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The Effect of School-Based Mindfulness on the Psychological Well-Being of Elementary School Senior Class Students: A Literature Study

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Today's primary school-aged children face increasingly high levels of psychological stress, which has an impact on their well-being. Children become more prone to anger, behavioral problems, depression and anxiety as well as decreased self-esteem and self-confidence. Mindfulness intervention has been proven to help students have psychological well-being with positive emotions, a positive outlook and the ability to build positive relationships. School-based mindfulness interventions have been proven to impact the psychological well-being of children, especially at the elementary school level. This study aims to analyze literature on the influence of school-based mindfulness on the psychological well-being of large elementary school students. This research method uses library research, articles were obtained from online searches in several databases including Sage Publication, Taylor and Francis, Wiley, and Google Scholar. Articles were selected in the 2016-2023 range. The search results showed that 219 articles were selected, leaving 18 articles related to school-based mindfulness interventions to improve psychological well-being. Of the 18 articles, school-based mindfulness interventions were further selected, so that only 10 articles remained that met the criteria. The results of the literature review show that 1) School-based mindfulness interventions are proven to be effective in supporting elementary school students to have positive psychological well-being, more positive life development, quality of life, social function in an effort to develop interpersonal relationships and more optimal function for students at school. . 2) Teachers can be involved in delivering interventions by providing training and mentoring. 3) School-based mindfulness can be provided to students without disrupting the implementation of the school curriculum and can be implemented in parallel. 4) School-based mindfulness can be practiced according to local school culture. Thus, school-based mindfulness interventions have significant results in improving the psychological well-being of large elementary school class students.

1. Introduction

Dynamic developments in today's world emphasize the need for educational institutions to adapt and face changes with a positive attitude (Sudira, 2024, Antony, 2022). Educational institutions must ensure that each individual is able to develop and innovate creatively through various learning methods that are in line with students' psychological well-being. Psychological well-being refers to a person's overall experience of positive emotions, satisfaction with life, and purpose in life (Dhanabhakya and Sarath, 2023; Priya and Singh, 2023; Diener, et al, 2010). Psychological well-being influences the optimal development of students' potential through education. Schools have the responsibility to maintain and improve students' psychological well-being in order to enable and support the optimal and comprehensive development of students' potential (Rifani, 2019).

The development of student potential is an important aspect in the implementation of education (Antony, 2022, Nurhasanah, Endang and Lestari, 2016; (Nisa & Joharudin, 2017). The process of developing student potential refers to increasing abilities, talents and skills that enable them to carry out daily activities - optimal days (Mulyatno, 2020). Therefore, educational planning needs to focus on improving students' psychological well-being, especially considering that the development of students' psychological well-being requires participation in various activities that encourage individual growth, maintain positive relationships, and provide purpose and meaning in life (Dhanabhakya and Sarath, 2023).

Psychological well-being needs to be an integral part of learning goals so that students can optimize their full potential (Zhu et al., 2019; Priya and Singh, 2023). Through psychological well-being, students can make healthy, responsible, independent decisions and demonstrate adaptive behavior in living their lives, as stated in Minister of Education and Culture Regulation No. 111 of 2014. On the other hand, without psychological well-being, students who experience excessive psychological pressure tend to be vulnerable to negative stimuli, have difficulty interacting positively, have negative attitudes, have difficulty accepting themselves, are vulnerable to despair, and have difficulty developing their full potential, especially in this era of disruption where the impact of technology can have a negative impact.

Specifically, in the context of this research, the focus is placed on large classes of students in elementary schools. Students in large elementary school classes are usually between 10-13 years old. This age range indicates the pre-adolescent stage, where this period is important in the formation of students' academic foundations and psychological well-being (Artati & Herdi, 2023), as well as the search for self-identity that allows them to absorb various information and be easily influenced (Rifani, 2019).

