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The effectiveness of mindfulness training in improving the learning concentration of students at skow sae elementary school

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ABSTRACT

This study analyzes the effectiveness of mindfulness training in improving the concentration of elementary school students at Inpres Skouw Sae who face digital distractions and an unfavorable environment. The study used a quasi-experimental one-group pretest-posttest design on 30 fifth-grade students (aged 10-11 years) who had never been exposed to a mindfulness program. The instrument was a Likert scale questionnaire (1-5) adapted from (Tarigan & Rudhito, 2025) measuring seven indicators of concentration: listening focus, concentration endurance, concentration recovery, problem solving, time management, mindfulness, and the impact of mindfulness. The intervention consisted of six sessions of deep breathing exercises lasting 5-10 minutes at the beginning of each lesson for three weeks. The data were analyzed using descriptive statistics and covariance analysis (ANCOVA, α=0.05) after meeting the normality and homogeneity tests. The results showed a significant increase from an average of 51.1 (SD=8.5) to 61.3 (SD=7.8), or an increase of 10.2 points (18.8%, $p=0.000<0.05$). The low category decreased from 66.7% to 20%, the medium category increased from 33.3% to 66.7%, and 13.3% reached the high category. Practical implications include the implementation of a routine program for at least 8-12 weeks, teacher training, the creation of a conducive environment, and a differentiated approach for students in the low category. Further research is needed to examine long-term effectiveness and integration with the curriculum.

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Introduction

The exponential development of information technology has created a paradox in education, where abundant access to information has been accompanied by a decline in students' ability to maintain concentration and focus on learning. Digital distractions particularly social media and online games have become a serious threat to students' attention span, especially at the primary school level where executive control abilities are still in a critical stage of development (Dwistia et al., 2022). PISA data reveals that Indonesia still faces significant challenges in literacy and numeracy, which cannot be separated from fundamental problems in concentration abilities as a prerequisite for effective learning (Fuady & Syofyan, 2022). This challenge is even more acute in resource-limited areas such as SD Inpres Skouw Sae on the outskirts of Jayapura City. The researchers' initial observations (May -June 2024) revealed problematic indicators: Year 5 students were only able to maintain focus

for 8-12 minutes in a 35-minute learning session (well below the standard of 15-25 minutes for 10-11-year-olds), there were 8-10 episodes of off-task behaviour per student per session, and only 40% of students responded to the teacher's instructions within the first 10 seconds. Interviews with teachers revealed that 80% reported concentration problems as the main obstacle, 60% admitted to a lack of understanding of effective strategies, and 100% focused more on completing the curriculum than on building a foundation for concentration (Vania & Rizal, 2024). The situation is exacerbated by an unfavourable physical environment, with 73% of students spending 2–4 hours per day on social media or gaming.

Mindfulness exercises a practice of full awareness that involves paying attention to the present experience without judgement have emerged as an intervention approach supported by strong neuropsychological evidence, proven to improve brain executive functions including selective attention, working memory, and emotional regulation (Saputro et al., 2023). Research by (Tarigan & Rudhito, 2025) found that mindfulness breathing exercises effectively improved the concentration of secondary school students, while (Hattu, 2022) showed that this approach created a better learning environment. Deep learning-based learning which emphasises deep conceptual understanding, critical thinking, and meaningful learning, offers the potential for personalised learning through high-level questions, collaborative discussions, and authentic problem-based learning (Ahmad et al., 2022). The theoretical framework suggests that mindfulness creates a neuropsychological foundation for deep learning by increasing working memory capacity, reducing cognitive load, improving emotional regulation, and enhancing metacognitive awareness, all of which are essential for deep learning.

Although the potential of both has been recognised, there is a significant gap in the literature on the integration of mindfulness and deep learning, especially in the context of Indonesian primary education. Research gaps include: (1) most mindfulness research has been conducted in developed countries, with limited documentation on its applicability in resource-constrained contexts; (2) existing research tends to be observational, with limited experimental studies using validated instruments; (3) no research has explored the integration of the two and measured the synergistic effects; (4) research focuses more on adolescents and adults, with very few studies on primary school students as a critical period for the development of attention control. The urgency of this research lies in the need for feasible, affordable, and culturally appropriate evidence-based solutions that can be scaled up to similar schools in Indonesia. Therefore, this study aims to analyse the effectiveness of deep breathing mindfulness exercises in improving the concentration and focus of Year 5 students at Inpres Skouw Sae Primary School in the context of deep learning approach-based learning, with a focus on measuring the significance of the difference in concentration.

