve the quality of their interactions with technology. This can improve their relationship with digital devices, which in turn improves their ability to focus while learning at school. Collaboration between schools and families in implementing mindfulness will create a healthier and more productive learning ecosystem (GD & Widyasari, 2020).

In conclusion, digitalization does provide many conveniences, but it also brings great challenges to the development of children's concentration. Distractions caused by digital devices can reduce the quality of learning and hinder students' ability to focus. However, the application of mindfulness methods in elementary school learning can be an effective solution to improve students' concentration. Mindfulness techniques help children to practice their awareness, reduce stress, and manage distractions from technology. With the right support from teachers and parents, mindfulness can be a powerful tool in educating students to be more focused, productive, and mentally healthy. Ultimately, the

application of mindfulness not only improves students' concentration, but also shapes them into wiser individuals in facing technological challenges in this increasingly digitalized world

3. Effectiveness of Mindfulness in Improving Concentration and Emotion Management

Mindfulness, or mindfulness, is an approach that focuses on deliberate attention to present experience without judgment. Various studies have shown that mindfulness can improve concentration and emotional management, which is particularly beneficial for elementary school students. At this age, children often have difficulty in sustaining attention for a long time and managing their emotions in stressful situations. Through mindfulness practices, they are trained to focus more on the tasks at hand and regulate their emotional reactions to the challenges they face. One of the commonly used techniques in mindfulness is breathing exercises that help calm the mind (Setiabudi & Dewi, 2024). By practicing focus on breathing or body sensations, students can more easily focus their attention on classroom lessons. The application of mindfulness in learning is expected to help students to be more engaged in the learning process and reduce distractions that can divert their attention.

In addition to improving concentration, mindfulness has also been shown to be effective in reducing stress levels experienced by students (Budi, 2019). Stress can arise in the form of test-related anxiety, social pressure with classmates, or even from parental demands. Mindfulness provides a powerful tool to help students manage such stress. By teaching students to focus on their breathing or mood, they can learn to recognize signs of stress and deal with it more calmly. A classroom application of mindfulness can be a short meditation session or an activity that involves deep breathing to ease tension. For example, at the beginning or end of a lesson, teachers can guide students in mindfulness exercises to help them feel more relaxed and ready to learn. This not only lowers students' anxiety levels, but also helps them bring their attention back to the task at hand.

Mindfulness also plays an important role in the management of children's emotions. By elementary school age, children are starting to learn how to recognize and express their feelings, but often their emotions are still difficult to control. Mindfulness can help them become more aware of their feelings and how they affect their behavior. By engaging students in mindfulness exercises, they are taught to recognize their emotions without being judgmental or reactive to them. For example, when students feel angry or frustrated, they can be trained to pause and focus on their breathing to calm themselves down before responding to the situation. The use of mindfulness techniques in emotion management can support a more harmonious classroom atmosphere and help students interact more positively with their peers (Setyawan, 2023).

Integrating mindfulness in learning can help improve the quality of students' attention, leading to better understanding of the subject matter. One of the benefits of mindfulness is the improved ability to stay focused on teacher instructions and academic tasks. With mindfulness practice, students can train their brains to minimize external and internal distractions that hinder concentration. This is particularly relevant in the context of learning in elementary schools, where students tend to be easily distracted by various factors. For example, during learning, students who have been trained with mindfulness will be better able to direct their attention to the task at hand, be it reading, writing or solving math problems. As such, better concentration will contribute to deeper understanding and the ability to recall the information taught.