Furthermore, the need for students' psychological well-being is also increasingly important for several reasons. First, the need to maintain and improve the psychological well-being of students in elementary schools. This happens considering that elementary school students currently belong to the Alpha generation, which in many studies states that they are at higher risk of experiencing psychological well-being stress because they are vulnerable to the impact of technology. Psychological well-being distress that may occur includes difficulty concentrating, emotional and behavioral problems, a tendency to experience anxiety and depression, obstacles in social interaction, as well as a tendency to imitate digital behavior (Kurnia, 2022) and have an impact on student development and learning outcomes (Devcich et al ., 2017). This need is increasingly urgent with a survey from the Policy Research Center in collaboration with the Indonesian Association of Clinical Psychologists regarding students' psychological well-being in November 2020, it was found that 71.62% of Indonesian students had a moderate level of psychological well-being and 13.50% of students had low level of psychological well-being (Puslitjakdibud, 2021). Based on research by Artati & Herdi (2023), data analysis of the psychological well-being condition of grade VI

elementary school students in one of the private schools in Lampung was found using the psychological well-being instrument The Stirling Children's Wellbeing Scale SCWBS to be in the medium category, namely 56.3% (Artati & Herdi, 2023).

Second, high access to technology use among elementary school students. Kurnia (2022) reported that the use of gadgets in fourth grade elementary school students had a significant influence on students' psychological development. 50% of students are very active in accessing gadgets for more than 4 hours a day, which means they are often emotional and difficult to control. The results of this research confirm the findings of McCrindle & Fall (2020) who stated that efforts to educate the Alpha generation formed by technological advances require the involvement of schools to proactively optimize their role in supporting student welfare. Moreover, almost 97% of parents hope that schools have a big role in improving students' psychological well-being (Perry, 2022).

Third, there are still many elementary schools that have not implemented the role of Guidance and Counseling teachers in schools according to experts and education who prioritize students' well-being to create a positive climate that supports the achievement of students' psychological well-being at school (Novi et al., 2021). This situation is what causes various cases of bullying between students to persist (Oktaviany & Ramadan, 2023), and academic anxiety which has an impact on students' concentration, achievement and comfort in school situations (Prasetyaningtyas et al., 2022). Even though in various literature it is stated that School-based programs using mindfulness interventions are effective for improving the psychological well-being of elementary school students, (Bernay et al., 2016);(Devcich et al., 2017);(Nelson et al., 2022). On the other hand, various existing programs still focus on the problem of student psychological pressure so it is necessary to start from prevention and provide follow-up to overcome the problem of student psychological pressure and be supported by a positive climate in the school environment optimizing the role of Guidance and Counseling teachers in collaboration with all stakeholders.

It is necessary to find a solution to the facts above considering the large positive impact of achieving students' psychological well-being in elementary schools. Currently, it is important for school principals, educators, education staff, school counselors, parents and related parties to work together to provide adequate attention to students' psychological well-being. This requires the development of school-based educational strategies and programs that not only emphasize academic aspects, but also pay attention to students' psychological well-being needs (Devcich et al., 2017); Alwina, Sakura, 2023). Therefore, this study aims to determine the effect of school-based mindfulness on the psychological well-being of large elementary school students.

2. Research Method

This research uses a literature study research design. According to Sugiyono (2016) literature study is the step by which a researcher determines a research topic and then carries out studies related to theory by collecting as much information as possible from related literature. Data sources in library research can come from scientific works, scientific books, research reports, journals, theses, dissertations, regulations, decrees, and written sources from both print and electronic media. In this research, articles were obtained from online searches in several databases including Sage Publication, Taylor and Francis, Wiley, and Google Scholar. The data used are scientific articles, research results relating to the effectiveness/success of school-based mindfulness in improving psychological well-being in large elementary school students. The inclusion criteria for the article search were 1). The study was conducted in the period 2016-2023, 2) The study carried out was an experimental

study on school-based mindfulness interventions to improve children's psychological well-being; 3). The study was carried out specifically on large elementary school class students. The search results showed that 219 articles were selected, leaving 18 articles related to school-based mindfulness interventions to improve psychological well-being. Of the 18 articles, school-based mindfulness interventions were further selected, so that only 11 articles remained that met the criteria.

