



## Analysis of Positive Affirmation Meditation Habit on Learning Focus in elementary school

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**Abstract:** Meditation is one of the habits at SD Experimental Mangunan that aims to form character in children. Often, classroom learning problems are related to the focus of learning. The solution for children less focused on learning is to prepare them with meditation. This study aims to determine the effect of positive affirmation meditation on the learning focus of 1st graders at SD Experimental Mangunan. The type of research used is descriptive qualitative—data collection techniques using interviews and observation. The results of the study show that 1) positive affirmation meditation has an effect on children's learning focus, as shown by obedient children doing meditation to be calmer, and this makes children conditioned and more focused on learning, and 2) differences in obedient children in participating in meditation with those who are disobedient in participating in meditation can be seen when in class children who are obedient in meditation are more focused and not easily distracted by the situation around them, while children who are not focused during meditation tend to be more easily agitated and easily distracted by the situation around them which makes it difficult for the child to focus on studying.

**Abstrak:** Meditasi merupakan salah satu pembiasaan di SD Eksperimental Mangunan yang bertujuan untuk membentuk karakter dalam diri anak. Seringkali ditemukan permasalahan dalam pembelajaran di kelas berkaitan dengan fokus belajar. Solusi anak yang kurang fokus dalam belajar adalah mempersiapkan anak dengan meditasi. Penelitian ini bertujuan untuk mengetahui pengaruh meditasi afirmasi positif terhadap fokus belajar anak kelas 1 SD Eksperimental Mangunan. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Teknik pengumpulan data menggunakan wawancara dan observasi. Hasil penelitian menunjukkan bahwa 1) meditasi afirmasi positif berpengaruh terhadap fokus belajar anak yang ditunjukkan dengan anak yang taat dalam melakukan meditasi menjadi lebih tenang dan hal tersebut membuat anak menjadi terkondisikan dan lebih fokus dalam belajar, dan 2) perbedaan anak yang taat dalam mengikuti meditasi dengan yang tidak taat dalam mengikuti meditasi terlihat ketika di dalam kelas anak yang taat dalam meditasi lebih fokus dan tidak mudah terdistraksi dengan situasi di sekitarnya, sedangkan anak yang tidak fokus saat meditasi cenderung lebih mudah gelisah dan mudah terdistraksi dengan situasi di sekitarnya yang menyebabkan anak tersebut sulit untuk fokus dalam belajar.

## A. Introduction

Education is one of the important things in human life. In education, a learning process involves interaction between students, teachers, and the environment around them. The learning process is successful if it can achieve the learning objectives and form character in the child. The success of the learning process does not depend on the final results obtained by students but is also influenced by several other factors. One factor that influences the success of a student's learning process is learning focus or learning concentration, which comes from within the student himself (Astuti et al., 2018). Learning focus influences the learning process. If someone has difficulty focusing on studying, the learning process will not run optimally.

Concentration means focusing the function of the soul on the object being paid attention to, focusing attention, thoughts, and actions on the object being studied, and ignoring things unrelated to the object being studied. Meanwhile, learning can be interpreted as a process of changing behaviour carried out by individuals through knowledge, skills, and attitudes as an experience (Djamaluddin & Wardana, 2019). Based on this understanding, learning concentration or learning focus is an individual process of changing behaviour through focusing on an object, attention, or thoughts while ignoring things that have nothing to do with the learning process.

Every school certainly wants the success of the learning process for their students. The success of the learning process can be achieved if the supporting factors or conditions for the success of the learning can be implemented well. Factors related to students' concentration are among the factors that can help the learning process succeed. Concentration in students can be formed through habituation carried out in the classroom. Mangunan Experimental Elementary School is one of the elementary schools that implements habituation in the classroom for their students.

Mangunan Experimental Elementary School was founded by Pastor Yusuf Bilyarta Mangunwijaya, familiarly known as Pastor Mangun, around 1964 under the name Kanisius Mangunan Elementary School (Mangunwijaya, 2020). In 2021, Kanisius Mangunan Elementary School was officially approved to become Mangunan Experimental Elementary School. Mangunan Experimental Elementary School applies a parenting style, which is an effort to provide character education to children. Experimental Elementary School applies real parenting patterns in regular learning to create children with an explorative, creative and integral spirit. Apart from regular learning carried out in class, Mangunan Experimental Elementary School also implements habituation in the classroom. The habituation carried out in this class aims to form the child's character. Some examples of habits applied in class are making agreements in class, writing a diary, listening to national and regional songs, brain gym, and meditation.

