

THE EFFECT OF MINDFULNESS PRACTICES AND PRINCIPAL LEADERSHIP ON TEACHER JOB SATISFACTION AT BUDDHIST SCHOOLS

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Abstract

This study was conducted to determine the results of mindfulness exercises with leader satisfaction with teacher work to show the importance of mindfulness in leadership. This study provides an overview of the impact of mindfulness practices and school leadership (principals) on school teachers' job satisfaction. This research was conducted at Tri Ratna Buddhist Private School, Jakarta, using a quantitative research approach with survey and questionnaire methods. The results of this study show the influence of Mindfulness practice on Teacher Job Satisfaction and the improvement of the principal's leadership ability affects teacher performance satisfaction at Tri Ratna School; this is because the principal provides clear examples and directions and helps solve various problems and provides examples in daily life in his leadership actions. This impacts the ability to manage stress and raise awareness, providing an excellent space for happiness and joy, supported by the principal's leadership ability, exemplary reflection, and clear direction.

Keywords

Job Satisfaction, Leadership, Mindfulness, Mindful Leader, Mindful Leadership,



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INTRODUCTION

Leadership leaders play a significant role in school development and promote effective learning to positively impact the management of institutions, school residents, society, and a balanced quality of life (Al. Oraifan, 2021). Developing an educational institution cannot be separated from the role of a leader responsible for guiding learning activities. It is an essential and vital leadership role (Kuechler & Stedham, 2018). Principal leadership is indispensable and can influence school staff, education staff, and school administration staff where he works. The strength of the principal's leadership in encouraging his team to contribute related capabilities can be seen in the principal's ability to make decisions and seek support (Pont, Nusche, & Moorman, 2010). The quality of a school depends on the professional capacity of the leader. Therefore, being a school leader is essential in deciding school activities (Perez & Lumaad, 2021).

Leaders should create opportunities for members to develop personal understanding and form social groups to provide mutual support during the change process. Leaders are individuals who are given the position to lead a group based on election, heredity, ability, or other ways. An effective leader can motivate, guide, communicate, move, influence, and even force members or groups to build an efficient, healthy, and stable work environment if necessary. Leaders must assume their role, know what they are doing, build physical and mental stamina, and focus their organization's undivided attention on the right thing, as taught by the Buddha that one should be able to control himself well first before heading to others (Dh. 159). Leadership in education functions as a management that leads to human and social interaction and the process of influencing people to achieve goals in the educational process. Leadership in education is the fact that leaders take the initiative to facilitate existing conditions to implement changes in educational activities. In this case, a leader needs mindfulness practices (Burmansah Burmansah, Rugaiyah, & Mukhtar, 2019; Gracia, Tomás, Martínez-Córcoles, & Peiró, 2020; Roussel, 2019).

Mindfulness practices bring the capacity of the leader to guide mindfully, teach others to be mindful, and create the atmosphere of a mindful organization as well. In mindfulness practice, three crucial skills can be learned: focus, awareness, and living in the present and the present. Mindfulness meditation involves using one's senses to help focus on the present moment. It focuses on intentional, accepting, and non-judgmental attention to one's emotions, thoughts, and sensations that occur here and now (Beekun, 2015). Currently, experiments in analytical observation of physics (matter) are usually carried out in laboratories using various instruments, but these different

methods cannot reach the mind. The Buddha does not need any outside instruments or help. The Buddha taught effective ways of dealing with the body or mind. The Buddhist method of using one's mind for analytical purposes focuses on the activities of the body and mind as they occur in the person concerned. Through constant repetition of this form of practice, the requisite concentration can be attained, and when the attention is sharp enough, the endless series of arising and passing away of body and mind will be seen (Anālayo, 2022; Burmansah Burmansah, Sutawan, Putra P, & Ramadhan, 2022; Piyasilo, 2018).

Mindful School reports that by practicing mindfulness regularly in school activities carried out by principals, students, and teachers in schools and tertiary institutions, being able to realize mindfulness makes mental conditions not easily stressed and has a compassionate attitude towards oneself (90%), more connect with other students (82%), teachers find it easier to develop curriculum (80%), educators have a higher sense of job satisfaction (77%), and the principals can guide the teachers and students (83%) (Mindful School, 2020).

