





Enhancing of learning organization through transformational leadership at schools

Luwaha^{1*} 
Widiyanto² 
Eko Pramono³ 
Burmansah⁴ 

^{1,3,4} Buddhist Education Department, STIAB Jinarakkhita, Lampung, Indonesia

² Buddhist Communication Science Department, STIAB Jinarakkhita, Lampung, Indonesia

ABSTRACT

The learning process occurred remotely during the pandemic, causing various problems. It was found that there were many cases of students experiencing boredom in the online-learning process. Mindfulness practice is known as one way to help overcome this boredom. This study aimed to discover the effect of mindfulness practices in overcoming the boredom of students' online learning. This study was conducted at STIAB Jinarakkhita Lampung. The method used in this research is a survey method with a descriptive quantitative approach. The data was collected using a questionnaire with a statement of 83 items with a total sample of 98 respondents. The study analysis used path analysis with simple linear regression with the help of the IBM SPSS 26 program. Based on the results of data analysis that has been carried out, it was concluded that Mindfulness affected overcoming the boredom of online student learning. This research can provide knowledge and insight for higher education schools in overcoming student boredom facing online learning today.

KEYWORDS

Mindfulness; online learning saturation; student learning; learning innovation

Received: 1 November 2022

Accepted: 10 December 2022

Published: 30 January 2023

Introduction

Education is the basis for those who seek knowledge, and the knowledge gained can be applied to society. To gain pedagogical knowledge, you need skills in a particular area. As regulated in [No. 3 of the 2003 National Education Law](#), national education develops valuable skills and character about the formation of national life, which aims to develop students and help shape civilization. The potential to become a human being who believes in God Almighty, is pious, has a noble character, is healthy, knowledgeable, capable, creative, independent, democratic, and responsible. Over time, online lectures have influenced student interest in learning (Henriksen et al., 2020). Some are interested in online courses; some are less interested in learning and become lazy and avoid attending when online lectures are given. It is difficult to concentrate on studies, and it creates anxiety, such as boredom, anxiety, and indifference.

This learning has a significant impact on student interest in learning because the focus of attention of students who usually meet face-to-face to give lectures in class shifts to virtual online (network). Therefore, it is essential to get into the habit of sitting, walking, and thinking, always being fully aware of all the conditions taken, and practicing Mindfulness. Of course, students need to be careful because they have a leadership spirit in organizing at the Jinarakkhita School of Buddhism in Lampung. Mindfulness can be a core competency for courageous, enthusiastic, and conscious leaders (Burmansah et al., 2019).

From the preliminary survey (survey), it can be concluded that the problem of student learning saturation still occurs, and further research is needed. The study was continued by determining the appropriate variables to overcome the boredom of student learning. Overcoming student boredom requires attention to gain self-control, awareness, concentration, and thought so that students can focus on the students.

Mindfulness, also known as mindfulness practice, is the process of observing inhalation and exhalation. Hopefully, with this practice, one can focus on remaining calm and alert in any situation. The essential part of practicing Mindfulness is getting used to what it feels like to be more aware and focused on maintaining Mindfulness (Burmansah et al., 2019). Mindfulness practice can go a long way in improving interpersonal well-being by understanding that suffering and unpleasant experiences in life are part of a human and natural state (Syafira & Paramastri, 2018). This condition can make a person more aware of past experiences and save him from evil thoughts. If you can practice it in daily life, there are great benefits.

Methods

Research design

This research is incorporated into the survey method using a descriptive quantitative approach. Descriptive and quantitative studies are numerical data analysis studies used to identify and explain existing phenomena to find a relationship or influence between two variables to draw conclusions from the research results. Quantitative research is a research method based on the philosophy of positivism because it fulfills scientific principles that are concrete/empirical, objective, measurable, rational, and systematic (Sugiyono, 2019:16).

The method used in this research is a survey method with a descriptive quantitative approach. Tool to collect data in the form of a questionnaire with a statement of 83 items with the number of samples in this study as many as 98 respondents. The method used to test the effect's magnitude is simple linear regression with the help of the IBM SPSS 26 program. Based on the results of data analysis that has been carried out, it is concluded that mindfulness influences overcoming the boredom of online student learning. Hopefully, this research can provide knowledge and insight for universities in overcoming student boredom facing distance learning today.

