



The effectiveness of mindful parenting in improving the psychological well-being of parents of preschool students with special needs

Triana Indrawati ¹✉

¹Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia
✉triana.indrawati@uingusdur.ac.id

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Abstract

Background: Parents of young children with special needs often face unique psychological challenges. The ex-Pekalongan Residency area, encompassing Pekalongan City and Batang Regency, is the focus of this study.

Aim: This research evaluates the effectiveness of a mindful parenting program designed to improve the psychological well-being of these parents.

Method: A total of 30 parents from PAUD Anggun Poncol (Pekalongan City), TK Negeri Pembina Limpung, and TK Mutiara Hati Brayu (both in Batang Regency) participated. These individuals were selected through purposive sampling and assessed using a 36-item psychological well-being scale in a quasi-experimental quantitative study. The paired sample t-test was utilized for data analysis.

Results: Initial assessments showed an average psychological well-being score of 49.5. After the mindful parenting program, this score increased to 85.55, indicating significant improvement. The mean difference in well-being scores was 36.05, with a standard deviation of 8.35.

Conclusion: The mindful parenting program effectively enhanced the psychological well-being of parents with early childhood education students who have special needs in the ex-Pekalongan Residency. The substantial increase in well-being scores post-intervention confirms its beneficial impact.

INTRODUCTION

The increase in the number of children with needs has been massive recently. Data from the Central Agency for Educational Statistics in England shows an increase from 11% of students with special needs in the age range of 3 to 21 years in 1990-2005 to 13%. In 2015, it increased drastically to 6.6 million students. Meanwhile, Indonesia's results from the Central Statistics Agency recorded that, in 2017, the number of children with special needs reached 1.6 million (Ichsan, 2021; Sandha et al., 2012; Statistik, 2020). Inclusive education is one of the educational service solutions provided by the government to fulfill the education of all children, including the category of children who have special needs in schools or educational institutions together with their peers, taking into account the needs and abilities of the children (Jauhari, 2017; Safitri & Hijriyani, 2021; Wardhani, 2020).

Inclusive education is a forum or place of education that, in its implementation, provides services to every child without exception (Hanjarwati & Aminah, 2014; Hasnul, 2011; Kamil et al., 2023). Even though inclusive education service facilities are increasingly available, the toughest challenges still lie in the hands of parents, especially at the early age stage (Hanifah et al., 2022; Icha Permatasari et al., 2023; Yuhastina et al., 2020). There are many problems faced by parents of children with special needs, and it greatly affects the psychological well-being, especially mothers (Gumilang & Irnawati, 2022; Prasrihamni et al., 2022; Unayah & Sabarisman, 2016). A preliminary study in the form of an initial interview conducted on October 11, 2021, with a mother who has a child with special needs in one of the early childhood education institutions in the city of Pekalongan stated that there are so many challenges and

problems in caring for children with special needs. The problems include the initial acceptance of the child. Regarding parenting, the mother sometimes finds it difficult to predict her child's behavior and ultimately makes herself angry and easily stressed when caring for her child. The results of the interview indicated that the mother's psychological well-being was poor.

Ryff states that people have psychological well-being. It indicates that the person has a positive view of himself, has a sense of autonomy, has goals in life, can unleash all the potential that exists within oneself, has the skills to relate well to other people, and can master the situation and conditions of the surrounding environment (Ryff, 1989). Psychological well-being functions to improve human abilities to be more effective in dealing with daily activities. One way is to care for children with special needs so that they can actualize themselves and have positive feelings, which will help them achieve independence (Ariati, 2010). Many factors can influence an individual's psychological well-being. Studies show that no single determining factor influences a person's psychological well-being. Related to positive feelings of care, the mother's knowledge of caring for children with special needs greatly influences the growth and development of early childhood (Fitroh et al., 2022; We & Fauziah, 2020). Previous research on mindful parenting was conducted under "Mindful Parenting Based on Family Life Cycle." The research results show that parenting applications that have full awareness in the family at various phases of development can play a positive role in the psychological condition of parents and children. Previous research examined mindful parenting based on family development stages, whereas this research examined a mindful parenting program associated with psychological well-being (Handayani et al., 2019).

