

## A Mindful Leader: Mindfulness Strengthens the Leadership Ability of the Leaders in Higher Education Institute

Burmansah<sup>1</sup>, Komang Sutawan<sup>2</sup>, Hedy Ramadhan Putra P<sup>3</sup>, Asep Ramadhan<sup>4</sup>

<sup>1</sup> STIAB Jinarakkhita Lampung, Indonesia; burmansah@stiab-jinarakkhita.ac.id

<sup>2</sup> STIAB Jinarakkhita Lampung, Indonesia; komangsutawan@stiab-jinarakkhita.ac.id

<sup>3</sup> UIN Raden Mas Said Surakarta, Indonesia; heldyramadhan09@gmail.com

<sup>4</sup> STIAB Jinarakkhita Lampung, Indonesia; asepramadhan@stiab-jinarakkhita.ac.id

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### ARTICLE INFO

#### Keywords:

educational leadership;  
educational leader  
leadershipmindfulness;  
mindful leadership;  
mindful leader

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#### Article history:

Received 2022-07-02

Revised 2022-10-22

Accepted 2022-12-22

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### ABSTRACT

The purpose of this study to describe the practice of leader on mindfulness, which affects leadership ability. This research was conducted at Higher Education School in France. The study used the qualitative research method of a single case study. The data collection techniques used were the observation, interviews, and documentation. The procedures in the study had six steps: plan, design, prepare, collection of the data, data analysis, and share. Analysis of the study was done with data validity testing using a data source, method, technique triangulations by pattern matching and used Nvivo 12 Plus. Result of the research shows that the leader develops mindfulness practice in his daily routine through mindfulness values and leadership actions. The training increases leadership ability to develop concentration and decision making by practicing formal and informal practice of the mindfulness. The Practice brings the leadership ability to create relationships with the community and develop compassion and nonjudgmental attention in leadership activities. The research can benefit the practice of educational leadership to develop their leader's abilities to challenge the status quo in their workplace-based mindfulness. It is how the leader sets mindfulness practice on their leadership practice.

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#### Corresponding Author:

Burmansah

STIAB Jinarakkhita Lampung, Indonesia; burmansah@stiab-jinarakkhita.ac.id

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### 1. INTRODUCTION

Mindfulness practice in leadership phenomenon is considered one of the solutions and answers to leadership practices in addressing leadership problems and crises in the 21st century by many parties in various parts of the world. It is known as mindful leadership. Mindful leadership has become the solution and answer in the development of classy leadership in multiple organizations and corporations because they have observed a shift in their leaders, especially in the education field (Brendel, Hankerson, Byun, & Cunningham, 2016). The mindfulness practice can be carried out in

various work settings to reduce stress and strengthen communication between leaders and subordinates. Uniquely, mindfulness practice with the primary Practice is meditation without using labels or words related to Buddhism. It is rooted in its essential and foundation tradition; everyone can apply it without becoming a Buddhist. It develops a universal practice of self-management (Baer, 2017).

Leadership crises nowadays have made a lot of leaders and subordinates hope and want to develop applicable and practical leadership practices to face the 21<sup>st</sup> century. In modern dynamic situation, it takes leaders to challenge to inspire and effect the community to support and maintain a well-functioning at work (Lunenborg, 2011). Not only one leadership practice can deal with all situations. The 21<sup>st</sup> century is a dynamic era, chaos and complexity. In the 21<sup>st</sup> century, leaders' position is crucial in management to direct fast changes in the education field (Luqman, Farhan, Shahzad, & Shaheen, 2012).

The real crisis in leadership is missing trustworthiness, selflessness, honesty, and compassion—mindful leadership value is an extraordinary quality. If leaders continuously cultivate these traits, subordinates will do much better at work. However, not all happened to the leaders to bring these abilities (Hougaard, Carter, & Dybkjaer, 2017). This problem arises because of lacking mindful leaders in all disciplines, society fields, and institutions. So it shows that a lot of urgent needs for competence, conscientiousness, sensitivity, compassion, and mindfulness (Go & JE, 2015). All Leaders should cultivate the abilities to be more flexible and adaptive in this changing, uncertain, stressful and challenging world (Yukl & Mahsud, 2010).

Mindfulness practice enhances the work-life quality, directly linked and expected to improve work outcomes and social relationships, and self-management for abilities provides many positive effects associated with mindfulness in the workplace (Glomb, Duffy, Bono, & Yang, 2015). Mindful leadership shows a positive and significant correlation between mindfulness and leadership flexibility. The more mindful leaders are, the more capable they adopt a more flexible leadership style (Louis, Véronique, Simon, & Charles, 2017).