Method

This study employed a quasi-experimental method with a one-group pretest-posttest design involving 30 fifth-grade students (aged 10–11 years) at SD Inpres Skouw Sae, who were selected using total sampling based on the considerations that the location had never been exposed to mindfulness research, the students showed concentration problems based on initial observations (66.7% in the low category), and had no previous experience with mindfulness practices. The research instrument was a Likert scale questionnaire (1-5) adapted from (Tarigan & Rudhito, 2025) with 20 items measuring seven concentration indicators (listening focus, concentration endurance, concentration recovery, problem solving, time management, mindfulness presence, and mindfulness impact), which had undergone content validation by experts but had limitations as it did not report statistical reliability tests (Cronbach's Alpha). The research procedure was conducted over 3 weeks (14 July-4 August 2025) in three stages: (1) preparation, including obtaining permits, preparing lesson plans, student worksheets, questionnaires, and instrument validation; (2) implementation during 6 meetings consisting of meeting 1 for the pre-test (30 minutes of questionnaire completion), meetings 2-5 for learning interventions with each session structured to begin with 5-10 minutes of deep breathing mindfulness exercises at the start of the lesson (students sit comfortably, close their eyes, and breathe: Breathe in for 4 counts, hold for 2 counts, exhale for 6 counts, repeated 5-8 times with verbal guidance from the researcher), followed by the main lesson (40-45 minutes) using a deep learning approach that emphasises conceptual understanding and critical thinking through high-level questions, group discussions, and contextual problem-based learning, with observation of student behaviour using observation sheets to record changes in focus and concentration, as well as meeting 6 for a post-test with the same procedure as the pre-test; (3) evaluation and data analysis using SPSS 27.

Data analysis used two approaches: (1) descriptive statistics to calculate the mean, standard deviation, maximum-minimum scores, score ranges, categorisation of students based on intervals (20-36=very low, 37-52=low, 53-68=medium, 69-84=high, 85-100=very high), analysis of averages per indicator, and calculation of category distribution percentages; (2) Inferential statistical analysis techniques used the t-test (Independent samples t test) with a significance level of 0.05 or 5% to test the hypothesis of the effectiveness of Mindfulness exercises on student concentration and focus, with the condition that Ho is accepted and H1 is rejected if t count < t table, and conversely, Ho is rejected and H1 is accepted if t count > t table. Hypothesis results can be

determined in two ways: by comparing the t-value with the t-table and comparing the p-value with $\alpha = 0.05$, where if p-value/2 < 0.05, Ho is rejected and H1 is accepted, meaning there is an effect. conversely, if p-value/2 > 0.05, Ho is accepted and H1 is rejected, meaning that it is ineffective (Hidayah et al., 2024.). Efforts to control external factors were made by conducting the sessions at the same time each day (in the morning), minimising disturbances by closing doors and windows during mindfulness exercises, ensuring consistency in instructions by the same researcher using a standardised guide script, and standardising procedures using the same lesson plan for all sessions. although this study has methodological limitations in the form of a design without a control group, which limits causal inference and cannot control for the Hawthorne effect or natural maturation, and the intervention duration is relatively short (4 sessions in 3 weeks) which is not yet optimal for practising mindfulness, external environmental disturbances (out-of-class activities) that are difficult to control completely, violations of the normality assumption in the pre-test data even though the study still used parametric tests with the assumption of robustness in medium-sized samples (n=30), and results that are limited to the context of SD Inpres Skouw Sae and may not be generalisable to schools with different characteristics.

Results and Discussions

Results

This study was conducted at SD Inpres Skouw Sae, Muara Tami District, from 14 July to 4 August 2025 with 30 fifth-grade students. The implementation of mindfulness exercises using deep breathing techniques for 5-10 minutes at the beginning of each learning session was designed to create a calm and optimal mental condition before students received the lesson material. In practice, students were guided to sit in a comfortable position, close their eyes or focus their gaze on a single point, then perform deep breathing regularly with the following pattern: inhale through the nose for a count of 4, hold the breath for a count of 2, and exhale through the mouth for a count of 6, repeated 5-8 times per session. The implementation of the intervention faced several contextual challenges that affected the research results. Distractions from outside the classroom (such as vehicle noise, activities of students in other classes, and school activities) distracted some students, especially 6 students (20%) who had difficulty maintaining focus even after the intervention, indicating that the physical environment plays a significant role in the success of mindfulness practice, in line with the findings of (Saputro et al., 2023) who emphasised the importance of a conducive environment for mindfulness practice in primary schools. Some students required a longer adaptation period due to their limited previous experience with mindfulness techniques. In the first and second sessions, approximately 40% of students had difficulty maintaining their posture and following breathing instructions consistently, but this decreased to around 15% in the third and fourth sessions, indicating a learning curve. The relatively short duration of the intervention (4 sessions over 3 weeks) limited the optimal habituation process, which, according to mindfulness literature, requires consistent practice for at least 8-12 weeks to produce stable neuroplasticity changes (Galante et al., 2018).