3. Result and Discussion

The following is a table of study results for 11 selected articles;

Table 1. Success, Methods/Procedures, Results and Conclusions

No	Journal/Author/Source	Effectiveness / Success	Methods/Procedures Used	Results and Conclusions
1	(Bernay et al., 2016) Bernay, R., Graham, E., Devcich, D. A., Rix, G., & Rubie-Davies, C. M. (2016). Pause, breathe, smile: a mixed-methods study of student well-being following participation in an eight-week, locally developed mindfulness program in three New Zealand schools. <i>Advances in School Mental Health Promotion</i> , 9(2), 90–106. https://doi.org/10.1080/1754730X.2016.1154474	Effectively improves students' Psychological Well-being	Pause, Breathe, Smile (PBS) mindfulness relaxation method For 8 weeks	Quantitative data results showed steady improvements in students' attention, while well-being improved significantly but returned to baseline levels at three-month follow-up. Changes in mindfulness were positively associated with changes in well-being. The study results show firstly that students can benefit from learning simple techniques to relax when they feel anxious or stressed and be more aware of their own emotions and those of others, secondly the importance of providing mindfulness-based programs for the potential to increase student well-being.
2	(Crescentini et al., 2016) Crescentini, C., Capurso, V., Furlan, S., & Fabbro, F. (2016). Mindfulness-	Increase awareness and psychological well-being;	MOM's Mindfulness Oriented Meditation	From the results of the teacher's assessment, a positive effect was found

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	<p>oriented meditation for primary school children: Effects on attention and psychological well-being. <i>Frontiers in Psychology</i>, 7(JUN), 1-12. https://doi.org/10.3389/fpsyg.2016.00805</p>	<p>students' cognitive, emotional and social abilities</p>	<p>program is delivered by the same instructor three times per week, for 8 weeks.</p>	<p>specifics of MOM training in reducing attention problems and also the positive effects of both trainings in reducing children's internalizing problems. MOM practices can be useful for improving children's psychological well-being, cognitive, emotional and social abilities. These mindfulness practices can be used regularly throughout the school year and, combined with other SEL programs, can be a powerful prevention tool and means to enhance students' academic development even in the first year.</p>
3	<p>(Thomas & Atkinson, 2016) Thomas, G., & Atkinson, C. (2016). Measuring the effectiveness of a mindfulness-based intervention for children's attentional functioning. <i>Educational and Child Psychology</i>, 33(1), 51-64. https://doi.org/10.53841/bps-ecp.2016.33.1.51</p>	<p>Tentative effectiveness in improving the attentional function and psychological well-being of elementary school-aged students</p>	<p>8 week mindfulness program (Paws.b)</p>	<p>Results; Comparisons within conditions revealed some significant pre-vs. post-intervention effects, most of which were maintained at follow-up. Comparisons between conditions revealed several significant time point partial condition interactions. Conclusion: This study offers tentative evidence of the effectiveness of Paws .b in improving attention function in elementary school-</p>

No	Journal/Author/Source	Effectiveness / Success	Methods/Procedures Used	Results and Conclusions
				aged children. Findings are discussed relative to the mindfulness and attention literature, and further implications for future research.
4	(Devcich et al., 2017) Devcich, D. A., Rix, G., Bernay, R., & Graham, E. (2017). Effectiveness of a Mindfulness-Based Program on School Children's Self-Reported Well-Being: A Pilot Study Comparing Effects With An Emotional Literacy Program. <i>Journal of Applied School Psychology, 33</i> (4), 309–330. https://doi.org/10.1080/15377903.2017.1316333	Psychological well-being and Positive emotions	The Pause, Breathe, Smile (PBS) mindfulness relaxation method was compared with an 8-week emotional literacy program	The results in this study were that both programs had a significant improving effect on well-being outcomes, but significantly greater changes were observed for the awareness group (change scores adjusted for general well-being covariates were 4.49 SE = 0.64 for the mindfulness-based program 2.63 SE = 0.63 for the emotional literacy program). Evidence of student acceptance indicates sustainability of effects at 12 weeks. This study adds to previous research highlighting the beneficial well-being effects of mindfulness-based interventions in the classroom. Further research should evaluate potential long-term effects and training
5	(Lombas et al., 2019) “Impact of the Happy Classrooms Programme on Psychological Well-being,	Effectively improves psychological well-being and	Happy Classrooms Program (HCP)	Findings from this study indicate that the Happy Classroom Program (HCP) can

