

# Inviting bells and focus on learning (Appamāda) for students of Tri Ratna elementary school in West Jakarta

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**Abstract:** The purpose of this research is to determine the effect of inviting bells on the learning focus of Appamada students at Tri Ratna Elementary School in West Jakarta. The problems faced by the students are a lack of seriousness in attending lessons; some students are still preoccupied with their activities and do not listen to the teacher's explanations, some students like to run around during teaching and learning activities, some students arrive late to school, students feel anxious and nervous, and some students like to come in and out during learning hours. This research uses a quantitative approach, with a survey method and data processing techniques based on the results of instrument distribution. To determine the sample size in each class, proportional allocation was used, totaling 67 students from grade VI. This study was conducted at Tri Ratna Elementary School in Jakarta, with respondents from grades IV, V, and VI, academic year 2024/2025. The research results show that inviting bells have a strong and significant impact on improving learning focus. This influence indicates that the more often the inviting bells practice is conducted, the better the level of focus in learning that can be achieved. From regression analysis, it is known that inviting bells play a major role in enhancing students' learning focus, although other factors also contribute, but to a lesser extent. These results indicate that the practice of inviting bells can be a key factor in helping students become more focused in their learning, both at school and home.

**Keywords:** Inviting Bells, Focus on Learning, Appamada

## 1. Introduction

Research shows that distractions in learning focus are caused by several factors in students, namely physical health, mental health, and psychological factors such as talent, skills, and interest in learning. In the world of education, many students find it difficult to maintain focus during the learning process. Learning strategies, the role of teachers, and learning facilities help students to be more focused [1]. This phenomenon is increasingly evident in the world of education, where it covers various aspects, including students experiencing a lack of focus on learning, being disorderly and living in their own world, feeling sleepy during lessons, lacking literacy, and being addicted to social media, resulting in a lack of understanding of the material explained by the teacher. These are the challenges facing the world of education [2]. At school, students not only learn

academic and emotional material, but also skills that can help them in their daily lives to build better character. This character-building process enables them to adapt to the school and social environment, increasing their interests and talents and shaping their personalities with values for self-development [3]. The character building of students must be in accordance with the objectives and level of ability, interests, and adaptation to the environment. Education must also take into account the differences between students, such as social, cultural, and economic differences, as well as their adaptation to the environment so that the learning process can take place effectively and efficiently. The creation of a conducive learning environment will make students feel safe and comfortable and motivated to learn [4].

Distractions in learning focus have a negative impact on students, especially on their learning outcomes. Excessive exposure to digital media can affect children's academic, social, and emotional development during their cognitive development, as well as their emotional state, such as anxiety and discomfort. Many studies have highlighted the importance of strategies to improve learning focus in the classroom. Teachers play a role as classroom managers, mediators, facilitators, mentors, and motivators to support and understand students' learning needs. Teachers also act as motivators by giving praise and encouragement to keep students enthusiastic about learning [5]. The main problems in education in Indonesia are students' lack of awareness of the learning process, lack of motivation to develop their abilities, and lack of awareness of the strategies that must be used in learning. Students' lack of interest in learning can affect their academic quality, resulting in low learning outcomes [6]. Support and motivation are defined as efforts to protect the mental state during the learning process. This can be achieved by using various supporting strategies, such as interaction in learning and practice questions [7].