For this reason, many organizations in various fields are currently bringing mindfulness practices to get better health and decision-making of the leaders (George, 2016). Mindfulness practice is one of effective tools to support leaders face modern adaptive challenges. Be aware to enhance leaders can cultivate focus on the vision and mission (Hunter & Chaskalson, 2013). When leaders examine ways to enhance effectiveness and minimize stress, mindfulness can offer trainings for both. Mindfulness practice becomes a solid discipline to release stress and cultivate effective leadership attitudes to promote progress for educational leaders (Wells, 2015).

In this study, developing a single case method with qualitative approach to deepen the phenomenon of mindfulness practice of the leader and to describe practically how the leader creates a foundation to develop and manage the educational institutions he leads. Mindfulness practice becomes the primary practice in daily life when carrying out various activities in leadership. The research reflected on the previous study found limitations in describing leaders to do mindfulness practice practically and directly. This research was done to answer a grey area in the development of mindfulness in leadership. To express the new insights of mindful leadership practice by completing the previous study of mindfulness practice in leadership, which is still much profoundly unpractical.

## 2. METHODS

This research was conducted at the Plum Village Buddhist Institution – Upper Hamlet, France. This Buddhist education and training institution is located at Le Pey, Lieu Dit, 24240 Thénac, France. The primary and field study has been done for nineteen months. Researcher was allowed to use all the datas and to use the name of the research setting directly and explicitly mentioned in the research report and article.

The research used a qualitative approach with case study that creates descriptive data by doing interviews with people and observation of the attitudes (Yin, 2009). This qualitative case study was distinguished by the size of the case that is limited, such as whether the case involved a single

individual, several individuals, groups, entire programs, or activities (Creswell, 2007). The phenomena and dynamics under study are revealed according to the observations and interviews met (Bogdan & Biklen, 1992). This study used six steps of the research procedure, as follows:

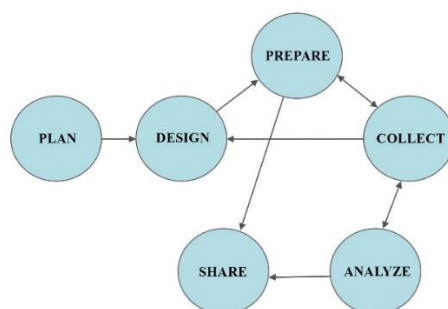


Fig. 1. Six Steps of Research Procedure (Yin, 2009).

Data collection can be applied in many settings, many kinds of data, and multiple methods. When viewed from the scene, the data can be collected in a natural setting (Cresswell, 2009; Yin, 2009). Collecting data techniques were brought by observed informants, profoundly interviews, focus discussions and analysis study on the documentation. For data validity checking in qualitative research approach consists four aspects (Cresswell, 2009; Yin, 2009), namely: (a) Credibility of the data, (b) Transferability of the data, (c) Dependability of the data, (d) Confirmability of the data. Data analysis procedures with a single explanatory case study are as follows:

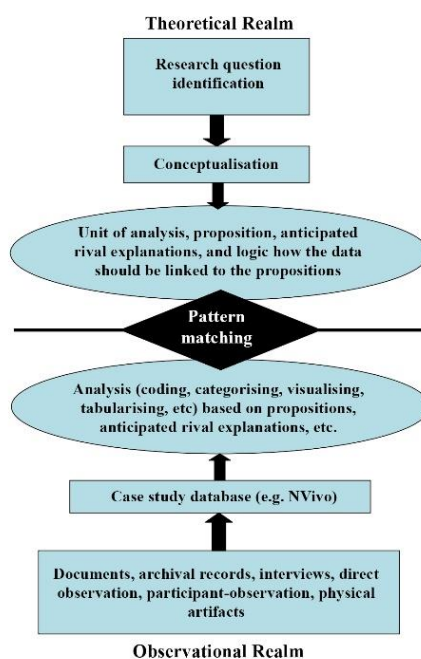


Fig. 2. Data Analysis Procedure (Sinkovics, 2018; Yin, 2009).

### 3. FINDINGS AND DISCUSSION

#### 3.1. The ability of the leader to develop mindfulness practice in leadership activities

The analysis of this study indicates that in the characteristics of mindfulness practices, leaders practice as mindful leaders with the effort to cultivate mindful leadership skills, which are connected through the cultivation of mindfulness trainings formally and informally in daily life. The analysis of the abovementioned statement revealed by the informant (01A-CPH-PSQR) that:

*"We have formal and informal practices, so do our abbot does. We have day of mindfulness, no schedule days, many kinds of trainings. As general, the formal run down is a routine list of practice that encourages community in applying the art of mindful living in every day."*

Leaders also undergo informal trainings besides the implementation of formal schedule at Plum Village, such as the practice of enjoying a cup of tea together (mindful drinking), community services, and so on. The trials show that mindfulness can cultivate deep-rooted habitual energy that becomes part of the leader. The informant (10B-TDF-FRQR) added previous explanations regarding several explanations regarding this formal and informal Practice of mindfulness, as follows:

*"In Plum Village, we have the primary Practice, which is mindful walking meditation, mindful sitting, and mindful eating. I see that our abbot is also participating in the whole schedules and programs."*

The statement was evidenced by studying the observation and documentation of the routine schedule at IABS Upper Hamlet France as follows:

*"5:00 am: Wake Up Bell, 6:00 am: Sitting Meditation (followed by Sutra Reading / Touching the Earth / Slow Walking Meditation), 7:30 am: Breakfast, 9 am: Dharma Talk / Class / Presentation / Working Meditation, 11:30 am: Walking meditation (outdoors), 12:30 pm: Lunch, 1:30 pm: Rest / Optional Guided Relaxation, 3 pm: Working Meditation, 6 pm: Light dinner, 8 pm: Dharma Discussion, Personal study time, Sitting Meditation or other collective Practice, 9.30pm: Noble Silence begins, 10 pm: Lights out."*

Overall, the leader practices the mindfulness practice in developing focus can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

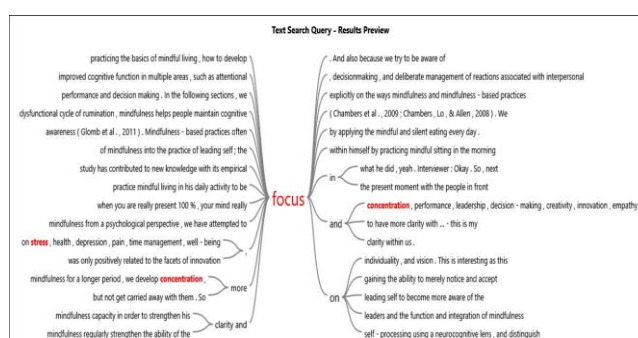


Fig. 3. Schematic Mindfulness Practice Develops Focus

Besides practising the art of mindful living to develop the focus, the other advantage of the Practice is creating clarity that brings creativity to his leadership abilities. The analysis strongly indicates statements from the informants, observations, and documentation studies. According to the informant, 05A-TBT-PSQR said that the leader could develop concentration and focus more on mindfulness. The leader was aware of his mind and did not get lost. So, by cultivating the awareness, the leader will get clarity on what is going on within, and reactions must be taking care skillfully.

*"Our abbot concentrates more on his leadership actions with mindfulness constructs by being mindful and sustaining our mindfulness energy. So, more focus and more clarity on what is happening in his life will give a skillful way to some decisions we have to make."*

The leader practices the mindfulness practice in developing clarity can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

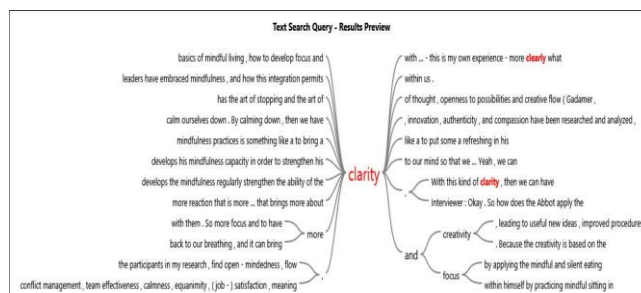


Fig. 4. Schematic Mindfulness Practice Develops Clarity

Informant (02A-CPD-PSQR) said that the leader allows him a great deal of any condition and situation with silence and value of patience. The values of being in the here and now with focus, clarity, and concentration allows the leader to direct the various conditions and opportunities before him get the right flow with space and time to stop and looking deeply.

*“He gives a tremendous amount of space, patience, and he does that... I see that he directs the problem concerning us in the right direction, but if we can see, we understand..... I guess that’s what he does, and to create the space, it releases their difficulties.”*

The leader practices the mindfulness practice in developing creativity can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

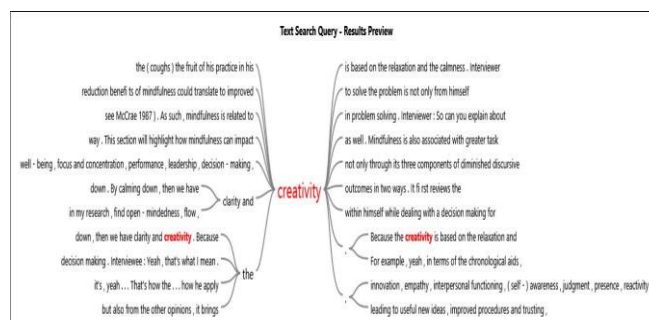


Fig. 5. Schematic Mindfulness Practice Develops Creativity

The results show that the practice of mindfulness helps the leader increase his focus on mindset, emotional state, and how both enhance the way they connect with many people. The leader strengthens mindfulness in the two types, routine and particular event practices—trained in regarding of leadership activity in daily basis. Mindfulness practice provides concentration and silent space to lead the mind in the moment of now, to be peaceful and concentrated. Previous studies also showed that being in the moment of now gives many notions and innovation to flow of the peaceful inside, space, and concentration (Pritchard, 2015). In contrast, informal practice is additionally supportive mindfulness practices into presence daily routines through experience the moment of now (van Marwijk et al., 2018).