Job satisfaction greatly influences leadership style in the workplace—abilities and ways to lead and increase job satisfaction. Job satisfaction is a fundamental and essential factor influencing employees' initiative and enthusiasm. Lack of job satisfaction can affect the reinforcement of absenteeism and unnecessary turnover of employees at work. Job satisfaction is a significant factor in personal satisfaction, self-esteem, and self-development. Job satisfaction can influence higher levels of happiness at work. Able to lead to a positive work approach. A satisfied employee can be more creative, flexible, innovative, and loyal (Jenaibi, 2010).

Likewise, this study provides empirical data from a preliminary study conducted at a Buddhist School in Jakarta, where principals have received regular mindfulness training for the last five years. This training covers various aspects of mindfulness practice individually and in groups. This training provides a refresher in the leadership developed by the principals. This mindfulness practice is also given to teachers. Together, teachers and principals practice this practice and deliver benefits that can strengthen the development of community life within the school environment. This can also provide job satisfaction by teachers so that they feel a balanced quality of work life and provide comfort to stay in school, even if they feel improved performance and can do various tasks.

According to previous research, leaders who practice mindfulness can develop concentration and create a caring organization so that when running an organization, there is clarity in a leader. The self-clarity of a leader will bring about a calm and peaceful condition, significantly affecting

how to respond to an existing situation. With a quiet attitude, leaders will have clarity and creativity in thinking and help leaders recognize what is happening. In addition, it can assist leadership in responding to a situation and deciding what action needs to be taken. Mindful leadership always focuses on what is done and the internal condition, not intellectual qualities. Behavior and emotional states are related to developing a leader's internal situation (Burmansah Burmansah et al., 2019; Karakuş & Aslan, 2009).

Moreover, the other research also stated that the teachers' awareness brings the capacity to be in the school mindfully. Besides, the teachers can get the quality of work-life in their daily routine school activities (B. Burmansah, Sujanto, & Mukhtar, 2019; Kaur, 2016). Besides, research on educational leadership mentioned that leadership can increase job satisfaction to strengthen the motivation and commitment of employees in every institution and in the world of education. With the strengthening of employee job satisfaction in carrying out duties and existence in an institution, the strength to be in the institution will strengthen. This will make performance and productivity increase. Leadership plays a significant role in increasing employee job satisfaction (Kumari, 2011). Based on studies carried out by researchers based on developing phenomena, preliminary studies of empirical data collection, studies of relevant theories and concepts, and the conclusions of the previous studies above. For this reason, the researcher intends to develop a research theme, namely the research topic, namely the influence of mindfulness practices and school leadership leadership on teacher job satisfaction in schools. The study will use a quantitative survey method involving school leaders and educators (teachers).

METHOD

This study provides an overview of the impact of mindfulness practices and school leadership (principals) on school teacher job satisfaction. This research was conducted at Tri Ratna Buddhist Private School, Jakarta. The following study takes a quantitative research approach with a survey method. This approach was chosen to measure a set of independent variables and the dependent variable. In this study, mindfulness practice and key leadership are the independent variables, and teacher job satisfaction is the dependent variable. This study was carried out by collecting data using closed, direct, and multilevel questionnaires. It is closed because the questions have prepared answer choices, meaning that the respondent answers questions about himself, and with a graded scale through the answers, the respondents start with a range of options from strongly

agree to disagree, as explained in various multilevel statements points strongly. The data collection results will describe variables through the existing population based on predetermined characteristics.

FINDINGS AND DISCUSSION

Findings

Based on the normality test results obtained from 56 respondents consisting of variable data Mindfulness (X1), Principal Leadership (X2), and Teacher Job Satisfaction (Y). Received a value that has a significant effect (2-tailed) through the Teacher Job Satisfaction variable, equal to 0.200, meaning $0.200 \geq 0.05$, so the data is normally distributed. Furthermore, the significance value (2-tailed) through the Mindfulness variable is $0.200 \geq 0.05$, so the data is normally distributed, and the Principal's Leadership is $0.200 \geq 0.05$, so the data is normally distributed. The results of calculating the normality test using the One Sample Kolmogorov Smirnow test can be described in the table below.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test					
		X1	X2	Y	Unstandardized Residual
N		56	56	56	56
Normal Parameters ^{a,b}	Mean	77,14	254,80	168,50	,0000000
	Std. Deviation	15,057	35,535	25,183	12,12263793
Most Extreme Differences	Absolute	,103	,065	,084	,128
	Positive	,093	,052	,075	,128
	Negative	-,103	-,065	-,084	-,070
Test Statistic		,103	,065	,084	,128
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}	,023 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Source: 2022 Data Processing Results Using SPSS 26.0