In every learning activity, concentration plays a crucial role as the key to students' success in understanding the material. The ability to concentrate helps students filter important information and ignore distractions, so that their mental energy can be fully directed towards the learning process. Selective attention and attention span interact to create an optimal learning experience. In this context, concentration is not only about focusing the mind, but also includes the ability to maintain focus for a sufficient period of time. Without concentration, understanding of the material becomes superficial, memory weakens, and students tend to lose interest in learning. Therefore, understanding the profound role of concentration can provide insight into how to create more effective and efficient learning. With high concentration, students can absorb information more quickly and deeply. Concentration helps students process information systematically, connect it with their existing knowledge, and build a more solid understanding. The formation (Upatthāna) of awareness (Sati) is a meditation technique to train the mind to keep awareness firmly within a certain frame of reference in all its activities. The term sati is related to the verb sarati, to remember or keep in mind. It is sometimes translated as non-reactive awareness, free from agenda, simply being present with whatever arises, but the formula for satipatthāna does not support that translation. Non-reactive awareness is actually an aspect of inner balance, one of the mental qualities cultivated in the practice of satipatthāna. However, the practice of satipatthāna clearly has a motivating agenda: the

desire for enlightenment, which is classified not as a cause of suffering, but as part of the path to its ultimate end [8].

The bell is a bell of awareness that acts as a constant reminder to be present during difficult times and to be able to overcome difficulties completely. Inviting bells consist of an activity carried out by inviting the bell of awareness or ringing the bell of awareness, which is used as a sign or reminder [9]. Ringing the bell of awareness is very suitable to use when students begin to lose focus on learning, so teachers can invite the bell as a reminder to refocus on learning. The inviting bell also aims to reduce anxiety, help students be more open to new experiences, and increase awareness [10]. A small bell of awareness that will always accompany every lesson. When they hear the sound of the bell, they are accustomed to being silent and paying attention to their breathing and meditating for about five minutes because meditation can increase emotional resilience and inner balance. This exercise fosters clarity and a reactive mindset [11]. Students will hear the sound of this bell every day, especially when learning is about to begin, when learning conditions are not conducive, and when learning is about to end. Students will hear the beautiful sound of the bell. The sound of this bell greatly helps students to be silent for a moment and return to their breathing.

The practice of inviting bells is significantly effective on the dependent variable to increase focus and full attention on academics for students who may experience academic stress. Statistical data shows that before mindfulness was practiced using inviting bells, there were no extreme values that appeared, because the number of participants in the sample was small [12]. Although the participants showed a decrease in stress levels, no significant differences were found. Awareness bells are always connected to mindful breathing, so participants are encouraged to pay full attention to the sound of the bell for three breaths by giving their full attention to their breathing in their current activity by listening to the following instructions.

**Table 1.** Steps for *Inviting Bells*

Step 1	Focus all our attention entirely on the sound of the bell
Step 2	During three breaths, focus all our attention fully on the breath, inhale and exhale slowly while smiling gently in our hearts, and remain aware of the air entering.
Step 3	Focus all of our attention fully on our current activity (whatever it may be), staying focused and calm, keeping our minds on it.

Listening to the bell and paying attention to your breath can reduce stress and academic anxiety in students. Stress is a common problem in education, with students typically experiencing academic stress in school environments, which refers to natural feelings characterized by physical and emotional reactions caused by academic demands [13]. This academic anxiety can have a negative impact on mental health, including feelings of worry and fear of failure. Learning anxiety can also cause physical symptoms such as headaches, stomachaches, and heart palpitations. This can lead to negative effects such as loss of concentration, decreased interest in learning, and excessive stress that interferes with the overall learning process [14]. Focus in learning is a behavior of concentrating

the mind, attention, and awareness carried out by students in pursuing learning [15]. The practice of focus can develop cognition into a major factor in child development, especially in the era of digitalization and technology, which has many positive and negative impacts on students' cognitive development through appamada [16]. Appamāda (vigilance or perseverance) is very influential for students in the classroom because Appamāda is continuous concentration, which can be defined as the ability to maintain attention for a long period of time.

