



Mindful Parenting as an Educational Construction for Children in Single-Parent Families after Divorce

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Abstract

Rising divorce rates have increased the prevalence of single-parent families, yet few studies propose actionable educational frameworks for child-rearing in post-divorce contexts. This qualitative field study (N = 23) conducted in five cities (Indonesia & Malaysia) employed in-depth interviews, observation, and documentation to explore parenting practices and to develop an educational construction model for single parents. Findings show that many single parents implement mindful parenting's five core principles, they are: attentive communication, non-judgmental awareness, emotional regulation, self-compassion, and compassionate interaction which leading to improved parent-child communication, the internalization of positive values, and emotional maturity in children. We propose a mindful parenting framework as a practical approach to strengthen family resilience and educational outcomes in post-divorce families. Implications for practitioners, counselors, and policymakers are discussed.

Keywords:

Mindful Parenting, Educational Construction, Single Parent Parenting; Parenting Patterns, Single Parents, After Divorce

A. INTRODUCTION

The global rise in divorce rates has significantly contributed to the increasing number of single-parent families, including in Indonesia. The AIPJ2 (2019) report indicates that more than one million Indonesian children are affected by divorce each year, with 95% of the 450,000 divorce cases involving children under the age of 18, while only about 2% of parents file for child custody through religious courts. This situation reflects the large proportion of children growing up in families with unequal parenting patterns, where the roles of mother and father are no longer balanced. Both globally and nationally, this shift in family structure has serious consequences for children's development, particularly in educational, emotional, and social domains. This phenomenon demonstrates that post-divorce parenting is not merely a private family matter, but also a broader social and educational issue requiring greater public attention.

The urgency of research on single-parenting patterns after divorce has grown stronger due to their complex impact on child development. Numerous studies have noted that children from broken-home families are at risk of experiencing psychological disturbances, such as becoming withdrawn, gloomy, aggressive, and struggling with emotional regulation (Ariyanto, 2023; Movitaria, 2023). In addition, these children often face social challenges, including difficulties in adapting and building relationships within their surroundings (Widuri, 2012), as well as economic vulnerabilities that may threaten the continuity of their education and fulfillment of basic needs (M. Yusuf, 2014). At the same time, the burden on single parents is often intensified because they must assume dual roles, as both financial providers and primary educators for their children. These multidimensional impacts make children's education after divorce an urgent issue that requires a more adaptive, supportive, and emotionally responsive parenting model.

The theoretical framework of this study is grounded in the concept of educational construction within the family, which emphasizes that children's education is a structured

process built through values, role modeling, and continuous interaction (Aini & Syamwil, 2020; Ruslan & Musbaing, 2023; Yunus & Wedi, 2019). In addition, Hurlock's (2016) classical theory of parenting styles which cover authoritarian, democratic, and permissive provides a foundational understanding of parenting dynamics, yet remains insufficient for addressing the needs of post-divorce families who face more complex emotional conditions. Therefore, this study adopts the mindful parenting theory proposed by Myla & Kabat-Zinn (2018), which offers a parenting approach grounded in full awareness, emotional regulation, positive communication, and compassion toward both oneself and the child (Ernawati et al., 2022). The integration of these theories enables the formulation of a more holistic and responsive parenting model suited to the realities of single-parent families.

A review of the literature shows that most previous studies have focused primarily on the impact of divorce on children, particularly in psychological, social, and economic aspects (Ariyanto, 2023; Damairia, 2018; M. Yusuf, 2014), while research on parenting in broken-home families generally limits itself to describing authoritarian, democratic, or permissive styles without producing a systematic model of educational construction. In fact, education fundamentally aims to instill values and norms such as integrity, cooperation, justice, and honesty through processes that are structured, planned, and aligned with the goals of shaping children's character (Ruslan & Musbaing, 2023; S. Adi, 2020; Ali et al., 2022). Educational construction is needed not only in formal settings but also within the family as the primary and earliest educational institution, where learning occurs continuously throughout life through parent-child interaction (Adi, 2022; Azhari, 2021; Yunus & Wedi, 2019). Thus, parenting becomes a crucial instrument for realizing an educational construction capable of shaping children's character, behavior, values, and beliefs intensively through parental role modeling (Ngewa, 2019; Utomo et al., 2022).