Research on mindful parenting was conducted under the title "Mindful Parenting in Reducing Parenting Stress Levels in Mothers Who Have Children with Autistic Disorders." The results of the research show that there is a reduction in parenting stress in caring for autistic children who are aware of changes in feelings and thoughts in caring for these children. The previous research focused only on parents with autistic children. The research does not explain at what stage the child's age was and whether there was a stress reduction. However, in this research, there was an increase in the psychological well-being of parents, especially mothers (Cachia et al., 2016). Relevant research on psychological well-being has been conducted to explore the meaning and aspects of psychological well-being itself. Research conducted by Ryff was to explore the meaning and aspects of psychological well-being, while the focus of this research was to determine the psychological well-being of parents, especially mothers with children with special needs at the early childhood education level (Ryff, 1989). Research on psychological well-being has been carried out to describe the state of psychological well-being in early childhood education teachers throughout Pekanbaru City. The difference with this research is in the variables that predict psychological well-being. In this research, the factors that influence psychological well-being are mindful parenting programs (Zulkifli & Risma, 2015). One way that can be done is with a mindful parenting program proven in previous research that can reduce parents' anxiety in raising children. The results of other studies show that mindful parenting programs can improve the quality of parenting teenagers. Based on the explanation of the problems above and existing research, this study aims to further examine the mindful parenting program as one of the predictors that can affect the psychological well-being of mothers in caring for children with special needs.

METHODS

This research is quantitative research with a quasi-experimental design of a one-group pretest-posttest design (Creswell, 2020). The researchers performed measurements at the beginning (pretest), a treatment (Treatment), and another measurement (posttest) in one group only. A psychological well-being scale was used to measure parents' psychological well-being. The steps in this research were divided into several stages, namely: baseline stage 1 (pretest),

intervention stage (measurement during treatment), and baseline 2 (posttest). The treatment carried out in the mindful parenting program was a formal practice (body scan meditation, sitting meditation, self-compassion, loving, kindness, and meditation) and informal practice (mindful eating, mindful speaking, mindful listening, and interaction activities).

Furthermore, the researchers used the psychological well-being scale instrument to measure the psychological well-being of young mothers in the ex-Pekalongan residency. The data was collected through written statements, arranged and analyzed so that individual responses to these statements can be scored and then interpreted. The researchers employed a one-group pretest-posttest design. They administered one measurement at the beginning (pretest), then gave treatment, and after that, another measurement (posttest) was administered in one group only. The treatment given was the mindful parenting program. Figure 1 displays the research design.

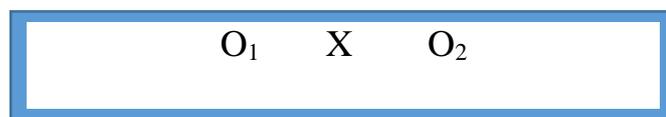


Figure 1. The One-Group Pretest and Posttest Design

Information:

O_1 = Respondent's pretest score before treatment

X = Treatment

O_2 = Respondent's posttest score after treatment

The procedures in this research are as follows: Preliminary studies; The preparation of modules based on problems. The module's preparation refers to five dimensions of mindful parenting; Prepare a Likert scale instrument of a psychological well-being scale; The implementation of mindful parenting. Before the activity, a pre-test was held; Evaluation and posttest.

To obtain a quality measuring instrument, it is necessary to test its validity and reliability. Through these tests, items that are not of good quality are discarded. Item selection was carried out based on the total item correlation coefficient. Item selection was carried out using the item discrimination index by correlating each item with the total score. Reliability refers to the extent to which the results of a measurement can be trusted and accounted for. The validity and reliability of this research were assisted by the SPSS program (Statistic Package for Social Saince) 17.0 for Windows.

The data analysis technique was the Pearson product-moment correlation and paired sample t-test. Before testing the hypothesis, the assumption tests were carried out, which included the homogeneity test (to determine whether the sample taken was uniform or not), distribution normality test (to determine whether the sample was normally distributed), and linearity test of the relationship (whether the independent and dependent variables were linear). The hypothesis testing was carried out with the help of the SPSS (Statistic Package for Social Science) 17.0 for Windows. The study's population was the parents of special needs students at PAUD Anggun Poncol Pekalongan City, Kindergarten Pembina Limpung District, Batang, and Mutiara Hati Brayo Kindergarten, Batang. The sample comprised 30 people, with each PAUD unit consisting of 10 parents with children with special needs.

