



A Correlational Study of Non-Mediating Mothers of Preschooler: Is Mindful Parenting Associated with Child Resilience?

Ainama Nafisa Putri^{1*}, Muthmainah² 

^{1,2} Early Childhood Education, Universitas Pendidikan Yogyakarta, Yogyakarta, Indonesia

ARTICLE INFO

Article history:

Received November 24, 2023

Accepted March 23, 2024

Available online April 25, 2024

Kata Kunci:

Mindful Parenting, Anak, Resiliensi, Ibu

Keywords:

Mindful Parenting, Child, Resilience, Mothers



This is an open access article under the

[CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author.

Published by Universitas Pendidikan Ganesha.

ABSTRAK

Terdapat beberapa bukti bahwa mindful parenting merupakan pendekatan pengasuhan yang melibatkan orang tua dalam perilaku remaja. Namun, hanya sedikit penelitian yang menyelidiki hubungan mindful parenting terhadap resiliensi anak usia dini. Penelitian ini bertujuan untuk menganalisis hubungan mindful parenting dengan resiliensi anak usia dini melalui studi korelasi non-mediasi. Metode yang digunakan adalah analisis regresi dengan teknik cluster sampling. Sampel penelitian berjumlah 135 ibu yang mempunyai anak usia dini. Instrumen penelitian mindful parenting menggunakan IM-P scale dan resiliensi menggunakan RMS-25 scale yang telah diadaptasi sesuai kebutuhan penelitian. Instrumen dinyatakan valid dan reliabel dengan nilai cronbach alpha lebih besar dari 0,6 yaitu 0,904 untuk mindful parenting dan 0,951 untuk resiliensi. Hasil penelitian menunjukkan mindful parenting berkorelasi positif dengan resiliensi anak. Hal tersebut dibuktikan dengan nilai signifikansi (0,000 lebih besar dari 0,05) dan nilai koefisien determinasi 41,4% dan sisanya dipengaruhi oleh variabel lain yang tidak diteliti. Mindful parenting menumbuhkan resiliensi anak, sehingga hal tersebut dapat membangun kemampuan mengelola emosi, mengambil keputusan, mampu mengidentifikasi masalah dan menghargai diri sendiri dan orang lain.

ABSTRACT

There is some evidence that mindful parenting is a parenting approach that involves parents in adolescent behaviour. However, only a few studies have investigated the relationship between mindful parenting to early childhood resilience. This research aims to analyze the relationship between mindful parenting and early childhood resilience through a non-mediation correlation study. The method used is regression analysis with the cluster sampling technique. The research sample consisted of 135 mothers who had young children. The mindful parenting research instrument uses the IM-P scale, and resilience uses the RMS-25 scale, which has been adapted according to research needs. The instrument was declared valid and reliable with a Cronbach alpha value greater than 0.6, namely 0.904 for mindful parenting and 0.951 for resilience. The research results show that mindful parenting is positively correlated with children's resilience. This is proven by the significance value (0.000 greater than 0.05) and the coefficient of determination value of 41.4%, and the rest is influenced by other variables that were not researched. Mindful parenting fosters children's resilience so that it can build the ability to manage emotions, make decisions, identify problems, and respect oneself and others.

1. INTRODUCTION

One of the most important elements in early childhood education is the ability to manage emotions. Academic intelligence alone is not enough to prepare you for the future, you also need to be emotionally intelligent, which must be developed from an early age (Cantú-Ortiz et al., 2020; Pidgeon & Keye, 2014). Managing emotions requires resilience skills. Resilience is the ability to respond well to problems, the ability to succeed in facing adversity, and the ability to have more hope in difficult situations. Previous study reinforces that resilience is a person's ability to respond to various changes that occur in their life, which are influenced by the way a person grows and develops, the environment, and the role of parents or family in shaping the ability to adapt (Lubis & Surtika Dewi, 2021). Resilience skills can help children build strong relationships, make decisions, face difficult situations, socialize more

*Corresponding author.

E-mail addresses: elfan.fanhas@umtas.ac.id (Elfan Fanhas Fatwa Khomaeny)

easily with anyone, have more self-confidence, and grow into good individuals (Darmawan et al., 2021; Wedyaswari et al., 2019). According to previous study the ideal child with good resilience includes the ability to overcome stress and pressure, be able to face various challenges encountered every day, be able to bounce back after experiencing disappointment, misfortune and trauma, develop clear and realistic goals, solve problems, have relationships, who is comfortable with others and treats himself and others with respect (Darling-Hammond et al., 2020; Masten, 2018). Developing resilience abilities can be done in various ways, for example through the ability to recognize emotions, control behavior and simply control oneself (Lubis & Surtika Dewi, 2021; Ricchiardi & Emanuel, 2018). This was confirmed by study state that resilient individuals have the characteristics of insight or being able to understand themselves, being independent, having good relationships, initiative, creativity, having good humor and morals, thus forming a person who is tough and has character (Wolin in Masten, 2018).

