



Analysis of the Mindfulness Approach in View of the Learning Readiness of Class V Students at SDN 15 Singkawang

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ARTICLE INFO

Received: August 08, 2024

Revised: August 27, 2024

Accepted: November 14, 2024

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Keywords:

Mindfulness, readiness to learn, students

ABSTRACT

The mindfulness approach can be an option used by teachers to develop students' potential. This study aims to 1) describe the application of the mindfulness approach in the learning of class V students at SDN 15 Singkawang, 2) describe the learning readiness of class V students at SDN 15 Singkawang, 3) describe the analysis of the mindfulness approach in terms of the learning readiness of class V students at SDN 15 Singkawang. The type of research used is case study research and qualitative research design. The research was conducted at SDN 15 Singkawang. The research subjects were 23 class V students. Research data was taken using observation, interview and documentation techniques. Then the data is analyzed through data reduction, data display, and conclusion drawing/verification. From the research results it was found that: 1) The mindfulness approach taken by teachers to students is very varied and this provides a positive response from students, such as several rules and activities that students carry out every time they come to school or enter class to start learning; 2) Students' learning readiness as seen from the four indicators shows that students are ready to learn. These four indicators show that the mental readiness of students who feel happy, the situational readiness of students who understand that the classroom atmosphere is comfortable for learning, the readiness of their goals when they come to school, and the physical readiness of students who are healthy and ready to focus on learning; 3) Overall, the mindfulness approach in terms of students' learning readiness shows that children are ready to learn with feelings of joy and healthy physical condition, a comfortable learning atmosphere and high learning goals.

Introduction

Education is a necessity for humans. Every human being is obliged to obtain education, both formal and non-formal, so that a better generation can be formed and the human potential can develop optimally. Education is very much needed to create a civilized human life. Education is also useful for developing all human abilities and personalities, which include knowledge, values, attitudes and skills.

Education according to Sugiarta, 2019 (in Nasution and Indonesia (2021)) Education guides all the natural strengths that exist in children, so that they as humans and as members of society can achieve the highest safety and happiness. Education also aims to direct

students so that students can develop the potential that exists within students, of course through a process.

Education plays an important role in human life, because education will influence human life in the future. The potential that exists within humans can be developed through education, especially formal education. The potentials developed include various aspects that humans can use to adapt to the development of globalization.

The mindfulness approach can be an option that teachers use to develop students' potential. Mindfulness itself means an approach to being aware of thoughts, feelings, body sensations and the surrounding environment. According to Daphne (in Saputro 2023:35) Mindfulness is defined as awareness from time to time of one's experience in the form of judgment. A mindfulness approach can help students accept their current thoughts and feelings, and can form habits to deal with all the big emotions that are happening to them. According to Darma (2020:10) the mindfulness approach is an approach that can be used and combined by educators to be presented in classroom management. The benefit of mindfulness in education is that it increases passive behavior when doing assignments and can increase students' ability to concentrate or focus on doing assignments given by the teacher. The mindfulness approach can improve students' cognitive abilities so that student learning outcomes can increase, apart from that, in order for student learning outcomes to increase, good student learning readiness is needed.

Readiness is a condition that shows a student's ability to participate in learning activities. According to Slameto (2013:36) readiness is a person's overall condition which makes him ready to respond or answer in a certain way to a situation. Learning readiness can be obtained by students if the student is able and has a way that can enable him to respond to learning activities. According to Sahara (2018:36) Readiness to learn influences student activity in the classroom and outside the classroom. Student activity is the process of busying students to think in learning, because student activity really determines success in learning. Without readiness to learn, students become less active in participating in learning activities. Meanwhile, learning is a business process that has important element values in carrying out the learning process, so it will determine the student's final outcome of the learning process.

Learning readiness is a mental, physical, emotional attitude that allows one to be effective and productive in facing the learning process. According to Apsarini (2020:18) learning readiness is a condition that shows students' ability to participate in learning activities. Students' readiness to participate in learning will encourage them to be able to adapt to the conditions of the learning activity.

