

The Role of Teacher Mindfulness in Managing Students' Emotions in SBdP Learning at SD Inpres 1 Talise

Author:

Ira¹
Andi Imrah Dewi²
Kadek Hariana³
Zulnuraini⁴
Andi Ramaeni⁵

Afiliation:

Elementary School
Teacher Education
Program, Faculty of
Teacher Training and
Education, Tadulako
University, Palu,
Indonesia^{1,2,3,4,5}

Corresponding email

zairanur735@gmail.com

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Abstrak:

The background of this research is based on the importance of developing students' emotional regulation skills from an early age, as well as the teacher's role in creating a calm, focused, and mindful learning environment. Effective emotional management is expected to help students interact, learn, and adapt better to the school environment. This study aims to describe the role of teacher mindfulness in managing the emotions of second-grade students during SBdP (Arts, Culture, and Crafts) learning at SD Inpres 1 Talise. This study employs a qualitative approach with a descriptive research design. The research subjects consist of second-grade teachers and students. Data collection techniques include observation, interviews, and documentation, while data analysis involves data reduction, data display, and conclusion drawing. The results indicate that teacher mindfulness is reflected in calm and patient teaching behavior, gentle communication, and the ability to consistently provide attention and appreciation to students. Teachers are also able to regulate their emotions effectively when facing various classroom situations, such as noisy students, conflicts over materials, or students feeling disappointed with their work. The implementation of mindfulness has a positive impact on students' emotional management, as shown by increased patience, reduced anger, improved self-confidence, better cooperation, and greater focus. Additionally, students appear more engaged, actively participate, and enjoy the SBdP learning process in the classroom overall. Teacher mindfulness has a positive and significant role in improving students' emotional management and creating a more engaging learning environment.

Keywords: Arts and Culture; Elementary School; Emotional Management; Teacher Mindfulness

Introduction

In the world of education, teachers play a crucial role in creating a conducive learning environment. One factor supporting successful learning is the teacher's ability to manage the classroom and learning (Anton, 2020) Learning is a process of interaction between teachers and students in an educational environment to achieve certain goals (Harahap, 2022) In this case, the teacher not only delivers the material, but also acts as a facilitator who creates effective learning conditions, so that students can understand the material optimally and achieve the learning objectives that have been set (Panjaitan & Hafizzah, 2025).

Education is one of the key factors in shaping the character and quality of human resources in the future. Education has an important role in forming a generation that is intelligent, creative, and able to adapt amidst the challenges of globalization and increasingly developing information technology today (Alman et al., 2023) Education is expected to shape a generation that is more open-minded, ethical, and possesses good moral values (Pesik et al., 2024).

Elementary school is a very important initial stage because at this time children are in the golden age of cognitive, social and emotional development (Bonita et al., 2022) However, in practice, learning in schools does not only focus on academic achievement. Psychosocial aspects, especially student emotional management, are important factors influencing the quality of learning (Muslim et al., 2025) In second grade, students often have difficulty regulating their emotions, tending to become easily angered, cry, become frustrated, or lose focus when faced with challenging tasks. This is especially evident in Arts and Culture (SBdP) subjects, which involve creativity, fine motor skills, and group work. Students whose emotions are out of control can disrupt learning, create a noisy classroom atmosphere, and dampen the enthusiasm of other students.

Teachers play a crucial role in managing students' emotions. They are not only educators who deliver material, but also facilitators, motivators, and classroom managers who create a conducive learning environment (Laily & Wati, 2024). According to (Mohzana et al., 2025) A teacher's emotional intelligence will influence the quality of their interactions with students. Teachers who are able to recognize, manage, and respond to emotions well can help students develop their emotional regulation skills (Hariati & Rofiqoh, 2025). It is in this context that mindfulness becomes a relevant approach.