The ability to develop focus and maintain concentration and generate innovation with the training values of being mindful of being in the present moment, self-relaxation, being calm & peaceful, having 'space', watching and listening carefully, and taking pauses to make choices. In the first characteristic, mindful leadership has enormous implications in the management of higher education institutions that impact leadership actions in terms of being able to cultivate awareness and be more presence. The practice also directs the attention of the 'here and now', not reacting quickly, gives an uplifting and non-stressful situation, and increases awareness of habits of thinking and feelings. Besides, the practice influences method of the leader interacts with others. It increases flexibility and adaptability, reveals many overlooked unconscious aspects of life, improves listening and communication skills, cultivates mental clarity, inner peace, insight, creativity, innovative notions of decision making, and maintaining

harmony in communication. The mindful leader can pay attention and respond to various situations and conditions according to the context, both internal and external environments.

The results of previous studies show: (a) task management with full awareness, self-management, and self-contemplation; the leadership abilities: connecting to people and accepting to change (Rupprecht et al., 2019). Furthermore, experts in other previous studies stated that the Practice of mindfulness for leaders could improve components of their quality of life, strength, leadership abilities (Donaldson-Feilder, Lewis, & Yarker, 2019), broadens leadership perception, leads to, assisting leaders in adapting and working with cultural diversity, considered more self-aware, empathetic, and able to more effectively motivate their subordinates and colleagues to achieve the goals and vision of an organization (Beverage, DeLong, Herold, & Neufeld, 2014).

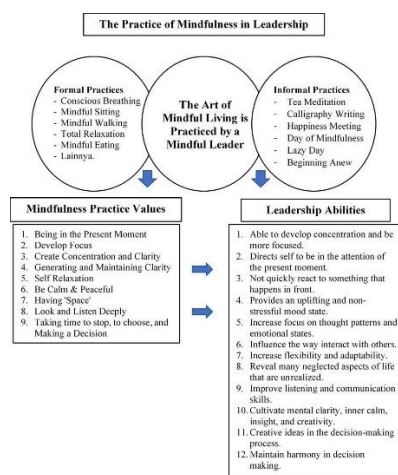


Fig. 6. Mindfulness Practice in Leadership

By enhancing consciousness and focusing on the moment of now, mindfulness can help with hearing and communication skills (Loubier & Munoz, 2017). Mindfulness training could develop for cultivating feelings clarity and stability and insight and creativity (Pritchard, 2015). Implementing mindfulness trainings at work can maximize the atmosphere for creativity. The training can direct to mindful leadership at work, which is linked with the advantages of individual and institution creativity. The quality of training gives knowledge and insight into great benefits and connections (Mansi, 2011). A leader's ability to develop creativity should foster leadership knowledge about possible knowledge structure, such as enhanced great feelings, concentrated or distribution, or more effective coping with insight distractions that affect creative thinking (Capurso, Fabbro, & Crescentini, 2014). Innovative thinking is connected to deep contemplation, and it will bring knowledge to know more profoundly. The creativity takes the moment of now and cultivate space to deepen awareness. Creativity is a fundamental aspect of the competency for crucial reflection (Dawson, 2003).



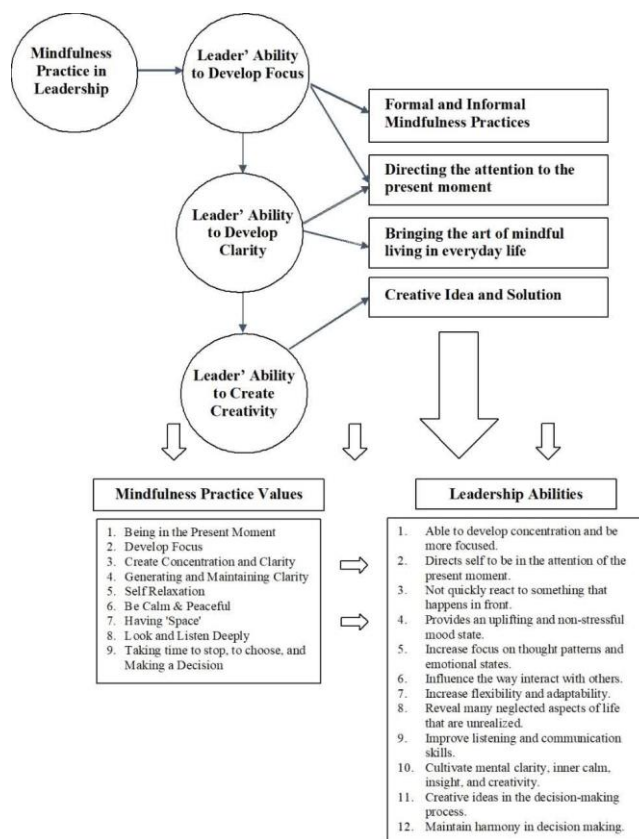


Fig. 7. The Ability Mindful Leader Brings Mindfulness Practice in Leadership Activities

3.2. The ability of the leader to develop mindfulness practice in leadership activities that effect building relationship with the community

The informant (16B-TFN-FRQR) said that he saw the leader is supporting and building trust in every community. Whatever decision is taken is that which is best for the person. The leader trusts the community.

