

Implementation of Ramadan Fest as a Means of Mindful Learning at the UPT Educational Unit of SDN 2 Kepanjenlor, Blitar City

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Abstract

This study is an application of the Ramadhan Fest program as a learning tool using a mindful learning approach. The study aims to promote meaningful learning for students at SDN 2 Kepanjenlor in Blitar City. Data collection methods include interviews, observations, and documentation. Data analysis employs a descriptive qualitative approach and triangulation, encompassing data analysis, data validation, and data interpretation to achieve a deeper understanding. The results obtained from the study at SDN 2 Kepanjenlor Kota Blitar indicate that students perceive learning through the Ramadhan Fest program as meaningful. This is reflected in students' attitudes toward reflecting on religious values, morality, self-confidence, and their love for Islamic teachings. Therefore, it can be concluded that the Ramadhan Fest program can promote meaningful learning at SDN Kepanjenlor Kota Blitar.

1. Introduction

Today, education is facing more complex challenges in terms of shaping students' characters, not only intellectually intelligent but also emotionally and spiritually intelligent. In this regard, elementary schools play a strategic role in instilling fundamental life values that can develop children's characters (Hidayat & Muhiid, 2021). Unfortunately, the reality of education in Indonesia today still tends to focus on cognitive aspects with an emphasis on academic values, while aspects of mindfulness and spiritual balance are still neglected (Rahmawati & Suryadi, 2022).

Amidst the disruption of modernization and digitalization today, elementary school students are increasingly distracted by various stimuli that can interfere with their focus and concentration in learning. Research by Wulandari et al. (2023) indicates that 67% of elementary school students struggle to maintain focus during learning, leading to reduced learning outcomes and poor absorption of learning materials. The lack of student attention and the absence of a sense of being present are issues that need to be addressed.

Mindful learning, which is part of the Deep Learning curriculum dimension currently being promoted, is an educational approach that emphasizes full awareness and conscious experience. This approach could serve as a potential solution to address these challenges. Purnomo & Sulistiani (2021) define mindfulness as intentional awareness in the present moment without judgment. This approach can bridge students to be fully engaged and aware during the learning process, thereby enhancing the quality of understanding of information and maximizing the learning experience (Azis & Rahman, 2020).

For this reason, the researcher developed a program called Ramadhan Fest, which combines educational and spiritual activities during the month of Ramadhan, implemented at the UPT Satuan Pendidikan SDN 2 Kepanjenlor in Blitar City. This program is expected to serve as an effective means to develop mindful learning in elementary schools. Through various activities such as recitation competitions, adhan (call to prayer), and calligraphy coloring, students not only learn theoretically but also practice and internalize values through direct experience (mindful experience).

Although there have been some studies examining the relationship between spirituality and mindfulness (Nurhasanah & Fitria, 2022) and the application of mindful learning in an educational context (Purnomo & Sulistiani, 2021), there has been no specific research on the implementation of Ramadan values as a facility and means for developing mindful learning, especially at the elementary school level. Therefore, research on the implementation of Ramadhan Fest as a means of mindful learning at UPT SDN 2 Kepanjenlor Kota Blitar is important as an effort to provide practical contributions

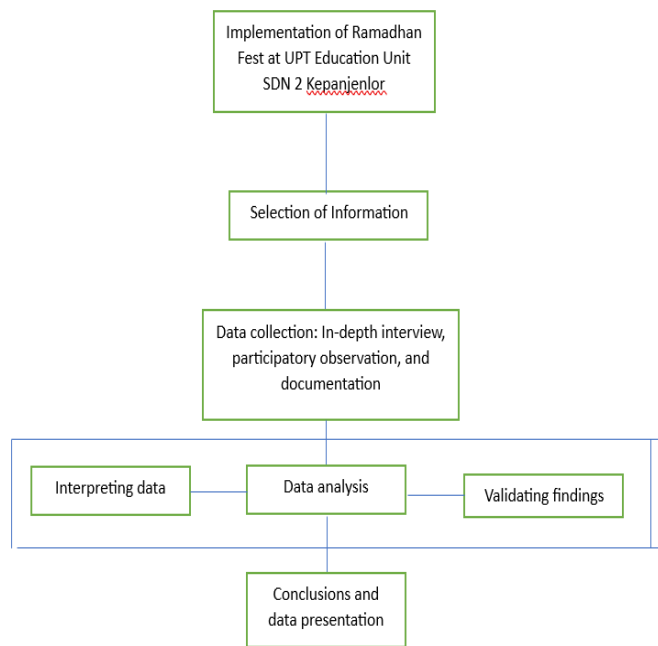
to the development of a learning model that integrates spiritual and mindfulness aspects at the elementary school level.