Mindfulness is full awareness of the present moment with an attitude of acceptance without judgment. (Amalia Zulfa et al., 2024) In education, mindfulness is applied to help teachers remain calm, focused, and responsive to classroom dynamics. An eight-week mindfulness training program has been shown to reduce teacher stress levels and improve the quality of teacher-student relationships (Suwandi et al., 2024). This study examines the role of teacher mindfulness in managing second-grade students' emotions during SBdP (Arts, Culture, and Crafts) learning at SD Inpres 1 Talise.

The findings show that teacher mindfulness is demonstrated through calm and patient behavior, supportive communication, and consistent attention to students. Teachers are also able to recognize and respond effectively to students' emotional conditions in various classroom situations.

Literature Study

Mindfulness is defined as moment-to-moment awareness of one's experience without judgment (Daphne M. Davis, 2012). Furthermore, mindfulness refers more to the specific quality of paying attention to the full range of experience in each moment in a free and non-judgmental manner (Jon Kabat-Zinn, 2003). Research on mindfulness and well-being has identified that the more mindful a person is, the higher their well-being. Mindfulness interventions have been shown to improve psychological well-being among students, reducing psychological distress, depression, and anxiety, and increasing self-efficacy. In the educational context, mindfulness has been linked to positive outcomes related to burnout, anxiety, depression, and stress, as well as more positive measures of well-being such as life satisfaction. Mindfulness may also contribute to well-being indirectly by improving self-regulation skills, which can lead to better emotion regulation and increased self-awareness.

Teachers play a crucial role in determining the success of the learning process. In this context, teacher mindfulness supports emotional management, which directly influences students' engagement and behavior during SBdP learning, Khairun Nisa, and Dewi (2022) This study employs a descriptive qualitative approach with a case study design to explore the role of teacher mindfulness in managing students' emotions in Arts and Culture learning at SD Inpres 1 Taise. The research subjects consist of second-grade students and their teacher. Data were collected through observation, interviews, and documentation.

Observations were conducted to examine students' social interactions, behaviors, and emotional responses during classroom activities. Interviews were carried out with the teacher and students to obtain in-depth information about their experiences and perspectives regarding the application of mindfulness. Documentation was used to support and validate the data, including learning records, photographs, and relevant school documents. Data analysis in this study follows the steps of data reduction, data display, and conclusion drawing. The analysis is descriptive in nature, aiming to interpret and present the findings without hypothesis testing.

According to Minister of Education and Culture Regulation No. 57 of 2014, Arts and Culture (SBdP) learning at the elementary school level aims to develop an awareness of art or beauty in a general sense, through activities such as appreciation, creation, and presentation. This allows students to develop positive personalities and understand their nation's cultural values. Siswanto et al. (2022) emphasize that Arts and Culture (SBdP) subjects serve to encourage students to become creative, expressive, and independent individuals by providing space for the development of imagination, motor skills, and artistic abilities. Arts and Culture learning also plays a crucial role in shaping students' character, fostering aesthetic sensitivity, an appreciative attitude toward art, and skills in producing artwork and crafts appropriate to their developmental stage.

In arts and crafts learning, mindfulness can be implemented through various strategies, such as inviting students to reflect on their feelings while creating, practicing focus through art activities, and creating a calm and supportive classroom atmosphere. Teachers who implement mindfulness through self-awareness, non-judgmental acceptance, and empathetic responses can create learning experiences that not only foster creativity but also help students better manage their emotions.

Methods

This research uses a descriptive qualitative approach that aims to deeply understand the phenomenon of the role of teacher mindfulness in managing the emotions of second-grade students in Arts and Culture learning at SD Inpres 1 Talise. According to Creswell (2020), a qualitative approach is used to explore and understand the meaning ascribed to social or humanitarian issues (Manurung, 2022). In other words, researchers attempt to interpret the meaning of student and teacher experiences in the context of Arts and Culture learning. In addition, according to (Adlini et al., 2022) Qualitative research aims to understand the phenomena experienced by research subjects holistically through descriptions in the form of words and language in a natural context.