The three classical parenting styles introduced by Hurlock are authoritarian, democratic, and permissive, indeed provide a basic overview of parenting dynamics; however, they do not fully address the emotional challenges experienced by post-divorce families (Hurlock, 2016; Nuryatmawati & Fauziah, 2020). Therefore, the mindful parenting approach proposed by Myla & Kabat-Zinn (2018), which emphasizes full awareness, emotional regulation, positive communication, and compassion toward oneself and the child, becomes highly relevant given that single-parent contexts demand parenting under more complex psychosocial pressures (Ernawati et al., 2022). These challenges are further intensified because single parents must simultaneously bear the responsibilities of caregiving and serving as the family's primary provider, even though laws such as the 1974 Marriage Act and KHI Article 105 stipulate that former spouses remain obligated to support the care and education of their children (Siswato, 2020). In this situation, the physical, mental, and spiritual well-being of single parents becomes a crucial factor in building family resilience and fostering healthy character and educational development in children (Greeff, 2018; Nuraisha, 2020; Rahmawati, 2020; Sholihuddin, 2019). However, existing studies on mindful parenting predominantly focus on intact families and have not been widely applied to the context of single parents after divorce. Consequently, there is substantial room to develop a more applicable and integrative educational construction model, one that can support single parents in building a parenting approach that not only restores their children's emotional well-being but also ensures the systematic achievement of educational goals within the family.

Based on the available literature, it appears that research on post-divorce parenting remains largely focused on describing impacts and problems, rather than on practical educational solutions that can be implemented. No studies have explicitly developed an educational construction of mindful parenting as a parenting model for single parents after divorce. Approaches that integrate the concept of educational construction, mindfulness-based parenting, and empirical findings from the lived experiences of single parents are also still very limited. Therefore, there is an important gap in the form of a need for a parenting model that not only identifies problems but also provides new direction for the child-rearing and educational process within post-divorce families.

This study becomes significant because it offers an educational construction model of mindful parenting that has been shown to help single parents meet children's emotional needs and support their developmental outcomes. This model not only provides an alternative to conventional parenting practices but also serves as a restorative approach for children affected by divorce, enabling them to better navigate social and emotional changes within the family. In addition to its theoretical contribution to enriching family education discourse, this study also presents practical implications for parents, teachers, counselors, and policymakers in creating a healthier, more stable, and child-centered caregiving environment. Thus, the study holds strategic value for strengthening family resilience and improving the quality of children's education in post-divorce contexts.

B. METHODS

This study examines the educational construction of parenting practices among single parents after divorce. Parenting plays a crucial role in shaping a child's future development; therefore, an ideal parenting concept must be presented to ensure that children can continue to grow well even within divorced families. This research employs a qualitative field research design, aimed at exploring the educational construction and parenting practices of single parents after divorce. A qualitative approach was selected because it allows the researchers to understand social phenomena from the perspectives of individuals who directly experience them, enabling the production of rich, in-depth data regarding post-divorce parenting dynamics. This approach was further supported by a literature review relevant to educational construction and mindful parenting. The method is also supported by a literature review (Fadli, 2021) related to the topic under investigation, namely the educational construction of parenting among single parents' post-divorce. The use of a qualitative research method is considered appropriate because the researcher seeks to obtain in-depth findings from the informants (Rachmawati, 2007).

This study employs single parents as its material object. Parents are the core component of a family, consisting of a father and a mother who hold responsibility for the household (Siregar et al., 2021). Parents are initially united through a sacred marital bond, recognized and legalized by both religious and state institutions. Likewise, parental separation must occur through a process acknowledged by religion and the state. When biological parents, father and mother, separate, their status transitions into that of single parents. Single parents were chosen as the material object because their number continues to increase in parallel with the significantly rising divorce rate. According to reports from the Religious Court, divorce rates have escalated from year to year, particularly after the Covid-19 pandemic (Suryati & Solina, 2019).

The primary participants in this study were 23 single parents, both mothers and fathers, who had undergone a legal divorce for at least one year and had not remarried. Participants were selected from five regions with relatively high divorce rates: Malang Regency, Surabaya, Jember, Banyuwangi (Indonesia), and Kuala Lumpur (Malaysia). These five locations were chosen because their divorce rates are among the highest, both in East Java and Malaysia. The study was conducted through direct observation, in-depth interviews, and documentation collected from the informants. The single parents participating in this study had all undergone a divorce process for at least one year and had not remarried. The interview questions focused on the family's post-divorce condition, the child's condition, and the parenting patterns that have been applied. In addition to the interviews with single-parent informants, supplementary data were obtained through interviews with court officers in the selected regions.