According to Usman Efendi (Apsarini, 2020:22), several types of readiness that teachers need to pay attention to include: 1) Mental set, namely mental and spiritual readiness to take action. By being mentally prepared, individuals will act more quickly, thoroughly and efficiently. 2) Goal set (goal readiness), namely the individual's readiness to understand the goals to be achieved. The clearer and more understood the goal, the more efficient the individual's actions. 3) Situations set (situation readiness), namely the state of being ready to know, be aware and understand the situation we are in and the situation we are in contact

with. 4) Physical set (physical condition), namely the state of physical readiness to carry out an action.

The results of observations at SDN 15 Singkawang, during their time at the school, researchers discovered that there were problems with the learning readiness of several students, especially in class V, whose emotional state was already considered mature. The problem is that some students come to school without being ready to learn, students do not pay attention to the teacher's explanations properly, there are still students who are passive in learning, and the teacher's lack of understanding about the mindfulness learning approach. The learning readiness of class V students at SDN 15 Singkawang is still relatively low. The low level of students' learning readiness in the learning process is caused by teachers' lack of understanding about learning readiness and mindfulness, so that only some teachers apply the mindfulness approach as a way to improve students' cognitive abilities so that student learning outcomes can improve..

The problems found during the learning process can be seen from the fact that there are still many students who are passive during the learning process and students also pay less attention to the teacher's explanations. Then, of the 23 students, only 6 students actively asked the teacher about material they did not understand. This happens because some students don't know what to ask the teacher during the learning process. This problem occurs because students do not have readiness to learn. Not only that, the low level of students' learning readiness can also be seen from how the students behave at the start of the lesson, when the bell rings, there are still many students who are still having fun playing with their friends.

Characteristics of children at elementary school age that teachers need to know, in order to better understand the situation of students, especially at the elementary school level. As a teacher, you must be able to apply a mindfulness approach to determine students' readiness for learning. So that when the learning process begins students can focus their minds only on the learning delivered by the teacher. This will also influence the child's mind and psychology to get the best results. This situation can be seen from what is experienced by students, so special treatment is needed to overcome mental problems in children so that they have a healthy mentality and can learn well.

Research methods

This research was conducted through observation, interviews and documentation of research subjects at SDN 62 Singkawang. The subjects of this research were 23 class V students of SDN 15 Singkawang. The main informants in this research were class V students at SDN 15 Singkawang. The technique for taking the subjects of this research is *purposive sampling* that is, in accordance with the required criteria. This particular consideration, for example, is that the subject is considered to be closest to the researcher's criteria, namely one that experiences a lot of difficulties, making it easier for researchers to explore difficulties in more depth. Apart from that, there is also a supporting informant in the research, namely the principal of SDN 15 Singkawang because the principal is one of the people who applies the mindfulness approach in the process of student learning readiness, especially class V at SDN 15 Singkawang. Observation techniques are used as support in

conducting research, where this technique is carried out by observing the research object by paying attention to conditions that are related to the research to be carried out. The technique is used to observe students' learning readiness while participating in the learning process.

Interview techniques are used to find out things from respondents regarding sources in depth. Researchers used a type of semi-structured interview. Interviews were conducted using an interview guide that had been created by the researcher. The order of questions that have been created by the researcher in the interview guide can be developed according to the circumstances and information needs required during the interview so that the interview can run openly, but still focus on the research problem. Interview conducted in the form of in-depth interviews with informants to obtain primary data (from original sources), namely fifth grade students at SDN 15 Singkawang. Interviews were used to explore information regarding the application of the mindfulness approach in the learning process of class V students at SDN 15 Singkawang and the learning readiness of students at SDN 15 Singkawang.

The documents in this research are in the form of observation photos and interviews of students' learning readiness. Documentation techniques used to photograph activities during research ranging from observations to interviews. This technique is used to strengthen the research results that researchers have conducted research at SDN 15 Singkawang.