This aligns with the research objective, which not only examines the arts and culture learning process but also the development of character values, such as awareness, responsibility, and self-control. Wulandari, (2024) emphasizes that qualitative research emphasizes meaning over generalization. Therefore, this study will be more oriented towards data depth through observation, interviews, and documentation, rather than the number of respondents. Therefore, this study uses a descriptive qualitative approach with a case study type to analyze how teacher mindfulness is applied in Arts and Culture (SBdp) learning and how this can influence students' abilities to recognize and control their emotions at SD Inpres 1 Talise.

The research was conducted at SD Inpres 1 Talise, located at Jl. Tombolotutu No. 125, Talise, East Palu District, Palu City, Central Sulawesi. The subjects of this study were second-grade students, chosen because at this age they are still in the stage of emotional and social development that requires guidance from teachers. Children at this stage tend not to be able to fully control their feelings, such as anger, disappointment, or impatience when facing certain situations in learning activities. Therefore, this study focused on second-grade students to see how the role of teacher mindfulness can help them in recognizing,

understanding, and managing emotions during the Arts and Culture learning process. Data collection techniques are the methods used to gather information or facts in the field. This research will utilize observation and interviews.

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Data analysis was conducted using descriptive qualitative analysis through the stages of data reduction, data display, and conclusion drawing. Data Reduction, Data reduction is the initial stage in qualitative data analysis, involving the process of filtering, sorting, and simplifying raw data into focused and relevant information. The goal of data reduction is to make the reduced data appear more complete. (Basar, 2021) The results of data reduction can be in the form of sketches, synopses, matrices, or other forms needed to facilitate the presentation and confirmation of conclusions.

Data Presentation (Data Display), Data presentation is the process of organizing reduced data into a systematic way, such as a narrative, table, diagram, or pattern, relationship, and trend that emerges from the data. Data displays can take the form of tables, graphs, concept maps, or narrative excerpts that highlight important themes in the research (Bora, 2025) Good data presentation makes it easier for readers to understand research results and supports arguments in the discussion.

Drawing Conclusions and Verification, The final stage in data analysis is drawing conclusions based on the presented data and a verification process to ensure the validity of the findings (Ahlan et al., 2023) in (Hidayat et al., 2025), states that researchers draw conclusions continuously while in the field (Budiman et al., 2021) From the beginning of data collection, regular patterns (in theoretical notes), explanations, configurations, causal flows, and proportions are noted. Conclusions are handled loosely (non-binding), remaining open and skeptical. These conclusions are also verified throughout the research.

Results

The role of teacher mindfulness in Arts and Culture learning Based on the results of observations and interviews in class II SD Inpres 1 Talise, teachers demonstrated the role of teacher mindfulness in Arts and Culture learning, especially through self-awareness, emotional control, and attentive attitudes towards students. The results of teacher observations showed full awareness by maintaining friendly facial expressions and relaxed body positions during the learning process, the teacher did not appear tense and did not rush in delivering the material, so that the classroom atmosphere felt calmer and more comfortable for students. The results of interviews with Mrs. Sulfiani, S.Pd as a class II teacher, reinforced the findings that patience and calmness are the main principles she applies in dealing with students' very diverse characters.

The role of teacher mindfulness in Arts and Culture learning. Based on the results of observations and interviews in class II SD Inpres 1 Tatura, teachers demonstrated a high level of mindfulness in Arts and Culture learning, especially through self-awareness, emotional control, and attentive attitudes toward students. The results of teacher observations showed full awareness by maintaining friendly facial

expressions and relaxed body posture during the learning process. The teacher did not appear tense and did not rush in delivering the material, so that the classroom atmosphere felt calmer and more comfortable for students. The results of interviews with Mrs. Sufliani, S.Pd., as a class II teacher, reinforced the findings that patience and calmness are the main principles she applies in dealing with students' very diverse characters. Teachers believe that a teacher's stable emotions will positively influence students, so that conflicts between students in the classroom can be minimized naturally without violence.

