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ANALYSIS OF MINDFUL PARENTING IN FOSTERING CHILDREN'S INDEPENDENCE IN SOUTH ACEH

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi praktik *mindful parenting* dan perannya dalam menumbuhkan kemandirian anak usia 5–6 tahun dalam konteks sosial budaya Aceh Selatan. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus untuk memperoleh pemahaman mendalam mengenai pengalaman pengasuhan berkesadaran dalam keluarga. Partisipan penelitian terdiri atas empat ibu dan empat anak yang dipilih secara *purposive* berdasarkan kriteria keterlibatan aktif dalam pengasuhan anak usia dini. Ukuran sampel ditetapkan dengan pertimbangan kedalaman data dan saturasi makna, sesuai dengan karakteristik penelitian kualitatif eksploratif. Pengumpulan data dilakukan melalui observasi terstruktur, wawancara mendalam semi-terbuka, dan dokumentasi. Analisis data dilakukan secara tematik melalui tahapan pengkodean terbuka, pengelompokan kategori, dan pengembangan tema, dengan triangulasi sumber dan teknik sebagai strategi validasi data. Hasil penelitian menunjukkan bahwa *mindful parenting* diwujudkan melalui kesadaran orang tua dalam berkomunikasi, kemampuan regulasi emosi, penerimaan anak tanpa penghakiman, serta keterlibatan suportif dalam aktivitas keseharian. Praktik-praktik tersebut berkontribusi terhadap perkembangan kemandirian anak, yang tercermin dalam kemampuan perawatan diri, pengambilan inisiatif, dan interaksi sosial yang adaptif. Namun demikian, implementasi *mindful parenting* dipengaruhi oleh faktor struktural dan kultural, seperti keterbatasan ekonomi, tuntutan pekerjaan orang tua, serta norma sosial setempat. Studi ini menegaskan bahwa *mindful parenting* tidak hanya berfungsi sebagai strategi pengasuhan individual, tetapi juga berinteraksi dengan konteks budaya lokal dalam membentuk kemandirian anak. Secara teoretis, penelitian ini memperkaya kajian *mindful parenting* dengan menempatkan kemandirian anak sebagai luaran perkembangan utama dalam konteks budaya Indonesia, serta memberikan kontribusi empiris berbasis studi kasus terhadap literatur internasional mengenai pengasuhan berkesadaran pada anak usia dini.

Kata Kunci: Pendidikan Anak Usia Dini, Kemandirian Anak, Mindful Parenting, Pengasuhan.

Abstract

This study explores *mindful parenting* practices and their role in fostering independence among children aged 5–6 years within the socio-cultural context of South Aceh. Employing a qualitative approach with an intrinsic case study design, this research seeks a profound understanding of *mindful parenting* experiences within the family unit. The participants consisted of four mothers and four children selected via *purposive* sampling, based on criteria of active involvement in early childhood caregiving. The sample size was determined by considerations of data depth and saturation of

meaning, consistent with the characteristics of exploratory qualitative research. Data were collected through structured observations, semi-structured in-depth interviews, and documentation. Subsequently, thematic analysis was conducted through open coding, categorization, and theme development, utilizing source and technique triangulation as data validation strategies. The findings indicate that mindful parenting is manifested through parental awareness in communication, emotional regulation capabilities, non-judgmental acceptance of the child, and supportive engagement in daily activities. These practices contribute significantly to the development of child independence, which is reflected in self-care abilities, initiative-taking, and adaptive social interactions. However, the implementation of mindful parenting is modulated by structural and cultural factors, including economic constraints, parental occupational demands, and local social norms. This study asserts that mindful parenting functions not merely as an individual parenting strategy but interacts dynamically with the local cultural context to shape child independence. Theoretically, this research enriches the discourse on mindful parenting by positioning child independence as a primary developmental outcome within the Indonesian context and offers a case-based empirical contribution to the international literature on early childhood mindful parenting.