In fact, young children have to face various problems and challenging circumstances. Based on the results of observations and interviews with several parties, several resilience problems were found both in children and in parents' knowledge regarding children's resilience. Parents tend to defend their children by blaming their friends without knowing the truth about what happened. Children feel distrustful of themselves and their parents. This is shown by children crying if their parents leave them at school and not being able to socialize with friends because they feel afraid. Furthermore, parents have not optimally educated their children regarding the perception of failure. For example, if a child has tried to take part in a painting competition but the results are not satisfactory, then the parents demand that they win in the next competition. So unhealthy academic and non-academic competition arises in children (Masten, 2018; Novianti, 2018). This is supported by research explains that there is a significant influence to increase children's resilience from parents who have knowledge about resilience (Putri et al., 2022).

Several other cases, namely bullying, were found to involve PAUD children committing suicide because they were being bullied, this is supported by research states that children who are victims of bullying have higher levels of depression than children who have never been bullied (Maria & Novianti, 2017). Agree with research stated that children who are victims of sexual abuse are reluctant to continue their education and just stay at home because they are embarrassed and afraid (Hikmah, 2017). These problems require resilience in order to survive in difficult circumstances. Resilience does not only need to be possessed by adults; it is also important for young children to have resilience abilities. Resilience is formed as children develop in ability to face various difficulties. This can happen in early childhood when preparing for further education. Without appropriate strategies to cope with and manage daily stress, a child's learning and development can be affected (Maruti, 2022; Nolanb & Stagnittia, 2014). Therefore, skills and strategies need to be taught as early as possible so that children are ready to face potential difficulties and can take advantage of further learning opportunities. Other study explains that there are various factors that influence children, namely the behavior of parents in interacting with children and the activities carried out in family life (Nolanb & Stagnittia, 2014). There is some evidence that mindful parenting is a parenting approach that involves parents in adolescent behavior. However, only a few studies have investigated the relationship between mindful parenting and early childhood resilience. This research aims to determine the relationship between mindful parenting and early childhood resilience through a non-mediation correlation study.

The child's readiness to face problems and the future is influenced by the parents' behavior in interacting, which will make the child's resilience grow and develop well. This is supported by research that to form resilience, parents need to empathize, communicate and be positive with children, train children to be able to make decisions and solve problems, help children be realistic, foster discipline and involve children in various social activities (Novianti, 2018). Next other study adding that a child's resilience to problems will increase if the child receives support from at least one parent or adult in the family or social environment (Masten, 2018). A healthy parenting relationship for children and optimal stimulation will have good potential for children to start their next life, such as going to school and socializing in the community (Nolanb & Stagnittia, 2014; Patrikakou, 2016). Mindful parenting is acceptance, openness, non-judgment, kindness and curiosity. Mindful parenting is a parenting skill that is full of attention and awareness and accepts the child without judgment. Consistent with the mindful parenting literature, parents who have more mindfulness skills have a higher capacity to be mindful in parenting (Bögels, 2010; Duncan, 2009). A child's ability to survive and successfully face problems is not formed by itself, it needs the help and role of parents in its growth and development through appropriate parenting (Gouveia, 2016; Novianti, 2018).

Mothers, educators, and the community have a role in helping develop children's resilience and emotions. Because emotional intelligence can be influenced by internal and external factors in a child's life. Meanwhile, parents often have to carry out several roles at once. This condition often becomes stressful, which then influences the way parents respond to their environment, including how to respond to change

and resilience in children (Darling-Hammond et al., 2020; Novianti, 2018; Novianti et al., 2021). Previous study emphasized that continuous nurturing and strengthening of the environment is able to shape a person's mentality so that they are able to adapt to any conditions (Muthmainah, 2022). The role of parents in this case is very important because parents do not just use traditional methods for educating children, they must also be open to new ways that aim to form resilience abilities in children. This research aims to analyze the relationship between mindful parenting and early childhood resilience through a non-mediation correlation study. The novelty of this research explores the relationship between a parenting pattern called "Mindful Parenting" and the level of resilience in preschool children. The relationship with children's resilience is an area of research that is still relatively new and interesting to explore further.