At this time, problems are often related to learning focus or concentration. These problems are usually encountered in the classroom. The problem that often occurs in the classroom is children who lack focus during the learning process. This lack of focus can be characterized by children not paying attention when the teacher is explaining, being unable

to understand the meaning of the material being explained, and being busy with their enjoyment. The characteristics of someone who is not concentrating are that they often feel bored about something, like to divert the conversation, do not listen when they are being spoken to, like to chat and disturb friends and drawing (Winata, 2021; Noviati et al., 2019).

Kompasiana.com reported that several students did not pay attention to their teachers in class by talking to friends, and there were several students whose minds were focused on other things outside the classroom. Many students asked permission for various reasons (Kompasiana, 2014). This can result in the material being received and absorbed by students not being optimal, and, of course, success in the learning process not being achieved completely. In fact, at elementary school, concentration or focus on learning is necessary to receive the material being taught well (Canu & Hayati, 2022). Students' lack of concentration in learning can be caused by several factors, including a less conducive classroom atmosphere, interference from friends, and irregular sleep schedules (Rusdi et al., 2023).

Based on the results of observations carried out directly by researchers in class 1 of Mangunan Experimental Elementary School, researchers found that several children in class 1A could focus during the learning process in class. This is characterized by the child's ability to listen or pay attention to the teacher when speaking in front of the class. Apart from that, some children can also understand the difference between play time and study time. However, researchers also found that there were children who were still unable to focus on the learning process in class. There are still some children whose focus on learning is distracted by other things, such as talking to their friends, playing alone, and hanging out in class. This was also confirmed by the homeroom teacher of class 1A, who said several children could not focus while studying. Children who cannot focus on learning can be said to be not ready to learn.

Various alternatives can be used so that students are ready to learn. One thing that can be done to make children ready to learn and focus on learning is to meditate in the morning before starting the learning process. As a habit, this meditation has also been carried out every morning in class 1A at Mangunan Experimental Elementary School. The meditation habit used in class 1A of Experimental Elementary School is positive affirmation meditation, which aims to make children more focused and ready to learn. This meditation habit can provide positive results for students. Meditation done regularly can make children calmer and make them concentrate more. Children need calm to control themselves (Sugianto, 2018).

Meditation itself comes from the Pāli language, where it is referred to as Bhāvanā. Meditation means mental development. The mental development in question is changing from a bad condition to a good one, from having low to high qualities (Sikkhānanda, 2015). According to Udupa, meditation is included in traditional science, which can help a person control his body and mind, enabling him to maintain mental balance and achieve calm. Through meditation, a person will be trained to concentrate on paying attention to something (Suacana, 2022).

There are several examples of meditation, one of which is positive affirmation meditation. Affirmation means reinforcement, which strengthens a person's behaviour so that abilities and strengths emerge within him. This positive affirmation usually gives positive or kind words that give rise to positive feelings and thoughts that encourage a person to control themselves (Wahiddah & Julia, 2022). Positive affirmations can also create feelings of appreciation and mutual respect (Hendri, 2019). The positive affirmation also fosters enthusiasm for learning in children (Agusriani & Fauziddin, 2021). Based on the definitions above, positive affirmation meditation can be interpreted as meditation that provides affirmation in the form of positive words that will influence a person's behaviour and be able to foster feelings of appreciation and enthusiasm for learning.

Several researchers have revealed that meditation does not only influence children's learning focus or concentration. Meditation carried out as loving-kindness meditation can also increase awareness and self-confidence, eliminate worries, and make students become gentle individuals (Pranata & Wijoyo, 2020). Other researchers also revealed that light meditation based on Tri Hita Karana could provide a sense of calm to children, which triggers their enthusiasm for learning and can build student character (Dewi et al., 2022). The meditation carried out can also positively influence students in managing their emotions, which is shown by the social-emotional development of students that can be achieved well (Nur'Aini et al., 2021). Previous research also revealed that meditation positively impacts students, as indicated by the child's ability to manage emotions in class and find silence to concentrate and calm the mind (Ayunah et al., 2023).

Several researchers have revealed that meditation, which is integrated into a series of learning processes, can positively influence the continuity of the learning process itself. The results of previous research reveal that through mindfulness meditation, students can focus more on learning at school (Sariyani et al., 2023). Previous researchers also revealed that meditation techniques effectively increased students' learning concentration by applying humanistic, existential counselling (Ningsih et al., 2014). Increasing learning focus or concentration in students can also be influenced by several factors, one of which is the method used. Previous research revealed that children can concentrate on learning through group guidance services (Setiani et al., 2014). Children's learning focus can also be increased by applying HEBAT games, as shown by the students' activeness (Kartiwa & Anggarasari, 2023). Apart from that, previous researchers also revealed that students' learning focus could also be increased through the application of ice-breaking in the learning process (Arfahmi & Lubis, 2023).