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	School Aggression, and Classroom Climate”	positive school climate	mindfulness intervention	improve psychological well-being and a positive classroom climate, and reduce school aggression in students by increasing levels of awareness.
6	(Malboeuf-Hurtubise et al., 2019) Malboeuf-Hurtubise, C., Taylor, G., & Mageau, G. A. (2019). Impact of a Mindfulness-Based Intervention on Basic Psychological Need Satisfaction and Internalized Symptoms in Elementary School Students With Severe Learning Disabilities: Results From a Randomized Cluster Trial. <i>Frontiers in Psychology</i> , 10(December), 1–9. https://doi.org/10.3389/fpsyg.2019.02715	Effectively reduces student anxiety which is a basic psychological need	Mindfulness/ MBI based interventions	The results of this study show that MBI is useful in increasing the basic psychological need for competence and reducing anxiety symptoms in students with severe LD. Future studies should verify that MBIs have added value compared to other types of interventions that can be more easily implemented in school-based settings.
7	(Graham & Truscott, 2020) Graham, A., & Truscott, J. (2020). Meditation in the classroom: supporting both student and teacher wellbeing? In <i>Education 3-13</i> (Vol. 48, Issue 7). https://doi.org/10.1080/03004279.2019.1659385	Meditation methods have been proven to improve the emotional and social well-being of students and teachers	Meditation and mindfulness programs inside class	The results and conclusions of this study indicate that the practice of mindfulness meditation in the classroom supports the emotional and social well-being of students and teachers. And these benefits are presented in various ways, accumulative and often reciprocal.
8	(Amundsen et al., 2020) “Mindfulness in primary school children as a route to enhanced life satisfaction, positive outlook and effective emotion	Life satisfaction, positive outlook and effective emotion	Mindfulness program (Living Mindfully Programme, UK)	This research provides initial evidence that the Basic Mindful Living Program is feasible to be delivered by school

No	Journal/Author/Source	Effectiveness / Success	Methods/Procedures Used	Results and Conclusions
	regulation”	regulation		staff, enjoyed by children and can significantly improve certain components of well-being.
9	(Nelson et al., 2022) “Effects of a regional school-based mindfulness programme on students’ levels of Wellbeing and”resiliensy	Effectively increasing student welfare and resilience	School-based mindfulness	The results showed significant improvements after the intervention in positive emotional states, positive outlook, and resilience, with durability effects maintained at the six-month follow-up assessment. Findings from this pilot study show that teacher-taught primary school-based mindfulness, implemented across England, is resulting in improved levels of well-being and resilience in children.
10	(Poormirzaei et al., 2022) Poormirzaei, M., Bagheri, M., Askarizadeh, G., Sciences, H., Sciences, H., Five, B., & Sciences, H. (2022). <i>Introduction</i> . 9(2).	effectiveness of the MindUP curriculum on well-being and the Big Five personality traits, and the results showed that the well-being, agreeableness, and extraversion of the intervention group improved compared with the control group	MindUP Curriculum	The results of this research are that there are differences in the average variables of well-being, agreeableness and extraversion in the experimental and control groups, and the MindUP curriculum increases the well-being, agreeableness and extraversion of students in the intervention group. Conclusion: The findings of this study indicate the need for

No	Journal/Author/Source	Effectiveness / Success	Methods/Procedures Used	Results and Conclusions
				the MindUp curriculum to emphasize increasing well-being. Additionally, students who receive mindfulness training based on their personality traits, particularly agreeableness and extraversion, can expect more significant results.
11	(Portele & Jansen, 2023a) Portele, C., & Jansen, P. (2023). The Effects of a Mindfulness-Based Training in an Elementary School in Germany. <i>Mindfulness</i> , 0123456789. https://doi.org/10.1007/s12671-023-02084-w	Effective for emotional regulation, inhibition, physical self-concept, resourcefulness, and connectedness to nature	Mindfulness Education Workbook, a 6-week mindfulness-based tool	The Mindfulness Education Workbook is a promising tool for elementary schools to help improve emotional regulation, positive self-concept, well-being and connectedness to nature.