Research Setting

The object of this research is the practice of Mindfulness to overcome the boredom of online learning among students of the Jinarakkhita School of Buddhism in Lampung. Researchers are believed to have the necessary data for this study, so they chose the Jinarakkhita School of Buddhism in Lampung. In addition, this location was selected as the research location because researchers can still access it. While the subjects in the research that will be carried out in this study, namely: semester II-VIII students of the Jinarakkhita Buddhist College Lampung, Bandar Lampung in 2022, totaling 129 students. The following is the number of students of the Jinarakkhita School of Buddhism in Lampung:

Table 1. Population List

No	Semester	Amount		Total
		Male	Female	
1	II (Two)	19	26	45
2	IV (Four)	15	24	39
3	VI (Six)	8	12	20
4	VIII (Eight)	13	12	25
	Amount	55	74	129

Source: Student Attendance (BAAK data 2021/2022)

Sampling

The sample is part of the population that is taken in a certain way to measure or observe its characteristics. Suppose the population is large and the researcher cannot study everything in the population, for example due to budget, human and time constraints. In that case, the researcher can use samples taken from that population. Iii and Penelitian (2018) In this study, researchers used a random sample (random sampling) using the Taro Yamane formula as a basis for sampling. Taro Yamane's formula is 98 students. From the calculation, the number of samples is 98 respondents. From the formula above, it can be obtained the number of samples according to each strata as follows:

$$\begin{aligned} \text{Semester 2} &= \frac{45}{129} \times 98 = 34,18 = 34 \text{ people} \\ \text{Semester 4} &= \frac{39}{129} \times 98 = 29,62 = 30 \text{ people} \\ \text{Semester 6} &= \frac{20}{129} \times 98 = 15,19 = 15 \text{ people} \\ \text{Semester 8} &= \frac{25}{129} \times 98 = 18,99 = 19 \text{ people} \end{aligned}$$

Table 2. The Distribution of Student Samples Based on Semester/Class

Semester/class	Population	Sample
Semester 2	45	34
Semester 4	39	30
Semester 6	20	15
Semester 8	25	19
Amount	129	98

Source: Student attendance (BAAK Data 2021/2022)

Data Analysis Technique

Based on the instrument's validity test on the effect of Mindfulness in overcoming the online learning saturation of the students of the Jinarakkhita School of Buddhism, Lampung, in 2022, it was found that from 40 items, there were 37 valid items. Invalid statements are found in number 12,19,32 for the Mindfulness indicator. Some of these items are declared invalid by comparing the *r* table on 31 respondents, and the significance level of 0.05 is 0.335. Meanwhile, 37 valid statements will be used to obtain research data. Of the 83 valid statement items, the highest value was obtained at number 26 with an *r*-count value of 0.88 and the lowest value at number 19 with an *r*-count of 0.18.

Meanwhile, based on the instrument validity test on the effect of Mindfulness in overcoming online learning saturation for the students of the Jinarakkhita School of Buddhism, Lampung, in 2022, the results showed that from 49 items there were valid items. Invalid statements are found in numbers 54,60,69,75. Some of these items are declared invalid by comparing the *r* table on 31 respondents, and the significance level of 0.05 is 0.355. Statement items numbered 54,60,69, and 75 < *r* table (0.355) so that the statement items were not used in collecting research data. In contrast, a valid statement of 45 items will be used to obtain research data. Of the 45 valid statement items, the highest value was obtained at number 59 with an *r*-count value of 0.870 and the lowest value at number 75 with an *r*-count 0.175.

Normality Test

Table 3. Normality Testing

One-Sample Kolmogorov-Smirnov Test			
		x	y
N		98	98
Normal Parameters ^{a,b}	Mean	136.9490161	8878
	Std. Deviation	16.5780717	19679
Most Extreme Differences	Absolute	.110	.059
	Positive	.085	.059
	Negative	-.110	-.050
Test Statistic		.110	.059
Asymp. Sig. (2-tailed)		.005 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Validity & Reliability

Table 4. Result of Validity Test

Instrument	N	Valid Item	Invalid Item
Mindfulness	40	37	3
Saturation of Online Learning	29	36	4

Table 5. Result of Reliability Test

Instrument	Valid Item	Alpha Value	Note
Mindfulness	37	0.751	Reliable
Saturation of Online Learning	36	0.751	Reliable

Linear Regression Analysis

This study uses simple linear regression analysis because there are only two variables. Simple linear regression analysis is used to see the functional relationship between variables for forecasting purposes; in the model, there is one independent variable given the notation *x* and the dependent variable shown in the notation *y* (Sundayana, 2018:190-191). The simple linear regression formula is $Y = a + bX$.