Not much previous research has analyzed the effect of positive affirmation meditation in increasing children's learning focus in class. Previous research is still limited to the meditation used, such as mindfulness meditation, and the methods used to increase learning focus or concentration in children. Therefore, this research will analyze the influence of implementing positive affirmation meditation on learning focus in grade 1 students at Mangunan Experimental Elementary School. The novelty of this research is that it will carry out a comparison between children who focus on participating in meditation

and those who do not focus on following meditation. This research will look at the influence that the application of positive affirmation meditation has on children.

The aims of this research were: 1) to see the effect of positive affirmation meditation in increasing children's learning focus in class 1 of Mangunan Experimental Elementary School and, 2) to see the difference in learning focus in children who follow meditation in an orderly manner compared to learning focus in children who are not orderly in following it.

## B. Method

The research method used in this research is qualitative research. This qualitative research aims to determine the conditions of the context, which is directed at a detailed and in-depth description of what happened and what is in the field (Fadli, 2021). This research was conducted at the Mangunan Experimental Elementary School, which is located on Kenanga Street, Cupuwatu II, Purwomartani, Kalasan District, Sleman Regency, Special Region of Yogyakarta. This research was conducted for approximately 3 months, namely February to May 2023. The subjects in this research were students in class 1A at Mangunan Experimental Elementary School for the 2022/2023 academic year. This research aims to determine the effect of positive affirmation meditation on children's learning focus. The informants who helped carry out this research were the homeroom teachers of class 1A of Mangunan Experimental Elementary School and the children of class 1A of Mangunan Experimental Elementary School for the 2022/2023 academic year.

Data collection techniques in this research were carried out using several methods. First, observation is a technique for collecting data or information about an object or event that is visible and carried out through observation (Pujaastawa, 2016). This observation was conducted on two children in class 1A of Mangunan Experimental Elementary School. Observations were made during morning greetings, during which positive affirmation meditation was carried out before the learning process. Apart from that, observations are also made during the learning process, both in and outside of class. Second, interviews are a technique for collecting data or information through questions and answers with someone to find out that person's opinion regarding something (Arismunandar, 2013). This interview technique was conducted with the homeroom teacher of class 1A at Mangunan Experimental Elementary School and two children in class 1A at Mangunan Experimental Elementary School who were observed.

In testing the validity of the results of this research, the researcher will describe the results of interviews and observations that have been carried out. This is based on the type of research used, namely qualitative descriptive. This qualitative descriptive research focuses on answering research questions related to events or experiences that are studied in depth to find patterns (Kim et al., 2016). The data analysis technique used is the model proposed by Miles and Huberman. There are three stages, namely 1) data reduction, removing things that are not needed in the research; 2) data presentation, presenting information that allows conclusions to be drawn; and 3) data verification, concluding as a

result of the research (Tanto & Sufyana, 2020). The following is a chart of the stages of the data analysis technique proposed by Miles and Huberman.