This is seen when teachers give full attention to students who ask questions or experience difficulties, without being distracted by others. Teachers listen carefully to each student's response and provide appropriate responses, so students feel cared for and appreciated. Overall, the integration of teacher awareness and student emotional management creates an ideal learning synergy at SD Inpres 1 Tatura in the Arts and Culture subject. Teachers have successfully fulfilled their role as effective emotional facilitators by providing concrete examples of how to remain calm and focused in any situation. This positive influence is evident in students' ability to control negative emotional impulses and transform them into more constructive and empathetic actions. Arts and Culture learning, typically considered a leisure activity for students, has been transformed into a character-building session where every stroke of color and image conveys a sense of patience. This success is inseparable from teachers' consistent and ongoing application of mindfulness techniques, both verbally and through sign language, which helps to calm students. This research demonstrates that teachers' psychological aspects are a crucial factor in shaping students' personalities and emotional stability. When dealing with student errors, teachers demonstrate a non-judgmental and accepting attitude. When students give incorrect answers or make mistakes during craft activities, teachers avoid labeling them negatively or criticizing them. Instead, they provide guidance in a gentle and constructive manner, encouraging students to try again.

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When many students needed help simultaneously, the teacher remained relaxed and did not panic. Her voice remained steady and did not convey anxiety, maintaining a positive classroom atmosphere. Furthermore, the teacher demonstrated a conscious ability to reflect on her own actions. In some situations, she recognized unclear instructions and immediately corrected them to improve student understanding. She also readily acknowledged mistakes in a simple, understandable manner. In terms of emotional intelligence, the teacher demonstrated empathy toward students. She was able to understand students' feelings, especially when they encountered difficulties or displayed negative emotions. She provided personal attention and created a positive atmosphere during the lesson. This was evident in her friendly, patient demeanor, and her ability to foster students' enthusiasm for learning.

Based on observations and interviews conducted in grade II of SD Inpres 1 Talise, students' emotional management in Arts and Culture learning is still in its early stages of development. This is evident in the various emotional responses that emerge during the learning process, particularly during practical activities such as drawing, coloring, and creating artwork. Some students show difficulty controlling their emotions. When faced with difficulties in completing assignments, some students appear easily frustrated, cry, or even reluctant to continue working. Furthermore, in group work situations or when using shared tools, students

are still found to be fighting, impatient to wait their turn, and easily offended when there are differences of opinion with their peers.

It can be seen that some students are beginning to demonstrate the ability to manage their emotions in simple ways. Some students are able to calm themselves after being given direction by the teacher and have begun working on the assignments given by the teacher. This indicates that students' emotional management development is beginning to take shape, although consistent guidance is still needed. In the learning process, the teacher's role is very visible in helping students manage their emotions. The teacher provides direction slowly, encourages students to be patient, and calms down students who are angry or crying. The teacher's approach tends not to be pushy, but rather through gentle and caring communication, making it easier for students to accept direction.

In classroom activities, teachers avoid labeling students negatively or criticizing them. Instead, they provide guidance in a gentle and constructive manner. When many students need help simultaneously, the teacher remains calm and does not panic. Her voice remains steady and does not convey anxiety, helping to maintain a positive classroom atmosphere. Furthermore, the teacher demonstrates consistent awareness by reflecting on her own actions. She recognizes unclear instructions and immediately corrects them to improve student understanding. She also readily acknowledges mistakes in a simple and understandable manner. In terms of emotional intelligence, the teacher demonstrates empathy toward students by understanding their feelings, especially when they encounter difficulties or display negative emotions. She provides personal attention and creates a positive atmosphere during the learning process. This is evident in her friendly and patient demeanor, as well as her ability to foster students' enthusiasm for learning.

Based on observations conducted in grade II at SD Inpres 1 Talise, students' emotional management in Arts and Culture learning is still in the early stages of development. This is reflected in various emotional responses during learning activities, particularly in practical tasks such as drawing, coloring, and creating artwork. Some students show difficulty controlling their emotions when facing challenges, becoming easily frustrated, crying, or showing reluctance to continue working. In group activities or when sharing tools, some students display impatience, have difficulty waiting their turn, and are easily offended when disagreements occur. These findings indicate that students are still developing their ability to manage emotions independently.