The research was carried out in three stages. The first stage was a preliminary study on October 11, 2021. The researchers carried out initial observations to find sampling that met the research criteria. The second stage was carried out from 1 to 2 June 2022 at PAUD Anggun Poncol Pekalongan, 3 to 4 June 2022 at TK Negeri Pembina Limpung, and 6 to 7 June 2022 at TK Mutiara Hati Brayo. At this stage, a pre-test and a treatment were carried out. The rest was

a monitoring process. Then, the third stage was evaluation and posttest on June 15, 16, and 17, 2022, respectively. To make it clearer, the schedule for implementing the three research stages is presented in the following table:

Table 1. Research Implementation Time Table

Subject	Level 1	Level 2	Level 3
Anggun Poncol PAUD Pembina Limpung State Kindergarten	October 11, 2022	June 1- 2, 2022 June 3 - 4, 2022	June 15, 2022 June 16, 2022
Mutiara Hati Brayoy Kindergarten		June 6 - 7, 2022	June 17, 2022

The number of instruments used in the research was 36 statement items. To estimate the reliability of the scale, the researchers performed the Alpha Croanbach calculation assisted by the SPSS program (Statistic Package for Social Saince) 17,0 for Windows.

RESULTS AND DISCUSSION

A. Result

Research data is presented in the form of tables and descriptions. Respondents are parents with special needs children (3-6 years). The age distribution of respondents ranged from 19-26 years. The young mothers are all pure housewives. On average, they are elementary school alumni. The following is the age distribution of the respondents who took part in the mindful parenting workshop:

Table 2. Age Range of Respondents

No	Age	Amount
1	19	1
2	20	2
3	21	4
4	22	3
5	23	4
6	24	5
7	25	5
8	26	6
Total		30

Researchers took a sample of 30 parents with children with special needs using the purposive sampling technique. They took samples according to what was found in the field and in accordance with the specified criteria and categories. The initial condition of parents of students in the ex-Pekalongan residency seemed to be experiencing many complaints, problems, and difficulties in dealing with children who were active and difficult to manage. It is not uncommon for mothers to commit violence against their children if they do not want to comply with the parent's wishes, such as pinching, pulling, or even threatening. Often, children are prohibited from doing certain activities without being directed when they play. Often, blaming other people when a child is injured is also common. The young mothers feel tired of dealing with children's unruly behavior.

The parents of the students in this research were, on average, pure housewives. Meanwhile, the most recent education out of the 30 is elementary school alumni. The rest are graduates of SMP/MTs (Junior High School/Islamic Junior High School) and SMA/MA (Senior High School/Islamic Senior High School). They think females do not need to go to high school because, in the end, they go back to the kitchen. They also believe that it is difficult for highly

educated people to find work, and their salaries are low. The salary for a household assistant working in Jakarta is greater than that of an honorary teacher. Therefore, they prefer to become household members in Jakarta rather than go to high school. The following is the respondent's education data:

Table 3. Respondents' Educational Background

No	Level of Education	Amount
1	Elementary School (SD)/ Islamic Elementary School (MI)	19
2	Junior High School (SMP)/ Islamic Junior High School (MTs)	6
3	Senior High School (SMA)/Islamic Senior High School (MA)	5
Total		30

From the table above, the majority of respondents are elementary school graduates. Therefore, their experience and knowledge about parenting are still minimal. Because of the mindful parenting program, it is necessary to increase knowledge in caring for children.

1. Test Assumptions

a. Homogeneity Test

To find out whether the sample studied was representative of the population, the researcher tested the homogeneity. If the results are homogeneous, then they are considered to be representative of the population (Subana, 2000). The following are the results of the homogeneity test:

Table 4. Respondent Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
2.361	1	38	.133

The pretest and posttest group homogeneity test obtained 0.133. Because the Sig value is 0.133, more than 0.005, the variance of psychological well-being data during the posttest and pretest was the same or homogeneous. Therefore, the data can be further tested for normality and linearity.

b. Normality test

The distribution normality test is one of the requirements for conducting a regression test. The normality test looks at whether the variable scores follow a normal distribution or not (Hadi, 2002). Data normality can be done using normality test techniques Kolmogorov-Smirnov and Shapiro Wilk. The requirements for data to be tested for normality are that the data is on an interval or ratio scale and not grouped in a frequency distribution table. If the significance value is greater than 0.05, the data shows a normal data distribution (Hadi, 2002). Data normality is also a reference for determining what type of statistics will be used to analyze subsequent data (Subana, 2000). Following are the results of the normality test calculation:

Table 5. Normality Test Results

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statisti	df	Sig.	Statisti	df	Sig.
c			c		