Findings

Qualitative research carried out before entering the field, while on the field, and after finishing on the field. In this case, Nasution (Sugiyono, 2017) stated "analysis begins when formulating and explaining the problem, before going into the field, and continues until the writing of the research results. Data analysis becomes a guideline for further research until, if possible, a grounded theory." In this research, researchers used data analysis techniques while in the field using the Miles and Huberman model. Miles and Huberman (Sugiyono, 2019) stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

Sub Findings

The results of research and data analysis related to the formulation of the research problem, namely, describing the application of the mindfulness approach to fifth grade students at SDN 15 Singkawang. The results of the research are as follows.

1. Application of the Mindfulness Approach in Class V Student Learning at SDN 15 Singkawang

Based on the research results, After observing during the learning process of class V students at SDN 15 Singkawang, it was found that there were several

rules and activities carried out by the teacher. Teachers try to build a pleasant school atmosphere for students. Teachers also try to provide the best learning experience to students so that the learning process from start to finish can run well and without any disturbing feelings. Apart from that, it can also be seen from the responses given by students when the teacher carried out these activities that they were received positively.

Based on observations at SDN 15 Singkawang, the teacher provided several positive stimuli before entering the school environment. The stimulus is in the form of a warm welcome in the form of a sincere smile shown by the teacher, feelings of joy and happiness when welcoming students to come to school, waiting for students with positive feelings in front of the school fence, and even showing students to always be cheerful in every lesson in class. Through these stimuli, it can be seen from the response of students who smile cheerfully when they meet teachers, appreciate and respect every teacher and even school staff that they see. Apart from that, they are also seen behaving politely towards teachers and older people.

Apart from several stimuli applied by teachers to students, teachers also apply several rules and other activities that they will carry out every day when studying at school. These rules and activities include picking up trash every morning, expressing today's feelings through an emotion board, lining up before entering class, praying, memorizing short surahs, reciting Pancasila, singing the national obligatory song, **pay attention to the completeness of the school uniform, do some ice breaking, weekly schedule for going to the library, weekly schedule for Happy Fridays and always greet the teacher when they meet. Overall, the several rules and activities carried out by the teacher above show a positive response from students which creates new good habits as ethical and educated students.**

Several questions given to students regarding the mindfulness approach show that there are several activities that have become a habit while at school. This habit is very positive and teaches students to be responsible and builds focus in learning. Students always kiss the hands of teachers and school staff when they arrive at school when they see them. Students also said that every morning to always pick up trash, recite memorized prayers, pray before studying. This shows that students carry out these habits without any coercion and even smile when carrying out good habits implemented by the teacher. Thus, the three indicators of mindfulness, namely attention, acceptance and full awareness, have been demonstrated by students.

The results of this research are the same as the results of research conducted by Widia Darma (2020) entitled "Mindfulness-Based Class Management". The results of Widya Darma's research (2020) are to pay more attention to the child's emotional condition before learning, whether the child is ready to learn or not yet ready to carry out the learning process. One thing the homeroom teacher does is apply mindfulness in the classroom.

2. Learning Readiness of Class V Students at SDN 15 Singkawang

Researchers used interview techniques to research students' learning readiness. This technique was applied to research subjects, namely fifth grade students at SDN 15 Singkawang. During the research process, researchers refer to several indicators that are used as references in the research. Some of the indicators used are mental condition, goal readiness, situation readiness, and physical readiness. The following is an explanation of each indicator of student learning readiness.

1) Mental readiness

The results of the interviews showed that some of the fifth grade students felt happy when they started learning, although there were still some students who were less enthusiastic about starting learning in class. Students smile happily when they enter the classroom. In fact, when they arrive at school, students feel happy and are not burdened with studying in class. For students, feeling happy when studying makes it easy for students to learn lessons, easy to listen to the teacher when studying, and easy to understand what is learned at school. The results of the interview also included students who said "if we are not happy when we want to study, why do we come to school." Therefore, mental readiness when we are going to study needs to be there so that we feel happy to receive all the knowledge that we will learn.

