

MINDFUL LEARNING *STRATEGIES* IN SUPPORTING THE MENTAL WELL-BEING OF *SLOW LEARNERS* IN ELEMENTARY SCHOOL

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ABSTRACT

Mindful learning *strategies* act as a relevant learning approach for *slow learners* who need a calmer, more conscious and focused learning approach to support their mental well-being. This research was conducted with the aim of analyzing the application of *mindful learning* strategies in supporting the mental well-being of *slow learner* students and identifying supporting and inhibiting factors for its implementation. This research strengthens learning theories that prioritize psychological health as a foundation for *slow learners*. This research is a qualitative research with a case study design. Research data was obtained through observation of learning activities, interviews with classroom teachers and tutors, and documentation of the learning process in the classroom. The validity of the data in this study is through source triangulation and technique triangulation. The data analysis technique is carried out through the stages of data reduction, data presentation, and conclusion drawn. The results of the study showed that (1) *mindful learning* was applied through: simple breathing exercises, teaching that focused on one activity in full, self-reflection after learning; (2) Factors supporting implementation include teacher support, classroom atmosphere, suitability of learning methods, and support from schools, while inhibiting factors include time constraints, variations in students' abilities, and unstable environmental atmosphere.

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INTRODUCTIONS

Basic education serves as the main foundation for the formation of students' personalities and abilities, but in its implementation the learning abilities of students are different from each other. Use of conventional learning models or *teacher centered* is still dominated by teachers, so that in the learning process students do not play an active role in learning (Firmansyah & Jiwandono, 2022) In the learning process, teachers should not be the center that completely controls learning activities, but rather provide the widest possible opportunity for students to be actively involved through various activities that encourage them to think, ask questions, and participate independently (Contesa et al.,

2023). Some students who need more attention because their learning methods and speed are different from their peers, they are known as students *slow learner*.

Students *slow learner* often face difficulties in the learning process, they have difficulty understanding the material, are slow in completing assignments and have difficulty adjusting to learning in the classroom (Salomi et al., 2018). This condition can cause psychological pressure on students *slow learner* such as anxiety, lack of confidence and loss of motivation to learn which will have an impact on their mental well-being (Nurfadhillah et al., 2022). Students *slow learner* often show challenges in their social interactions, such as difficulty communicating effectively with their friends or teachers (Isnaini et al., 2025). So that students *slow learner* Requiring attention and a holistic and fun approach to learning, education not only focuses on improving cognitive aspects, but also needs to pay attention to their mental well-being in order to be able to learn calmly, confidently, and motivated.

The mental well-being of students is very important in the learning process. Mental well-being is the main key in increasing students' motivation to learn because a stable psychological condition will help them to be more focused, confident, and enthusiastic in following the learning process (Mustofa et al., 2025). Salomi (2018) stating that students who feel comfortable, confident, focused on learning and able to interact positively with classmates, this condition allows students to learn optimally in developing social-emotional skills that support success in their academic fields, on the other hand, if students feel anxious, lack confidence, experience stress and so on, they tend to have difficulty concentrating and get tired quickly mentally. The pressure experienced by students in the educational environment is closely related to the disruption of their psychological and emotional condition. This arises when there is a mismatch between expectations and reality that is seen through the accumulated workload of tasks, the demands of adaptation that are not easy, limited ability to understand the material, uncertainty about learning outcomes, and a monotonous and unpleasant learning atmosphere. Conditions like this can trigger academic stress and have an impact on the mental well-being of students (Subur et al., 2022).

The role of mental well-being is very important in the success of the learning process of students. Mental well-being can occur when learners can express themselves to the fullest, and through teacher teaching methods that are not boring, as well as teacher characters that support learning (Aini & Minsih, 2025). Therefore, a learning approach strategy is needed that not only emphasizes academic achievement, but is also able to foster self-awareness, peace of mind, and emotional balance of students.

