

**MINDFULNESS LEADERSHIP
AND THE CULTIVATION OF POSITIVE SCHOOL CULTURE
AT GLOBAL SEVILLA SCHOOL**



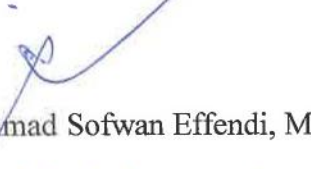
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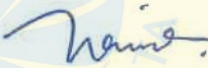
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UNIVERSITAS NEGERI JAKARTA
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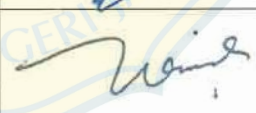
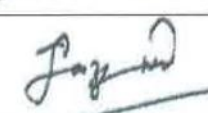


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MINDFULNESS LEADERSHIP AND THE CULTIVATION OF POSITIVE SCHOOL CULTURE AT GLOBAL SEVILLA SCHOOL

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ABSTRAK

Penelitian ini mengkaji bagaimana kepemimpinan berbasis *mindfulness* dipraktikkan di Global Sevilla School serta kontribusinya terhadap pengembangan budaya sekolah yang positif. Penelitian ini menjawab masih terbatasnya kajian empiris mengenai kepemimpinan berbasis *mindfulness* dalam konteks pendidikan di Indonesia. *Mindfulness* dikonseptualisasikan bukan sebagai program pelengkap, melainkan sebagai orientasi kepemimpinan yang relasional dan etis yang terintegrasi dalam praktik kepemimpinan sehari-hari.

Penelitian ini menggunakan desain *mixed methods* konvergen berorientasi kualitatif. Data dikumpulkan melalui wawancara, observasi, analisis dokumen, dan survei terhadap guru. Global Sevilla School dipilih karena memiliki komitmen kelembagaan dalam mengintegrasikan *mindfulness* ke dalam kepemimpinan, kurikulum, dan rutinitas sekolah. Triangulasi data memperkuat kredibilitas kontekstual temuan penelitian.

Hasil penelitian menunjukkan bahwa kepemimpinan berbasis *mindfulness* diwujudkan melalui kehadiran penuh kesadaran, regulasi emosi, jeda reflektif, dan komunikasi tanpa menghakimi. Praktik tersebut mendorong terciptanya keamanan psikologis, kepercayaan, dan dialog terbuka dalam komunitas sekolah. Penelitian ini juga menunjukkan bahwa kepemimpinan berbasis *mindfulness* berlandaskan pada nilai kasih sayang, empati, pengendalian diri, dan rasa hormat yang memengaruhi pengambilan keputusan, hubungan interpersonal, serta pendekatan terhadap disiplin. Integrasi *mindfulness* melalui pelatihan dan rutinitas bersama memperkuat koherensi budaya sekolah.

Meskipun menghadapi tantangan berupa beban kerja, pemahaman yang belum merata, dan risiko implementasi yang dangkal, penelitian ini menyimpulkan bahwa kepemimpinan berbasis *mindfulness* berkontribusi dalam mengembangkan budaya sekolah yang positif melalui integrasi kesadaran, nilai-nilai etis, dan praktik kepemimpinan relasional.

MINDFULNESS LEADERSHIP AND THE CULTIVATION OF POSITIVE SCHOOL CULTURE AT GLOBAL SEVILLA SCHOOL

Rosnelly Barus
Master of Education Management

ABSTRACT

This study examines how mindfulness leadership is practiced at Global Sevilla School and how it contributes to cultivating positive school culture. Positioned within contemporary educational leadership discourse, the research addresses the limited empirical exploration of mindfulness leadership in the Indonesian context. The study conceptualizes mindfulness not as a supplementary program, but as a relational and ethical leadership orientation embedded in everyday practice.

A qualitatively oriented convergent mixed-methods design was employed to capture both lived experiences and perceptual trends. Data were collected through interviews, observations, document analysis, and teacher surveys. Global Sevilla School was selected due to its institutionalized commitment to mindfulness across leadership, curriculum, and school routines. This design enabled triangulation and strengthened the contextual credibility of the findings.

Findings indicate that mindfulness leadership is enacted primarily through embodied presence, emotional regulation, reflective pauses, and non-judgmental communication. Leaders model calm responsiveness and attentive listening, particularly during conflict or high-pressure situations. These practices foster psychological safety, trust, and open dialogue within the school community.