Notes:

Y : predicted value (bound variable)

X : the value of the independent variable

a : value of constant price Y if X=0

b : the direction value as a predictor (prediction), which shows the value of the approach (+) or the value of the decrease (-) of the Y variable.

Hypothesis Testing

Hypothesis testing is a procedure that produces a decision, namely the decision to accept and reject the established hypothesis. To test the hypothesis used a simple linear regression formula followed by a t-test with the following formula:

$$t_0 = \frac{b}{s_b}$$

Information:

t_0 = Theoretical value of observation

b = Coefficient of regression direction

s_b = Standard deviation

The criteria for testing the hypothesis are as follows:

- a) When $t_0 > t_{\alpha}$ so H_0 rejected stating that there is an effect. On the other hand, if $t_0 < t_{\alpha}$ so H_0 accepted, which stated that it had no impact on $\alpha = 0,05$ and $dk (n - 2)$.
- b) When $t_0 < t_{\alpha}$ so H_0 rejected stating there was an effect. On the other hand, if $t_0 > t_{\alpha}$ so H_0 accepted, which stated that it had no impact on $\alpha = 0,05$ and $dk (n - 2)$.

Results

Mindfulness towards Online Learning Saturation

Based on data processing using IBM SPSS 26 computer software, it is known that the Mindfulness (X) variable from filling out the questionnaire conducted by 98 respondents obtained the data range, minimum, maximum, mean, std. deviation and variance. The range score is 118, the minimum score is 57, the maximum score is 175, the mean score is 105.78, the std deviation score is 24,302, and the variance score is 590,624. The mindfulness variable consists of 37 statement items divided into four indicators: body/physical, feelings, thoughts, and objects of mind. On body/physical indicators, it shows that the results of descriptive analysis on body/physical indicators, on average, respondents answered in the high category of 42%. This indicates that the results of indicators on the body/physical answer are in the high category. This condition illustrates that the Jinarakkhita School of Buddhist Studies students agrees with the existence of a fully aware body when doing lectures.

While the feeling indicator shows that the results of the descriptive analysis on the feeling indicator, on average, respond to the high category of 58%. This indicates that the results of the indicator on feelings answered the high category. This condition illustrates that the Jinarakkhita Buddhist College students agree to maintain their feelings consciously in lectures. The mind indicator shows that the results of descriptive analysis on the mind indicator, the average respondent answered with a high category of 46%. This indicates that the results of the indicator on the mind answered the high category. This condition describes the Jinarakkhita Buddhist College students agreeing to focus their minds while studying in lectures. Meanwhile, the indicators of mind objects show that the results of descriptive analysis on the hands of mind-objects on average, respond to the high category of 62%. This indicates that the results of the indicators on the objects of the mind answered the high category. This condition illustrates that the Jinarakkhita Buddhist College students agree with the state of the phenomenon that occurred during the lecture.

Mindfulness toward Online Learning Saturation Vice Versa

Based on data processing using IBM SPSS 26 computer software, it is known that the online learning saturation variable (Y) from filling out the questionnaire conducted by 98 respondents obtained the data range, minimum, maximum, mean, std. deviation and variance. The range score is 120, and the minimum score is 65, the mean score is 141.90, the std score. deviation of 25,990, variance score of 675,462. The Mindfulness variable consists of 45 statement items divided into 4 indicators: emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation. On the indicator of emotional exhaustion, it shows that the results of descriptive analysis on the indicators of feeling happy on average, respondents answered with a high category of 39%. This indicates that the results of the indicator on feeling happy answered the high category. This condition illustrates that students of the Jinarakkhita School of Buddhist Studies feel pleasure when attending lectures. At the same time, the indicators of physical fatigue show that the results of descriptive analysis on the hands of interest in the average respondent answered in the high category of 67%. This shows that the results of the indicator on interest answered the high category. This condition indicates that Jinarakkhita Buddhist College students are interested in attending lectures. The cognitive fatigue indicator shows that the results of the descriptive analysis on the attention indicator, on average, respond to the high category of 72%. This indicates that the results of the indicator on attention answered the high category. This condition illustrates that Jinarakkhita Buddhist College students receive material attentively from lecturers during lectures. In contrast, the indicator of loss of motivation shows that the descriptive analysis of the average respondent involvement index responds in the high category of 48%. This indicates that the results of engagement indicators answered the high class. This condition illustrates that the

Jinarakkhita Buddhist College students are enthusiastic about receiving lectures, actively asking questions, and expressing opinions.