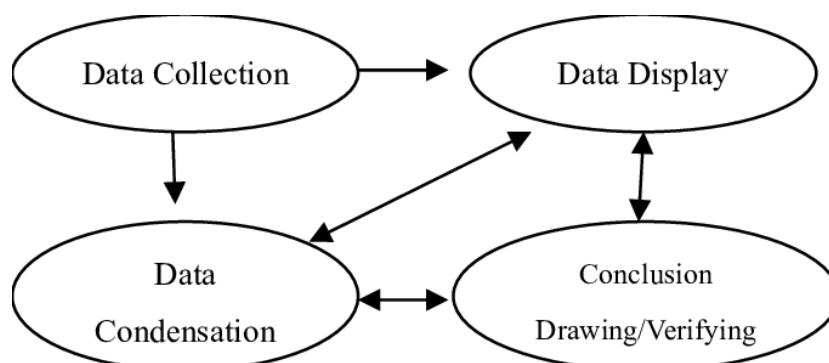


Figure 1. Miles & Huberman Analysis Interaction Model

## C. Result and Discussion

### Result

In this research, the results are presented based on the stages in the Miles & Huberman analysis interaction model, including data reduction (data collection), data presentation, and data verification. In this research, data collection and reduction were done through interviews and observation. Interviews were conducted by researchers with several children in class 1A of Mangunan Experimental Elementary School and also with the homeroom teacher of class 1A of Mangunan Experimental Elementary School. From the interviews that have been conducted, it was found that children who are less able to focus when studying are caused by several causal factors. Factors that cause a lack of learning focus or concentration in children include children still carried away by the atmosphere at home, whether it is a pleasant atmosphere that causes the child to become hyperactive or an unpleasant, tense or less conducive atmosphere experienced by the child. For example, the child feels sad. His parents reprimanded him before going to school or feeling annoyed because he was rushed when getting ready to go to school.

Based on these findings, the homeroom teacher looked for a solution so that children could focus on learning and be ready to receive learning material. The solution found by the homeroom teacher was to do positive affirmation meditation before starting learning. This positive affirmation meditation is carried out by playing a meditation sound recording containing positive affirmations for children. Meditation before starting learning can make children calmer and increase concentration (Siu & William, 2020). The following is a transcript of the researcher's interview with the class 1A homeroom teacher at Mangunan Experimental Elementary School.

- Researcher* : What is the background to Mrs Naning choosing positive affirmation meditation as a habit in class?
- Miss Naning* : My background in choosing to practice meditation in class was because at the beginning of the lesson, Teman Garuda in class 1A still carried too much enthusiasm because they wanted to meet their friends and share stories. Excessive enthusiasm is what causes the class atmosphere to become busy. Apart from that, several problems have not been resolved at home, for example, being scolded by their parents, not being in the mood, or maybe being in a hurry to go to school, which causes them to feel uncomfortable. This situation ultimately makes students not ready to enter learning. I observed that when they expressed their feelings after meditation, they said they were sleepy, which was a sign that they felt comfortable. Some children say that they are more comfortable and calm. Positive affirmation meditation is quite effective (Interview, 05/28/23).

Based on the interview results, the habit of positive affirmation meditation can influence increasing children's focus on learning. This is proven by the results of interviews with the class 1A teacher regarding the children's answers when asked about their feelings after doing positive affirmation meditation. Children say that they feel much more comfortable and calm after meditation. This was also confirmed by the results of interviews conducted by researchers with one of the children who always adhered to meditation. The following is a transcript of an interview with one of the class 1A children at Mangunan Experimental Elementary School.

- Researcher* : Mas Catra, may I ask something?
- Catra* : Yes, miss
- Researcher* : Why is Catra always focused while meditating, and your eyes remain closed. Unlike other friends who cannot close their eyes until finished?
- Catra* : Yes, because my mother is also used to meditating at home, so I am used to it.
- Researcher* : Then, what do you feel after meditation?
- Catra* : It is more comfortable and calm like that
- Researcher* : Catra, if you meditate, listen and pay attention to the words spoken by the person guiding the meditation or not?
- Catra* : Yes
- Researcher* : What are the words about?
- Catra* : The content is so we can respect ourselves (Interview, 05/05/23).

Based on the interview results, children who adhere to meditation are more able to feel calm and comfortable within themselves. Apart from that, the child can also take meaning from listening to the positive words in meditation. In contrast, children who do not adhere to meditation will not feel calm and comfortable at school, making it difficult to focus on studying. This was also seen when researchers conducted interviews with children who were disobedient when participating in meditation. The child showed a restless attitude; his mind was focused on other things, and he had difficulty understanding the questions the researcher gave, so the researcher did not get answers to them. Researchers

also confirmed this through interviews conducted by the homeroom teacher of class 1A. The following is a transcript of the interview with the class 1A homeroom teacher at Mangunan Experimental Elementary School.

*Researcher : Is there a difference between children who adhere to meditation and those who do not?*

*Miss Naning : Children who are obedient to meditation usually have a conducive home so that when they are asked to meditate calmly there is no difficulty. Usually, children go to school feeling excited about meeting their friends, wanting to tell a story or show something. Children who can concentrate or try to concentrate during meditation create something they can hold themselves in to be more organized, less enthusiastic and calmer. Children who don't meditate seriously, when they meditate, will open their eyes and see their friends and the situation around them, so they do not concentrate. They just feel that meditation is just listening. They do not get anything positive, so they feel bored and want to finish quickly. Children who adhere to meditation can become more patient in following all the processes and relax so that they are ready to start learning.*

*Researcher : What is the difference between obedient children in meditation and those who are not?*