The data collection technique used in this study was snowball sampling (Biernacki & Waldorf, 1981), which to access participants through recommendations from religious courts and community assistance institutions. This method was appropriate because divorced single parents often form small, specific networks that are difficult to reach through conventional sampling techniques. This study was conducted to allow the researcher to perform a deeper and more inclusive investigation of parenting concepts that can be effectively applied even by single parents after divorce. Single parents are often viewed negatively and assumed to be incapable of

providing complete or optimal parenting. This perception arises from the belief that the parental roles that should ideally be fulfilled by both a father and a mother become unbalanced when carried out by only one parent. Consequently, single-parenting practices are frequently labeled as inherently deficient.

The data collection in this study was done through in-depth interviews (Izzaty et al., 2016), observation, and documentation. Semi-structured interviews were conducted to explore parents' post-divorce family conditions, children's emotional and educational conditions, and parenting strategies implemented after the divorce. Interviews were recorded in the form of transcripts and detailed notes. The interview approach followed established guidelines for qualitative interviewing. Observations were done to examine the daily interactions between parents and children, focusing on communication patterns, emotional responses, and parenting activities. Supporting documents such as court records, personal notes, photographs, and relevant written materials were collected to enrich and triangulate the interview and observation data.

The data analysis technique in this study employed the stages of analysis proposed by Miles and Huberman (2014). This analytical process consists of three phases: data reduction, data display, and conclusion drawing. The data reduction stage began with all interview transcripts, observation notes, and documents were reviewed, coded, and filtered to identify information relevant to post-divorce parenting dilemmas and mindful parenting practices. This process included open coding to categorize emerging themes. In the data display stage, categorized data were systematically organized into tables, thematic matrices, and descriptive summaries to facilitate interpretation. Some of these displays (e.g., communication patterns, shared activities, and values transmitted to children) appear in the findings section of this study. The last, the researchers interpreted the displayed data, connected them to theoretical frameworks, and verified the conclusions through continuous comparison and cross-checking of codes and emerging themes. This iterative interpretation ensured that the findings remained grounded in the empirical data. All participants provided informed consent before participating in the study. Their identities were anonymized using code labels in all transcripts, tables, and narratives. Participants were also assured of confidentiality, and data were used solely for academic purposes.

C. RESULT & DISCUSSION

The Implementation of Mindful Parenting Educational Construction for Children by Single Parents After Divorce

Based on the findings of this study, the twenty-three (23) single parents interviewed were found to implement the construction of mindful parenting, one of which is reflected through the use of positive communication patterns. Positive communication indicates that, either directly or indirectly, single parents pay close attention to their children's opinions and thoughts, development, needs, and daily requirements. The concept of mindful parenting is grounded in the practice of conscious awareness in raising children. Acting with awareness here means considering the child's needs in all aspects (Myla & Kabat-Zinn, 2018).

Every parent naturally employs different approaches in raising their children; however, the core principles of mindful parenting are essential for parents to understand so they can better recognize what their children need in order to grow and develop well. When parents raise their children with full awareness, they are better able to meet their children's needs holistically.

In reality, however, many single parents experience difficulties adapting to post-divorce family conditions and tend to focus solely on fulfilling their children's material needs. This leads the researcher to conclude that parenting should not be conducted arbitrarily without an underlying educational construction. It would be far more beneficial if parents aligned their understanding with the primary objective that raising children requires the application of full awareness, or mindful parenting, as a foundational educational framework for child-rearing.

The emergence of mindful parenting as an educational construct originated from the work of Myla and Jon Kabat-Zinn (2018). The concept of mindful parenting emphasizes

attentiveness, although providing such attentiveness naturally requires energy and concentration (Myla & Kabat-Zinn, 2018). Every moment in the parenting process brings different challenges and may require parents to apply different approaches from time to time.