2. METHOD

The type of research used is quantitative with a correlation design (Madadzadeh, 2022). This research aims to collect information from mothers about their experiences raising children. Data was obtained using a questionnaire containing 26 statements regarding mindful parenting and 26 statements regarding children's resilience using a Likert scale. The population of this study was 202 mothers who had children aged 5–6 years at Condongcatur School, Depok District, Sleman Regency, DI Yogyakarta. There were (n = 60) mothers at Budi Mulia Dua Kindergarten, (n = 22) mothers at Budi Luhur Kindergarten, (n = 12) mothers at Santo Yusup Kindergarten, (n = 5) mothers at PKK Kindergarten, (n = 94) mothers at ABA Perumnas Condongcatur Kindergarten, and (n = 9) mothers at Amal Mulia Kindergarten. The samples tested were (n = 135) mothers who had children aged 5–6 years. The sample was selected using a cluster sampling technique. Cluster sampling is a sampling technique carried out by taking representatives from each existing region or group. This study used two different test instruments to assess mindful parenting and resilience. The first test instrument is the mindful parenting test which consists of twenty-six mindful parenting items that discuss all the indicators (Duncan, 2009). The second test instrument is a resilience test which consists of twenty-six resilience items that answer all the indicators (Reivich & Shatte, 2002). Parents get a score of one (1) if answers in the category never, two (2) if the answers are categorized in the rarity, three (3) if they answer in the sometimes category, four (4) if they respond in the often category, and five (5) if they reply in the always category (Duncan, 2009; Reivich & Shatte, 2002). The validity of the expert judgment is carried out by two experts on mindful parenting instruments and resilience, then the results of the two evaluators are analyzed with Gregory's analysis.

After being evaluated by experts, the researchers conducted a field validation test of instruments on 30 mothers with children aged 5-6 years. Researchers adapted and adjusted test instruments from Duncan, Reivich, and Shatte. The grid of instruments used in this research is show in Table 1 and Table 2.

Table 1. Mindful Parenting Instrument Grid

Dimension	Indicator	Item Number	Total
Listening carefully	Full attention	1,2,3,4	4
Self-acceptance and child without judgement	Receiving experience without judgement	5,6,7,8	4
Self and child emotional awareness	Recognized self and child emotions	9,10,11,12,13,14,15,16	8
Self-regulation in parenting relationships	Manage and respond to emotions in a healthy and constructive way	17,18,19,20,21	5
Love for yourself and your children	Giving love and understanding to yourself and your children	22,23,24,25,26	5
Total			26

Table 2. Resilience Instrument Grid

Aspects	Indicator	Item Number	Total
Emotional regulation	Emotional control and calm attitude	1,2,3,4,5	5
Impulse control	Emotional control	6,7,8	3
Optimism	Able to direct life	9,10,11	3
Causal analysis	Analyze the problem	12,13,14,15	4
Empathy	Affective response	16,17,18,19	4
Self-efficiency	Problem solving skills	20,21,22,23	4
Achievement	Courage	24,25,26	3
Total			26

Data analyzed using regression analysis through SPSS Version 23 software. Table 3 shows descriptive statistics and data of Alpha Cronbach coefficients for test instruments. If the alpha value is greater than 0.60 then it is said to be reliable.

Table 3. Statistics of Cronbach Alpha Values

Resilience		Mindful Parenting	
Cronbach Alpha	Alpha Value	Cronbach Alpha	Alpha Value
0.948	0.951	0.899	0.904
0.950		0.901	0.904
0.952		0.903	0.904
0.949		0.899	0.904
0.948		0.898	0.904
0.948		0.903	0.904
0.952		0.905	0.904
0.949		0.901	0.904
0.947		0.905	0.904
0.949		0.901	0.904
0.948		0.901	0.904
0.949		0.899	0.904
0.947		0.901	0.904
0.947		0.900	0.904
0.949		0.899	0.904
0.949		0.898	0.904
0.949		0.901	0.904
0.950		0.904	0.904
0.946		0.903	0.904
0.947		0.903	0.904
0.950		0.896	0.904
0.949		0.899	0.904
0.948		0.902	0.904
0.949		0.899	0.904
0.948		0.902	0.904
0.947		0.901	0.904
0.951		0.904	0.904

There are two tests that are used: the assumption test and the hypothesis test. The prerequisite test consists of a normality test, a linearity test, and a heteroscedasticity test. The normality test is performed to see whether the data is normal or not with a Kolmogorov-Smirnov value; if the p value is significantly greater than 0.05, then it is distributed normally. If the data are normal, then it can be proceeded to the next assumption test, namely the linearity test, to see if the data spread is linear or not. If the linearity value is less than 0.05 or the deviation from the linearity value is greater than 0.05, then the data has been said to be linear. Next, a heterosexuality test is performed to see if there are symptoms of heterosexuality or not. If the p value is greater than 0.05, there are no symptoms, and vice versa. The hypothesis test should be carried out if the prerequisite test has been met. The study aims to see if there is a relationship between mindful parenting and the resilience of 5–6-year-olds. The t test is used to determine the contribution of a free variable to a bound variable. Furthermore, determination coefficients and regression equations are calculated to see how much mindful parenting is related to the resilience of children aged 5–6 years.