Keywords: *Early Childhood Education, Children's Independence, Mindful Parenting, Parenting.*

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A. INTRODUCTION

Parents bear a pivotal responsibility for fostering children's personalities, skills, and potential. This encompasses their mental, psychological, physical, and spiritual development, particularly during the critical stages of dependency. Furthermore, parents are charged with guiding children toward the realization of their full potential, ensuring that physical and mental growth proceeds in a balanced and harmonious manner.¹ Through responsible parenting, children can develop into adults possessing strong

character and independence. This is because early childhood is the critical period where a child's development, level of independence, and future are determined. Early childhood education leaves a positive, lasting impression when implemented during these formative years within an environment that is positive, peaceful, harmonious, and enjoyable. Conversely, without proper education, there is a risk that children may become insecure and lack the independence typically exhibited by their peers.²

¹ L Jhonson and Leny R, *Keperawatan Keluarga* (Graha Ilmu, 2010).

² Martinis Yamin and Jamilah Sabri Sanan, *Panduan PAUD Pendidikan Anak Usia Dini* (Gaung Persada Press, 2012).

Independence fostered from an early age can significantly impact children as they transition into adulthood, particularly in terms of decision-making, taking responsibility, maintaining self-reliance, and adapting to their environment.³ Children's independence can be cultivated through effective parenting practices. In this era of globalization, the challenges of raising children have become increasingly complex. Parents are faced with various external and internal pressures that influence their parenting styles. Mindful parenting is an approach that integrates mindfulness principles with parenting practices. This approach teaches parents to be fully present during interactions with their children, to better understand their emotions and needs, and to respond with patience and wisdom. In the context of fostering children's independence, mindful parenting holds significant potential.

Mindful parenting signifies facilitating a personal transformation

between parent and child through experience, awareness, and acceptance. It encourages parents to recognize their children's needs and act in accordance with those needs, which helps build a positive relationship between parents and children. Consequently, parents utilizing the mindful parenting approach find it easier and more relaxing to deal with their children's negative behaviors.⁴

Preliminary data collected in Gampong Alai, Kluet Timur District, South Aceh, indicate that the majority of parents with children aged five to six employ a mindful parenting approach in educating and rearing their children. This is evident in the parents' communication styles; they avoid harshness or restrictive behaviors in their daily interactions. Conversely, parents cultivate positive communication patterns to foster an understanding of right and wrong. Among the 14 children aged 5-6 years in Gampong Alai, Kluet Timur District, South Aceh Regency, eight (8)

³ Naili Sa'ida, 'Kemandirian Anak Kelompok A Taman Kanak-Kanak Mandiri Desa Sumber Asri Kecamatan Nglegok Kabupaten Blitar', *Jurnal Pedagogi*, 2.3 (2016), pp. 88-89.

⁴ Susan M. Bögels, Annukka Lehtonen, and Kathleen Restifo, 'Mindful Parenting in Mental Health Care', *Mindfulness*, 1.2 (2010), pp. 107-20, doi:10.1007/S12671-010-0014-5.

demonstrated well-developed independence, characterized by ease in socializing with peers, effective communication, prompt responsiveness to directions from teachers or parents, and the ability to perform tasks independently.

Several studies have examined Mindful Parenting, including research conducted by Saraswati titled 'The Relationship between Mindful Parenting and Parenting Styles in Mothers of Children Aged 3-6 Years.' This study aimed to investigate the relationship between mindful parenting and parenting styles. The results indicated that mindful parenting has a positive relationship with the authoritative parenting style. Conversely, mindful parenting showed a negative correlation with the authoritarian parenting style.⁵