Focus in Buddhism is interpreted as *satti*, which means being aware, alert, and attentive to small and big things that provide many benefits by applying awareness at all times, wherever and whenever. This focus always has a significant relationship with mindfulness, where every moment must be conscious and alert. This is a form of mental condition, and in Buddhism it is called *satti bala*, which is the power of attention or awareness [13]. From a psychological paradigm and perspective, difficulties in focusing on learning in children are often related to cognitive development that is not yet fully mature. This causes these students to still be at a stage of development that limits their ability to master the material. In addition, there are also emotional conditions that are unstable, so their focus tends to be more easily distracted. There is a perspective from psychological studies related to cognitive and emotional development in children that they are more prone to learning difficulties and lack of focus and concentration [17]. Based on the results of observations and interviews conducted by researchers on November 12, 2024, several problems were identified, including: students falling asleep during the learning process, students being absorbed in their own worlds, students not respecting teachers and being disruptive during class, and students running around, creating a learning environment that was not conducive to learning. During the learning process, innovation in the use of bells or awareness bells is needed to develop mindfulness learning, as this can easily help students focus and explore the learning material in class. Mindfulness is individual training to raise self-awareness from within to outside one's environment. Having the ability to focus and concentrate will help students to be aware of the present moment and not be reactive to various phenomena [18].

Tri Ratna School in West Jakarta is a private school with Buddhist characteristics. Tri Ratna School has the motto: Smart, good, mindfulness. Therefore, Tri Ratna School implements the method of ringing bells before starting and ending lessons using this method to create a calmer and more comfortable learning atmosphere. Tri Ratna School strongly emphasizes mindfulness-based learning because it can overcome anxiety and emotional problems in students. Anxiety tends to be an obstacle in the learning process when faced with difficult exams, leading to failure [19]. Improving mindfulness practice is not done by rejecting or suppressing internal urges, but by slowly calming and releasing tension, including anxiety, and then refocusing. Mindfulness practices can improve students' ability to observe what they are doing, thereby making it easier to complete tasks effectively without anxiety [20].

Based on field data obtained through observation, interviews, and documentation, researchers found various problems in learning at Tri Ratna Elementary School in West Jakarta. These problems included students feeling sleepy, students being absorbed in their

own worlds, students feeling anxious, students feeling nervous, students not respecting teachers, and students running around, resulting in a learning environment that was not conducive to learning. Teachers have tried various methods to help students become calmer and more conducive to learning, such as problem-based learning, lectures, and edu-games. However, in reality, some of these strategies were not very effective, so other strategies were sought to overcome learning difficulties due to lack of focus. A suitable strategy to restore students' focus on learning is to use inviting bells or awareness bells [9]. Based on previous research, the researcher found data that no research had been conducted on the effect of inviting bells on the learning focus (Appamāda) of students at Tri Ratna Elementary School in West Jakarta. Regarding the use of bells or awareness bells that can overcome the main challenges faced by students, namely difficulty in focusing on learning, this challenge is becoming more apparent due to the factors mentioned above. Therefore, the presence of a learning strategy using bells has a significant positive effect on academic development in schools. Based on the observations and descriptions above, the researcher was interested in researching the issue with the title "The Effect of Inviting Bells on the Appamāda Learning Focus of Students at Tri Ratna Elementary School in West Jakarta." This research uses a quantitative approach with a survey method. It was conducted by taking samples from the population and using questionnaires as the main data collection tool. The unit of analysis was students in grades IV, V, and VI at SD TRI RATNA West Jakarta.

## 2. Method

In this study, the researcher used a survey method with a descriptive quantitative approach and data processing techniques in the form of a questionnaire with 75 questions using a Likert scale for the answers. In this study, the population studied was students in grades IV, V, and VI of Tri Ratna Elementary School in Jakarta. In this study, 67 respondents were studied, and all of these students were used as samples. The sample in this study was a component of the population studied. Samples are used when researchers cannot use the entire population due to limitations in time, funds, or manpower [21]. The population in this study was the students of Tri Ratna Elementary School in Jakarta. This study was a population study because there were 67 students. To obtain higher and more reliable analysis results, this study used data analysis using the SPSS program.