*“And then letting go and trusting. So I think that even in that case, he trusts that if a brother leaves, that’s the right decision for him, and he doesn’t have any bad feelings. He always depends like a parent trusts, you know. He offers that trust.”*

The leader practices the mindfulness practice in developing relationships, and connections with the community bring the values of trust can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

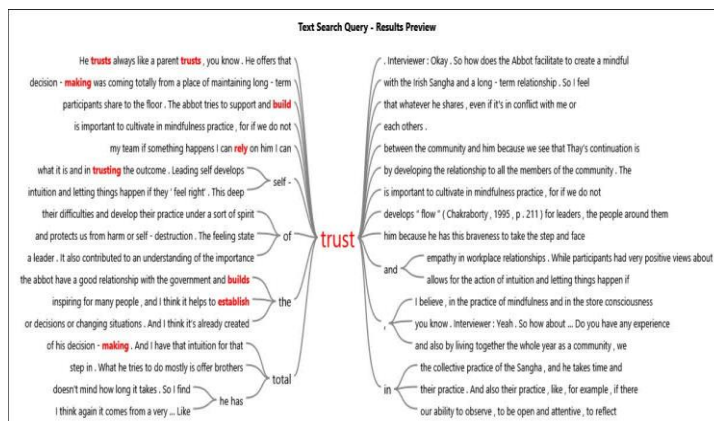


Fig. 8. Schematic Mindfulness Practice Creates Trust

Furthermore, the informant (10B-TDF-FRQR) said that the leader became a function for all things in his community. The leader bridges all types of people in the community. His connection with many people, whether in routine responsibility, as a tutor, or even as a colleague. The leader always brings the foundation on it with mindfulness. The mindfulness enables leader in positioning himself when dealing with many people.

*“Then, the relationship with us depends on what level. So, it may be related to service or work, or it may be a teacher, relation as a teacher, or just a practitioner friend. So, it depends on what connection but what all links is based on the Practice of mindfulness.”*

The leader practices the mindfulness practice in developing relationships with the community can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

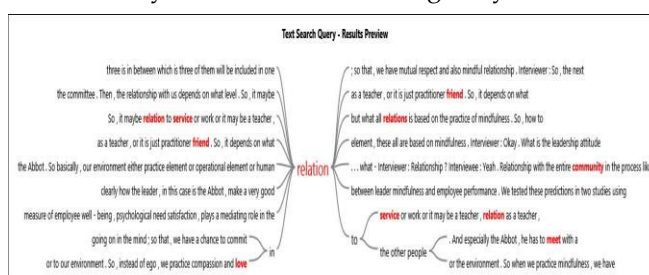


Fig. 9. Schematic Mindfulness Practice Creates Relationship

Informant (17B-TTY-FRQR) said that the way of life of the leader always expects a change. For this change, the leader was able to adapt and not be a problem. In his daily responsibilities, while working in the office, many unexpected things and situations arise.

*“The Abbot manages the monastery as an organization. Changing is also happen in the organization management. So, yeah, it is related to the Practice of stopping that I mentioned before. But when we practise mindfulness, we try to stop. We try to understand what happened in me profoundly and surrounding me to be very helpful to face the changes.”*

The leader practices the mindfulness practice in developing relationships, and connection with the community can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

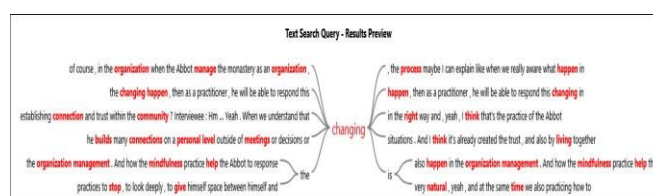


Fig. 10. Schematic Mindfulness Practice Creates Changing

Now that the leader is starting to lead and work with community building, the fundamental thing for him is that he and his community are taking on responsibilities together. Leader views as part of the community. He also saw that selfishness diminished both personally and collectively and put his trust in the collective wisdom and insight of the community. He can build community at any time by participating in community activities and contributing their energy and insights. He is active in establishing brotherly relationships with those around them. He realizes the true nature of community life, namely interbeing, naturally by establishing friendly relations with others by sharing training and asking for support and guidance. Informant 09B-TBH-FRQR disclosed this said that:



*“He did everything is on behalf of community benefits. I can see that. He shared very clearly with me that when we are taking care of ourselves, we are taking care of all the community, what he shared. That we call community-based mindfulness, community-based where we take care of our Practice, where we take care of ourselves. And by that, we are taking care of the community and the happiness of the whole community.”*

The leader practices the mindfulness practice in developing relationships, and connections with the community can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

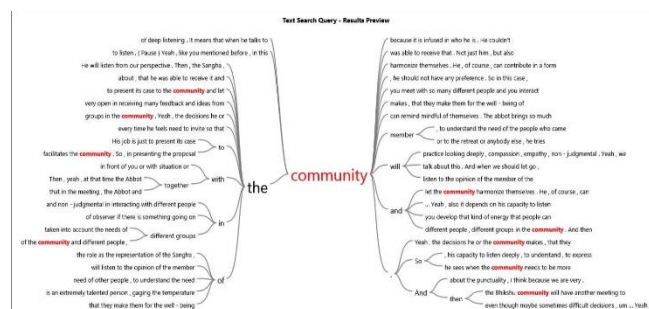


Fig. 11. Schematic Mindfulness Practice Relates to Community

The study results show that connecting with other people and the community can skillfully direct change with mindfulness practice values and construct. Those values can lead the community in the present moment, with full interpersonal awareness in everyday life and building community. The leader can manage and reconcile conflicts, respect and work together, not be trapped by individual interests, more comprehensive relationships, and inspire all community members. The leader distributes mindful behaviour and attitude. The leader can position himself, influence behaviour development, improve cognitive function, and develop emotional intelligence competencies—tools to regulate emotions and provide motivation and self-confidence. Besides, the leader can also recognize what is happening in mind, integrate concern with that outside, become more aware, accept and reflect, and choose responses skillfully.

The previous study also showed that mindfulness practice could influence behaviour development, change awareness, and increase leadership effectiveness. Mindfulness is also considered an approach that improves cognitive function and can contribute to developing emotional intelligence competencies related to enhancing leadership performance (Lippincott, 2018). The previous experts' findings showed that trust-infused workplace employees to have teams who are: shaped with difficulty rejection, unwilling to take things for granted, not to adapt with circumstances, entrusted elasticity, and respectful to leaders nonetheless of levels (Tingle, 2011). In these two characteristics, mindfulness practice in leadership has enormous implications in the management of higher education institutions that impact leadership actions, namely supporting and building trust, making decisions for harmony and shared goals, preparing the community's basic needs, and helping the community grow to be more efficient in responding to challenges in change. Previous studies indicate that mindfulness in the workplace benefits three capacities of leader's self-management, conscious work management, contemplation, and awareness. These two skills of leadership connect with other people and adapt to change (Rupprecht et al., 2019). Efforts to develop or improve change leaders through mindful Practice impact their immediate transformational change (Wylson & Chesley, 2016).

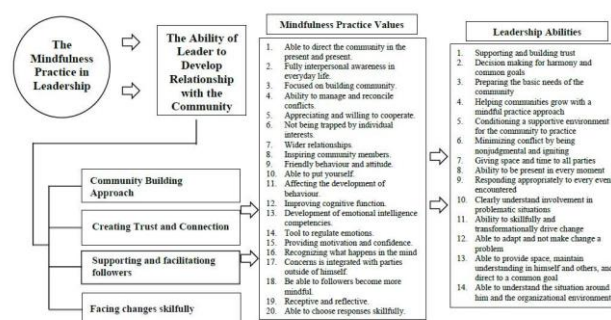


Fig. 12. An Ability of Mindful Leader Develops Relationship with the Community

In this case, the leader also carries out a process. In contrast, a leader is involved with other parties and can create connections that increase motivation and morality in community members. The theory of the relationship within the leader is charismatic leadership, where the leader with quality of trust, extroversion, clearly stated leadership values, and role models are most able to motivate members of his community. A leader who possesses relationship or transformational leadership qualities can motivate and inspire community members by helping them see the importance and merits of a higher task. Experts in their previous research also stated similarly in this study that mindfulness has significant potential in assisting leaders in maintaining a higher level of transformational leadership and a lower level of supervision on the surface despite feeling physically and spiritually exhausted in a demanding role (Walsh & Arnold, 2018).

### 3.3. The the leader's ability to cultivate mindfulness practice in leadership activities that effect creating compassion and attention nonjudgemental

Informant (18B-NYS-FRQR) said that the leader has a compassionate attitude towards general phenomenon, and he can receive with understanding, namely:

"I guess he has a lot of love and compassion for the world's suffering. So, it's openness and acceptance. In his leadership ability, I can see he brings mindfulness constructs in action to people. Abbot is how to react with compassion and understanding indiscriminately."