3. RESULT AND DISCUSSION

Result

The data in this study are classified into two categories: mindful parenting and resilience obtained through questionnaires filled out by mothers. That could explain the picture of mindful parenting and child resilience. Mindful parenting test result is show in Table 4, and resilience test result is show in Table 5.

Table 4. Mindful Parenting Test Results

Category	Score Range	Total	Percentage
Low	$X < 85.218$	16	11.9%
Medium	$85.218 \leq X < 98.522$	102	75.6%

Category	Score Range	Total	Percentage
Hight	$X \geq 98.522$	17	12.6%
Total		153	100%

Table 5. Resilience Test Results

Category	Score Range	Total	Percentage
Low	$X - 95.99$	20	14.8%
Medium	$95.99 \leq X < 110.02$	90	66.7%
Hight	$X \geq 110.02$	25	18.5%
Total		153	100%

The assumption test should be done with a normality test to see whether the data is distributed normally or not using Kolmogorov Smirnov. The recapitulation of the normality test results is presented in Table 6.

Table 6. Recapitulation of Normality Test Results

No	Variable	Sample Total	Asymp. Sig (2-tailed)	Conclusion
1	Mindful Parenting	135	0.200	Normally distributed
2	Resilience	135	0.200	Normally distributed

Based on this calculation, all the data has met the assumption test so that it can be continued with the test hypothesis analysis t-test. Recapitulations of the results of the analysis of the t-test are presented in Table 7.

Table 7. Recapitulations of Hypothesis Test Results

Variable	T _{Count}	T _{Table}	Sig	Conclusion
Mindful Parenting Resilience	9.702	1.978	0.000	H ₀ is rejected

Based upon the test analysis results show in Table 7, t obtained t_{count} values > t_{table}, so H₀ is rejected and H₁ is accepted. It suggests there is a relationship between mindful parenting and child resilience. Furthermore, this research should be able to explain the great relationship between mindful parenting and resilience through the calculation of determination coefficients and simple regression equations. Recapitulations of simple regression calculations is show in Table 8.

Table 8. Recapitulations of Simple Regression Calculations

Test	Constant	R ²	Sig.
Simple linear regression of Mindful Parenting on Resilience	40.639	0.414	0.0000

Base on Table 8 show the result of regression analysis shows a constant (α) value of 40.639. The value of this constant is used to determine the formula for regression equations. Based on this simple regression equation, a positive constant (α) value of 26.571 is obtained. This means that when mindful parenting has an increase of one unit, then resilience will increase by 0.568 or 56.8%.

Discussion

The results of the study showed that mindful parenting has a significant influence on the resilience of children aged 5-6 years. A child's resilience, of course, cannot be independent of the factors that can influence it. One factor that can affect a child's resilience is mindful parenting. In this study, it was found that mindful parenting had an effective contribution value of 34.6%. Such an efficient contribution meant that mindful parenting was able to explain resilience at 34.6%, while the rest was explained by other variables. This study is in line with the view that mindful parenting reflects parents' ability to interact with their children in a more receptive, emotionally harmonious and compassionate way (Coatsworth et al., 2018). That is, mindful parenting can be a factor in minimizing difficulties and trauma in facing difficult problems or situations so that good results and solutions can be obtained, one of which is the child's resilience (Gouveia, 2016; Sabilla, 2021; Sofyan, 2019).

Mindful parenting abilities vary for each mother, as this study shows. Based on the results of the study of 135 respondents it was known that as many as 17 respondents belonged to the category of highly mindful parenting with a percentage of 12.6%. Furthermore, as many as 102 respondents were in the category of mindful parenting which was moderate with a percent of 75.6%, and as many as 16 respondents were in the category of low mindful parenthood with a proportion of 11.9%. According to the data, it is known that the majority of respondents in this study belong to the category of mindful parents with a moderate level of ability. Having mindful parenting skills with moderate categories within the mother can be a good investment in an effort to acquire a good child's resilience (Coatsworth et al., 2018; Sabilla, 2021; Sofyan, 2019). This is supported by research carried out that shows that careful parenting can reduce parents' stress and increase parents' emotional awareness of their children (Townshend, 2016). A mother with a good emotional consciousness will nurture and form a child resilience.