Discussion

Based on the research result, an overall plan can answer research questions and predict problems that may occur during the research process. Research design is a strategy for obtaining data needed for hypothesis testing and answering research questions, which is very important as a tool for controlling variables that affect research. The type of survey used is a field survey that investigates the effectiveness of Mindfulness practices in overcoming students' boredom at the Jinarakkhita School of Buddhism in Lampung in online learning. The research design carried out by the author in this study is related to making observations, editing the background of the problem, identifying problems, formulating problems using theoretical foundations, or practicing Mindfulness and boring online learning, including exploring theories, making research methods, and making decisions. Investigate variables, create equipment grids, collect data by questionnaires, analyze data, draw conclusions, and make suggestions.

Based on the results of data analysis, there is a positive and significant effect between Mindfulness and student online learning saturation. This is done through questionnaire-style findings and can be seen from some evidence to obtain analysis results that each variable can analyze to test and explain accuracy. Therefore, it can be used to make research decisions and conclusions. Mindfulness is essential in lectures, and this is because Mindfulness can overcome the boredom of learning by being fully aware of the learning activities that are being carried out, such as completing assignments, expressing opinions, asking questions, and the excitement of learning. Mindfulness has a tremendous impact on a student's success in overcoming the boredom of online learning. This requires the level to remain fully aware of their attention because attention largely determines the condition of students attending lectures. Of course, knowing this can lead to excitement, interest, awareness, and involvement in the learning process so that students will not be bored when participating in online learning. Buddhism says in the *nāpānasati Sutta* how important it is to be aware of the in and out of breath as the key to full awareness in living every moment of life. Mindfulness exercises in this study are said to be mindfulness exercises carried out by students of the Jinarakkhita Buddhist College in Lampung. Good mindfulness practices are expected to generate a fully conscious mind and good emotions in online learning and change bad student learning behavior for the better. Well-developed mindfulness practices can help students properly apply their online learning process and expand their knowledge.

Once one has faith, followed by the emergence of vigor or viriya, the next stage in the Dhamma is the arising of Mindfulness. Attention is meant here is the ability of the person to pay close attention to everything he is doing. If he starts to get confused and confused because his mind starts paying attention to other things so that his work is disturbed, then he should be able to return his attention so that he remains focused on his original work. Based on the study results, it gives a real picture that there is a significant influence between the Mindfulness variable and the online learning saturation variable for students at the Jinarakkhita School of Buddhism Lampung in 2022. The hypothesis testing criteria are rejecting H_0 if $t \text{ count} > t \text{ table}$ and vice versa. For the t distribution used $dk = (n-2)$ and $\alpha = 0.05$. Based on the data analysis, $t \text{ count} = 33,809$ while the $t \text{ table}$ with $n = 98$ and $\alpha = 0.05$ obtained 2,089. Then it can be seen that $t \text{ count} > t \text{ table}$ ($33.809 > 2.089$) or $\text{sig} (0.000 0.039)$, so it can be concluded that H_0 is rejected and H_a is accepted so that it can overcome the saturation of online learning for students of the Jinarakkhita School of Buddhism Lampung in 2022.

Based on the descriptive analysis, it can be seen that the students have not implemented mindfulness exercises well. It can be seen in every mindfulness indicator that the students respond to, on average, are in a low category, with an average student. The College is in the development of spreading the practice of Mindfulness well during online learning. However, there are still students who practice Mindfulness during online learning. Concerning the Mindfulness practice of the students, this follows the opinion Arthur et al. (2018). Mindfulness is a state of being able to focus on the present moment and the environment and activities around it. The goal is to focus on things in the present without being distracted by past or future thoughts. Students may feel bored with online learning because it is too monotonous, the intonation is less diverse, and they cannot interact directly with friends and teachers. Loneliness affects academic burnout. In addition, an inefficient learning system can make the delivery of material challenging to understand (Vitasari, 2016). This is consistent with what the Buddha said: the cause of all these forms of boredom, even when one sometimes feels bored with life, is one's lack of enthusiasm. The monotony of studying can lead to a decrease in concentration and absorption of the essence of certain materials because burnout is where the emotions and brain get stuck due to the constant pressure of learning. Students who tend to be skeptical and indifferent to lessons show a lack of trust, avoid them, and do not understand the lessons they receive (Arirahmanto, 2018).

The results of this study indicate that students experience academic burnout due to various factors. These factors include media or less attractive material, so the presentation of material during online learning is monotonous. The provision of material accompanies the number of exercises provided without in-depth explanation. This causes students to misinterpret the material. As a result, feelings of sluggishness, loss of enthusiasm, stress, insomnia, fatigue, and boredom with learning materials arise during online learning. This causes lethargy in students. In addition, the influence of a less conducive learning environment at home, such as crowded, noisy, or uncomfortable, also causes boredom in learning.