Furthermore, Informant 07A- CPT-PSQR added that "I think many years of mindfulness practise naturally leads to an opening of the heart." The leader trains mindfulness and cultivate compassion to enhance his leadership and decision-making abilities. The leader's ability to cultivate an understanding attitude is a skillful means to react another people' difficulties with no resentment or hatred with a motivational drive to relieve the difficulties. The conscientious IABS - Upper Hamlet leadership is discipline and ethic exhibits a understanding and compassion in attitude. The benevolent leaders with closeness and lovingkindness without attachment. Informant 03A-CPT-PSQR also explained in his interview that:

"It naturally leads to understanding their difficulties, which leads to compassion for other people's difficulties and space for their problems. And seed of anger has been transformed in a way, and in its place is more vigorous seeds of things like compassion, empathy, nonjudgmental."

The leader practices the mindfulness practice in developing compassion, and nonjudgmental can be seen based on the schematic analysis of the results managed by the Nvivo 12 Plus, as follows:

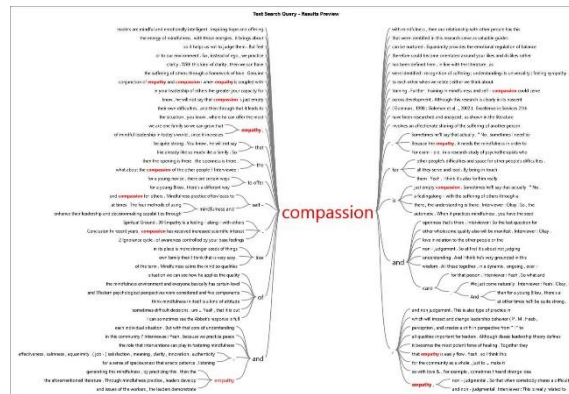


Fig. 13. Schematic Mindfulness Practice Creates Compassion

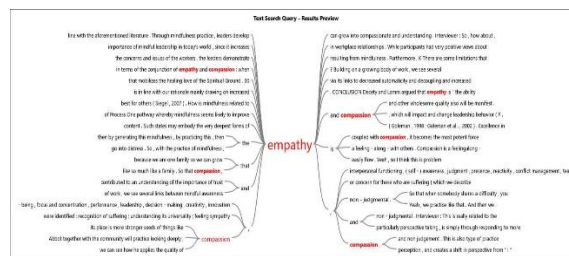


Fig. 14. Schematic Mindfulness Practice Creates Empathy

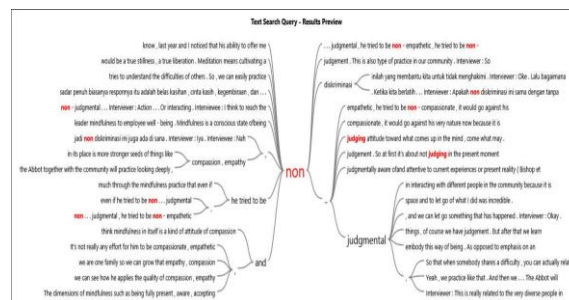


Fig. 15. Schematic Mindfulness Practice Creates Non-judgmental

The leader's skills to cultivate compassion and care with no judgment with the construct of mindfulness, namely having the competency to stop and bring out inner concentration, having empathy and understanding, providing contextual compassion and care, being able to interact with openness, being able to understand others, self-disclosure, self-care, able to speak with love, listen deeply, have a calmer and more peaceful level of thought, strengthen relationships with others, do not discriminate, do not judge and blame, listen deeply, do not take sides, practising loving speech, able to let go, build harmony or joy, and bridge all differences. Mindfulness helps leaders cultivate mindfulness, compassion, sympathy, caring for themselves, others, and nature. Leaders have devotion to themselves to bring advantage of others, but they are humble in their work. Previous research has also revealed that the practice of mindfulness has a close relationship in developing an attitude of compassion in oneself (Dudley, Eames, Mulligan, & Fisher, 2018; Van Wietmarschen, Tjaden, Van Vliet, Battjes-Fries, & Jong, 2018). The other previous studies also mentioned that mindfulness and compassion improve leaders' leadership and decision-making abilities (Lewis & Ebbeck, 2014). The essences of love and understanding or compassion are wisdom, strength, warmth, and non-judgment (Gilbert & Procter, 2006). Leaders were passionate about support others and finding peacefully by meditation training and mindfulness and develop loving kindness, understanding, and stability (Xuan Bach, 2014).

These various characteristics of mindfulness in leadership have enormous implications in the management of higher education institutions that have an impact on leadership actions, namely having a compassionate attitude towards global problems, increasing leadership and decision-making abilities, being able to react with compassionate way, love, and understanding, helping them to change their destructive critical tendencies, being able to aware of their emotions with joy and happiness, developing the competency to listen non-discrimination, not blaming or judging others, having a solid sense of family, closeness without distance and hierarchy, increase understanding and also improve authentic leadership, communication and compassionate leadership actions, understand things from various angles, see problems in depth, conflict resolution with start-up practices This is a new chapter, facilitating the community without any self-interest, practicing a non-discriminatory attitude towards various ideas, providing 'space' for each party, and being able to observe and harmonize the tone of leadership.