Based on the results of the homogeneity test from the output of the homogeneity of variance test, it is known that the significance value for mindfulness is $0.07 \geq 0.05$, so the mindfulness variable data is homogeneous. Meanwhile, the significance value of the principal's leadership is $0.08 \geq 0.05$, so the teacher's work leadership variable data is homogeneous. Then, the teacher's Job Satisfaction variable data is $0.07 \geq 0.05$. Thus, it can be concluded that the variance of the three groups is homogeneous. The results of homogeneity calculations using the Compare Means One Way ANOVA test are presented in the following table.

Table 2. Homogeneity Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Mindfulness	Based on Mean	5,134	2	164	,007
Kepemimpinan Kepala Sekolah Kepuasan Kerja Guru	Based on Median	5,020	2	164	,008
	Based on Median and with adjusted df	5,020	2	149,025	,008
	Based on trimmed mean	5,140	2	164	,007

Source: 2022 Data Processing Results Using SPSS 26.0

Based on the results of simple regression analysis testing, it was found that F count = 278.035 with a significance level of $0.000 < 0.05$, so regression analysis can be used to predict participation variables, or in other words, there is an influence of Mindfulness variables (X1), Principal Leadership (X2) on Teacher Job Satisfaction (Y). To find out more clearly can be seen in the following table:

Table 3. Simple Linear Regression Analysis

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	22909,849	2	11454,925	278,035	,000 ^b
Residual	2183,580	53	41,200		
Total	25093,429	55			

a. Dependent Variable: Kepuasan Kerja Guru (Y)

b. Predictors: (Constant), Kepemimpinan Kepala Sekolah (X2),
Mindfulness (X1)

Source: 2022 Data Processing Results Using SPSS 26.0

The tests conducted showed that there was an effect of Mindfulness and Principal Leadership on Teacher Job Satisfaction. The following is proven through the existence of study results in the form of a questionnaire, then analyzed from each variable so that it is possible to measure it and give responsibility for its correctness, then decisions and conclusions can be taken in this study. The descriptive analysis results illustrate that the principal's mindfulness and leadership influence teacher job satisfaction at Tri Ratna School in the excellent category. The following can be seen from each indicator of mindfulness and leadership of the principal, which has a good category answer, such as living in the moment, non-judgmental indicators, broad-minded and open and avoiding selfishness, virtuous, prioritizing common interests, honest, patient and kind, living

simply, respecting the opinions of others, charisma, intellectual, inspirational. Meanwhile, indicators of teacher job satisfaction also have excellent category answers, such as indicators of salary (honorary allowance), promotion opportunities (career path), and work groups (work teams).

Based on a descriptive analysis of the influence of mindfulness and principal leadership on teacher job satisfaction at Tri Ratna School. Mindfulness has two indicators, namely (1) living in the moment and (2) not judging. Meanwhile, the principal's leadership has nine indicators, namely (1) having a broad outlook and avoiding selfishness, (2) having good character, (3) prioritizing common interests, (4) being honest, patient and kind, (5) living simply, (6) respecting opinions of others, (7) charisma, (8) intellectual, and (9) inspiration. Teacher job satisfaction has five indicators, namely (1) salary (honorary allowance), (2) promotion opportunities (career path), (3) management style (supervision), (4) conditions (self-employment), and (5) group work (work team).