*Miss Naning : The difference between children who are obedient to meditation and those who are not is that the child is easier to concentrate, calmer, and more conducive. Children who are not obedient to meditation are more easily distracted by other things; when in class, they see people outside playing, they are more interested there – seen from their level of concentration, responsiveness, and response when spoken to when receiving material from the teacher (Interview, 04/06/23).*

The results of the interview were also strengthened by the results of observations made by the researcher. Researchers found that children who adhere to meditation will participate more regularly in the learning process in class. This is shown by the child's attitude, which tends to be calmer than that of his other friends during the learning process. When the teacher is explaining material or someone else is talking in front of the class, the child will sit quietly while listening and paying attention to the person talking. In contrast, children who do not adhere to meditation will be less enthusiastic about learning, unable to concentrate or focus on learning, always distracted by situations and conditions outside the classroom, less responsive when spoken to, unable to receive learning well, and tend to be anxious and want to go home immediately.



**Figure 2.** Meditation Activities

Positive affirmation meditation activities are carried out in the morning as a habit before starting a series of learning processes. This positive affirmation meditation activity begins by preparing students to sit quietly. After ensuring that students are calm, the teacher directs students to be ready with a meditation position. The meditation position is applied by placing two fingers (index finger and middle finger) on the back of the lower ear and closing the eyes. In this positive affirmation meditation activity, students are invited to listen to positive words that appear in the meditation audio.

Through interviews and observations, researchers learned that positive affirmation meditation influenced children in class 1A at Mangunan Experimental Elementary School, which was demonstrated by changes in children's behaviour for the better. The impact resulting from implementing positive affirmation meditation will be felt by someone when that person follows meditation in an orderly or obedient manner or with a good meditation attitude. Children who adhere to meditation with a good attitude will feel calm and comfortable, affecting their focus on learning and their behaviour. Children who follow meditation religiously will find it easier to focus or concentrate during the learning process. In contrast, if a child cannot participate in meditation obediently or does not show good meditation attitudes, such as not closing his eyes, the child will tend to be restless and unenthusiastic, which will affect the child's learning focus. Children who are disobedient or less obedient when meditating tend to find it difficult to focus or concentrate in the learning process. This shows that there is a difference between children who are obedient in participating in meditation and children who are not obedient in participating in meditation.

## Discussion

The research results above show that positive affirmation meditation can influence learning focus. Through positive affirmation meditation, children show an increased focus on learning, demonstrated by being calm during the learning process. The benefits of implementing positive affirmation meditation will be influential when children meditate with a good and orderly attitude. Children who do not practice meditation well will tend to find it difficult to focus during the learning process.

Difficulty concentrating or focusing on learning will cause the learning to be less effective. Several things cause children to have difficulty focusing while studying. The causes of children having difficulty concentrating can be seen from several factors that influence them, namely external factors originating from their environment and internal factors originating from within themselves. External factors in the form of noisy or noisy sounds originating from the surrounding environment where these sounds can interfere with being able to focus on studying. Meanwhile, internal factors are causes that come from within the child himself, for example, due to brain development and many hormones which cause the child to become hyperactive, or the child's psychological or physical condition does not support the child to focus on learning, for example, the child is not feeling well. healthy (Maisyarah & Ridhani, 2022).

Based on the research results presented, the factor that causes children to have difficulty focusing during the learning process is that the child is still carried away by the atmosphere at home. If the atmosphere at home is pleasant and leads to positive things, then the child will be hyperactive at school. On the other hand, if the atmosphere at home is less pleasant or, there is even a dispute, or the child makes a mistake for which he is reprimanded, then the child will become gloomy and less enthusiastic at school. A child's condition at school depends on what happens at home. If a child experiences inner pleasure at home, this will carry over when he goes to school (Jamil, 2016). Therefore, the homeroom teacher took steps to find a solution so that the child's condition at home did not completely carry over to school. The homeroom teacher took a solution by implementing positive affirmation meditation habits, which are carried out every morning before the learning process begins.

The meditation will affect the child when the child meditates with a good and ideal meditation attitude. Body posture is one of the important things that meditators need to pay attention to during meditation. This aims to ensure that the meditation carried out can have a good influence where the benefits and results of meditation can be felt directly by the individual who meditates (Adiputra & Budisetyani, 2018). A meditation attitude that can help and make it easier to concentrate is closing your mouth and eyes. During meditation, you are expected not to move your body (Amalia & Rahman, 2023).