The application of mindfulness in learning also has the potential to improve the relationship between teachers and students. Mindfulness teaches students to be more patient and empathetic, which can improve their social interactions. In a mindfulness classroom, students learn to listen attentively to both the teacher and their peers. This creates a more supportive atmosphere in the classroom, which in turn promotes a more productive learning atmosphere. In addition, teachers trained in mindfulness can set a good example in terms of emotional management and concentration. Thus, mindfulness is not only beneficial for students' academic development, but also for their social and emotional development. This leads to more holistic learning and better self-management within the primary school environment

4. Challenges of Mindfulness Method Implementation in Schools

The application of mindfulness methods in elementary schools has great potential to improve students' concentration and mental health, but its implementation is often met with various challenges. One of the main obstacles is the lack of adequate training for teachers. Many teachers are unfamiliar with mindfulness techniques, making it difficult for them to integrate them into the learning process. Without proper training, teachers tend to feel unsure or lack the skills to guide students in mindfulness practice. Therefore, it is important for schools to provide intensive training programs for educators, so that they can understand the benefits of mindfulness and how to apply it in the learning context to improve students' concentration. With a good understanding, teachers can be effective facilitators in implementing mindfulness in the classroom (Wilani et.al., 2021).

In addition, the application of mindfulness in elementary schools is often constrained by the limited time in the curriculum. The dense elementary school curriculum often does not provide space for teaching mindfulness techniques, which require dedicated time for practice and reflection (Sujarwanto et.al., 2022). The limited time makes it difficult for schools to integrate mindfulness in a structured way in students' daily activities. In fact, mindfulness requires routine and consistent engagement in order to provide optimal benefits in improving concentration and reducing stress. Therefore, it is important for schools to adapt schedules or create short mindfulness sessions that can be integrated into the classroom periodically without disrupting core subject matter.

Acceptance from parents and school institutions is also a significant challenge in implementing mindfulness in elementary schools. Some parents may not fully understand the concept of mindfulness and how it can support their child's academic and emotional development. There is an assumption that mindfulness is only related to meditation or spiritual activities, which may be considered less relevant to educational purposes. In addition, school authorities who do not have a deep understanding of the benefits of mindfulness may also show hesitation in implementing it. Therefore, efforts to increase awareness and understanding of mindfulness among parents and school authorities need to be made through seminars, workshops, or counseling that explain how mindfulness can improve students' concentration, calmness, and mental health.

Another obstacle faced is the different perceptions towards the successful implementation of mindfulness in elementary schools. Some may feel that the benefits of mindfulness are not immediately visible or difficult to measure quantitatively. This may lead to disbelief in the effectiveness of this method in improving students' concentration and academic performance. Mindfulness does take time to produce tangible results, so evaluation of its implementation requires a more holistic approach. For example, measuring the success of mindfulness can be done by qualitatively assessing students'

stress levels, attention, and mood through observations and interviews. This way, schools can gather evidence that the method actually has a positive impact on students' concentration and well-being.

To overcome these challenges, collaboration between teachers, parents and school authorities is necessary. In this case, mindfulness education needs to start from a broader level, involving more parties in the implementation process. Teachers who have been trained in mindfulness techniques can work with parents to introduce this practice at home. In addition, schools can also integrate mindfulness into extracurricular programs or more flexible classroom activities, so that students can experience its benefits in their daily lives. Through this collaboration, the mindfulness method is expected to grow and bring a sustainable positive impact in improving students' concentration and learning quality in elementary schools

CONCLUSION

The application of mindfulness methods in elementary schools can be an effective solution to improve students' concentration which is often disrupted by various external and internal factors. Mindfulness helps students focus on the subject matter by reducing anxiety and managing stress, so they can be more active in the learning process. However, challenges faced in its implementation include lack of training for teachers, limited time in the curriculum, as well as resistance from parents and school authorities who do not fully understand its benefits. Nonetheless, with a structured approach and support from all parties, mindfulness can be effectively implemented in the classroom. The implementation of mindfulness can also enhance students' ability to manage emotions and improve the quality of social interactions in the classroom. In addition, this method has the potential to strengthen the relationship between teachers and students, creating a more harmonious learning atmosphere. The success of mindfulness can be seen in students' improved concentration and better self-management. Therefore, there is a need for concerted efforts to maximize the potential of mindfulness in education. With proper management, mindfulness can have a long-term positive impact on students' academic and social-emotional development

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