The approach that can be taken is the application of *mindful learning*, which is a strategy or approach that emphasizes focus and full awareness during the learning process (Syafi'i et al., 2025). *Mindful learning* It is a learning process designed to foster students' awareness with directed attention and reflection on learning experiences, so as to encourage the emergence of intrinsic motivation of students based on love and satisfaction in learning (Mashuri & Yudasari, 2024).. According to (Kinasih & Hidayah, 2025) *mindful learning* It has been proven to have a significant impact on improving the metacognitive skills of elementary school students, especially in terms of the ability to reflect on learning strategies and emotion regulation. Their learning style needs to be adjusted to the conditions *slow learner*, which requires the presentation of materials in a diverse manner (multi-presentation) in the learning process in elementary schools (Darwanti et al., 2024). Thus, *mindful learning* In the world of education, it plays a dual role, not only helping academic achievement, but also strengthening the psychological well-being of students. Application *mindful learning* aims to form students who are not only able to focus cognitively, but also emotionally stable and adaptive in dealing with learning dynamics. In a calm, mindful, and free learning condition from mental distractions, students tend to have better information absorption, be able to manage stress effectively, and develop in aspects of empathy and social cooperation (Ulandari & Efendi, 2025).

Some previous studies that discussed the application of *Mindful Learning*. First, research conducted by (Winarti et al., 2025), application *mindful learning* As learning strategies show that although their effectiveness in increasing learning concentration is not yet fully optimal, this approach Fixed has an important contribution to creating a more positive learning atmosphere.

Second, the research conducted (Phan et al., 2022) demonstrates that the Program *Mindful Learning* able to help students control themselves better, become a more resilient person in dealing with pressure and more focused in learning activities. In addition, the Program *Mindful Learning* It also has the potential to improve and foster the

achievements and self-awareness of students. However, it has not had a significant impact on the mental well-being and depressive symptoms of students.

Third, research conducted by (Magalhães et al., 2022) application of *Mindful Learning* showed that there was a significant improvement in behavior and academic achievement. Students experience increased attention and ability to control emotions. In addition, students are able to increase their focus on learning activities, be able to recognize their feelings better, and show a calmer response in facing challenges. However, the age factor as well as the initial condition of the students' emotions and abilities affect how much the benefits and positive effects of the implementation of the program *mindful learning*.

However, until now, research on mindful learning still largely emphasizes regular learners, while attention to *slow learners* is still very limited. The limited research provides an opportunity to further examine the application of mindful learning in supporting the mental well-being of *slow learners*, especially in elementary schools such as SDN Jatibatur 1 Sragen, Central Java, so that the learning strategies developed are truly in accordance with their needs. This study aims to describe the application of *mindful learning strategies* and to find out the supporting and inhibiting factors of the implementation of *mindful learning* in supporting the mental well-being of *slow learner students* at SDN Jatibatur 1 Sragen, Central Java.

METHOD

This study uses qualitative research with a case study research design. A case study is a study that investigates a phenomenon in a real-life context, when the boundaries between the phenomenon and the context are not clearly visible. The purpose of a case study is to know about something in depth. This approach was chosen to explore how the *mindful learning* strategy is applied by teachers and how the strategy supports the mental well-being of *slow learner students* at SDN Jatibatur 1.

The subjects in this study consisted of two *slow learner* students in grade IV of SDN Jatibatur 1. This research was carried out at SDN Jatibatur 1 in the odd semester of the 2025/2026 school year. The data sources in this study include learning events and activities in the classroom, informal, and supporting documents. The research informants consisted of classroom teachers and tutors for *slow learners* in grade IV of SDN Jatibatur 1 Sragen, Central Java. The documents analyzed include documentation of the learning process, notes of observation results as well as various literature and previous research results that are relevant to *mindful learning* strategies and students' mental well-being.

Data collection techniques are carried out by (1) direct observation of learning activities that take place in the classroom; (2) in-depth interviews with classroom teachers and tutors to obtain data related to the implementation of *mindful learning strategies*; (3) documentation in the form of photos of activities and other supporting notes.