It can be said that at certain moments single parents may fully understand their children's situations and conditions, yet at other times they may feel out of control, confused, or uncertain about what is happening. In facing such circumstances, single parents generally respond instinctively, creatively, or in any way that aims to ensure the child feels accompanied and supported. In practice, mindful parenting is often easier to apply to younger children than to adolescents or adults. The essence of mindful parenting lies in fostering closeness between the single parent and the child, making communication a highly essential component.

The following section presents data on the communication patterns between parents and children after the divorce. Some children continue to maintain good communication with their parents despite the separation. However, there are also children who sever or refuse any form of communication with a parent, particularly the father. The complete results regarding parent-child communication patterns after divorce are presented in Table 1 below.

Table 1. Parent-Child Communication Patterns After Divorce

No.	Statement	Description/ Coding
1.	Discussing the Problems Experienced with the Child	NR.8.34, P3.181
2.	Communication with the Child is Well-Established	EL.28.150, RN.4.6, AH.19.17, L2.90, L2.65, L3.67, P4.69, DW.5.28
3.	Communication is Hindered by the Child's Stubbornness	EL.28.157, P2.143
4.	Assertive Communication due to the Child is Unwilling to Continue his/ her Education	EL.28.164, L3.61
5.	Communicating with the Child According to his/ her Age	DS.25.32, DS.25.33
6.	Applying an Open and Democratic Communication Pattern with the Child	DS.25.57
7.	Applying a Family-Oriented Communication Pattern	BS.24.11
8.	The Child is Difficult to Engage in Communication or Cuts Off Communication Entirely	L3.54

Source: Interview, 2023.

Table 1 above reveals that the research informants tend to practice positive communication patterns with their children. This is evidenced by the coding results, which show that 75% indicate positive communication patterns. Positive communication can be identified through the choice of words, the communication efforts made by the parents, the attention devoted to the child, and the narrative of the parent-child relationship, as illustrated in the interview excerpt from DS below.

"There is still a relationship; I still communicate with him until now. So, if I may say and hopefully this answers the next question, my household was a broken home. For my four children, it was a broken home. However, from my side, I wanted to show them that they still have a mother and a father... that they *feel* they still have a mother and a father. So, in the end, who had to lower the ego? Me. I said... I don't know whether I truly feel like a victim, but I was the one who was hurt, so I decided that it should be my ego that I lower. I contacted him, and we communicated." (DS.25.29)

In the interview excerpt above, DS attempts to maintain communication with her ex-spouse for the sake of the children. Even though the children do not directly ask their parents about the changes in their mother-father relationship, they understand that their parents have separated by sensing those changes. However, they are sometimes unable to express what they feel, making communication essential. Another statement comes from informant NK, who explains that she tries to build active communication with her child, even though at first the child remained silent. A child's silence does not mean everything is fine; in fact, it should raise concern. The child must be asked with full attention and listened to sincerely.

Furthermore, the remaining 25% of communication patterns between children and single parents indicate negative communication. Negative communication is reflected in the difficulty parents face in helping children understand the event of their parents' divorce. Children are still processing what they are experiencing, causing their emotions to remain unstable and making them more prone to resisting and not listening to their parents. In fact, good communication is expected to lessen the impact of parental separation. Children in this situation are often caught in a distressed and constrained position, where they must follow their parents' decisions—whether they end up living with the mother or the father. Children who are not yet mature enough to express their own opinions sometimes cannot choose and are confronted with decisions that do not align with their wishes.

In addition to the generally positive communication patterns between children and single parents, these interactions are also supported by activities carried on together. Shared activities and meaningful time spent between single parents and their children can help heal the emotional distress children experience due to their parents' divorce. This is especially true when such activities are done regularly and consistently. These activities do not necessarily require a large financial cost; simple, low-budget activities can significantly strengthen the parent-child bond and are often the most meaningful. Based on the findings of this study, the activities or time spent together by single parents and their children are presented in Table 2.

Table 2. Activities Done Together with the Child

No.	Activities Done Together with the Child	Coding
1	Before the divorce, we had a regular family vacation schedule, but now we can only accept the situation because we can no longer travel routinely as we used to, due to limited income.	EL.28.188, EL.28.192, L1.89
2	Having a Habit of Going on Picnics to the Beach	DW.5.34
3	Still having Holidays with the Child	L2.92, P2.151
4	Performing Prayers in Congregation	P1.178

Source: Interview, 2023.