Research can answer the hypothesis by testing the assumption first. Based on the results of the assumption that the normality test has the significance of the Kolmogorov-Smirnov test on the normal-distributed mindful parenting variable with a value obtained greater than alpha ($0.200 > 0.05$) and the normal distributed resilience variable that has a value gained larger than alpha ($0.200 > 0.05$). The data are normally distributed so that a further test can be carried out, namely the linearity test, where the value of the linearity of mindful parenthood and resiliency has the same value of 0.000 or less than 0.05. It can be said that the relationship between mindful parenting and resilience is linear. Further, the results of the heteroscedastic test showed that the mindful parenting variable had a significance value of 0.336. It can be said that in this study there was no heteroskedasticity in the regression model. Based on simple linear regression the regression equation $Y = 40.639 + 0.679X_1$ is obtained. This explains that each addition of the mindful parenting variable (X_1) by 1 point will result in an addition to the resilience (Y) variable size of 0.679 with a constant value of 40.639. Furthermore, this research should be able to explain the impact of mindful parenting on resilience. So we need to know the determination coefficient (Sabilla, 2021; Sofyan, 2019). The value of the determination coefficient indicates that mindful parenting affects resilience by 41.4% and the remaining 58.6% is affected by other variables not studied.

Mindful parenting is one of the factors that a child needs in the face of problems and difficult circumstances. There is some evidence that mindful parenting is a parenting approach that involves parents in adolescent behavior. However, few studies have investigated the relationship between mindful parenting and early childhood resilience. Mindful parenting can reduce a mother's stress and improve mother-child communication skills. This is confirmed by study that the role of the family is crucial for children who are in the process of becoming adults (Agustin et al., 2021; Kabat-Zinn, 2021; Muthmainah, 2022). This application of mindful parenting is built on a foundation that is accountable in relation to daily conscious living practices, so it can be applied to caring for children. The implementation of mindful parenting with the ability to listen effectively by parents is essential so that the child feels genuinely observed and appreciated. This is supported by research that listening to a child's face with a pleasant expression or showing an interest in the story also makes him happier and makes him feel the presence of his or her parents (Sofyan, 2019). By paying full attention to the child, parents give a sign that they are really listening to the kid. This is supported by research that caring parents can foster the development of caring awareness in children through positive interactions between parents and children (Gouveia et al. 2020).

According to research about 90% of children's problems are caused by the wrong way of communicating (Widayanti dalam Agustin et al. 2021). Communication and relations between parents and children will also become closer if effective and open communication is created. The child will feel that telling and exchanging thoughts with his parents especially the mother would be better than looking for escape outside the house. The mother communicates a belief in the child's competence through behavior and verbal language (Mubarok, 2016; Zashchirinskaia, 2020). Understanding and accepting children fully will make them feel safer and more protected. Full acceptance does not mean relinquishing the responsibility to apply discipline and guidance, but rather to accept the circumstances and not to put high expectations on the child. Therefore, the mother should avoid self-judgment of the child based solely on his or her point of view, because it will have a negative influence on the child. Parents as babysitters will be role models for children. When parents don't follow agreed standards but demand that their children apply them, it won't work. This is confirmed by research state that in children, parent support that gives the child the opportunity to try many things, including solving problems, and not giving help too quickly is an early step in forming resilience from an early age (Novianti & Maria, 2019).

Mindful parenting emphasizes awareness in nursing, including consciousness when exposing emotions, especially negative emotions. This is confirmed by study which states that if parents can identify their emotions and their children by bringing attention when interacting, then they can make conscious choices about how to respond. Emotional control and self and child-emotional understanding are important steps in the practice of mindful parenting. According to previous study children will imitate their parents

who can improve their emotional intelligence over time (Duncan, 2009). Parents, especially mothers who have a tolerant, supportive attitude and are able to withstand negative emotions, then the child will grow and have a good maturity in the aspects of his emotional social development. This is supported by research that parents who practice mindful parenting will not overreact to child normative achievement (Kabat-Zinn, 2021). Parents with mindful parenting teach their children how to express themselves, talk about their feelings and eventually build their child's skills in self-control (Gottman et al. 1997; Pajar Mubarok, 2016). Emotional awareness and a greater capacity for self-regulation can help parents reduce stress and interact with a mindful parenting style.

Besides, it is also necessary to have compassion for oneself and the child, building compassion in the parents will make the child behave more gently and forgivingly. Giving proof of affection also has a huge influence on one's mood. Parental affection for the child is an attitude of kindness, sensitivity and responsiveness to the needs of the child in relation to the child's ability to cope with difficulties or resilience. It is supported by study state that children of parents who have mindful parenting skills will feel the positive influence of support from others (Pajar Mubarok, 2016). One of the interesting findings in this study is that children who are given the need, comfort and affection of parents especially mothers make them feel appreciated and become gentle, forgiving and compassionate to themselves and others. This is supported by the view that conscious parents tend to be more present, available and responsive to their children's needs and become more warm and compassionate towards themselves and their children (Moreira et al. 2018).