The integration of deep learning in this study refers to a deep learning approach that emphasises conceptual understanding and critical thinking, not artificial intelligence technology. Its practical implementation includes: (1) the use of higher-order questions that encourage students to analyst and evaluate concepts; (2) collaborative group discussions to explore ideas in depth; (3) contextual problem-based learning relevant to students' lives; and (4) reflection and metacognition activities at the end of the learning process. Observations show that students who participate in mindfulness training tend to be calmer and more focused during group discussions (average duration of active participation is 15-20 minutes compared to 8-12 minutes in initial observations prior to intervention) and can provide more structured responses to higher-level questions. However, this study did not quantitatively measure the causal relationship between mindfulness and the quality of deep understanding, so the relationship between the two concepts is more observational and conceptual than empirically measurable.

Results of the Pre-Test and Post-Test Questionnaire Data and Table of Student Focus and Concentration Levels

Initial measurements using a Likert scale questionnaire (1-5) of 30 students revealed alarming levels of concentration and focus. Descriptive statistical data showed an average score of 51.1 (SD=8.5) out of a maximum ideal score of 100, with a distribution of minimum scores of 40, maximum scores of 68, and a range of 28 points. The category distribution showed that 66.7% of students (20 people) were in the low category (scores 37-52) and 33.3% (10 people) in the moderate category (scores 53-68), with no students reaching the high or very high categories. There was a very positive shift in the distribution pattern after the intervention. Students who previously dominated the low category experienced a drastic decline, while most students successfully moved up to the moderate category with a significant increase. Most encouraging was the emergence of students in the high category who were previously absent, indicating that the intervention succeeded in encouraging some students to achieve an optimal level of concentration. This shift reflects the program's effectiveness in gradually and measurably improving students' focus and concentration abilities.

Questionnaire data analysis was conducted to measure students' level of focus and concentration in learning before and after the intervention using descriptive analysis with the following results:

Table 1 Data Results Recapitulation

Statistics	Statistical Values	
	Pre-test	Post-Test
Sample	30	30
Mean	51,1	61,3
Ideal Score	100	100
Standard Deviation	8,5	7,8
Maximum Score	68	78
Minimum Score	40	51
Score Range	28	27

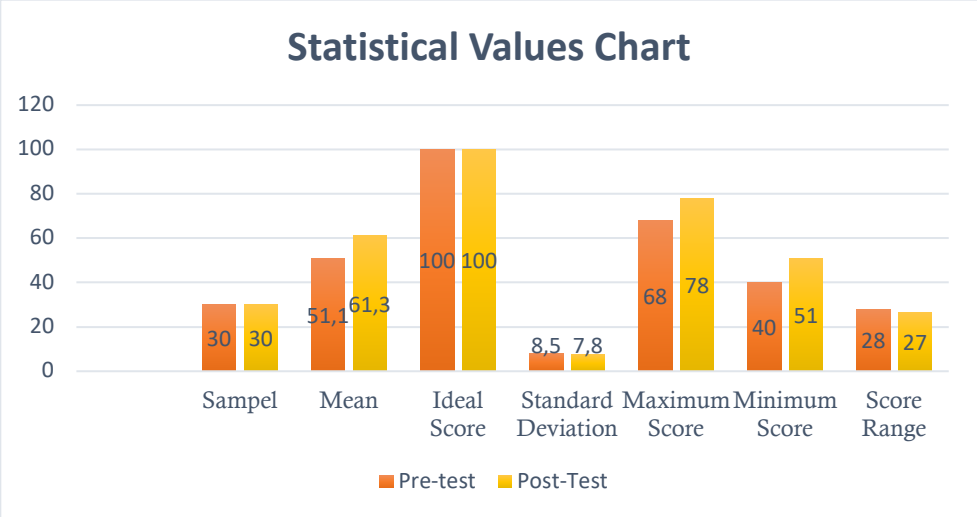

Figure 1 Statistical Values Chart

Table 2 Table of Focus and Concentration Levels Before and After Treatment

Score Interval	Category	Frequency	Frequency	Percentage %	Percentage %	Change
20 - 36	Very Low	0	0	0%	0%	-
37 - 52	Low	**20**	**6**	**66,7%**	**20,0%**	**-14**
53 - 68	Moderate	**10**	**20**	**33,3%**	**66,7%**	**+10**
69 - 84	High	0	**4**	0%	**13,3%**	**+4**
85 - 100	Very High	0	0	0%	0%	-
Total		30 Students	30 Students	100%	100%	