The study further reveals that mindfulness leadership is grounded in core values such as compassion, empathy, self-control, and respect. These values shape discipline approaches, decision-making, and interpersonal relationships, reinforcing dignity and accountability. Whole-school integration—including structured training and shared routines—strengthens cultural coherence and sustainability.

Despite its positive impact, mindfulness leadership faces challenges related to workload pressures, uneven understanding, and risks of superficial implementation. Sustained authenticity requires personal commitment, ongoing professional development, and institutional alignment. Overall, the study concludes that mindfulness leadership enhances positive school culture by integrating awareness, ethics, and relational practice within everyday leadership.

Keywords: Mindfulness Leadership; Positive School Culture; Educational Leadership; Emotional Regulation; Leadership Values; Mixed-Methods; Indonesia.

PREFACE

I offer my deepest gratitude to God Almighty for His grace, love, and guidance, which have enabled me to complete this thesis. Without His blessings and direction, this journey would not have progressed as smoothly as it has.

This thesis has been prepared as part of my commitment to explore and present a clear, thoughtful, and comprehensive understanding of the topic, *“Mindfulness Leadership and the Cultivation of Positive School Culture at Global Sevilla School.”* In developing this study, I have sought to integrate relevant theoretical perspectives, empirical findings, and reflective insights to illuminate how mindful leadership practices can shape and sustain a nurturing, collaborative, and growth-oriented school environment. Throughout the writing process, I have endeavoured to ensure the accuracy of the information presented, the rigor of the analyses conducted, and the meaningful contribution of the insights offered—particularly for readers interested in leadership, education, and school culture development.

I would like to express my heartfelt appreciation to the many individuals who have offered their support, guidance, and encouragement throughout this journey. Their kindness, expertise, and confidence in my abilities have strengthened my resolve and enriched the quality of this work. Each contribution, no matter how great or small, has been invaluable. With humility and respect, I extend my sincere thanks to:

1. Dr. Aip Badrujaman, M.Pd., Dean of the Faculty of Education, Universitas Negeri Jakarta.
2. Karta Sasmita, S.Pd., M.Si., Ph.D., Vice Dean I of the Faculty of Education, Universitas Negeri Jakarta.
3. Dr. Cecep Kustandi, M.Pd., Vice Dean II of the Faculty of Education, Universitas Negeri Jakarta.
4. Dr. Siti Zulaikha, S.Ag., M.Pd., Vice Dean III of the Faculty of Education, Universitas Negeri Jakarta.
5. Winda Dewi Listyasari, M.Pd., Ph.D., Coordinator of the Master’s Program in Educational Management and my first academic supervisor, for her invaluable guidance, encouragement, and continuous support throughout this thesis process.
6. Dr. Mohammad Sofwan Effendi, M.Ed., my second academic supervisor, for his direction, motivation, and invaluable assistance in the completion of this thesis.

7. All lecturers of the Graduate Program in Educational Management at Jakarta State University, for their dedication and generosity in sharing their invaluable knowledge and insights.
8. The entire academic community of Global Sevilla School—teachers, staff members, and top management—who generously dedicated their time for interviews and questionnaires despite their demanding schedules.
9. Rangga Cipta Narendra, my beloved husband, who accompanied and supported me faithfully throughout this journey.
10. Kalila, Hanna, and Elmira, my precious daughters, who remained by my side as I pursued and completed my studies.
11. My extended family, for their prayers, understanding, and patience—especially during my absence from family gatherings in order to fulfil my academic responsibilities.
12. My classmates of Non-Regular A 2024, each of whom holds a special place in my heart.
13. All individuals who have supported this work and whose names cannot be mentioned individually.
14. Myself, for persevering and remaining steadfast despite the many challenges encountered along the way.

Despite my sincere dedication and best efforts in completing this thesis, I acknowledge that it may still contain limitations and areas for further improvement. Research is a continuous process of learning and growth, and I remain aware that the insights presented here may evolve through further study and reflection. Therefore, I warmly welcome constructive feedback and suggestions that may contribute to the refinement of this work and the advancement of future research.

It is my sincere hope that this thesis will serve not only as an academic reference but also as a meaningful contribution to educators, leaders, and scholars interested in mindfulness leadership and its role in cultivating a positive school culture. May the knowledge, shared in this work inspire new perspectives, encourage reflective leadership practices, and bring lasting benefit to its readers.

Jakarta, June 2026



Rosnelly Barus

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