Through such mindful parenting strategies can feel helped when having problems in unwanted circumstances. It's called resilience. Resilience is the ability to cope with problems, respond in a healthy way when faced with difficulties or trauma (Kuchar & Mosewich, 2023; Reivich & Shatte, 2002). Studies on resilience continue to make significant progress due to the increasing complexity of technology in the 20th century and resulting in an increasing number of adolescents and young children facing the problem. This is affirmed by study state that if the child is not helped to cope with the stresses arising from the problems, it will affect the child's emotional social condition and development (Novianti et al. 2021). The child can manage emotions and be calm in the face of problems if the mother can accept and realize the emotions of herself and the child which can facilitate open communication. As far as observational learning is concerned, attentive parents tend to become adaptive coping models for stressful life events and thoughts with difficult emotions. The presence of mothers in shaping child resilience is a protective factor that strengthens child resources and drives individual resilience. It is affirmed by study that the spirit of fellowship or family, concern in the community and strong empathy will make children feel like helping each other, giving courage and perseverance together to a goal despite facing difficulties (Muthmainah, 2022).

If a child sees his parents dealing with difficult situations in a mindful and affectionate way, then he can learn an adaptive self-to-self relationship. In contrast, a child whose parents usually deal with problems impulsively and do not have a compassionate model to follow will also follow him when faced with problems. Children who have mindful mothers are more likely to engage in interaction and share stories than children whose mothers have low mindful custody patterns. This is supported by research state that children are faced with more and more choices every day, which could turn into stress (Wong, 2019). Decision-making skills are probably one of the most important "21st century skills" that children need to master to ensure success. Careful maternal patterns significantly support children's social decision-making. When a child feels comfortable and trusts in his mother's affection, his abilities and endurance improve. Resilience formed through intense and attentive interaction makes resilience stronger (Kuchar & Mosewich, 2023; Muthmainah, 2022).

Based on the exposure, it can be seen that mindful parenting is a factor that has a positive influence on the resilience of children aged 5-6 years. It is also known that each parent has a different level of conscious or mindful parenting ability influenced by internal and external factors. The results of this study show that the higher the mother's mindful parenting, the higher the child's resilience. This study was done only on mothers, so it can be recommended for further researchers to expand the subject of the study, namely mindful parenting of fathers and mothers against early childhood resilience.

4. CONCLUSION

Based on the results of the simple regression analysis carried out considering the importance of resilience in children aged 5-6 years as the ability to survive in facing difficult problems and situations which becomes a provision for the future, it is necessary to pay attention to factors that influence resilience, such as mindful parenting. Increasing mindful parenting can be done with mindful parenting strategies that provide attention and comfort for children. Mindful parenting strategies are able to foster the resilience

abilities of children aged 5-6 years, so that this will enable children to manage emotions, make decisions, be able to identify problems, solve problems and respect themselves and others.