2. Method

This study uses a descriptive qualitative approach. This approach is used to gain a deeper and more comprehensive understanding of the implementation of Ramadhan Fest as a means of mindful learning at UPT SDN 2 Kepanjenlor, Blitar City. The descriptive qualitative approach allows for a deeper understanding of the phenomenon and a better understanding of the participants' meanings of the phenomenon.

The data collection technique used by the researcher was in-depth interviews with teachers regarding the implementation, planning, and evaluation of this program. In addition, the principal was also involved in policies related to the implementation of this program. The last party involved was the students' parents, who were asked whether there were any changes in behavior or habits before and after the program was implemented. The next data collection technique is participatory observation, where the researcher is directly involved in the implementation of this program. The aspects observed include the activity process, student responses and involvement, and the learning atmosphere or setting. Data collection using documentation techniques includes program planning documents, student grade transcripts, and activity documentation (videos, photos, and field reports).

The results obtained from data collection will be reduced, analyzed, and presented in narrative form, from which conclusions will be drawn based on the presented data. The research process is as follows.



Skema 1. Data analysis

3. Results and Discussion

3.1 Ramadhan Fest Program Planning

The Ramadhan Fest Program is scheduled to take place during the month of Ramadhan in 2025. The Ramadhan Fest at SDN 2 Kepanjenlor is conducted as a series of integrated activities throughout the month of Ramadhan. These activities are not solely focused on religious aspects but are designed to cultivate character values, social-emotional skills, and self-awareness among students. Regarding activity planning, teachers stated that permission from the school principal and parents is required. To

determine the activity schedule, teachers must obtain the school principal's approval and parental consent. After the activity plan was approved for implementation, it was agreed that the Ramadhan Fest program would include three activities: a coloring competition, a religious talk, and an adhan competition.

3.2 The Ramadhan Fest Program as a Tool for Mindful Learning

The implementation of the Ramadhan Fest program aims to be an effective means of developing mindful learning in elementary schools. Through this program, students not only learn theoretically but also practice and internalize values through direct experience (mindful experience). There are three activities conducted during Ramadhan Fest. These activities are spiritual in nature, including a calligraphy coloring competition, a religious talk competition, and an adhan competition. Students are encouraged to actively participate throughout the activities and channel their talents through the various competitions provided.

The calligraphy coloring competition is participated in by students from grades 1 to 3. Students were seen to be active and fully concentrated during the competition. The activity proceeded smoothly according to the initial plan. Students also appeared enthusiastic throughout the activity. This activity is also expected to enhance students' creativity.



Figure 1. Calligraphy Coloring Contest

Next, there was a kulum competition, aimed at upper grade students (grades 4-6) to practice public speaking skills, convey moral messages, and demonstrate religious understanding. The students showed courage and good preparation in delivering their messages. The kulum competition significantly encourages students to reflect on religious and moral values and to express their own understanding. This activity is also expected to build children's self-confidence and mental strength.



Figure 2. Religious Speech Contest

The concept of mindful learning is not only about external focus, but also internal awareness of thoughts, feelings, and bodily sensations. The kulum competition provides a safe space for students to engage in introspection and understand the impact of their behavior, in line with the principle of self-awareness in mindfulness (Goleman, 2020). Reflective activities through the delivery and reception of kulum messages allow them to internalize learning, which aligns with the mindful education approach in improving mental well-being and social skills.

The adhan competition is also held for students in grades 4 to 6. This competition focuses on the correct pronunciation and beauty of the adhan voice. This competition increases self-confidence and

fosters a love for Islamic preaching. The demands of focus and calmness in the adhan and kultum competitions directly train emotional regulation.