The types of research instruments in this study were questionnaires and tests on students. The instrument trial was conducted to refine the instrument in order to obtain validity and reliability regarding the items in the research instrument. Based on this, the instrument used to measure inviting bells was in the form of a questionnaire compiled based on the indicators in the research variables. Using data analysis techniques Data analysis techniques are a process carried out to further process data from all respondents or other sources that have been collected. The steps in conducting data analysis include grouping data based on variables and types of respondents in the study, then performing calculations to answer the problem formulation and performing calculations to test the hypotheses that have been provided [22]. The data analysis technique used in this study is simple linear regression analysis. In order to obtain higher and more reliable analysis

results, this study uses data analysis with data processing using the SPSS version 27 (Statistical Program Of The Social Sciences) data processing program.

Most students face various obstacles in the learning process, and these obstacles have a certain influence on them. One of the obstacles that students often experience in learning activities is the tendency to be able to focus on learning. Focus on learning is a mental condition in which a person is able to give their full attention to the material or activity being learned, without being distracted by aspects of their surroundings. Good learning focus has several characteristics that can be observed from a person's behavior and mental condition during learning, namely through full concentration. There are several signs that a student lacks focus in learning and is unable to control their thoughts and manage their time and circumstances effectively. Meanwhile, students who practice mindful listening well are those who are able to focus on whatever is happening at the moment, without responding to or judging the event.

**Table 2.** Framework of Thinking

Learning Focus (Appamāda) (X)
Indicators:
concentration
alertness
interest and motivation
focusing attention
learning outcomes
[13]
Inviting Bells (X)
Indicators:
reminder
thought
surrounding environment
awareness
deep listening
[9]

The table above contains a conceptual framework that describes the relationship between the two main variables studied, namely variable X (inviting bells) and variable Y (Appamāda learning focus). This conceptual framework explains that bells as a reminder medium can be trusted to have a significant influence on the lack of learning focus experienced by students.

- 1) Variable X: Inviting Bells includes elements such as reminders, thoughts, the surrounding environment, awareness, and deep listening to the soothing sound of bells that calm the mind and invite us to refocus.
- 2) Variable Y: concentration, alertness, interest and motivation, focusing the mind, and learning outcomes.

This study presents a hypothesis, which is a tentative assumption about a problem, the cause and effect variables, and describes the comparison of one variable from two

samples in the study [23]. This study is still preliminary, because the conclusions are based only on relevant theory and have not been validated by empirical evidence through data collection. Referring to the above formulation, this study was conducted to test whether or not there is an effect of variable X (the effect of inviting) on variable Y (learning focus/Appamāda). The hypotheses in this study are the alternative hypothesis ( $H_{(a)}$ ) and the null hypothesis ( $H_{(0)}$ ), as follows.

- 3)  $H_a$  : There is an influence of inviting bells on the learning focus (Appamāda) of students at Tri Ratna Elementary School in West Jakarta.
- 4)  $H_0$ : There is no effect of inviting bells on the learning focus (Appamāda) of students at Tri Ratna Elementary School in West Jakarta.

### 3. Results and Discussion

#### 3.1. Research Results

Based on the results of the reliability test, the Reliability Analysis Scale (alpha) using SPSS 27.0 produced an alpha of 0.966, which is greater than  $p > 0.05$ , meaning that the measuring instrument is reliable. It can be concluded that the research instruments used in this study meet the requirements of validity and reliability. In the study conducted at Tri Ratna Elementary School in West Jakarta in 2025, the inviting bells variable was measured using a Likert scale questionnaire with 38 statement items. All items passed the validity and reliability tests, using a rating scale from 1 to 5. The research data was then analyzed using SPSS version 27, producing a description of the data obtained from the questionnaire regarding inviting bells. From this description, the highest and lowest tertile scores that appeared in the questionnaire analysis can be determined. The inviting bells variable in this study is described through several indicators, namely: 1) reminders, 2) thoughts, 3) surroundings, 4) awareness, 5) deep listening.