5. REFERENCES

- Agustin, A., Mardiyanti, R., Safitri, R. A., & Faizin, M. N. (2021). Psikoedukasi Mindful Parenting Dalam Meningkatkan Parenting Skill Ibu Balita Di Era Digital. *Prosiding Seminar Abdimas Indonesia (SAI)*, 1(1), 21–29. <https://proceedings.goodwoodconferences.com/index.php/sai/article/view/36>.
- Bögels, S. (2010). Mindful Parenting in Mental Health Care. *Mindfulness*, 1(2), 107–120. <https://doi.org/10.1007/s12671-010-0014-5>.
- Cantú-Ortiz, F. J., Galeano Sánchez, N., Garrido, L., Terashima-Marin, H., & Brena, R. F. (2020). An artificial intelligence educational strategy for the digital transformation. *International Journal on Interactive Design and Manufacturing*, 14(4), 1195–1209. <https://doi.org/10.1007/s12008-020-00702-8>.
- Coatsworth, J. D., Timpe, Z., Nix, R. L., Duncan, L. G., & Greenberg, M. T. (2018). Changes in mindful parenting: Associations with changes in parenting, parent–Youth relationship quality, and youth behavior. *Journal of the Society for Social Work and Research*, 9(4), 511–529. <https://doi.org/10.1086/701148>.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>.
- Darmawan, Alam, S., & Nirma, O. N. (2021). Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting. *Journal of English Teaching*, 7(1), 150–162. <https://eric.ed.gov/?id=EJ1300231>.
- Duncan, L. (2009). A Model of Mindful Parenting: Implications for Parent-Child Relationships and Prevention Research. *Clinical Child and Family Psychology Review*, 12(3), 255–270. <https://doi.org/10.1007/s10567-009-0046-3>.
- Gottman, J. M., Guralnick, M. J., Wilson, B., Swanson, C. C., & Murray, J. D. (1997). What should be the focus of emotion regulation in children? A nonlinear dynamic mathematical model of children’s peer interaction in groups. *Development and Psychopathology*, 9(2), 421–452. <https://www.cambridge.org/core/journals/development-and-psychopathology/article/what-should-be-the-focus-of-emotion-regulation-in-children-a-nonlinear-dynamic-mathematical-model-of-childrens-peer-interaction-in-groups/6534746838CD4A1A09CEAC758C9B608C>.
- Gouveia, M. J. (2016). Self-Compassion and Dispositional Mindfulness Are Associated with Parenting Styles and Parenting Stress: the Mediating Role of Mindful Parenting. *Mindfulness*, 7(3), 700–712. <https://doi.org/10.1007/s12671-016-0507-y>.
- Gouveia, M. J., Canavarro, M. C., & Moreira, H. (2020). The Role of Mindful Parenting and Children’s Weight in Mothers’ Child-Feeding Practices. *Eating and Weight Disorders*, 25(2), 427–435. <https://doi.org/10.1007/s40519-018-0615-x>.
- Hikmah, S. (2017). Mengantisipasi Kejahatan Seksual Terhadap Anak Melalui Pembelajaran “Aku Anak Berani Melindungi Diri Sendiri.” *Sawwa: Jurnal Studi Gender*, 12(2), 187. <https://doi.org/10.21580/sa.v12i2.1708>.
- Kabat-Zinn, J. (2021). Mindful Parenting: Perspectives on the Heart of the Matter. *Mindfulness*, 12(2), 266–268. <https://doi.org/10.1007/s12671-020-01564-7>.
- Kuchar, A. L., & Mosewich, N. (2023). Resilience and Enhancement in Sport, Exercise, & Training (RESET): A brief self-compassion intervention with NCAA student-athletes. *Psychology of Sport and Exercise*, 67(July). <https://doi.org/https://doi.org/10.1016/j.psychsport.2023.102426>.
- Lubis, M., & Surtika Dewi, R. (2021). Resilience in Early Childhood. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 6(1), 1069–1077. <https://doi.org/10.35568/naturalistic.v6i1.1589>.
- Madadzadeh, F. (2022). A Tutorial on Quasi-Experimental Designs. *Journal of Community Health Research*, 11(1), 3–4. <https://iranjournals.nlai.ir/bitstream/handle/123456789/916068/B056CA7D2AA0554C0E7FEFF379D08F6C.pdf?sequence=-1>.
- Maria, I., & Novianti, R. (2017). Pengaruh pola asuh dan bullying terhadap harga diri pada anak kelompok B TK di Kota Pekanbaru Tahun 2016 (The effect of parenting and bullying on self-esteem in children grade B kindergarten in Pekanbaru city at 2016). *Educhild*, 6(1), 61–69. <https://educhild.ejournal.unri.ac.id/index.php/JPSBE/article/viewFile/4161/4018>.
- Maruti, E. S. (2022). Ketahanan Literasi Anak-Anak di Masa Pandemi melalui Aplikasi Let’s Read (Children’s Literacy Resilience in a Pandemic Period Through the Let’s Read Application). *Indonesian Language Education and Literature*, 7(2), 247. <https://doi.org/10.24235/ileal.v7i2.9298>.