At the same time, some students begin to demonstrate emotional regulation by trying to control their reactions and focusing on completing tasks. This suggests that emotional management skills are emerging, although they still require continuous guidance. The teacher plays a crucial role in supporting this development by providing direction, encouragement, and calming strategies when students experience emotional distress. Students appear happy and enthusiastic when they successfully complete assignments; however, they may also feel disappointed when results do not meet expectations. This condition represents an important phase in the learning process, where students begin to recognize and manage their emotions.

Discussion

Based on research conducted at SD Inpres 1 Talise, the role of teacher mindfulness in Arts, Culture, and Crafts (SBdP) learning has been proven to be a supporting factor in creating a positive classroom environment for second-grade students. Teachers demonstrate mindfulness through a calm, unhurried attitude and by giving students their full attention during the creative process. Theoretically, this aligns with the view (Mafaiz et al., 2025) Mindfulness is awareness of the present moment with an attitude of acceptance without judgment. The teacher's conscious presence makes students feel valued, allowing emotional dynamics that typically arise in lower grades to be managed more effectively. These findings support

research (Krismayanti, 2024) which states that the application of mindfulness in elementary schools can help students improve focus and self-awareness through the role models shown by teachers.

The second-grade teacher acts as a classroom manager, able to control the situation without overreacting to student behavior. The teacher's application of mindfulness at SD Inpres 1 Talise is also evident in her ability to self-regulate her emotions when faced with less conducive classroom situations. When students become noisy or experience difficulties with practical assignments on Arts and Culture (SBdP), the teacher maintains a soft and steady tone. This aligns with the opinion of (Nadia et al., 2024) A teacher's emotional intelligence significantly influences the quality of interactions with students, where a calm teacher will help students develop their own emotional regulation. In this context, teachers not only teach art material but also model adaptive behavior for lower-grade children whose emotions are still unstable (Kusmiran et al., 2024) also supports this finding by stating that teachers who implement mindfulness teaching are able to reduce stress levels and increase emotional stability in the classroom environment.

The teacher's focused attention on each student's response without distraction is a concrete manifestation of the self-awareness aspect of mindfulness. During drawing or coloring activities, the teacher listens empathetically to students' questions and provides constructive feedback without criticism. This non-judgmental awareness helps students maintain confidence even when their work is imperfect or experiences technical failures. In an accepting atmosphere, second-grade students who tend to cry or become frustrated easily when faced with challenging tasks become more confident and willing to try again. This demonstrates that the teacher's role goes beyond simply transferring knowledge and includes intensive psychosocial support.

Second-grade students' emotional management during Arts and Culture (SBdP) learning at SD Inpres 1 Talise showed positive initial progress thanks to the teacher's guidance using a mindful approach. Observations showed that although students often struggled to control their anger or impatience when fighting over craft materials, the teacher's gentle guidance was able to calm them down. Emotional management strategies through positive communication and relaxation significantly helped elementary school students manage their anger. Teachers at SD Inpres 1 Talise implemented this approach by encouraging students to breathe calmly or having personal conversations when emotions began to escalate. This link between teacher calmness and student responses demonstrates that an emotionally safe learning environment is a key foundation for the academic success of lower-grade students.