The results of a study regarding school-based mindfulness research from 11 articles were proven to be effective for large class elementary school age students to improve students' psychological well-being. From several summaries of library sources, the following data was obtained; Mindfulness-based interventions show promising results in the context of prevention and treatment in elementary school-aged students (Nelson et al., 2022). The majority of mindfulness research to date has focused on adulthood, and has produced a wealth of evidence confirming its benefits on well-being. The study of the adolescent generation and especially children is a growing area of research, and increasing evidence suggests that mindfulness can also be a useful tool for fostering children's psychological well-being (Crescentini et al., 2016);(Thomas & Atkinson, 2016);).

Several studies are also beginning to demonstrate the supportive power of school-based mindfulness programs adapted to local school culture. This research was conducted by Bernay (2016) and continued by Devcich (2017). This school-based mindfulness intervention has been proven to have the greatest effectiveness on children's psychological

well-being, especially at the elementary school level with a series of intervention programs designed and adapted for elementary school children (Bernay et al., 2016); (Devcich et al., 2017); (Poormirzaei et al., 2022);(Nelson et al., 2022).

Bernay (2016) used a school-based mindfulness (Pause, Breathe, Smile) intervention to improve the psychological well-being of students aged 9-12 years. The SCWBS scale developed by Ian Liddle and Greg Carter (2015) is used to measure students' psychological well-being (Bernay et al., 2016). The mindfulness relaxation method has been proven to be effective in improving students' well-being. Quantitative findings suggest that an 8-week Mindfulness Program can impact short-term improvements in student well-being and foster more mindful behavior. Qualitative findings confirmed that mindfulness practices have supported improving well-being, especially through strengthening participants' social and emotional skills. The interview data align with literature reporting that mindfulness-based programs help children become more aware of their thoughts and feelings, and more adept at managing their emotions in times of stress and in interpersonal relationships. (Bernay et al., 2016).

Devcich (2017) this research provides intervention with a school-based mindfulness program and emotional literacy program with subjects of 106 students aged 9-11 years. The locally developed mindfulness program, Pause, Breathe, Smile, is designed to encompass culturally relevant attitudes towards psychological health and well-being. The program consists of weekly 1-hour classes for 8 weeks that focus on teaching children techniques to enhance awareness development. The program combines body-based and breath-based practices to explore the interactions between physical sensations, thoughts, emotions, and relationships with others and the broader environment.

Nelson (2022) reported the results of a school-based mindfulness intervention with 1,138 students aged 9-12 years showing that elementary school-based mindfulness taught by teachers resulted in increased levels of well-being and resilience in children. These findings are in line with the view that preventive interventions provided to children and adolescents can help reduce the incidence of mental health problems in children and adolescents (Sapthiang et al., 2019). Teacher involvement in delivering school-based mindfulness interventions has proven effective for elementary school students in schools (Nelson et al., 2022).

The practice of school-based mindfulness programs has been proven to support students in having more positive life development, quality of life, psychological well-being, social

functioning in an effort to develop interpersonal relationships and more optimal functioning of students at school (Anggreni & Immanuel, 2020). In Nelson's (2022) research, teachers can be involved in delivering the intervention by providing training and mentoring (Nelson et al., 2022). Bakosh (2016) and Poormirzaei (2022) prove that school-based mindfulness programs can be provided to students without disrupting the implementation of the school curriculum and can be implemented simultaneously in parallel (Bakosh et al., 2016); (Poormirzaei et al., 2022).