- Masten, A. S. (2018). Resilience Theory and Research on Children and Families: Past, Present, and Promise. *Journal of Family Theory and Review*, 10(1), 12–31. <https://doi.org/10.1111/jftr.12255>.
- Moreira, H., Joao, G. M., & Cristina, C. M. (2018). Is Mindful Parenting Associated with Adolescents' Well-being in Early and Middle/Late Adolescence? The Mediating Role of Adolescents' Attachment Representations, Self-Compassion and Mindfulness. *Journal of Youth and Adolescence*, 47(8), 1771–1788. <https://doi.org/10.1007/s10964-018-0808-7>.
- Mubarok, P. P. (2016). Program Pengasuhan Positif untuk Meningkatkan Keterampilan Mindful Parenting Orangtua Remaja. In *Psymphathic : Jurnal Ilmiah Psikologi* (Vol. 3, Issue 1, pp. 35–50). Sunan Gunung Djati State Islamic University of Bandung. <https://doi.org/10.15575/psy.v3i1.1095>.
- Muthmainah. (2022). Dukungan Sosial dan Resiliensi Pada Anak di Wilayah Perbukitan. *DIKLUS: Jurnal Pendidikan Luar Sekolah*, 6(6), 78. <https://doi.org/10.21831/diklus.v6i1.48875>.
- Nolanb, A., & Stagnittia, K. (2014). Families To Support and Develop Resilience in Children. *Early Years*, 3, 37–41. <https://msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj20/20-pages98-118.pdf>.
- Novianti, R. (2018). Orang Tua sebagai Pemeran Utama dalam Menumbuhkan Resiliensi Anak. *Jurnal Educhild: Pendidikan Dan Sosial*, 7(1), 26–33. <https://educhild.ejournal.unri.ac.id/index.php/JPSBE/article/view/5101>.
- Novianti, R., & Maria, I. (2019). Resiliensi Ibu dari Keluarga Ekonomi Lemah di Kabupaten Kepulauan Meranti. *Atfaluna: Journal of Islamic Early Childhood Education*, 2(2), 67–73. <http://download.garuda.kemdikbud.go.id/article.php?article=2543871&val=6095>.
- Novianti, R., Umari, T., Maemunaty, T., & Bahar, A. (2021). Resilience As a Supporter of Children 'S Readiness To Enter Elementary School Primary : Jurnal Pendidikan Guru Sekolah Dasar Volume 10 Nomor 6 Desember 2021. *Jurnal Pendidikan Guru Sekolah*, 10, 1428–1435. <https://doi.org/10.32505/atifaluna.v2i2.1335>.
- Pajar Mubarok, P. (2016). Program Pengasuhan Positif untuk Meningkatkan Keterampilan Mindful Parenting Orangtua Remaja. *Psymphathic: Jurnal Ilmiah Psikologi*, 3(1), 35–50. <https://doi.org/10.15575/psy.v3i1.1095>.
- Patrikakou, E. N. (2016). Parent Involvement, Technology, and Media: Now What? *School Community Journal*, 26(2), 9–24. <https://eric.ed.gov/?id=EJ1123967>.
- Pidgeon, A. M., & Keye, M. (2014). Relationship Between Resilience, Mindfulness, and Pyschological Well-Being in University Students. *International Journal of Liberal Arts and Social Science*, 2(5), 27–32. <https://research.bond.edu.au/en/publications/relationship-between-resilience-mindfulness-and-pyschological-wel>.
- Putri, A. N., Novianti, R., & Chairilisyah, D. (2022). Pengaruh Media Smart Parenting Terhadap Pengetahuan Orang Tua Mengenai Resiliensi Anak Usia Dini. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 6(6), 1667. <https://doi.org/10.33578/pjr.v6i6.8746>.
- Reivich, K., & Shatte, A. (2002). *The Resilience Factor: 7 Essential Skills for Overcoming Life's Inevitable Obstacles*. (Berilustra). Broadway books.
- Ricchiardi, P., & Emanuel, F. (2018). Soft Skill Assessment in Higher Education. *Journal of Educational, Cultural and Psychological Studies*. <https://doi.org/10.7358/ecps-2018-018-ricc>.
- Sabilla, S. N. (2021). Mindful Parenting pada Orangtua dengan Anak Gangguan Pemusatan Perhatian dan Hiperaktivitas (GPPH): Tinjauan Sistematis. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 26(1). <https://doi.org/10.20885/psikologika.vol26.iss1.art10>.
- Sofyan, I. (2019). Mindful Parenting: Strategi Membangun Pengasuhan Positif dalam Keluarga. *Journal of Early Childhood Care and Education*, 1(2), 41. <https://doi.org/10.26555/jecce.v1i2.241>.
- Townshend, K. (2016). The Effectiveness of Mindful Parenting Programs in Promoting Parents' and Children's Wellbeing: A Systematic Review. *JBISIRIR-2016-2314*. <https://doi.org/10.11124/JBISIRIR-2016-2314>.
- Weddyaswari, M., Cahyadi, S., Susiati, E., & Yuanita, R. A. (2019). Rancangan Pendampingan “4 Skills Of Resilience” Untuk Pengembangan Resiliensi Bidang Akademik Pada Mahasiswa Bidik Misi. *Journal of Psychological Science and Profession*, 3(2), 89–98. <https://doi.org/10.24198/jpsp.v3i2.21874>.
- Wong, K. (2019). The Role of Mindful Parenting In Individual and Social Decision-Making in Children. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00550>.
- Zashchirinskaia, O. V. (2020). Features of Non-Verbal Communication of Children with Intellectual Disabilities and Differences from their Normatively Developing Peers. *Journal of Intellectual Disability - Diagnosis and Treatment*, 8(4), 633–641. <https://doi.org/10.6000/2292-2598.2020.08.04.5>.