Arts and Culture activities involving creativity and fine motor skills often trigger strong emotional responses, both overwhelming joy and disappointment. In the second grade at SD Inpres 1 Talise, the teacher's role in integrating the values of patience and cooperation was particularly evident when students began to feel discouraged about their assignments (Artati & Wahyuni, 2023) stated that mindfulness training in elementary schools has been proven to improve children's emotional regulation skills and their life satisfaction. Students who initially gave up easily began to learn to express their feelings verbally rather than simply crying, such as saying "I'm upset." Research by Maulida et al. (2025) confirmed that students' emotional literacy can be improved through an empathetic teacher approach, which was consistently implemented by the research subjects in this class. This proves that Arts and Culture (SBdP) is a very effective medium for training students' emotions through direct creative experience. The empathy demonstrated by teachers by understanding the psychological conditions of students who are sad or struggling is part of the emotional intelligence integrated into mindfulness. Teachers at SD Inpres 1 Talise do not force students' work, but rather appreciate the process and effort made by their students. Through

positive reinforcement and praise for small progress, teachers successfully instill self-confidence in lower-grade students.

This discussion demonstrates that the role of teacher mindfulness directly influences students' success in recognizing and managing their emotions. The conceptual framework of this study explains that teachers with high self-awareness will provide empathetic responses that enable students to be more focused and calm in their work. As stated by Slameto (2021), teachers play a crucial role in shaping students' character through ongoing guidance in the classroom. At SD Inpres 1 Talise, this role is realized through icebreaking routines and simple relaxation techniques before starting Arts and Culture lessons to ensure students' mental readiness for learning. This ensures that the learning process not only targets cognitive aspects but also nurtures students' affective aspects, which are crucial during their golden years of development.

A teacher's ability to reflect on their own actions when instructions are perceived as unclear is also an indicator of mindfulness that supports classroom emotional management. By promptly correcting instructions without feeling embarrassed, teachers demonstrate an openness that encourages students to admit mistakes and learn from them. According to Jansen (2010), teachers are learners who must continually generate innovative ways to achieve educational goals. Field practice demonstrates that a friendly classroom atmosphere free from impulsive teacher reactions allows students to feel safe and express their artistic ideas to the fullest. Previous research by Ulandari and Efendi (2025) also noted that mindfulness practices increase students' active engagement in the learning process in elementary schools.

Similarly, Abdini and Subhi (2024) also revealed that emotional management can be developed through activities involving social interaction, such as play and group work. In Arts and Culture (SBdP) learning, students often engage in creative and collaborative activities, resulting in various emotional dynamics. This situation actually provides a means for students to learn to recognize and manage their emotions in real-life situations. Mindfulness helps individuals become more aware of their feelings without judgment. During learning, the teacher's calm and attentive demeanor provides students with direct examples of how to deal with emotions effectively. This indirectly helps students develop their emotional regulation skills.

Based on the overall analysis, teacher mindfulness at SD Inpres 1 Tatura plays a significant role in shaping students' emotional development and classroom climate. The findings indicate that teachers who consistently demonstrate calmness, awareness, and non-judgmental attitudes are able to create a supportive and psychologically safe learning environment. This study also reveals that mindfulness practices such as emotional regulation, reflective responses, and empathetic communication contribute to students' ability to manage emotions, particularly during challenging learning activities. These findings reinforce previous research while also highlighting the importance of integrating mindfulness into daily teaching practices at the elementary school level. Importantly, this study contributes to the literature by providing empirical evidence from the context of Arts and Culture learning in Indonesian primary schools, an area that has received limited attention. It shows that mindfulness is not only relevant in general education but also effective in practice-based subjects that involve emotional expression and creativity.

Conclusion

Based on the research results and discussion, it can be concluded that teacher mindfulness plays a significant role in managing the emotions of second-grade students in Arts and Culture learning at SD Inpres 1 Talise. Teachers have implemented a mindful attitude in learning, such as teaching calmly and patiently, speaking softly, and providing attention and appreciation to students. Teachers are also able to control their emotions when dealing with noisy students, fighting over tools, or feeling disappointed with their work. This attitude helps create a comfortable and conducive learning atmosphere. The application of teacher mindfulness has

a positive impact on student emotional management. Students become more patient, less easily angered, more confident, and able to collaborate with friends. In addition, students are more focused and enjoy the Arts and Culture learning process. Thus, it can be concluded that teacher mindfulness supports the creation of enjoyable and meaningful learning.

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