School-based mindfulness intervention can be given to elementary school students over several sessions, such as Portele & Jansen (2023) providing the Mindfulness Education Workbook program, a 6-week mindfulness-based tool proven to be effective in training students to control emotions, understand self-concept, and connect with nature (Portele & Jansen, 2023b). Thomas & Atkinson (2016) proved that an 8-week mindfulness program (Paws.b) was proven to be effective in improving attention function and psychological well-being in elementary school-aged children (Thomas & Atkinson, 2016). Volanen (2016) provided a mindfulness intervention and relaxation program with 9 45 minute sessions over 9 weeks which was proven to have a positive impact on psychological well-being, cognitive function, psychophysiological responses and academic achievement (Volanen et al., 2016). Bakosh (2016) proved that a Mindful-based social emotional training program (MBSEL) guided by 10 minute audio listened to in the classroom, in elementary schools for 8 weeks can train good behavior in the classroom, namely social and emotional behavior, and create an atmosphere of attentive learning so that has an impact on improving student academics (Bakosh et al., 2016). Furthermore, Ghiroldi (2020) provided the Gaia program, for 12 weeks which integrates a mindfulness approach into an ecological paradigm. This research shows that the Gaia program can be delivered by school instructors during the regular curriculum and the intervention has proven promising for reducing children's emotional and behavioral problems (Ghiroldi et al., 2020).

Mindfulness is a type of meditation derived from Buddhist practice that focuses on maintaining attention and awareness. Mindfulness is related to mental and physical health (Rifani, 2019); (Artati & Herdi, 2023). Research using mindfulness interventions in elementary school age students increasingly proves the positive and effective impact of overcoming anxiety, depression, stress, negative behavior, and increasingly increasing self-awareness and emotional stability in students (Porter et al., 2022). Apart from that, other research also shows that mindfulness can increase students' resilience capacity, namely the ability to overcome negative life events (Zenner et al., 2014); (Vickery & Dorjee, 2016) and

function as a protective factor against poor psychological health (Ghiroldi et al., 2020). Mindfulness is theorized to facilitate greater well-being and mental stability by reducing emotional reactivity, which in turn leads to changes in thought patterns, self-management and self-acceptance (Bishop et al., 2004); (Shapiro et al., 2013); (Bernay et al., 2016). A core element of mindfulness practice is a focus on breathing. Rhythmic breathing is said to regulate the autonomic nervous system, focus the mind, and increase self-awareness (Napoli et al., 2005). Breathing techniques like this can also help produce a 'relaxation response' that counteracts the 'fight-or-flight' reaction triggered during stress, and increases feelings of calm and control (Bernay et al., 2016). Mindfulness skills have the potential to improve behavioral regulation, particularly self-control, a quality that contributes to psychological well-being by minimizing automatic reactions (Brown et al., 2007). Wen (2021) added that mindfulness interventions show a vital role in reducing stress and anxiety in elementary school students at momentary and long-term levels (Wen et al., 2021).

Mindfulness is believed to have beneficial effects on psychological variables (including well-being) through a number of potential mechanisms, including its role in facilitating cognitive change, relaxation, increasing body awareness, emotional regulation, and fostering changes in self-perspective (Bernay et al., 2016). It has been proven that mindfulness can directly improve well-being by increasing clarity of experience and contact with present life (Crescentini et al., 2016). In addition, by cultivating individuals' awareness of their own thoughts and feelings as well as those of others, mindfulness can improve communication and relationships with others (Brown et al., 2007).

Mindfulness involves focusing awareness on moment-to-moment sensory and psychological experiences in an open and accepting manner (Shonin et al., 2015). This practice creates a "mental breathing space," allowing students to observe their thoughts and feelings, and respond, rather than react, to certain stimuli. Greater awareness and perceptual distance from mental processes helps promote effective emotion regulation (Gordon et al., 2019);(Nelson et al., 2022). Therefore, teaching mindfulness to large classes of elementary school students can help equip them with the skills to manage the challenges that typically arise during this developmentally demanding period of their lives (Sapthiang et al., 2019).

4. Conclusion

Based on the analysis of the literature review regarding school-based mindfulness to improve the psychological well-being of large elementary school students in the 11 studies

above, it can be concluded that;

- 1) School-based mindfulness interventions have proven to be effective in supporting elementary school students to have positive psychological well-being, more positive life development, quality of life, social function in an effort to develop interpersonal relationships and more optimal functioning of students at school.
- 2) Teachers can be involved in delivering interventions by providing training and mentoring
- 3) School-based mindfulness can be provided to students without disrupting the implementation of the school curriculum and can be implemented in parallel.
- 4) School-based mindfulness can be practiced according to local school culture.

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