Subsequent research was conducted by Kumalasari, titled 'Objective and Subjective Factors Predicting Mindful Parenting among Mothers in Indonesia.' The findings

indicate that positive parenting cognition, in the form of a sense of parenting competence, and negative parenting cognition, in the form of parent-centered attributions, can predict mindful parenting among Indonesian mothers. This suggests that developing positive parenting cognition and avoiding negative parenting cognition can enhance mindful parenting skills. Therefore, it is expected that those in the mother's environment provide support to help mothers feel competent in child-rearing.⁶

Although the concept of mindful parenting has received significant attention from academics and practitioners, few studies have specifically explored the impact of applying mindful parenting on enhancing children's independence. Previous research has tended to focus more on mothers and mindful parenting styles in general. Therefore, in-depth and comprehensive research

⁵ Widya Saraswati and Zulfa Febriani, 'Hubungan Antara Mindful Parenting Dengan Gaya Pengasuhan Pada Ibu Yang Memiliki Anak Usia 3-6 Tahun', *Jurnal Psikogenesis*, 6.2 (2018), pp. 214-22, doi:10.24854/JPS.V6I2.704.

⁶ Dewi Kumalasari and Endang Fourianalisyawati, 'Faktor-Faktor Objektif dan Subjektif yang Memprediksi Mindful Parenting pada Ibu di Indonesia', *Jurnal Ilmu Keluarga & Konsumen*, 14.1 (2021), pp. 52-62, doi:10.24156/JIKK.2021.14.1.52.

on how mindful parenting practices can specifically improve children's independence is necessary. It is also important to note that culture and social context play a vital role in how parents educate their children. The objective of this study is to analyze how mindful parenting practices foster the independence of children aged 5-6 years in South Aceh and to identify the factors hindering these practices in this region. This research is expected to provide benefits and contributions, particularly for researchers, by enriching their knowledge and offering new insights into mindful parenting for developing children's independence. Additionally, it is hoped that this study will serve as a reference for parents, the community, and readers regarding parenting, especially in the context of enhancing children's independence.

B. METHODS

This study employed a qualitative approach with a case study design to obtain a profound and contextual understanding of mindful parenting practices and their role in fostering independence among children aged 5-

6 years in Gampong Alai, East Kluet District, South Aceh Regency. Participants were selected using criterion-based purposive sampling, with inclusion criteria consisting of: (1) mothers serving as primary caregivers for children aged 5-6 years, (2) residency in the research location for a minimum of one year, and (3) willingness to participate in observations and interviews.

The study involved four mother-child dyads. This sample size was determined based on the principle of information power and the depth of data rather than statistical representation; recruitment was concluded upon reaching analytical saturation within the defined case boundaries. Participant characteristics—including maternal age, educational attainment, occupation, family structure, and the child's age and gender—were documented to support the contextual interpretation of the findings.

Data collection was conducted through structured observations, semi-structured in-depth interviews, and documentation. Observations utilized a guide developed based on the

dimensions of mindful parenting (full attention, emotional regulation, non-judgmental acceptance, and empathetic guidance) and indicators of early childhood independence (self-care, initiative, simple decision-making, and social interaction), observed within the families' natural routines. The interviews explored maternal understandings of mindful parenting, applied caregiving practices, emotional regulation strategies, and contextual facilitators and barriers to implementation.

Data were analyzed using thematic analysis, involving iterative phases of data immersion, inductive coding, categorization, and the development of overarching themes, which were refined against the entire dataset. An audit trail was maintained to ensure analytical transparency. To ensure data trustworthiness, the study employed technique and source triangulation as validation strategies, along with member checking and peer debriefing to mitigate researcher bias. Ethical clearance was obtained for this study; all participants provided informed consent, identities were

pseudonymized, and participation remained strictly voluntary.

C. RESULTS AND DISCUSSION

This study explored how mindful parenting practices among parents in Gampong Alai, South Aceh foster independence in children aged 5–6 years and the contextual factors that hinder these practices. The findings reveal that mindful parenting manifests as attentive communication, emotional regulation, and supportive involvement, and that these behaviors are associated with higher levels of independence in young children.