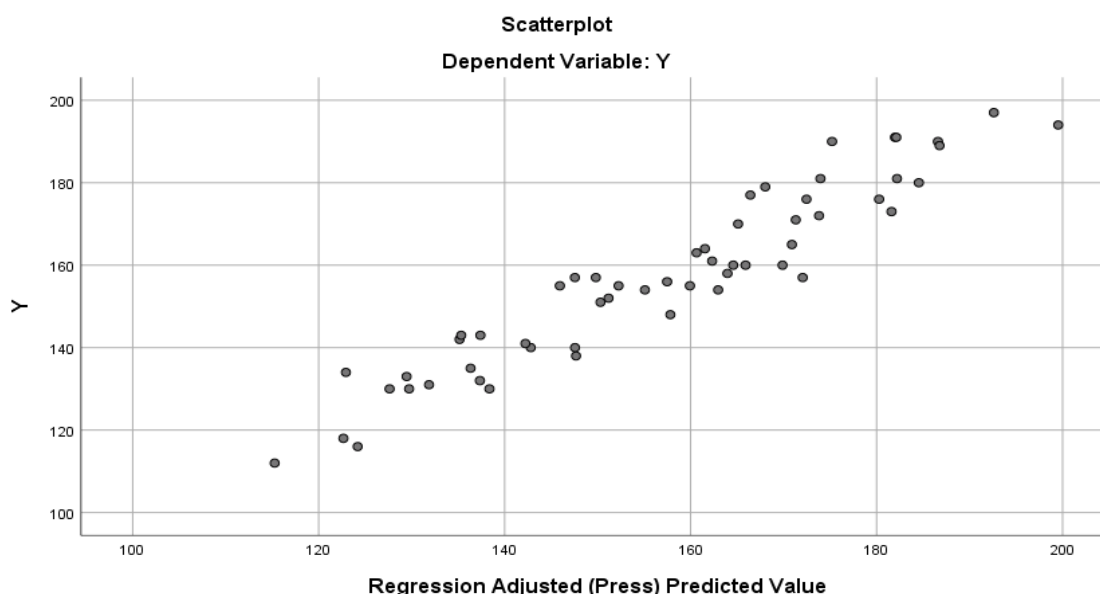
Research with a total of 56 respondents with the indicator "Living in the moment" with a "very high" score of 66% and a "very lowest" score with a value of 11%. The "Not Judging" indicator with a "very high" score is 54%, with a "very low" score of 11%. The indicator "Broad-minded is open and avoids selfishness" has a "very high" score of 54%, with a "very lowest" score of 2%. The "Energy" indicator is "very high" with a value of 54%, a value of "very low" with a value of 5%. The indicator "Pursue the common interest" with a "very high" score of 52% and a "very low" score of 5%. The indicator "Honest, patient, and kind" with a "very high" value is 52%, with a "very low" value with a value of 9%.

The indicator "Simple life" has a "very high" value of 54% with a "very low" value of 11%. The indicator "Respect the opinions of others" with a "very high" score of 43% with a "very low" score of 23%. The "Charisma" indicator with a "very high" value is 55%, with a "very low" value with a value of 4%. The "intellectual" indicator with a very high score is 48%, with a "very low" score of 5%. The "Inspiration" indicator with a "very high" value is 50%, with a "very low" value with a value of 23%. The "Salary (Honor Benefits)" indicator has a "very high" value of 52% with a "very low" value of 4%. The indicator "Opportunities for Promotion (Career Path)" has a "very high" score of 54%, with a "very low" score of 7%. The indicator "Management Style (Supervision)" has a value of "very high" 54% with a value of "very low" with a value of 5%. The indicator "Condition (Own Work)" has a "very high" score of 43%, with a "very low" score of 7%. The indicator "Work Group (Work Team)" has a "very high" score of 39% and a "very low" score of 2%.

Based on the results of data processing using SPSS 26.0, there is an influence of Mindfulness and Principal Leadership on Teacher Job Satisfaction at Tri Ratna School. From the results of SPSS 26 data processing, it was found that $t_{\text{count}} \geq t_{\text{table}}$ with values of 8.698 and $3.815 \geq 2.005$ or $\text{sig} < 0.05$ ($0.000 < 0.05$), then H_0 was rejected, and H_a was accepted. Meanwhile, the value (R Square) was 0.910, which means that Mindfulness and Principal Leadership have an effect of 91.0% on Teacher Job Satisfaction, while other factors besides Mindfulness and Principal Leadership influence the remaining 9%.

The magnitude of the influence in this study illustrates that Mindfulness and Principal Leadership are included in the interval scale, which is sufficient or sufficient to influence Teacher Job Satisfaction at Tri Ratna School; this is in line with the opinion that 84% -100% is included in the on a very high interval scale. Based on this, this study explains the positive correlation between Mindfulness and Principal Leadership on Teacher Job Satisfaction at the Tri Ratna School in Figure P plot data, which shows a positive straight line.