The table above shows that shared activities between single parents and their children can foster emotional closeness and strengthen their bond. The transition from a complete family consisting of both father and mother to a single-parent household requires the single parent to work harder to meet daily needs especially when they have more than one child who still requires substantial financial support for their education. Single parents who must work extra hours often lack sufficient time in their daily routines. They frequently focus only on ensuring that their children's basic needs, such as clothing, food, and shelter are met. However, children also need ongoing attention and guidance from their parents. Accompanying them through the moments of their lives indirectly provides emotional support and encouragement. Based on the research data presented in Table 2 above, it can be concluded that these single parents are essentially practicing the concept of mindful parenting.

The emotional bond between single parents and their children evidenced as part of the mindful parenting practices found in this study reveals that 91% of children predominantly live with their mothers. Ideally, even after divorce, the presence of the father should remain consistent to accompany and support the child. Fathers should still be able to share parenting responsibilities with the mother. However, co-parenting between divorced fathers and mothers is still not widely practiced in Indonesia. In many cases, children live with their mothers after the divorce, while the fathers remarry or leave without maintaining regular involvement. Nevertheless, this cannot be generalized entirely, as there are several single fathers among the informants who continue to make efforts to communicate with their children and fulfill their rights following the divorce.

Based on the research findings above, the construction of mindful parenting is proposed as the most suitable parenting model for children raised by single parents after divorce. This is because the core emphasis of mindful parenting lies not only on the child, but also on the parent.

The reciprocal educational construction flowing from parent to child and from child back to parent creates a healthier and more balanced parenting pattern.

Implications of Implementing the Educational Construction of Mindful Parenting for Children of Single Parents After Divorce

The implications resulting from the implementation of mindful parenting practices by single parents after divorce can be observed through the child's openness and their ability to internalize and replicate the positive values taught by the single parent. Within the family, children observe how the single parent behaves, acts, and responds to various situations. Based on the in-depth interviews conducted by the researcher, the children tend to replicate the positive values that have been taught to them. The following are the positive values acquired by the children from their single parents, as presented in Table 3 below:

Table 3. Parent–Child Activities

No.	Values Taught to Children	Coding
1	Feels grateful	NR.8.31
2	Forgiving father's mistakes and apologizing to him for having argued	EL.28.153
3	Enthusiasm for learning	EL.28.154
4	Good manners	EL.28.154
5	Remains focused on education	L2.83
6	Showing kindness to stepfamily	P2.161, P3.194
7	Independent	P3.158

Source: Interview, 2023.

The table above illustrates that single parents strive to implement mindful parenting. Based on the seven core positive values taught by parents to their children after divorce, the children were shown to replicate these values. This is very encouraging, considering that children are the next generation of the nation, and the home serves as the first school where parents teach goodness. It should be noted that the ages of the children in this study varied, including young children, adolescents, and adults. Regardless of their age, children of divorced parents still respond to the event of their parents' divorce.

The data in Table 3 regarding the values taught by parents who implement mindful parenting indirectly influence and promote emotional maturity in both parents and children. The implications of applying the educational construction of mindful parenting have a strong positive impact on the child's emotional maturity in the future. Children will be able to regulate and manage their emotions, preventing aggressive or brutal behavior, a lack of consideration, and an absence of empathy toward others and their surroundings. The family environment also becomes more conducive, calm, and peaceful through the application of the educational construction of mindful parenting.

Discussion

The parenting practices implemented by the informants, who are single parents after divorce, show positive results. Most of them have adopted positive communication patterns with their children. It is evident that, despite the parents being separated, each parent still makes efforts to maintain communication with their children. A small portion of parents who continue to use negative communication patterns tend to struggle in explaining the circumstances of the divorce to their children. Furthermore, activities conducted together with the children also yielded positive outcomes. Parents still make time to go on holidays or picnics with their children. In terms of spirituality, some parents actively encourage their children to perform prayers in congregation and participate in religious study sessions together. In Indonesia, after divorce, most children live with their mothers, while involvement from fathers is rare. However, even when children are under the mother's care, some fathers still strive to maintain good

communication with their children and participate in parenting, although not as extensively as the mother. The mindful parenting practices implemented have implications for children, who replicate the values taught by their parents. As a result, children develop emotional maturity, and the single-parent family environment becomes more conducive and peaceful.