Based on observations made by researchers in class, it was found that some children and those who were disobedient to meditation were obedient to meditation. Children who adhere to meditation are shown to have a good meditation attitude, are not distracted by the circumstances and sounds around them, close their eyes and sit quietly. Children who are obedient in participating in meditation show calm behaviour during the learning process. Apart from that, the child also seems able to focus during the learning process. Meanwhile, children still disobedient to meditation are shown to be unable to sit quietly, namely moving their bodies, closing their eyes but still opening them several times to see the situation around them, and being distracted by the sounds around them, such as voices. Other classes are studying outside or the sound of objects falling. Children who are disobedient in participating in meditation appear less enthusiastic about participating in the learning process. Apart from that, the child looks restless, which is shown by feeling like he wants to end learning immediately and wants to rush home. This shows that the child cannot focus during the learning process.

This research is in line with previous research on meditation's effect on children. Several previous studies have shown that meditation applied in class can have a good influence on children, such as increasing feelings of caring and self-confidence, eliminating worries and making students become gentle individuals, which is done through the application of loving-kindness meditation (Pranata & Wijoyo, 2020). Apart from that, previous research also revealed that light meditation based on Tri Hita Karana could provide a sense of calm to children, which triggers enthusiasm for learning in children and can shape their character in children (Dewi et al., 2022). Applied meditation can help

children manage their emotions, which is demonstrated by achieving good social-emotional development of students (Nur'Aini et al., 2021). Previous research also revealed that meditation positively impacted students, as demonstrated by the children's ability to manage their emotions and find silence so they could concentrate and calm their minds when in class (Ayunah et al., 2023).

This research is also in line with previous research on the influence of meditation in increasing learning focus or concentration in students. Previous research shows that when meditation is carried out as mindfulness meditation, students can focus more on learning at school (Sariyani et al., 2023). Meditation techniques have also shown their effectiveness in increasing learning concentration in students, which is carried out through the application of humanistic existential counselling (Ningsih et al., 2014). Increasing learning focus or concentration in students can also be influenced by several factors, such as the method used. Several previous studies revealed that through group guidance services, students' learning concentration can be improved (Setiani et al., 2014). Applying the HEBAT game can also increase children's learning focus, as shown by students' activeness in the learning process (Kartiwa & Anggarasari, 2023). Previous researchers also revealed that students could increase learning focus by applying icebreaking in the learning process (Arfahmi & Lubis, 2023).

The novelty of this research lies in the use of positive affirmation meditation and comparing children who are obedient in meditating with those who are disobedient in meditating. Based on the results of this research, previous research that has been conducted shows that the application of meditation as a habit in a class can have a good influence on children. One of them is making children focus more or concentrate on the learning process in class. This is demonstrated by research results, which show that there is a difference in learning focus in children who adhere to meditation with a good attitude compared to children who do not adhere to meditation with a poor attitude.

#### **D. Conclusion**

Based on research conducted by researchers using qualitative descriptive methods, it was concluded that the habit of positive affirmation meditation at the Experimental Elementary School influenced children. Positive affirmation meditation carried out every day before starting learning is considered capable of helping students to be better prepared to enter learning. Children who are ready to enter learning will find it easier to concentrate or focus on learning, or it can be concluded that the positive affirmation meditation carried out affects students' learning focus or can help children concentrate more in the learning process. Some differences emerge between children who are obedient in participating in meditation and children who are not obedient in participating in meditation. Children who adhere to meditation will behave calmer, be able to understand the material well, focus more on learning, and are not easily distracted by things around them.

In contrast, children disobedient to meditation will show restless behaviour, be unable to focus on studying and be distracted by other things around them. The influence

of positive affirmation meditation habits certainly does not only affect children's learning focus. Other effects arise from making this positive affirmation meditation habit, such as the impact of the positive words in it.

The research that has been carried out certainly has positive implications for various parties related to this research. Through this research, the homeroom teacher realized that applying positive affirmation meditation as a habit in the classroom could encourage obedient children to follow the meditation. The homeroom teacher realizes that other factors cause some children to lack focus in studying and be disobedient in participating in meditation. Through this, the homeroom teacher needs to learn more about the student's character and the factors that cause it to be difficult for the child to focus when studying.

Based on the results of the research that has been carried out, researchers provide suggestions to parties regarding this research. Research shows that other effects arise from implementing positive affirmation meditation as a habit. Another influence is the meaning of the positive words in the positive affirmation meditation. Therefore, in future research, it would be good to explore further the other influences resulting from the habit of positive affirmation meditation, such as the meaning of positive words in the applied positive affirmation meditation.

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