Tests of Normality						
kspretest	.133	30	.200*	.931	30	.158
kspostest	.120	30	.200*	.955	30	.442

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the SPSS output table, the significance value is $0.158 > 0.005$ for the pretest and $0.442 > 0.005$ for the posttest. Therefore, the data is normally distributed. Thus, the requirements for the normality assumption have been met for the paired sample t-test.

c. Linearity Test

The linearity test of the relationship is carried out to determine the form of the relationship between the independent variable and the dependent variable. This linearity test is related to proving whether or not the linear model determined is suitable for the data conditions. The linearity of the relationship can be tested using ANOVA. The relationship between the two variables is linear if the linearity deviation is more than 0.05. The results of the linearity test calculation using ANOVA show that the data met the linearity requirements for further statistical tests to be carried out. The linearity test results can be seen in the following table:

Table 6. Linearity Test Results with ANOVA

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
kspretest	Between Groups	(Combined)	417.200	11	37.927	.666	.740
		Linearity	.014	1	.014	.000	.988
kspostest	Within Groups	Deviation from Linearity	417.186	10	41.719	.732	.674
		Total	872.950	19	56.969		

Table 6 shows that the linearity sig value is 0.674, which is greater than 0.05. So, it can be concluded that there is a significant linear relationship between the results of the pretest group and the posttest group.

2. Hypothesis Test Results and Data Analysis

The hypothesis in this research is that "the mindful parenting program is effective in improving the psychological well-being of students' parents." To find out whether the hypothesis is effective or not, the hypothesis must be tested. The researchers used the t-test statistical sample test by calculating the mean (average of results pretest and posttest) and standard deviation using the SPSS program. The following is a table of descriptive statistical sample test calculation results from pretest and posttest scores:

Table 7. The Output of Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	kspretest	49.5000	30	4.90435	1.09665
	kspostest	85.5500	30	6.77825	1.51566

Judging from the output of descriptive statistical results, respondents experienced an increase in the average psychological well-being score. For the pretest scores, the average psychological well-being score was 49.5000. Meanwhile, the average posttest psychological well-being score was 85.5500. Therefore, descriptively, there was a difference in average psychological well-being between pretest and posttest. The results of the standard deviation calculation show that the data was representative. Standard deviation was used to determine the size of the difference between the sample values and the average. From the calculation results, the standard deviation of the first data (pretest) was 4.90435, and the second data (posttest) was 6.77825. The std value. The error means for the pretest was 1.09665, and the posttest was 1.51566. This means that the first data set (pretest) had a smaller deviation than the second set (posttest). Next, to prove whether the difference was significant, the researchers continued by performing a correlational test. The results of the correlation and significance tests of Levene's test for equality of variances are displayed in Table 8.

Table 8. Output of Paired Samples Correlations

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	kspretest & kspostest	30	0.004	0.987

The Table above shows the results of the correlation test or relationship between the two data, namely the pre-test and post-test value variables. The correlation coefficient value (correlation) is 0.004 with a sig value of 0.987. Because the sig value is 0.987, higher than 0.005, there is no relationship between the pre-test and post-test variables. Then, to test the hypothesis, the researchers continued to look for the average difference value of the results pretest and posttest using a paired sample t-test. This test is part of parametric inferential statistics to test differences or comparisons. This stage is the most important in finding answers to whether the program is effective. The following is the output table of paired samples t-test:

Table 9. The Output of Paired Samples t-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	kspretest - kspostest	36.0500	8.35070	1.86727	32.14175	39.95825	19.306	19	0.000

The average pretest value of the psychological well-being score is 49.5000. On the other hand, the average posttest value of psychological well-being is 85,5500. Therefore, descriptively, there is a difference in average psychological well-being between pretest and posttest. The paired samples t-test value (2-tailed) is $0.000 < 0.05$, meaning the hypothesis is accepted. The result is in line with the test's decision-making guidelines (Singgih Santoso, 2014): a) If the sig value. (2-tailed) < 0.05 , then H_0 is rejected, and H_a is accepted; b) If the sig value. (2-tailed) > 0.05 , then H_0 is accepted, and H_a is rejected. It can be concluded that there is an average difference between the pretest and posttest of psychological well-being. In other words, the mindful parenting program influences the psychological well-being of parents (mothers) of early childhood students with special needs. The paired samples t-test shows that there is an average difference between psychological well-being scores between the pretest and post-test. It means that the program is effective in improving the psychological well-being of parents of early childhood students with special needs in the ex-Pekalongan Residency.