The realization of mindful parenting in post-divorce parents is closely linked to the parenting framework established by the parent. According to Kabat-Zinn (2018), the educational construction of mindful parenting in single parents is done by meeting the needs of the child and providing comprehensive attention. This construction is built upon several principles, including: 1) listening and speaking with full attention, 2) refraining from judging oneself or the child, 3) emotional awareness of oneself and the child, 4) self-regulation in the parenting relationship, and 5) compassion for oneself and the child (Ernawati et al., 2022). The emotional maturity and economic stability of the parent greatly influence the parenting practices implemented. Parents consistently pay attention to the child's needs and often engage in conversations and discussions with them. This can enhance the child's self-confidence and emotional bonding with the parent, which forms the foundation for successful parenting. The care and empathy demonstrated by the parent ensure that the child continues to feel the parent's presence, even after the divorce.

Appropriate parenting can have positive implications for a child's well-being. Children who receive mindful parenting are protected from the negative impacts often experienced after their parents' divorce. Numerous studies show that when parents' divorce, children are affected psychologically, emotionally, and even economically. They may become quiet, withdrawn, or difficult to educate. In contrast, with mindful parenting, children are able to replicate the positive values modeled by their parents. Parents who understand their child's condition will engage them in conversation and help them navigate challenges, making the child feel cared for and loved. Parental awareness that a child is not merely a miniature version of themselves prevents quick judgment when the child encounters problems. The compassion demonstrated by parents also fosters a sense of responsibility to adequately meet the child's needs, ensuring that the child feels safe and comfortable in the presence of their parents.

The findings of this study provide a new paradigm for parents to implement mindful parenting, as it has been proven to enable children to replicate the positive values taught by their parents. As a result, children develop strong emotional maturity and are protected from the negative impacts of their parents' divorce. Research conducted by Yasmin et al. highlights the importance of maintaining positive communication with an ex-spouse so that the child's parenting and economic needs can be met. Even though the marriage has ended, the presence of both father and mother remains crucial for the child's development. Similarly, research by Feronica concludes that applying proper parenting is essential for children. Improper parenting can negatively influence children, leading to problematic behavior and poor character development. Therefore, even after divorce, parents are still expected to provide nurturing and supportive parenting to ensure that children do not experience trauma or personality issues as they grow into adulthood.

In the context of post-divorce family conditions, mindful parenting is particularly important for children because of the loss of one parental figure. The single parent, whether father or mother, must be able to take on dual roles for the child. When this is fulfilled, the child can develop self-confidence and, in turn, provide care and attention back to the parent. This is evident from in-depth interviews with several informants, which showed that with the implementation of the mindful parenting framework, children better understand their parents' circumstances and show empathy toward the family situation. Therefore, the educational construction of mindful parenting is highly important and should be recommended to parents, as it has a positive impact on child development in both broken-home families after divorce and intact families.

D. CONCLUSION

This study shows that divorce brings significant structural and psychosocial changes to the family, especially for single parents who must assume dual roles as both breadwinners and

primary educators for their children. The impact of divorce is felt not only by the parents but also strongly affects children through emotional stress, psychological disturbances, social problems, and educational vulnerabilities. Therefore, a parenting model is needed that is not only oriented toward meeting physical needs but also capable of restoring the child's emotional well-being and supporting the continuity of their education. The findings of this study emphasize that the educational construction of mindful parenting is the most relevant approach for post-divorce families. Single parents who implement mindful parenting tend to build positive communication, provide full attention, manage emotions in a healthy manner, and cultivate compassion for themselves and their children. This parenting approach has been shown not only to improve the quality of parent-child relationships but also to yield positive implications, such as the development of emotional maturity, stronger character, and the child's ability to replicate the positive values taught by their parents.

Research on the dilemma of child-rearing education in single-parent families post-divorce contributes to the development of parenting constructs. Mindful parenting education can be applied by all parents, whether in intact or single-parent families, by implementing the five principles of the mindful parenting educational construct. This study has limitations, as it focuses on a single research object. There are still many other potential data sources that could be examined using the same methods and approaches. Such studies would further enrich the research perspective, even within the same topic. In addition, similar studies could compare the educational construction of mindful parenting in intact and single-parent families, allowing for the identification of broader and more interesting variables. With further research, it is hoped that these findings can serve as a reference for developing frameworks both within specific academic disciplines and more generally regarding the construction of mindful parenting education.

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