Figure 1. Scatter Plots



Source: 2022 Data Processing Results Using SPSS 26.0

It can be seen that the shape of the P plot shows dots that lead to a straight line diagonally from left to bottom right; this shows a positive correlation between mindfulness and principal leadership on teacher job satisfaction at Tri Ratna School. Based on this, it appears that the mindfulness and leadership of the school principal are some of the factors that influence teacher job satisfaction in Tri Ratna schools. This means that through the principal's mindfulness and leadership, the teachers' job satisfaction at the Tri Ratna School develops positively.

Discussion

Mindfulness Practices Affect Teacher Job Satisfaction

Brown, Ryan, and Kabat-zinn's basic concept that mindfulness practices originate in Buddhism is similar to studying human intelligence. Zohar et al. put forward various types of human intelligence, especially spiritual intelligence or SQ, which refers to a person's ability to think critically and analyze life and situations in one's life, which then results in self-understanding, knowing, and understanding the true meaning of one's life, being able to realize one's goals. One's birth and life, understanding the true bond between oneself and others, seeing the interrelationships of things, and changing attitudes when facing problems in life (Wongkom, Sanrattana, & Chusorn, 2019). A mindfulness practice approach can redirect thoughts that appear to be thoughts and feelings that are without judgment, promote non-judgmental character, and lead to acceptance of differences between individuals; and the attention and perception given by mindfulness practices can improve good relations between individuals (Surya & Wibowo, 2021). Buddhism provides a way to know mental processes and how they work and then to be understood and developed, leading to liberation from the shackles of the cycle of birth. If practiced diligently and progressively, this mindfulness can produce high spiritual experiences. This form of mindfulness training meditation is the foundation of mindfulness meditation, designed to improve mental health. The steps to developing awareness consist of (1) seeing the mental processes themselves, (2) increasing control over mental processes, and (3) gaining freedom from ignorance and uncontrolled mental processes. The seemingly impossible task is reaching a state Nyanaponika calls "Blank Attention" without quality checks, mental comments, or behavior evaluations. "Naked attention" is accurate and continuous attention, which is recorded at the level of awareness that occurs in the six senses of sight, hearing, touch, taste, smell, and thought (Surya & Wibowo, 2021). Mindfulness can reduce employee absenteeism and turnover and improve cognitive roles (attention, memory, work skills), worker productivity, client-client relations, and job satisfaction (Burmansah et al., 2019: 135). Employees usually have two prominent roles: work and family life and job satisfaction. And mindfulness practices can enhance a person's ability to balance the two roles. An organization must provide mindfulness meditation training so that employees reduce their intention to move and increase job satisfaction through work-family balance (Raza et al., 2018).

Principal Leadership Affects Teacher Job Satisfaction

In Buddhism, leading well is based on moral virtue, kindness, trustworthiness, dependability, determination, and intelligence. Mindful leadership in Buddhism means paying attention to one's behavior, speech, thoughts, actions, and environment. Principal teaching leadership impresses teacher attitudes and influences teacher organizational commitment, teacher satisfaction at work, and teacher efficacy. Research on principal leadership in teaching conducted in most countries found that principals with skills in teaching and learning can change teacher learning and student achievement (Syafii, Bahar, Shobicah, & Muharam, 2023). High levels of satisfaction and performance arguably require trust in their leaders. Simply implementing leadership behaviors does not guarantee that followers will be satisfied or that they will be motivated to perform. Followers need to trust the leader, feel optimistic about the leader, and put in extra effort to work effectively. If followers believe the leader cares little about their well-being, lacks integrity, or is incompetent, they will not trust the leader, and as a result, they will be dissatisfied with the leader and unmotivated to cooperate fully with the leader resulting in a negative impact on their leader (Puri Palupi & Patmo Cahjono, 2017). By applying the correct leadership method, managers can influence employee job satisfaction, responsibility, and productivity (Puri Palupi & Patmo Cahjono, 2017). Voegtlin et al. suggest responsible leadership must be built through equally powerful entities or command resources. This will positively influence the attitude of followers and thereby increase job satisfaction and motivation (Lämsä & Keränen, 2020).