B. Discussion

This research aims to test the effectiveness of the mindful parenting program in improving the psychological well-being of parents of early childhood students with special needs in the ex-Pekalongan Residency. Based on the results of the analysis, the hypothesis proposed was proven: the mindful parenting program is effective in improving the psychological well-being of parents of early childhood students with special needs in the ex-Pekalongan Residency. This is proven by the results of paired samples t-test analysis that shows the difference between the pretest and posttest. The evidence of the effectiveness of a mindful parenting program in improving psychological well-being is an increase in the results of the pretest after treatment. There is a difference in mean value by 36.0500. This difference value shows how much psychological well-being increased after the respondent participated in the mindful parenting program.

These results explain that there is a positive role, namely, the existence of a mindful parenting program, that can help improve psychological well-being. The more mindful parenting program implemented in parenting, the greater the increase in the psychological well-being of students' parents (Ratu Husnunnadia & Slam, 2021; Sa'diyah et al., 2022). Mindful parenting program has a positive influence on improving the psychological well-being of parents of students with special needs (Isnaeni & Nashori, 2022; Laksmi et al., 2024; Sari, 2021). The results of this research are in line with previous research conducted by (Handayani et al., 2019) with the title "Mindful Parenting Based on Family Life Cycle." The research subjects consisted of 19 people: 16 mothers and three fathers. The research results show that parenting applications that have full awareness in the family at various phases of development can play a positive role in the psychological condition of parents and children. The results of other research conducted by (Cachia et al., 2016) with the title "Mindful Parenting in Reducing Parenting Stress Levels in Mothers who Have Children with Autistic Disorders." The research subject was a 33-year-old parent who had a child with autistic disorder. The research results show that there is a reduction in parenting stress in caring for autistic children. The subject was aware of changes in feelings and thoughts when caring for the child.

The mindful parenting program is needed by all parents, especially young mothers who have little experience in educating children with special needs. Apart from parents, early childhood education teachers also need it in educating their students at school so that they can produce a pious generation. Being a parent as well as a teacher is not easy. To deal with problems in parenting, knowledge of educating children is needed (Novita et al., 2016; Pane et al., 2023). Education is an art and a science. The concept of developing noble character in children must be carried out positively. Violence is not the best way to educate children (Mega Oktavia Simamora et al., 2022; Simatupang & Abduh, 2020; Tari & Tafonao, 2019; Yosada &

Kurniati, 2019). The violence makes children imitate violent behavior as a form of what they have seen and felt. On the other hand, if children are always treated well (good treatment does not mean spoiled), then children will imitate this because children have very high imitation power, especially during the golden age of childhood. Explains that parents should understand children's psychology (Rozikan, 2018). Parents are teachers and friends for their children. They should educate their children with love. The best inheritance for children is politeness and gentleness, which are instilled and exemplified by parents during childhood.

There are six educational steps in creating calmness when caring for children so that emotions do not arise and ultimately cause excessive stress. a) Educate with love and gentleness; b) Avoid rude behavior, impolite words, and always scolding children; c) Look for ways to keep your child pleased; d) Always avoid curbing your child's desires, but direct your child to always do positive things; e) Always pay attention to the child and ask what he is feeling; f) Give special attention to children with special needs.

The six educational steps above are in line with the mindful parenting program, which has five principles, namely; a) Listen attentively and speak with empathy, right attention and awareness (consciousness) to receive the current experience (present moment) is the main thing for conscious living and also for parenting. This dimension emphasizes how parents are able to combine full listening and attention, truly being present for them; b) Understanding, self-acceptance, and not judging children. The word "non-judgmental" is the second dimension that is no less important in mindful parenting. This dimension of parents involves all attributes (judgments) and expectations that can influence negative perceptions when interacting with children. The human mind is quite complex and adept at making judgments in the subconscious (Pham, 2016). Children often have perceptions of attributes (judgments) and competencies that really depend on what their parents have in mind; c) Self and child emotional regulation, mindful parenting emphasizes the individual's capacity to focus on the presence of thoughts and emotions. It is not easy for parents who practice this knowledge to get trapped in their thoughts, which are right and others are wrong. It is also not easy to express emotions without control. Mindful parenting emphasizes that parents should not get caught up in past perceptions that make them lose control. Mindful parenting emphasizes the capacity of parents to pay attention to emotions in themselves and their children; d) Thoughtful self-regulation in the parenting relationship. Parents need to pay attention to self-regulation. Experts on mindfulness (conscious living) have provided a warning on the confusion caused by definitions of mindfulness, self-control, and self-regulation. Mindful parenting requires self-regulation in the context of relationships. Conscious parenting includes a moderate reaction to the normative achievements demonstrated by the child. Also, you should always control your self-value and goals wisely; e) Compassion for self and children. Compassion is defined as an emotion that represents the desire to alleviate the suffering of another person or creature (Lazarus & Folkman, 1986). Compassion for children, from parents who practice mindful parenting, is a desire to meet the child's appropriate needs and provide comfort when the child may be experiencing difficulties. Children of parents who practice the concept of mindful parenting may feel the positive influence of their parents' support. Compassion is a form of humanity in general (Neff, 2003). Compassion, if applied deeply, can enable parents to have a gentler, more forgiving attitude when trying to implement parenting.