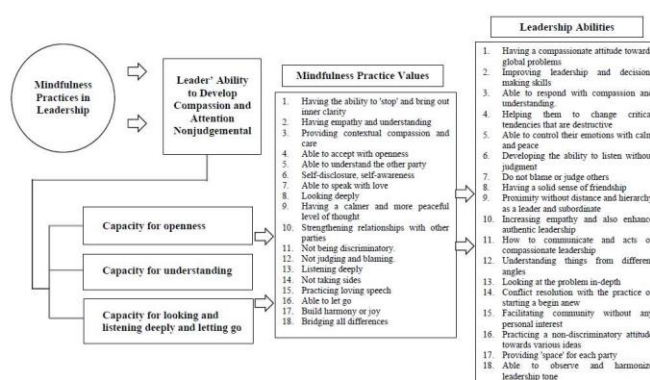


Fig. 16. An Ability of Mindful Leader Develops Compassion & Nonjudgemental

Furthermore, the experts in previous research concluded that the reinforcement in developing an attitude of compassion should benefit individuals by helping them change critical tendencies that are destructive, strengthen relationships with many people, and feelings with calm and happiness (Neff, 2003). Leaders understand the different levels of development through mindful practice. Experts, in their research, stated that the practice of mindfulness could lead to understanding, not only at the individual level but also at all levels (Wamsler et al., 2018). Another previous research revealed that balanced mindfulness is a crucial mediating factor in nonjudgmental action and can develop compassion (Weber, 2017).

These leadership characteristics crystallize into mindful leadership that exists within the leader. This makes the leader a fully aware leader, and educators and students have felt the benefits. Experts said one of the most critical aspects of leadership that the leader can provide welfare for his followers is to become a mindful leader (Arnold & Walsh, 2017; Schuh, Zheng, Xin, & Fernandez, 2017). Through mindfulness, the real sangha in education is in addressing the ability to transfer skills and knowledge into new contexts, developing understanding, wishes and involvement of students, thinking creatively, and developing independent learners (Sherretz, 2011). Mindfulness can predict self-mastery leadership and transformational organizational leadership and better understand the potential mindfulness processes that influence leader behaviour at the highest (King & Haar, 2017). Furthermore, leaders build relationships with other parties. They can develop relationship in ehance that result that food that result in increased wishes and times in their community members—instilling the values of empathy, compassion, and non-judgment in every act of leadership. When compared to leadership in general, mindful leadership is a universal leadership practice. The idea is that leaders of all organizations can use this Practice and knowledge to help them (Cohen, 2009; Drucker, 2011).

#### 4. CONCLUSION

According to the results and discussion in this are, several conclusions were obtained that the Practice of mindfulness practice can strengthen a mindful leader's leadership in a higher education institution. Mindfulness approaches in leadership that focus on cultivating very high levels of self-awareness, wisdom, and self-control enable one to carry oneself into all components of leadership action and every day life. Inspiring followers in the community. Mindful leadership undertaken by leaders in higher education institutions significantly enhances emotional was, sharpness of management practices, and leadership abilities with the following criteria: (a) The ability of the leader to develop mindfulness practice in leadership activities to be fully aware in deepening method by methods in daily life continuously individually and collectively. With mindfulness, leaders can develop concentration and become more focused and have clarity. (b) The ability of the leader to establish mindfulness practice in leadership activities that affect building relationships with the community. The leadership ability of the leader to focus on the connections formed between leaders and followers can be seen in various aspects showing that the relationship between leaders and followers is built. Community members with a community-building approach or a community life approach seek to develop their ability to support and develop trust and skillfully direct changes from responding to various kinds of difficulties to understand the situation around them and the organizational environment. And (c) The ability of the leader to develop mindfulness practice in leadership activities that create nonjudgmental compassion and attention, namely with leadership abilities. Leaders are fully aware by having the ability to create empathy and care without judgment. Developing understanding and respect without judgment descripts that leaders have a compassionate problem and can receive them with openness. Creating an attitude of compassion gives rise to listening without judging, not blaming, and not discriminating.

The limitation of this study is that Mindfulness Practice in leadership focuses on the construct and value of Mindfulness Practice in developing leadership functions and actions in the life of a diverse society. Extracting information from informants is a challenge because researchers must understand information about the background of each informant outside the research context because of their proximity and living conditions at the research location to the next researcher in analyzing the research object of this single case study. The analysis can be expanded through comparative quantitative and qualitative studies that cover all types and levels of educational institutions, hoping that different results will be obtained from the mindful leadership practice of its leaders.

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