Mindfulness Practices and Principal Leadership Affect Teacher Job Satisfaction

Work fatigue can also cause adverse effects on various work outcomes that can reduce job satisfaction in organizations (Charoensukmongkol, 2013). Maintaining work-life balance is supported as one of the best practices, which reduces pressure at work after adaptation and increases satisfaction. The more satisfied employees are with their jobs, the lower the intention to switch (Raza et al., 2018). Job satisfaction becomes an individual thing because the level of satisfaction that each person has will vary according to the values that each person owns. The more parts of work that align with one's will, the higher the level of satisfaction felt (Indrasari, 2017). Job satisfaction is the main behavior that can be used to determine the entire contribution of workers and the intention to leave the organization. If the organization can measure things influenced by job satisfaction, it will strengthen employee morale and provide positive results (Puri Palupi & Patmo Cahjono, 2017). Often, job satisfaction is determined by whether the results are satisfactory or significantly exceed

the desired desires. For example, suppose organizational participants perceive that they have worked harder than others in an institution but receive disproportionate rewards. In that case, it will likely generate negative attitudes towards their work, bosses, and co-workers. Conversely, if they are given fair benefits and treated very well, they will have a more positive attitude towards the job (Puri Palupi & Patmo Cahjono, 2017).

Satisfaction has various connotations. However, job satisfaction remains relevant from this combination to feel satisfied if the work effort and benefits received are considered appropriate and fair. There is no absolute benchmark for job satisfaction because each employee has different satisfaction adequacy standards. Still, if employees have discipline and good work attitude in the work unit and low employee turnover rates, the employee's job satisfaction is relatively good (Indrasari, 2017). A mindful leader is always looking for new ideas and approaches because a mindful leader is aware at every moment; they are there to experience life, are open-minded, and thus capable of continuous learning, adaptation, and creativity. Mindfulness practice results in:

1. Increase one's capacity to be mindful—the direct and indirect attention quality. Indirectly, mindfulness practice strengthens one's ability to concentrate on any mental object. Indirectly, by giving the person intuitive "insights" that can emerge from the current situation. This helps the person to be better able to understand the concerns and conditions that occur. It provides the capacity and understanding to be reasonable about any situation.
2. Give up the desire to know and control. To be aware means to surrender to the present moment; to be silent means that the person does not know what will happen after this moment, does not try to control the situation, and knows that he does not know.
3. A deeper understanding of intersubjectivity. Mindfulness practice increases a person's ability to feel connected to other human beings. Feelings of separation, isolation, and disconnection from others disappear with mindfulness.
4. Empathy and compassion. When a person who practices mindfulness begins to see suffering within himself, then this person experiences compassion for his suffering. Doing intensive mindfulness helps to accept suffering and stop wanting to resist it all the time. Then, the person experiences surrender to despair. When one realizes that everyone on earth is experiencing the same suffering and tries to escape it, compassion and empathy for others arise.
5. Tolerance. When practicing mindfulness, strong emotions arise. In mindful awareness, one does not escape these emotions but listens to them. Awareness of tolerance is characterized by

softening and embracing experience. In this process, strong emotions lose some of their ability to intimidate. It then minimizes a person's ability to insult their feelings. The person will no longer be afraid of his own emotions. It is also a way to tolerate other people's feelings.

6. Calm – Accepting whatever arises in the present moment cultivates serenity and peace of mind.
7. Concentration – The person who is mindful concentrates on the present moment. He practiced returning to the present moment whenever he was distracted.
8. Joy and happiness. Practicing mindfulness helps to experience calm, joy, and happiness. A state of mind that is not easily disturbed by changing external conditions. Calm comes from not trying to escape in the moment. The mindful person does not want to be anywhere but the here and now; he thoroughly enjoys the moment (Jagannathan & Rodhain, 2016).

Mindful leadership has also shown benefits, including reduced stress, reduced emotional exhaustion, and increased job satisfaction. Being mindful means acknowledging and realizing but not being critical or judging doubts (Surya & Wibowo, 2021). From the literature review, academics mentioned ten elements of mindful leadership, namely: 1) stress reduction, 2) self-awareness, 3) greater empathy for oneself, 4) managing our energy, 5) being a better listener, 6) deeply involving others, 7) creates distance between thoughts and actions, 8) utilizes intuition, 9) embraces and adapts to change, and 10) greater clarity and focus (Wongkom et al., 2019). Research conducted by other researchers, there are differences in the conclusion of the results obtained through the research study, including Subsequent research conducted by Basrahat Reza (Raza et al., 2018) with the title of research on the impact of mindfulness on job satisfaction and turnover intention: the role of mediation work-family balance and the moderating role of work-family conflict. The results of this study state that mindfulness has a positive impact on job satisfaction, which is supported empirically, and mindfulness has a negative impact on switching intentions, which is also supported in empirical studies.

