

The Effect of Mindfulness Implementation on the Concentration Ability of Early Childhood

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ABSTRAK

Anak usia dini seringkali mengalami kesulitan dalam memusatkan perhatian dan mudah terdistraksi oleh berbagai stimulus di lingkungan mereka. Rendahnya kemampuan konsentrasi ini menghambat proses belajar dan berpengaruh negatif terhadap perkembangan kognitif anak secara keseluruhan. Berdasarkan teori perkembangan kognitif Piaget konsentrasi anak pada usia 5-6 tahun dipengaruhi oleh kemampuan mereka untuk mengalihkan perhatian. Penelitian ini bertujuan untuk mengevaluasi pengaruh penerapan *mindfulness* terhadap peningkatan kemampuan konsentrasi anak usia dini. *Mindfulness* didefinisikan sebagai pendekatan kesadaran penuh yang melibatkan aktivitas seperti latihan pernapasan, meditasi, dan pengamatan lingkungan. Penelitian ini menggunakan metode *pre-eksperimental* dengan desain "*One Group Pretest-Posttest*" yang melibatkan 16 anak usia 5-6 tahun. *Mindfulness* diterapkan selama enam pertemuan, dengan pengukuran konsentrasi anak sebelum dan sesudah perlakuan yang mencakup latihan pernapasan sederhana, mendengarkan suara alam, dan mengamati objek dengan penuh perhatian. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan pada kemampuan konsentrasi anak setelah penerapan *mindfulness*. Hal ini menunjukkan bahwa *mindfulness* membantu anak untuk lebih fokus, mengelola perhatian mereka

dengan lebih baik. Dengan demikian, *mindfulness* merupakan pendekatan yang efektif untuk meningkatkan konsentrasi anak usia dini dan mendukung perkembangan kognitif mereka. Penerapan *mindfulness* sangat direkomendasikan dalam konteks pendidikan anak usia dini sebagai strategi untuk mengoptimalkan potensi belajar dan direkomendasikan untuk diterapkan secara lebih luas di lingkungan pendidikan anak usia dini.

ABSTRACT

Young children often experience difficulty in concentrating and are easily distracted by various stimuli in their environment. This low concentration ability hinders the learning process and negatively impacts the child's overall cognitive development. According to Piaget's cognitive development theory, concentration in children aged 5-6 years is influenced by their ability to shift attention. This study aims to evaluate the effect of implementing mindfulness on improving concentration in young children. Mindfulness is defined as a full awareness approach that involves activities such as breathing exercises, meditation, and environmental observation. The study uses a *pre-experimental* method with a "*One Group Pretest-Posttest*" design, involving 16 children aged 5-6 years. Mindfulness was applied over six sessions, with measurements of children's concentration before and after the treatment, which included simple breathing exercises, listening to nature sounds, and observing objects with full attention. The results showed a significant improvement in children's concentration after the mindfulness intervention. This indicates that mindfulness helps children to focus more and manage their attention better. Therefore, mindfulness is an effective approach to enhancing concentration in young children and supporting their cognitive development. The implementation of mindfulness is highly recommended in early childhood education as a strategy to optimize learning potential and should be applied more widely in early childhood education settings.

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1. INTRODUCTION

Children are a gift from God and a trust from God that must be guarded, therefore caring for and paying attention to their growth and development is a very important thing to pay attention to. Children who are born into the world are a blessing from God, the most grateful blessing, for that it is necessary to provide good education and teaching for development that makes children better in the future.

Choosing a better education for children is very necessary, because children are the jewels of life and the second generation after parents, by providing quality education for children can help their growth and development. Early childhood education is very important at the stage of their education. Therefore, good education is very necessary to support optimal child development, especially in the early stages of their lives, which are often referred to as the golden age (Brooks et al., 2023). Early childhood education plays a crucial role in forming a quality generation (Amri, 2021), by providing the right stimulation to support rapid brain development during this period (Martuty, 2024). Early childhood education focuses on developing various aspects of intelligence which are the child's innate potential (Intisari et al., 2024), so that childhood is important