Parents who reported practicing mindful parenting demonstrated highly attentive and empathetic interaction patterns. They listened closely to their children's expressions, responded calmly to emotional cues, and avoided punitive or dismissive reactions. These behaviors appeared to create a supportive environment allowing children to engage in age-appropriate tasks independently, such as self-care and social interactions. This finding corroborates existing literature suggesting that mindful parenting enhances the quality of

parent-child relationships by facilitating emotional attunement and responsiveness in daily interactions, which in turn supports developmental outcomes in children. For instance, Saraswati and Febriani found that maternal mindful parenting was significantly associated with positive authoritative parenting styles in mothers of children aged 3-6, indicating that mindfulness in parenting aligns with more supportive and autonomy-promoting behaviors in early childhood contexts.⁷

The qualitative patterns observed in this study further align with research showing that mindful parenting is a strategy for building positive communication and emotional support within families. In a framework outlined by Sofyan, mindful parenting involves listening with full attention, non-judgment, patience, wisdom, and compassion—dimensions that contribute to constructive parent-child interactions and support positive developmental

outcomes.⁸ These elements parallel the behaviors reported by parents in South Aceh, who described conscious efforts to understand their children's needs and guide them through challenges, which likely contributed to the children's ability to navigate tasks independently.

The data also indicate that parents' regulation of their own emotions plays a significant role in fostering independence among children. Parents who managed their emotional responses when dealing with challenging child behaviors modeled self-control for their children, enabling them to better manage frustration and persist in completing tasks. Although direct research on mindful parenting and child independence remains limited, related studies suggest that mindful parenting contributes to emotional well-being and adaptive behaviors in children. Putri and colleagues, for example, found that higher levels of mindful parenting in mothers were positively correlated

⁷ Widya Saraswati and Zulfa Febriani, 'Hubungan Antara Mindful Parenting Dengan Gaya Pengasuhan Pada Ibu Yang Memiliki Anak Usia 3-6 Tahun', *Jurnal Psikogenesis*, 6.2 (2018), pp. 214-22, doi:10.24854/jps.v6i2.704.

⁸ Iyan Sofyan, 'Mindful Parenting: Strategi Membangun Pengasuhan Positif Dalam Keluarga', *Journal of Early Childhood Care and Education*, 1.2 (2018), pp. 41-47, doi:10.26555/JECCE.V1I2.241.

with resilience in preschool-aged children, highlighting the role of parental awareness in fostering psychological strengths in early childhood.⁹

The implementation of mindful parenting in this community is not without constraints. Economic factors and work demands emerged as challenges, with parents reporting limited time and energy to engage in mindful interactions consistently. Nevertheless, parents who prioritized quality engagement—even within these limitations—still reported positive influences on their children’s independence. This observation aligns with findings in the family well-being literature, which suggest that mindful parenting practices can buffer against stressors and support better parent-child relationships even under pressure. Research such as that by Kurnianda and Rinaldi indicates that mindful parenting is inversely related to depressive symptoms in working

mothers, suggesting that mindful awareness in parenting can reduce psychological risk factors that might otherwise interfere with effective parenting.¹⁰

Another dimension identified in the present study was the role of the social and community environment. A relatively cohesive and safe neighborhood context appeared to facilitate opportunities for children to explore and practice autonomy under parental supervision. This resonates with broader research on mindful parenting as a contextually embedded practice: the strategies parents use and the outcomes they achieve are shaped not only by individual traits but also by social and environmental conditions. The Atlantis Press conference paper on mindful parenting among parents of preschool children similarly emphasizes mindful parenting as an awareness-based approach that enhances interaction quality between parents and children, suggesting that contextual support

⁹ Ainama Nafisa Putri and Muthmainah, ‘A Correlational Study of Non-Mediating Mothers of Preschooler: Is Mindful Parenting Associated with Child Resilience?’, *Jurnal Pendidikan Anak Usia Dini Undiksha*, 12.1 (2024), pp. 17–25, doi:10.23887/PAUD.V12I1.70604.