Stephanie Beverage's research (Beverage, DeLong, Herold, & Neufeld, 2014) stated that being mindful and taking the time to be present and aware in every person's daily work can make a significant difference both for the organization as well as employees, mindfulness and mindful exercises increase awareness and increase our emotional intelligence, then mindful leaders are considered to be more self-aware and empathetic and can more effectively motivate employees and their colleagues to achieve the goals and vision of an institution and mindfulness and mindful exercises can help build resilience and enable leaders to manage change more effectively.

Burmansah (Burmansah et al., 2020) research shows that a leader has compassion. With a love for global issues and acceptance of a state of openness, a leader who practices mindfulness for a long time can lead to exposure to others. Leaders can lead with compassion and full attention with love without defending any party and judging without definite cause to provide good treatment for their members. Furthermore, mindful leadership is the leader's ability to skillfully build connections with others in the community and deal with change. A case study of Buddhist Institute of Higher Education leaders research shows that making connections with others, building trust, dealing with change skillfully, and conducting community-building research Burmansah (Burmansah et al., 2020). Subsequent research was conducted by Nualnong Wongtongkam (Wongtongkam, Krivokapic-skoko, & Duncan, 2017) with the research title The Effect of mindfulness-based Interventions on Job Satisfaction and work-related stress and anxiety stating that mindfulness practices contribute to calm and relaxation, and increase the ability to handle things hard at work, in addition to helping participants better manage their emotions, mindfulness practice interventions can improve each relationship with family members and reduce blood pressure to normal levels.

The contribution of mindfulness meditation to job burnout and job satisfaction with regular practice of mindfulness meditation can help people reduce fatigue related to their work. Mindfulness meditation also contributes indirectly to higher job satisfaction (Charoensukmongkol, 2013). Subsequent research by Vaculik (Vaculík, Vytásková, Procházka, & Zalis, 2016) Mindfulness, job satisfaction, and job performance: reciprocal relationships and Moderating Effects with the results of this study shows that people who practice mindfulness are not more satisfied with their jobs, but they have higher job performance than people who practice less mindfulness, level of mindfulness does not predict job performance outside of neuroticism, job dynamics, and gender. Mindfulness practices do not moderate the relationship between job satisfaction and job performance.

The final result that can be concluded after reading the differences in research results from each researcher is that mindfulness practices are also required for a leader to be able to lead compassionately and build good connections with colleagues or subordinates; leaders who have mindfulness can increase job satisfaction and paying attention to the performance of its members does not discriminate between colleagues. Mindfulness practices have a positive strengthening effect, and there are also debilitating values. This other impact is not too prominent because mindfulness practices with calm intentions and thoughts can have a positive impact. So, a leader

must practice mindfulness to build trust in co-workers and brotherhood with co-workers.

This study provides an overview of the differences from previous studies because this study was conducted to understand the results of practicing mindfulness with leader satisfaction with teacher work; this shows the importance of mindfulness in leadership. Meanwhile, according to the experts' opinions above, it shows that mindfulness practices have various benefits, and there are positive and negative impacts; the importance of mindfulness practices must be applied to the school leadership system. Based on previous research mapping, the researcher intends to conduct a more in-depth study of the effect of mindfulness practices and school leadership on the job satisfaction of Tri Ratna School teachers because, based on studies from previous research, no previous research has carried out research jointly on mindfulness practices and principal's leadership on satisfaction from teacher performance.

CONCLUSION

Based on the research and discussion on Mindfulness and Principal Leadership on Teacher Job Satisfaction in Tri Ratna Schools, it was concluded that the influence of Mindfulness practice on Teacher Performance Satisfaction in Tri Ratna School and the improvement of the principal's leadership ability affects Teacher Performance Satisfaction in Tri Ratna School, this is because the principal provides clear examples and directions and helps solve various problems and provides examples in daily life in his leadership actions. This impacts the ability to manage stress and raise awareness, which provides an excellent space for happiness and joy, supported by the Principal's leadership ability, exemplary level of reflection, and clear direction.

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