2) Destination readiness

Apart from mental readiness, students also have goal readiness in learning. Students come to school with various goals. There are some students who feel it is important to study, there are also those who want to always get high grades and be at the top of the class, meet friends, have a snack in the canteen, or just listen to lessons and do assignments to get a grade up. Of the various reasons students have for studying at school, in essence most students understand that when they enter the school day they have to go to school to study and become broad-minded students and carry out positive habits which have become their daily activities for a long time. learning process at school.

3) Situation readiness

Before entering class, all class V students have been assigned to always pick up class according to their respective schedules. Through this, students understand that a clean classroom creates a classroom atmosphere for enjoyable learning. Apart from that, students are ready to understand their dislike of the classroom by themselves by always cleaning and caring for their classroom together when the classroom starts to look dirty. In fact, all students understand and are aware that the beauty of the classroom can be achieved when doing things together, such as looking after and caring for their own classroom through, among other things, class picketing or making attractive classroom decorations.

4) Physical readiness

After conducting interviews with all fifth grade students, it was found that sometimes they felt unwell when attending school. This is caused by several factors such as fever, stomach ache, injuries to certain parts of the body, or flu. Even though they are not physically ready, they are always enthusiastic about studying at school.

The results of this research are the same as the results of research conducted by Mohammad Rifai (2017) entitled "Managing Children's Learning Readiness to Enter Primary School". The results of Mohammad Rifai and Fahmi's (2017) research are that learning readiness is a complex readiness that involves many things, including children's cognitive, affective and psychomotor readiness to carry out learning activities in elementary school classes. Children's knowledge and skills influence children's learning readiness to enter elementary school. Children who are ready to learn have strong self-confidence and are active in participating in learning activities and have the ability to socialize with their friends.

3. Mindfulness Approach Seen from the Learning Readiness of Class V Students at SDN 15 Singkawang

When researchers conducted interviews with teachers, the students also showed the three indicators of mindfulness. In the indicator of full awareness, the teacher always reminds you every morning before entering class or when you come to school what you will do. The teacher also provides real examples so that whatever he sees gives him the awareness to do it.

The second indicator, the attention given by teachers both when arriving at school and before studying in class, is also important for students. The little things that teachers always pay attention to have a positive effect. Sometimes students at SDN 15 Singkawang even remind each other to carry out habits that they already do every day. In the third indicator, the acceptance shown by students greatly influences attitudes when meeting teachers or lessons. Students will become accustomed to it if they already know and think something is good, just as mindfulness applied by teachers will be accepted and carried out because students feel happy doing it.

Meanwhile, in the student learning readiness variable, the teacher explains that students will feel ready to learn if they can see it mentally and physically from the look on the student's face. Students will feel happy if they smile, feel happy if they have completed things that are part of their daily routine. So, the four indicators of learning readiness can be said to be owned by students. The first indicator, a child's mental readiness, can be seen from a cheerful expression on their face; give a positive response when interacting with the teacher or feel happy by giving praise to the teacher.

The second indicator, the readiness of students' goals when they want to learn, can be seen from the words spoken. If a student feels happy about going to school, he will often talk to his teacher, just telling stories or showing what he is carrying in his bag. The third indicator, the readiness of the situation to start learning, also

has an influence. A comfortable and clean environment influences students' conditions for learning. Thus, students are always taught to picket so that they understand that success is determined by the environment in which the student learns.

Finally, indicators of physical readiness are very influential in starting learning. The facial expression shown, the real condition of the body if someone is injured, or the body is attacked by an illness influence the student's condition to start learning. Therefore, in a healthy body there is a soul that is ready to learn. The results of this research are the same as the results of research from Widia Darma (2020) and Mohammad Rifai and Fahmi (2017). The results of research by Widia Darma (2020) and Mohammad Rifai and Fahmi (2017) are that before children carry out the learning process in the classroom, teachers first pay attention to the child's learning readiness. Learning readiness includes cognitive, affective and psychomotor readiness. This also uses a mindfulness approach in the classroom, namely not only prioritizing classroom management but also prioritizing the child's condition before learning, especially paying attention to the child's emotional, psychological and mental condition which needs to be managed and conditioned to be able to follow the lesson well.