¹⁰ Muhammad Kurnianda and Martaria Rizky Rinaldi, ‘Mindful Parenting and Depression in Working Mothers’, *Developmental and Clinical Psychology*, 6.1 (2025), pp. 50–64, doi:10.15294/DCP.V6I1.31977.

structures can influence the effectiveness and expression of mindful parenting practices.¹¹

In consideration of these findings, it becomes clear that mindful parenting supports children's independence through mechanisms of emotional regulation, attentive communication, and supportive engagement, integrating cognitive and affective processes that encourage autonomy. Although direct studies linking mindful parenting exclusively to child independence are limited, adjacent research demonstrates that mindful parenting contributes to other positive child outcomes—such as resilience and emotional adaptation—which are closely related to autonomous functioning. For example, Kumalasari and Fourianalisyawati found that mindful parenting contributes to reduced parenting stress, suggesting that parents with higher mindfulness may be better equipped to handle the emotional and behavioral challenges of early

childhood, thereby fostering environments conducive to children's independent development.¹²

Overall, the integrated results of this study highlight the complex interplay between individual parental practices and broader situational factors. While mindful parenting appears to promote children's independence, supporting contextual factors such as socioeconomic resources, parental workload, and community environment also influence how mindful parenting is enacted and sustained. Future research should build on these findings with larger, mixed-methods designs or interventions to strengthen causal inferences and to explore how mindful parenting could be integrated into parenting support programs that account for cultural and socioeconomic diversity.

D. CONCLUSION

This study concludes that mindful parenting plays a significant role in

¹¹ Ayu Tuty Utami and others, 'Mindful Parenting: Study on Parents of Preschool Children', *Atlantis Press*, 3 March 2020, pp. 380–82, doi:10.2991/ASSEHR.K.200225.080.

¹² Dewi Kumalasari and Endang Fourianalisyawati, 'The Role Of Mindful Parenting To The Parenting Stress In Mothers With Children At Early Age', *Jurnal Psikologi*, 19.2 (2020), pp. 135–42, doi:10.14710/JP.19.2.135-142.

fostering independence among children aged 5–6 years in South Aceh. Parents who practice mindful parenting—characterized by attentive communication, emotional awareness, non-judgmental acceptance, and supportive involvement—create an emotionally secure environment that encourages children to develop autonomy in daily activities, social interactions, and self-regulation. Through calm guidance and responsive engagement, children are given opportunities to take initiative, make simple decisions, and complete age-appropriate tasks independently.

The findings also indicate that parents' ability to regulate their own emotions is a crucial mechanism through which mindful parenting supports children's independence. When parents model emotional self-control and patience, children gradually internalize these regulatory skills, enabling them to manage challenges and persist in tasks without excessive dependence on adults. This suggests that mindful parenting not only shapes children's behavior directly but also contributes to the development of foundational

emotional competencies that underpin independent functioning.

However, the implementation of mindful parenting is influenced by contextual factors such as economic conditions, parental workload, and the surrounding social environment. Limited time due to work demands and economic pressures may hinder consistent mindful interactions. Despite these constraints, the study demonstrates that prioritizing the quality of parent-child interactions can mitigate such challenges. Even brief but meaningful engagements characterized by emotional presence and responsiveness can positively support children's independence.

Overall, this research contributes to the growing body of literature on mindful parenting by providing context-specific evidence from a rural Indonesian setting. It highlights that mindful parenting is a flexible and culturally adaptable approach that can be effectively applied within diverse social and economic contexts. Future research is recommended to employ longitudinal or intervention-based designs to further examine the causal relationship between mindful

parenting and children's independence, as well as to explore the development of community-based parenting programs that integrate mindful parenting principles to support early childhood development.

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