The data validity test was carried out by triangulation technique. Source triangulation is carried out by comparing information obtained from interviews, observations, and documentation. In addition, the triangulation method is used to match the results of interviews with observation and documentation data. So that the data obtained is more valid and in accordance with the purpose of the research.

The data analysis in this study uses an interactive model proposed by Miles and Huberman in (Rongcai et al., 2023) which includes the stages of data reduction, data presentation, and conclusion drawn. Data reduction is carried out by sorting and focusing information according to the research objectives, the presentation of data is arranged in the form of a narrative description, and conclusions are drawn to formulate findings related to implementation *mindful learning* and its impact on the mental well-being of students *slow learner* at SDN Jatibatur 1 Sragen, Central Java.

RESULT AND DISCUSSIONS

Based on the results of data analysis obtained through observation, interviews, and documentation. This study identifies several key findings related to *mindful learning* strategies in supporting the mental well-being of *slow learners* in elementary school. The findings include: (1) *mindful learning* is applied through: simple breathing exercises at the beginning of learning, the application of focus on one activity without assigning tasks at the same time, and self-reflection at the end of learning; (2) Factors supporting implementation include teacher support, classroom atmosphere, suitability of learning methods, and support from schools, while inhibiting factors include time

constraints, variations in students' abilities, and unstable environmental atmosphere. These findings were obtained from empirical data collected during the research process.

Form of Mindful Learning Strategy Implementation

The form of applying *mindful learning strategies* in the learning process in the classroom can be seen through various activities carried out by teachers consciously and planned. The implementation of *mindful learning* strategies does not only focus on delivering material, but also on efforts to create a calm, safe learning atmosphere, and supports the active involvement of students. The *mindful learning strategy* is applied by providing opportunities for students to focus their attention, manage emotions, and be active according to their respective abilities. The results of interviews conducted with classroom teachers obtained several findings related to the application of *mindful learning* by teachers. The findings show various simple activities carried out by teachers and students in the classroom during the learning process. Especially for *slow learners*. The findings of the interview results on the application of *mindful learning* strategies are presented in table 1.

Table 1. Classroom Teacher Interview Results Related to the Form of Implementation of Mindful Learning Strategy

Yes	Form of Mindful Learning Strategy Implementation	Interview Findings	Impact on <i>Slow Learners</i>
1	Simple breathing exercises at the beginning of learning	The teacher guides the students to do breathing exercises slowly. (inhale, then hold it for a few seconds, and exhale slowly) and repeat several times	Simple breathing therapy can help <i>slow learners</i> become calmer both physically and emotionally, and can reduce anxiety, and increase the mental readiness of <i>slow learners</i> to start learning
2	Focus on one activity entirely	The teacher gives one task at a time to students with simple instructions so that they are easy for students to understand	Assigning assignments gradually helps students to process information and understand the material optimally, and reduce distractions by other activities, as well as increase students' concentration in learning
3	Simple reflection after learning	The teacher invites students to do a brief reflection at the end of the lesson, such as expressing feelings during the learning process, things that have been understood or difficulties experienced during the learning process	Simple reflection helps students to explore their emotions and learning experiences, increase self-awareness, strengthen material understanding, and foster confidence, and reduce learning comfort

The data from the interview results was strengthened by direct observation carried out in grade IV during the learning process, the application of *mindful learning strategies* in the classroom was observed through several activities. The form of this activity includes an opening activity that begins with breathing regulation, then continues with core activities focusing students' attention, and ends with a closing which is filled with self-reflection activities. Details of the observation results related to the form of implementation of the mindful learning strategy are presented in the following table.