**Table 3.** Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.966	75

Source: Results of data processing in 2025 using SPSS 27.0

The normality test aims to determine whether the distribution of residual values is normal or not. The normality test was conducted using SPSS 27.0 with the One Sample Kolmogorov Smirnov test. The data sample must come from a normally distributed population with a significance level of 0.05 or 5%. A significance level of 5% or 0.05 means that the researcher takes a 5% risk of making a wrong decision in rejecting the correct hypothesis and is at least 95% correct in making a decision. The smaller the error rate, the better the research. Based on the normality test results obtained from 67 respondents, the significance value (2-tailed) was 0.200, which means it is  $> 0.05$ , so it can be concluded that the data is normally distributed.

**Table 4.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
	N		67
Normal	Mean		.000000
Parameters <sup>a,b</sup>	Std. Deviation		14.22005976
Most	Absolute		.053
Extreme	Positive		.043
Differences	Negative		-.053
	Test Statistic		.053
	Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>
Monte Carlo	Sig.		.912
Sig. (2-tailed) <sup>e</sup>	99% Confidence Interval	Lower Bound	.905
		Upper Bound	.919

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

e. Lilliefors' method based on 10,000 Monte Carlo samples with a starting seed of 2,000,000.

Source: Data processing results for 2025 using SPSS 27.0

The homogeneity test is a way to determine whether several population variants are the same or not. The homogeneity test is carried out as a requirement in independent sample test analysis using the Compare Means One Way Anova method. The underlying assumption in variance analysis (anova) is that the variants from the population are the same. The test criteria are that if the value is greater than 0.05 or 5%, then it can be said that the variants from the two data groups are the same. The results of the homogeneity test are seen from the test of homogeneity variance significance value output. The results of the homogeneity test are seen from the test of homogeneity variance significance value output. The significance value of Inviting Bells and Focus on Learning (Appamāda) is 0.108, which means that 0.108 is greater than 0.005, so the inviting bells data is homogeneous. Meanwhile, the significance value for learning focus is  $0.064 > 0.005$ . Because the significance value is greater than 0.05, it can be said that the two data sets are homogeneous.

The homogeneity test is performed as a requirement in the independent sample test analysis by comparing means using one-way ANOVA. The underlying assumption in the analysis (ANOVA) is that the variance of the population is the same. The test criterion is that if it is greater than 0.05 or 5%, then it can be said that the variance of the two data groups is the same. The homogeneity test results are seen from the Test of Homogeneity Variance output. The significance value of Inviting Bells and Focus on Learning (Appamāda) is 0.108, which means  $0.108 > 0.005$ , so the inviting bells data is homogeneous. Meanwhile, the significance value for learning focus is  $0.064 > 0.005$ .

Because the significance value is greater than 0.05, it can be said that the two variables are homogeneous.

**Table 5.** Results of the Homogeneity Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
X	Based on Mean	2.658	1	65	.108
	Based on Median	2,395	1	65	.127
	Based on Median and with adjusted df	2.395	1	62.856	.127
Y	Based on trimmed mean	2,620	1	65	.110
	Based on Mean	.4.204	1	65	.064
	Based on Median	4,223	1	65	.064
	Based on Median and with adjusted df	4.223	1	62.775	.064
Based on trimmed mean		4,278	1	65	.063

Source: Results of data processing in 2025 using SPSS 27.0

**Table 6.** Regression Equation Output

Model	Coefficients <sup>a</sup>				t	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	(Constant)	81.349	11.180		7,276	
	P76	.464	.084	.564	5,504 .000	

a. Dependent Variable: Y

Source: Data processed in 2025 using SPSS 27.0

Based on the output results by reading the coefficients, a constant value of 81.349 was obtained, which means that if inviting bells (X) has a value of 0, Appamada learning focus (Y) has a positive value of 81.349. The regression coefficient for the inviting bells variable (X) is 0.464, meaning that if inviting bells increase or develop, the Appamada learning focus variable (Y) will increase by 0.464 with the following regression equation.  $Y=81.349 + 0.464 X$

The statistical hypothesis in this study is:

$H_a$  : There is a suspected influence of inviting bells on the learning focus (Appamada) of students at Tri Ratna Elementary School in West Jakarta.