After receiving the treatment, the parents' psychological well-being changed. The mean difference between the pretest and posttest proves this. Judging from the research subjects, who were, on average, elementary school graduates, the researchers consider the mindful parenting program an essential factor in improving the quality of parenting patterns and the psychological well-being of parents. The more knowledge you have, the more provisions you have for raising children well. By implementing good parenting patterns, psychological well-being can automatically increase. The results of this study have significant **implications** for both policy

and practice within early childhood education and parental support frameworks. By demonstrating the effectiveness of the mindful parenting program, the research suggests that such programs should be integrated into parenting support initiatives and early childhood education curricula. This could lead to a more holistic approach to education that supports both the child's and the parent's well-being, particularly in families with special needs children. The application of mindful parenting techniques could also be advocated in parent training workshops to enhance parental capacities and psychological resilience. **This research contributions** substantiates the effectiveness of the mindful parenting program in boosting psychological well-being among parents of children with special needs. It confirms that mindful parenting techniques significantly improve parental mental health by enhancing empathy, emotional regulation, and non-judgmental attitudes. These findings suggest that integrating such educational programs into early childhood curricula could benefit not only special needs children but also their parents by promoting more empathetic and effective parenting practices. Overall, this study highlights the potential of mindful parenting to create nurturing environments conducive to child development. After receiving the treatment, the parents' psychological well-being changed. The mean difference between the pretest and posttest proves this. Judging from the research subjects, who were, on average, elementary school graduates, the researchers consider the mindful parenting program an essential factor in improving the quality of parenting patterns and the psychological well-being of parents. The more knowledge you have, the more provisions you have for raising children well. By implementing good parenting patterns, psychological well-being can automatically increase.

One **limitation** of this study is the relatively small sample size of 30 parents, which may not fully represent the diverse population of parents with children in early childhood education. Additionally, the research was confined to the ex-Pekalongan Residency, limiting its generalizability to other regions or contexts. The study also utilized a quasi-experimental design without a control group, which might affect the robustness of the conclusions regarding the effectiveness of the mindful parenting program. **Future research** should consider a larger and more diverse sample to enhance the generalizability of the findings. Implementing a randomized controlled trial design could also provide stronger evidence of the program's effectiveness. Further studies could explore the long-term effects of mindful parenting to assess the sustainability of its benefits over time. Additionally, research could examine the specific components of the program that are most effective in improving psychological well-being and how these might be tailored to meet the needs of different family dynamics and challenges.

CONCLUSIONS

This research demonstrates that the Mindful Parenting Program significantly improves the psychological well-being of parents of early childhood students with special needs in the ex-Pekalongan Residency. The data shows a clear increase in well-being scores from pretest to posttest, confirming the program's effectiveness. The findings support the integration of mindful parenting strategies into early childhood education and parental support programs to foster more empathetic and effective parenting practices. These strategies have proven benefits in enhancing parental mental health through improved empathy, emotional regulation, and non-judgmental attitudes. To broaden the impact and confirm these results, future studies with larger, more diverse populations and controlled experimental designs are recommended. This approach could help create nurturing environments that support both children's and parents' development comprehensively.

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AUTHOR CONTRIBUTIONS STATEMENT

TI conceptualized the study, designed the methodology, and was responsible for the overall project administration. TI also led the data curation process, conducted the statistical analysis, and drafted the original manuscript. TI reviewed and edited the final manuscript before submission.

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