Table 2. Observation Results of the Implementation of the Mindful Learning Strategy

Learning Stage	Forms of <i>Mindful Learning Application</i>	Student Responses	Impact on <i>Slow Learners</i>
Introduction	The teacher opens the class with prayer and conditioning of the class with short stretches such as breathing exercises and <i>ice breaking</i> to foster calm and readiness of students	Students follow activities directed by the teacher in an orderly manner and show a calmer attitude	Slow learners are more mentally and emotionally prepared to participate in learning
Core	The teacher directs the students' focus through the delivery of material slowly	Students are able to concentrate and participate in learning activities according to their abilities	Slow learners can maintain focus longer and feel safe without pressure
Closing	The teacher invites students to reflect on the learning experience and understanding the material	Students convey their feelings and impressions throughout the learning process	Slow learner students show increased self-awareness and confidence in learning

The findings at SDN Jatibatur 1 were strengthened by interviews with tutoring teachers of *slow learner* students outside of school. The tutoring teacher stated that the learning provided gradually and not in a hurry helps *slow learner* students understand the learning material well.

Table 3. Tutoring Teacher Interview Results

Yes	Aspects in question	Interview excerpts
1	Early learning conditions of slow learner students	" <i>Slow learners</i> show difficulty in understanding the material, lack focus, and need a relatively slow time to complete assignments"
2	The form of guidance provided	"Tutoring teachers provide guidance to <i>slow learner</i> students gradually with simple and easy-to-understand material explanations, providing concrete examples, and mentoring one by one according to the students' abilities"
3	Impact on learning outcomes	"There is an increase in learning outcomes that can be seen from the ability of students to complete tasks and an increase in grades that are quite satisfactory and <i>slow learners</i> become more independent in processing the material"
4	Learners' emotional responses	"Students are calmer, more confident, and less anxious in the guidance process when students understand and feel comfortable"
5	The relationship between gradual coaching and <i>mindful learning</i>	"Gradual guidance that is carried out at home privately is in line with the principle of <i>mindful learning</i> because it gives space for students to learn consciously, calmly and in accordance with their relatively slow ability to process learning materials"

The results of this study confirm that the *mindful learning* implemented at SDN Jatibatur 1 is not just a routine activity, but also a systematic psychological effort for students *slow learner*. Application *mindful learning* At the beginning of learning, the classroom teacher carries out several stages starting from breathing exercises, adjusting focus, and reflection at the end of learning. The breathing exercise serves as a tool to reduce students' learning anxiety, especially for students *slow learner*. This finding confirms that before entering the core material, teachers prioritize the relaxation condition of the students' bodies so that students are mentally ready to receive the material given.

Theoretically, breathing exercises are effective in lowering learning anxiety and increasing attention focus in primary school students Learners (Saputro et al., 2023). Breathing exercises are the simplest and easiest to apply relaxation techniques that will have an impact on reducing anxiety levels and stress levels in students (Atika & Purnamasari, 2023). This breathing technique is carried out with a slow, regular rhythm or tempo that causes a sense of comfort and is done slowly and deeply (Robaiyani et al., 2024). Breathing exercises or often referred to as *mindful breathing* It is a therapy that helps direct students' minds and bodies to be calmer, and can reduce anxiety, stress or depression that occurs in students Breathing exercises aim to improve alveoli ventilation, maintain gas exchange, prevent lung atiltration and reduce stress both physically and emotionally so that it can reduce anxiety in students (Sari et al., 2024). Thus, breathing exercises play a role not only in calming students' physical and emotional well-being, but also as an important foundation to create optimal learning readiness so that the learning process can take place more focused, effective, and meaningful.