$H_0$  : It is suspected that there is no significant effect of inviting bells on the learning focus (Appamada) of students at Tri Ratna Elementary School in West Jakarta.

The hypothesis testing criteria are to reject  $H_0$  if the t-value is greater than 0.05 or 5%. Based on the analysis of the data obtained, the t-value is 5.504 with a significance value (p) of  $0.000 < 0.05$ . It can be concluded that the two variables have a positive regression relationship and that there is a significant effect of inviting bells on the Appamada learning focus of Tri Ratna Elementary School students in Jakarta. Looking at these results,  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that inviting bells have

a significant effect on the learning focus of Appamada students at Tri Ratna Elementary School in Jakarta. The hypothesis testing criteria use Alpha 5% (0.05), which is  $H_0$  rejected if  $\leq 0.05$  by reading the following ANOVA table:

**Table 7. ANOVA Analysis Output**

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6219.178	1	6219.178	30,290	.000 <sup>b</sup>
	Residual	13,345.867	65	205,321		
	Total	19,565.045	66			
a. Dependent Variable: Y						
b. Predictors: (Constant), X						

Source: Results of data processing in 2025 using SPSS 27.0

Based on the ANOVA analysis output, the calculated F value is 30.290 with a significance of 0.000, so there is no need to match it with the F table because SPSS already provides the significance value. A significance of  $0.000 < 0.05$  means that  $H_0$  is rejected and  $H_a$  is accepted. This means that inviting bells have a positive effect on learning discipline.

**Table 8. R Square Determination Coefficient Values**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	
1	.564 <sup>a</sup>	.318	.307	14.329	
				a. Predictors: (Constant), X	
				b. Dependent Variable: Y	

Source: Data analysis results for 2025 using SPSS 27.0

The coefficient of determination is R Square, which has a value of 0.318, meaning that 31.8% of learning focus is influenced by inviting bells, while the remaining 68.2% is influenced by other factors. These other factors include students' fear of teachers and the rules and regulations that every student must obey. The results of the quantitative analysis and normality test show a residual significance value of . Since the significance for the residual value is greater than 0.05, it can be concluded that the data population is normally distributed. From the results of the homogeneity test, the influence of inviting bells is significant at 0.564, and learning focus is significant at  $\geq 0.05$ . Therefore, it can be concluded that the data on silent sitting and learning discipline have the same variance.

The results of the analysis of the t-value obtained were 5.504 with a significant level, while the t-table with  $n=67$  and  $\alpha= 0.05$  obtained a value of This can be assumed that  $t\text{-value} > t\text{-table}$  so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so there is an effect of inviting bells on the learning focus (Appamada) of students at Tri Ratna Elementary School in Jakarta. The magnitude of the influence of inviting bells can be seen from the R square value of 0.318, which indicates that inviting bells influence learning focus, while the remaining 68.2% is influenced by other factors not included in

the regression equation. This shows that inviting bells influence the learning focus of students at Tri Ratna Elementary School in Jakarta. This means that learning discipline can be influenced by inviting bells through a linear relationship of  $Y=81.349+0.464X$ .

#### 4. Discussion

Based on the results of the data analysis, there is a significant influence between inviting bells and learning focus (Appamada). This can be seen from several pieces of evidence proven through research results in the form of questionnaires and r-square results, which were then analyzed from each variable to obtain an analysis result that was tested and verified for accuracy and can be used in drawing conclusions from the research. The influence of inviting bells is 31.8%, which means that inviting bells do not have much influence on student focus in the classroom. However, learning focus can occur due to other factors, which account for 61.8 percent. These factors include students' fear of teachers and the existence of rules established at school. In this study, there are two interrelated variables, namely inviting bells as the independent variable and the learning focus (Appamāda) of students as the dependent variable, which is felt by students as a sense of calm and concentration in learning. This learning focus arises because of the determination within students to achieve certain results, both from their learning outcomes, experiences, and ability to understand the material.