Discussion

In general, mindfulness is defined as moment-to-moment awareness of one's experiences without judgment. Mindfulness refers to the specific quality of paying attention to the fullest part of each moment's experience freely and non-judgmentally. Based on the results of observations during the learning process of class V students at SDN 15 Singkawang, it was found that there were several rules and activities carried out by the teacher. Teachers try to build a pleasant school atmosphere for students. Teachers also try to provide the best learning experience to students so that the learning process from start to finish can run well and without any disturbing feelings. Apart from that, it can also be seen from the responses given by students while the teacher carries out these activities and they can be received positively.

If we relate it to the results of interviews with students, it turns out that they are in accordance with the results of observations made by researchers in the field. The interview results show that the habits carried out are very positive and teach students to be responsible and build focus in learning. Students always kiss the hands of teachers and school staff when they arrive at school when they see them. Students also said that every morning to always pick up trash, recite memorized prayers, pray before studying. This shows that students carry out these habits without any coercion and even smile when carrying out good habits implemented by the teacher. Thus, the three indicators of mindfulness, namely attention, acceptance and full awareness, have been demonstrated by students.

It can be seen that students' readiness to learn has begun to form slowly, although some students still lack enthusiasm, are unhealthy, or the purpose of coming to school is just to play with friends to start learning. This could be caused by other factors that influence

students' readiness to learn. Students will get good results when they are ready to learn. So, having a learning readiness before starting learning is very important to get used to in everyday life.

As a result of the research data, researchers understand that the mindfulness approach applied by teachers in the classroom and in the field when they come to school every morning can build positive responses and new good habits. It can be seen that this approach provides many benefits in building students' learning readiness to learn. With the application of mindfulness by teachers to students, students become the focus of learning. Students feel that the various feelings they felt before starting the lesson have been formed into positive emotions, not negative emotions. For example, when rules or activities become a new habit for students every morning when they arrive at school, the teacher shows a warm welcome and even uses an emotion board to express their feelings today.

Conclusion

The mindfulness approach used by teachers with students is very varied and this provides a positive response from students, such as several rules and activities that students carry out every time they come to school or enter class to start learning. Students' learning readiness as seen from four indicators shows that students are ready to learn. These four indicators show that the mental readiness of students who feel happy, the situational readiness of students who understand that the classroom atmosphere is comfortable for learning, the readiness of their goals when they come to school, and the physical readiness of students who are healthy and ready to focus on learning. Overall, the mindfulness approach in terms of students' learning readiness shows that children are ready to learn with feelings of joy and healthy physical condition, a comfortable learning atmosphere will make it easier for students to understand the material presented by the teacher in the classroom.

Acknowledgment (optional)

All the praises be to Allâh, the Lord of the 'Alamîn...

All praise belongs to Allah SWT who has given His mercy and grace so that we can complete this thesis. I dedicate this simple work to the people who really helped me in completing it.

1. I dedicate this work to my two parents, namely Mr. Herman Musni and my beloved Mrs. Dwi Setiawati, as a sign of gratitude thanks to their continuous prayers, generosity, and moral and material support until I finally reached this point.
 2. Dear brothers and sisters Rahayu and Riswandi, I would like to thank you very much for all the support, assistance, entertainment and encouragement that have been given to me while working on this final assignment.
 3. To Tantia Sri Wahyuni, thank you very much for all the help, encouragement and support that you always give me.
 4. My comrades in arms PGSD C class of 2019 are Riko Ngepkep Ginting, Farid Misky, Junita, Wulan Nur Ananda, and Desi Agustin. Thank you very much for all the help, encouragement and support that you always give me.
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5. Teachers of SDN 15 Singkawang, thank you very much for all your motivation for me to quickly complete this final assignment.

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