The second step is to focus on one activity in full, this is a solution to the limitations of information processing skills in students *slow learner*. These findings show that the quality of understanding is prioritized over the quality of the material delivered. Teachers adopt the principle of "one instruction, one action" as a pattern of continuous mentoring to ensure that each stage of the task is done completely and can be understood to actually lead to the next stage. This proves that a slow and directed approach is able to minimize student confusion and ensure that the process of understanding information runs more effectively and meaningfully The implementation of these steps is very much in accordance with the needs of students *slow learner* which tends to require more time in understanding and processing information (Khiyarusoleh et al., 2020). Concentrating one's mind on one object that is studied is able to increase learning concentration and focus one's mind on the learning material and instructions given by the teacher without any obstacles (Purnajati & Suyanta, 2022). The benefits obtained from the application to students are that they can help students understand the material, reduce distractions, make the learning process more comfortable and enjoyable without any pressure, and develop critical thinking skills in students (Rizka et al., 2025). Full-time focus activities in one activity can significantly increase student learning concentration, students can follow the learning process consciously and boost students' focus levels during the learning process (Ipango & Puspitasari, 2025). The application of focus in one activity in full can reduce stress and emotional fatigue and increase focus so that the teaching and learning process can run optimally according to students' abilities (Salshabila & Fiteriani, 2025). Thus, applying a focus on one activity in full does not only help students *slow learner* in processing information more effectively, but also an important foundation to create a calmer, more directed, and optimal learning experience according to their abilities.

The last stage is self-reflection at the end of the learning session which serves as the closing of the student-centered learning cycle. The application of this reflection proves that *mindful learning* Effectively fostering self-awareness of Roses learning in a simple way, where students begin to explore their feelings and learning obstacles independently. This practice contributes to teachers getting direct feedback on material that students do not yet understand, as well as building students' confidence that their voices and learning experiences are valued in the classroom. In self-reflection activities, there are introspection and self-evaluation activities where students can explore their feelings, feelings, and personal experiences of students for the sake of students' learning and academic progress (Kurniawati & Triyana, 2023). Reflection is a process or activity that becomes a facility in developing self-awareness in recognizing internal conditions where students individually review their understanding in depth and meaningfully of the learning material (Sakung et al., 2024). The existence of routine self-reflection activities not only explores aspects of learning ability, but also aspects of attitudes so that the learning process becomes more meaningful and has an impact on the development of students' character. Thus the application of *mindful learning* Run in a structured manner according to the needs of students, especially students *slow learner*.

Supporting and Inhibiting Factors for the Implementation of Mindful Learning Strategy

The implementation of *mindful learning* strategies in the learning process is inseparable from various factors that affect its sustainability. Based on the results of observations during the learning process at SDN Jatibatur 1, the researcher found that there are factors that hinder and hinder the sustainability of the implementation of *the mindful learning strategy*, as well as factors that are obstacles in its implementation. These factors come from internal and

external aspects of learning. Details of the supporting and inhibiting factors for the implementation of mindful learning strategies are presented in the following table.

Table 4. Supporting Factors and Inhibiting Strategy Implementation *Mindful Learning*

Types of Factors	Uraian factor	Description
Supporters	Understanding and commitment of teachers	Teachers who have a good understanding of the concept of <i>mindful learning</i> and apply it consistently with a patient, calm attitude and provide clear instructions and information related to learning, so that students will become calmer and more focused when participating in learning
	Conducive learning environment	A quiet classroom atmosphere without any noise will make students comfortable following the learning process without distractions from other activities
	Consistency of methods with the needs of students	The <i>mindful learning</i> strategy that is applied is in accordance with the needs of <i>slow learners</i> who require a relatively slow learning tempo and use simple and clear instructions
	School support	Schools give teachers the freedom to be creative according to the needs of students, teachers can prioritize the emotional peace and quality of learning of students so that they can achieve maximum targets
Inhibitors	Limited learning time	The implementation of <i>mindful learning</i> takes a relatively long time, while the demands of the curriculum and learning schedule are quite dense so that sometimes the implementation of <i>mindful learning</i> does not run optimally
	Variation in students' abilities	The difference in learning ability between regular and <i>slow learners</i> is very different, sometimes regular students sometimes feel bored and bored when instructions and assignments run at a relatively slow tempo
	Unstable classroom environment	The noise and noise that occur inside and outside the classroom greatly interferes with teaching and learning activities, especially for <i>slow learners</i> who need more concentration to process the material so that they need calm and space with minimal distractions

Based on research data, the success of the implementation of *mindful learning* is highly dependent on the alignment between teacher competence and school support. The results of this study emphasized that the teacher's commitment to remain patient and maintain a calm learning rhythm is the key to the success of a sense of security for slow learners. Practically, this makes an important contribution to primary school educators that teaching effectiveness is not only measured by mastery of the material, but also by the teacher's ability to create a classroom free from emotional pressure.