Inviting bells refers to listening deeply to the sound of bells. By practicing this, students who were initially sleepy during the learning process become more focused on learning. Students who are absorbed in their own world feel anxious and nervous, which makes the learning conditions less conducive. However, this problem can be overcome by listening deeply to the sound of the bell, so that students can refocus during the learning process. This is the main focus of the problem at SD Tri Ratna, by refocusing on breathing and self-control to calm the mind. The goal is to become calmer, more mindful, and reduce anxiety and stress, which will certainly make students more disciplined. By continuously practicing inviting bells, students are able to control themselves and become more motivated to complete their academic tasks. Inviting bells also leads to reduced anxiety, helps people become more open to new experiences, and develops self-awareness [24]. Inviting bells at Tri Ratna School has a very positive impact on developing students' focus during the learning process. This method is very helpful in encouraging students to refocus and stay concentrated during learning. Therefore, the method of consciously ringing bells is very suitable to use when students start to lose focus during learning. Teachers can ring the bell as a reminder to refocus on learning.

Learning focus (Appamada) is a behavior of concentrating the mind, attention, and awareness carried out by students in pursuing learning. This can improve the ability to refocus and develop cognition, which is essential in child development, especially in the era of digitalization and technology, which has both positive and negative impacts on students' cognitive development through appamada. Appamāda (vigilance or perseverance) also has an impact on students in the classroom because they are very devoted to appamāda. Appamāda is a practice of continuous concentration that can be defined as the skill of maintaining concentration so that vigilance is maintained for a long

period of time. *Appamāda* serves as the foundation for developing morality and spirituality in Buddhist teachings, and this condition can be integrated into the practice of mindfulness. *Appamāda* is not only about paying full attention to developing awareness; *Appamāda* also helps us to stay focused [25].

Many studies have highlighted the importance of strategies to improve focus in the classroom. In the learning process, teachers function as classroom activity controllers, intermediaries, education service providers, advisors, and learning motivators to support and understand students' learning needs. Teachers use various individual approaches, provide clear directions and instructions, use visual aids (laptops, projectors) to deliver learning materials, and create a supportive classroom environment. Teachers play the role of motivators by giving appreciation and encouragement to students to remain enthusiastic about learning. In addition, teachers also act as mediators in helping students overcome learning obstacles through direct guidance and direction [5]. At school, students must adjust to their school environment. In this adjustment process, students face various experiences and challenges that play an important role in the development of each student's personality. The role of education is to hone skills and shape the attitudes, personalities, and noble civilization of the nation in an effort to educate the community. The goal is to nurture the potential of students to develop into individuals who are faithful, devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, innovative, moral, independent, and capable of becoming democratic and responsible citizens [26].

Focus in learning is very much needed in the learning process. In teaching, educators can use various methods and strategies as media for students. There are many types of media that can be used, such as digital media, which can be in the form of electronic books, audio, video, animation, augmented reality, virtual reality, and many more [27]. Using bells or chimes in teaching can optimize the learning process to be more effective and calming. In addition, it can encourage positive interaction between teachers and students, and can also provide a new, more significant experience in learning that is more interactive and in-depth without internal distractions. Internal distractions in education tend to be potential problems that originate from within the education system and physical environment, which can disrupt the teaching and learning process. These distractions often affect the quality of education, teacher performance, and student efforts [28]. Several aspects that cause internal disturbances in education include low student motivation. Students who lack support and motivation tend to show low interest in learning in class and are unwilling to study the material in class.