After four sessions of mindfulness intervention, the students' concentration abilities underwent a significant transformation, with an increase in the average score to 61.3 (SD=7.8) from the previous 51.1, indicating an absolute increase of 10.2 points (18.8%). Cohen's d calculation yielded an effect size of d=1.26 (large effect), indicating that the average student who received the intervention was in the 90th percentile compared to their initial condition. The shift in category distribution provides additional evidence: the low category decreased dramatically from 66.7% to 20% (a 70% decrease), the medium category increased from 33.3% to 66.7%, and 13.3% of students reached the high category, which was previously non-existent. This shift indicates that the intervention not only improved average scores but also structurally altered the concentration ability profile.

There was a consistent improvement across all seven indicators measured, proving the holistic impact of mindfulness interventions on various dimensions of concentration ability. Focus on listening (P1, P3, P10) increased from 2.1 to 3.2 (+1.1 points, 52.4%), indicating that breathing exercises effectively activate selective attention mechanisms, with students making more eye contact and responding appropriately. Time management (P7, P13, P16) increased from 2.1 to 3.2 (+1.1 points, 52.4%), showing that mindfulness helped students become

more aware of the passage of time and allocate their attention more efficiently. Mindfulness impact (P17, P19) increased from 2.0 to 3.1 (+1.1 points, 55%), indicating the development of metacognitive awareness of attention regulation strategies. Concentration endurance (P2, P6, P15) increased from 2.0 to 3.0 (+1.0 points, 50%), problem solving (P5, P8, P14) increased from 2.3 to 3.3 (+1.0 points, 43.5%), indicating an increase in cognitive persistence, and presence of mind (P9, P12, P20) increased from 2.4 to 3.4 (+1.0 points, 41.7%), with students being more able to be fully mentally present in learning. Concentration recovery (P4, P11, P18) increased from 2.2 to 3.1 (+0.9 points, 40.9%), although it still requires further development.

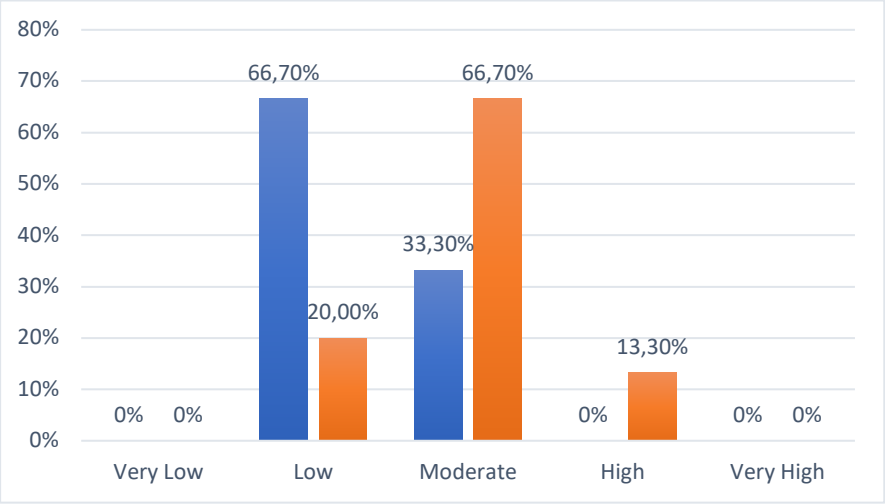

Figure 2 Grafik of Focus and Concentration Levels Before and After Treatment

Over View of the Effectiveness of Mindfulness Training on Student Concentration and Focus

The requirement for fulfilling inferential statistical analysis testing to determine the effectiveness of mindfulness exercises is that the data obtained must be normally distributed with homogeneous variance.

A normality test was conducted to determine whether the data was normally distributed. Data processing was performed using SPSS 27 to obtain the t-value. The sig. A value was 0.05. The results of the normality test are as follows.