SDN Jatibatur 1 has teachers who have a deep understanding of the importance of *mindful learning* in the learning process, so that they are able to implement it consistently and adjust it to the needs of students, especially students *slow learner*. This awareness is reflected in the attitude of teachers who are patient, calm, not in a hurry, and able to provide instructions gradually so that students have enough time to process information. Teachers who understand the concept of application *Mindful* in learning and being willing to integrate it in learning is the key to the success of the learning process (Pratama et al., 2024). The analysis of these supporting factors reveals that teachers' understanding is not just about knowing theory, but about the willingness to slow down the tempo for the sake of equal access to learning for students who are slow in processing the material.

The relatively quiet classroom conditions make students concentrate more on helping breathing exercises and activities focus on one activity in full. The comfortable classroom atmosphere, minimal distractions, and stable environment provides space for students to focus on one activity completely, especially on students *slow learner* (Kinasih & Hidayah, 2025). These findings suggest that a stable physical environment serves as a driving factor that strengthens the effectiveness of the implementation *mindful learning* that has been planned by the teacher.

Thanks to the school environment that supports each other, teachers are given the flexibility not to be fixated on academic targets. This makes a practical contribution to the school that the flexibility in arranging teaching materials allows teachers to focus more on the quality of students' emotional well-being. A school policy or culture that gives teachers room to experiment without fear of violating academics strictly indicates that the school fully supports the implementation *mindful learning* in learning for the sake of good quality learning (Mufidah et al., 2025). In its implementation *mindful learning* applied to students *slow learner* takes a relatively slow time compared to regular learners. This requires teachers to adjust between the needs of students and the demands of completing the material.

Implementation *mindful learning* It takes a longer duration of time to implement multiple steps in a single activity. Meanwhile, the schedule and curriculum demands are quite large, making it difficult for teachers to provide regular time for implementation *mindful learning* (Hartono et al., 2025). In addition, the variety of abilities in the classroom is a challenge in itself, in one class at SDN Jatibatur 1 has students with various kinds of characters and abilities. Regular students tend to get bored quickly in waiting for the learning rhythm of the students *slow learner* that require more time to understand the learning material (Winarti et al., 2025). Data in the field proves that the difference in tempo requires teachers to have a creative time management strategy so that regular students remain productive and students *slow learner* Don't feel intimidated.

The classroom conditions at SDN Jatibatur 1 are generally quite conducive to the implementation of learning, but in some moments there are some external disturbances such as noise due to weather or other school activities that can hinder the learning process (Zikri, 2015). As a practical solution, teachers can strengthen students' concentration through the repetition of simple instructions and quiet breaks in the middle of the learning session. Thus, although environmental factors are sometimes not ideal, the reinforcement of internal conditions through *mindful learning* Still able to maintain the quality of learning for all students.

CONCLUSION

This study shows that the application of *mindful learning* strategies at SDN Jatibatur 1 can help improve the mental well-being of *slow learner* students through simple activities such as breathing exercises, focusing on one activity with gradual instructions, and reflection at the end of learning, so that students become calmer, focused, and confident in learning. The success of this strategy is supported by a patient attitude of teachers, a conducive classroom atmosphere, learning methods that suit the needs of students, and school support, although there are still obstacles in the form of time constraints and differences in students' abilities. These findings suggest that *mindful learning* can be leveraged by inclusive elementary school teachers to create a safer and more emotionally comfortable classroom atmosphere. For further research, it is recommended that the application of *mindful learning* be studied in a wider range of subjects and levels of education and use diverse research approaches so that the impact can be understood more deeply.

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