A country's level of progress is highly dependent on the capabilities of its human resources, along with the utilization of other resources. Education can be obtained through formal, informal, and non-formal means [29]. The results of data analysis on the variable of learning focus *Appamada* at Tri Ratna Elementary School in Jakarta show that inviting bells increase learning focus, with sixty-one percent falling into the high category. *Appamāda* (awareness or perseverance) is very influential for students in the classroom because *Appamāda* is continuous concentration, which can be defined as the ability to maintain attention for a long period of time. Inviting bells have a very large influence on

students' alertness in the teaching and learning process, resulting in a high learning outcome percentage of sixty-one percent, which is the level of influence of inviting bells on alertness or appamada [30]. The explanation and elaboration of the theory and analysis in this study provide a clear picture of the influence of the inviting bells variable in improving the learning discipline of students at Tri Ratna Elementary School in Jakarta. This is confirmed by the results of data processing using SPSS 27.0, which obtained a value of  $t$  count  $>$   $t$  table ( $16.674 > 1.661$ ), so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, thus there is an influence of inviting bells on the learning focus (Appamada) of students at Tri Ratna Elementary School in West Jakarta. Students who have learning focus (Appamada) tend to show mutual respect, reduce disturbances in class, and are more able to work together in groups. In addition, the regular implementation of sitting quietly at school can result in a more cooperative and harmonious learning culture, which shows that learning focus (Appamada) is good for people and strengthens the educational environment. Good focus is related to the ability to manage time and energy and makes a person wiser [31].

## 5. Conclusion

Based on the available results, research on the effect of inviting bells on the learning focus of Appamada students at Tri Ratna Elementary School in West Jakarta can be concluded as follows: There is a significant positive effect between inviting bells and improving the learning focus of students at Tri Ratna Elementary School in Jakarta. This shows that the implementation of inviting bells in schools can help students improve their metacognitive awareness, enabling them to make better decisions and evaluate their priorities. The magnitude of the effect can be seen from the results of a simple linear analysis, which shows that inviting bells have a significant effect on improving the learning focus of students at Tri Ratna Elementary School in Jakarta. This shows that inviting bells, as a form of focus and self-control exercise, can help students improve their learning focus. Students learn more about the importance of prioritizing tasks, reducing procrastination, and developing awareness of the importance of learning focus (Appamada) by frequently practicing mindfulness using inviting bells. The results of this study have a major impact in the context of discipline and learning focus. The practice of inviting bells, when done regularly, helps students improve their concentration and focus during learning. This activity encourages self-control and emotional management, reduces impulsive behaviors such as disturbing friends or being lazy in doing tasks, and forms a habit of discipline through inviting bells, which has an impact on improving time discipline, such as being on time in doing tasks and being more orderly in following lessons.

Through the results of research related to the effect of inviting bells on the learning focus of students at Tri Ratna Elementary School in West Jakarta, it can be clarified that there is a significant positive impact related to inviting bells in increasing the learning focus of students at Tri Ratna Elementary School in Jakarta. This shows that the implementation of inviting bells in schools can help students improve their metacognitive awareness, which helps them create good learning habits and evaluate their priorities.

Furthermore, the significant impact can be seen from the results of a simple linear analysis which shows that inviting bells have a significant impact on increasing the learning focus of Tri Ratna Elementary School students in Jakarta. This shows that inviting bells, as a form of focus and self-control exercise, can help students learn more about the importance of prioritizing tasks, reducing procrastination habits, and developing awareness of the importance of learning focus (Appamada) by frequently practicing mindfulness using inviting bells. Students learn more about the importance of prioritizing tasks, reducing procrastination, and developing awareness of the importance of learning focus (Appamada) by frequently practicing mindfulness using inviting bells. These findings imply that inviting bells play an important role for students at Tri Ratna Elementary School in Jakarta, especially in creating good learning focus, mutual respect, and reducing distractions in the classroom. With the practice of inviting bells, teachers can be more effective in managing the classroom during learning hours.

## 6. References

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