Table 3. Results of Normality Tests on Student Concentration and Focus Questionnaire Data

Significant Value Calculation		Significance Table
Pre Test	**Post Tes**	
0,005	0,31	0,05

Table 4. Homogeneity of variance test results

Significant Value Calculation	Significance Table
0,330	0,05

Table 5. Hypothesis Test Results

Significant Value Calculation		Significance Table
Pre Test	**Post Test**	
0,005	0,31	0,05

The hypothesis test results show a pattern consistent with the normality test, where there is a significant difference between the initial and final conditions. The analysis results show a p-value=0.000<0.05, which means that H_0 is rejected and H_1 is accepted with a 95% confidence level. Overall, the results of this statistical test confirm that mindfulness training intervention in learning is effective in improving student focus and concentration, with data that qualifies for further analysis and supports the validity of the research findings. There was a very positive shift in the distribution pattern after the intervention.

Discussion

Mindfulness is a mental practice that has significant potential in primary school student learning. Research by Mukti and Wimbarti shows that mindfulness meditation training has a positive impact on students' selective

attention abilities, which in turn affects their academic achievement (Mukti & Wimbarti, 2020). A meta-analysis by Astuti and Surya reveals that mindfulness practices are associated with a reduction in symptoms of anxiety and depression and an improvement in students' psychological well-being, where breathing techniques can calm the students' autonomic nervous system in a short period of 5-10 minutes before class (Astuti & Surya, 2024).

The effectiveness of mindfulness training can be understood through three main neuropsychological mechanisms. First, breathing techniques activate the parasympathetic nervous system through stimulation of the vagus nerve, which triggers a relaxation response and suppresses sympathetic nervous system activity, creating optimal physiological conditions in the form of decreased heart rate and cortisol and increased heart rate variability (Galante et al., 2018). Second, mindfulness practice trains the brain's executive function neural network, particularly the prefrontal cortex (PFC) which regulates attention and working memory, with neuroimaging studies showing increased cortical thickness in the dorsolateral PFC and anterior cingulate cortex (ACC) (Hidayat & Nurhayati, 2021). Third, mindfulness reduces the activity of the default mode network (DMN), which is active during mind-wandering, improving students' ability to remain present in learning. Mindfulness has a holistic impact on various dimensions of attention span, supported by research by (Saputro et al., 2023) on anxiety reduction and concentration improvement. (Tarigan & Rudhito, 2025) found mindfulness to be effective in improving secondary students' concentration in mathematics, although this study showed a larger effect size (d=1.26 vs d=0.8) in primary school students, in line with the findings of (Tarigan & Rudhito, 2025) on the effectiveness of breathing techniques.

Although the statistical results show strong significance ($p=0.000 < 0.05$), the persistence of 20% of students in the low category indicates the complexity of factors that influence individual responses to mindfulness interventions, in line with (Hattu, 2022) findings on the importance of a mindfulness approach in creating a conducive learning environment, (Gunawan et al., 2024) on sustained engagement in activities that emphasise focus and psychological well-being, and (Syakirotin & Charina, 2020) who confirm mindfulness as a tool for coping with environmental stress. Therefore, long-term implementation with comprehensive systemic support is a prerequisite for maximising the potential of mindfulness as an effective pedagogical intervention in improving the concentration and focus of primary school students.

Conclusions

This study has several important limitations. First, the finding that 20% of students remained in the low category is likely related to the limited duration of the intervention in transferring mindfulness skills to contexts outside of learning. Second, the use of self-report instruments is prone to biases such as social conformity bias, compliance bias, or the limited self-awareness of 10-11-year-old children regarding their concentration, so further research needs to integrate objective measures such as cognitive performance tests or physiological measurements for triangulation validation. Third, the relationship between mindfulness and deep learning is still conceptual-theoretical rather than empirically tested, as implementations have focused more on mindfulness as the primary intervention without experimental manipulation of the quality of deep understanding. One study shows that effective implementation of mindfulness programs in elementary schools requires a minimum optimal duration of 8-12 weeks, which tends to be more effective in transferring mindfulness skills into the context of daily learning to obtain optimal results from mindfulness programs, implementation strategies must include continuous monitoring and individual sessions for low-achieving students. Several studies show that individual consultation techniques and monitoring systems integrated into the learning process can be very helpful in addressing weaknesses and providing more attention to students who need additional help (Saputro et al., 2023) with this approach, mindfulness programs are not merely additional programs, but an integral part of education that supports the overall psychosocial and academic development of students.

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