Figure 3. Adhan Competition

The calm environment and repetitive activities during Ramadan Fest inherently train the ability to focus (Kabat-Zinn, 2003). Mindful learning emphasizes awareness of the present moment (Brown & Ryan, 2003). In this context, routine religious activities function as formal mindfulness practices that train the brain to remain focused on one thing. This is supported by recent findings on the effects of Mindfulness-Based Social-Emotional Learning (MBSEL) on students' learning focus (Putri et al., 2025).

During the study, it was found that students became more patient and better at managing their emotions, especially when interacting with peers in competitive activities. This indicates that a conducive spiritual atmosphere supports students in practicing patience and reducing impulsivity (Greenberg & Harris, 2023). The aspect of mindful learning that emphasizes acceptance of internal experiences, including emotions, is indirectly cultivated through religious practices and directed social interactions, which aligns with findings related to improved emotional regulation through mindful learning.

Mindfulness is often associated with the development of compassion and altruism (Salzberg, 2016). Ramadhan Fest, through its positive activities, provides a real platform for students to practice kindness and pay attention to the needs of others (Nahriyah et al., 2025). Based on this, it can be concluded that Ramadhan Fest activities go beyond cognitive learning, touching on the affective dimension that is essential in mindful learning and the formation of religious character.

A positive and supportive learning environment is crucial for mindful learning. When students feel safe and comfortable, they are more open to experiencing and processing information with full awareness (CASEL, 2023). Ramadhan Fest successfully creates an atmosphere conducive to self-exploration and holistic learning, free from formal academic pressure. This is also supported by other research findings, which state that a positive learning environment can increase student engagement (Innovare, 2023).

3.3 Evaluation of Ramadhan Fest Activities

An evaluation of the implementation of Ramadhan Fest at the UPT Satuan Pendidikan SDN 2 Kepanjenlor Kota Blitar revealed several important aspects related to its effectiveness as a means of mindful learning. Data collected through participant observation and in-depth interviews revealed positive perceptions of the activity among students, teachers, and parents. Observation results showed a significant increase in student focus and engagement during the various Ramadhan Fest activities. Students appeared focused and concentrated throughout all activities.

The activities in Ramadhan Fest were deemed effective in instilling spiritual and social values. Additionally, the implementation of Ramadhan Fest proved capable of integrating the learning of religious and social values in a more meaningful and contextual manner. The activities designed were not only theoretical but also provided students with direct experiences. During the activities, teachers and parents actively participated, although there were still some parents who were less active.

3.4 Challenges and Opportunities

Despite showing positive results, the implementation of Ramadhan Fest as a mindful learning tool also faces several challenges. The implementation of Ramadhan Fest has time constraints, requiring efficient planning and execution to achieve all objectives. Time constraints can affect flexibility and

adaptability to changes that may occur during the activity, thereby influencing the outcomes of the activity (Baker, 2021). In addition, although there is support from parents, the level of active participation of all parents in school activities still varies. According to the School Nutrition Association (2024), the lack of active participation from all parents is a common challenge in school programs, especially in the implementation of a program. Therefore, there needs to be good coordination between the school and parents so that every parent can play an active role and support the success of the event. The existence of Ramadhan Fest as a means of mindful learning can motivate teachers to pursue further training on mindfulness techniques that can be applied in everyday learning. This will certainly help increase teachers' creativity and innovation in learning. In addition, it can also expand cooperation with local communities and religious leaders to enrich activities (Patton & Cochran, 2004; Frontiers, 2025).

3.5 Conclusion

The Ramadhan Fest at the UPT Satuan Pendidikan SDN 2 Kepanjenlor Kota Blitar was successfully implemented as an effective mindful learning tool. This activity not only strengthened religious understanding but also significantly developed concentration, self-awareness, emotional regulation, empathy, and created a positive learning environment for students. This finding underscores the potential of religious and cultural activities as a rich platform for cultivating 21st-century skills aligned with the concept of mindful learning.

Although the Ramadan Fest activities generally had a positive impact, there were several challenges that need to be addressed. Time constraints in the implementation of some activities posed a challenge, and some parents were less active in supporting the activities. Therefore, good collaboration between parents and teachers is needed to ensure the success of future programs.

Author Contributions

Mochammad Ridho Alamsyah: Conceptualization, Methodology, Data Management. Putri Mei Anandita: Writing - Drafting, Visualization, Investigation. Surayanah: Writing - Revision and Editing

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