Conclusion

Online learning amid the COVID-19 pandemic impacts student boredom at the Jinarakkhita School of Buddhism in Lampung. This is known through indicators from aspects of emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation. These symptoms are known through answers to questions in the form of interviews, questionnaires, and documentation given to students of the Jinarakkhita School of Buddhism in Lampung. The responses of students from the Jinarakkhita School of Buddhism, Lampung, show that online learning causes boredom due to external and internal factors. Based on the results of research and discussion on the influence of Mindfulness practice in overcoming online learning boredom for students of the Jinarakkhita Lampung School of Buddhist Studies, it can be concluded that: (1) The results have shown that mindfulness practice can overcome online learning boredom for students, so it can be supposed that H_0 is rejected and H_a is accepted. Thus, there is an influence of Mindfulness in overcoming the boredom of online learning students, (2) The significant impact of Mindfulness in overcoming the tedium of online learning for students has considerable influence on students. With the practice of Mindfulness, it can overcome the boredom of online learning for students of the Jinarakkhita School of Buddhism, Lampung, in 2022.

Acknowledgements

All praise and gratitude the writer prays to the presence of God Almighty. Because of His blessings and gifts, so the writer can finish this research. With the completion of this research, it is not an end, but a new beginning to start a new life adventure. The author is fully aware that there are people who contribute to the completion of this research. There is no best offering that the author can give other than gratitude to those who have helped the author a lot. In particular, the author would like to thank Widiyanto, S.Ag, M.Pd.B and Eko Pramono, S.Pd.B., M.Pd as supervising lecturers who have been patient, took the time, volunteered their energy and thoughts and also paid attention in providing assistance during the process of writing this research. Thank you also to STIAB Jinarakkhita Lampung for giving the opportunity to be able to conduct research there. All the shortcomings and imperfections of this research, the authors really look forward to input, criticism, and constructive suggestions towards the improvement and refinement of this research. There were quite a lot of difficulties that the writer experienced in preparing this research, but Praise God, it was resolved properly. Finally, the writer hopes that this research will be useful for all parties and that the good deeds that have been given will be rewarded by God Almighty.

References

- Arirahmanto, Sutam Bayu. (2018). *Pengembangan Aplikasi Penurunan Kejenuhan Belajar Berbasis Android untuk Siswa SMPN 3 Babat*. UNESA Surabaya.
- Arthur, D., Dizon, D., Jooste, K., Li, Z., Salvador, M., & Yao, X. (2018). Mindfulness in nursing students: The five facet Mindfulness questionnaire in samples of nursing students in China, the Philippines, and South Africa. *International Journal of Mental Health Nursing*, 27(3), 975-986. <https://doi.org/10.1111/inm.12405>
- Burmansah, B., Rugaiyah, R., & Mukhtar, M. (2019). A case study of mindful leadership in an ability to develop focus, clarity, and creativity of the buddhist higher education institute leader. *International Journal of Higher Education*, 8(6), 57-69. <https://doi.org/10.5430/ijhe.v8n6p57>
- Henriksen, D., Richardson, C., & Shack, K. (2020). Mindfulness and creativity: Implications for thinking and learning. *Thinking Skills and Creativity*, 37(July), 1-10. <https://doi.org/10.1016/j.tsc.2020.100689>
- Iii, B. A. B., & Penelitian, M. (2018). 1) 2). 119-120.
- Syafira, V., & Paramastri, Ira. (2018). Efektivitas Pelatihan Mindfulness untuk Menurunkan Ego Depletion pada Mahasiswa Baru. *Gadjah Mada Journal of Professional Psychology (GamaJPP)*, 4(1), 1. <https://doi.org/10.22146/gamajpp.45344>
- Sugiyono. (2019). *Metode penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sundayana, Rostina. (2018). *Statistika Penelitian Pendidikan*. Alfabeta
- Undang-Undang Sistem Pendidikan Nasional No. 20/2003. 2003. Jakarta: Presiden Republik Indonesia.
- Vitasari, I. (2018). Kejenuhan (Burnout) Belajar Ditinjau Dari Tingkat Kesepian Dan Kontrol Diri Pada Siswa Kelas XI Sma Negeri 9 Yogyakarta. *Skripsi*. Universitas Negeri Yogyakarta.