



Dispositional Mindfulness as an Internal Resource to Optimize Mental Health at Work

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ARTICLE INFORMATION

Publication information

Research article

HOW TO CITE

Puswiartika, D., Ratu, B., & Nur, R. (2025). Dispositional mindfulness as an internal resource to optimize mental health at work. *Journal of the Community Development in Asia*, 8(2), 233-248.

DOI:

<https://doi.org/10.32535/jcda.v8i2.3852>

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Received: 17 March 2025
Accepted: 19 April 2025
Published: 20 May 2025

ABSTRACT

Mental health in the workplace is essential because it can affect employees' performance and productivity. One effective strategy to maintain mental health in the workplace is developing dispositional mindfulness in employees. This study aimed to describe dispositional mindfulness as an internal resource of employees in a railway transportation service provider in Jakarta, Indonesia. The study highlights mindfulness as a dispositional trait influencing cognitive, emotional, and behavioral functions, enhancing stress management, work performance, relationships, and overall well-being. The authors used a survey method to distribute the Dispositional Mindfulness at Work Scale to 357 employees in supervisory positions through quota sampling. Data analysis, conducted using SPSS 21.0, revealed that respondents generally exhibited strong dispositional mindfulness, with significant differences based on age and education level. Among the components of mindfulness, awareness emerged as the dominant trait, followed by acceptance, attention, and present focus. These findings suggest that management can implement mindfulness programs to enhance work performance and service quality. This study contributes to the literature on mindfulness in organizational settings, particularly within the railway transportation sector.

Keywords: Age; Dispositional Mindfulness; Education Level; Railway Transportation; Service Provider; Supervisors

INTRODUCTION

World Health Organization (WHO) has raised the theme for World Mental Health Day 2023: 'Mental health is a universal human right' (WHO, 2023). The theme aimed to increase knowledge and awareness and encourage actions that support and protect everyone's mental health as a universal human right. Mental health has become an important issue for people worldwide, including Indonesians. The experience of the whole world facing the COVID-19 pandemic has become an essential momentum regarding the growing public awareness of the importance of mental health.

An individual can be mentally healthy if they can feel psychological, emotional, and social well-being. Mental health influences how you think, speak, feel, act, make decisions, and interact with the surrounding environment (Puswiartika, 2022). On the other hand, individuals can be in an unhealthy mental condition, for example, when they experience anxiety, stress, depression, and other psychological disorders, which can put them in a more serious mental disorders (Rana et al., 2023).

Almost 60% of the world's population is at work. All workers have the right to a safe and healthy work environment. Decent work supports good mental health by providing a livelihood, a sense of confidence, purpose, and achievement, an opportunity for positive relationships and inclusion in a community, and a platform for structured routines, among many other benefits. For people with mental health conditions, decent work can contribute to recovery and inclusion and improve confidence and social functioning (WHO, 2022).

Employees' mental health is one of the crucial things that must be maintained so that employees can participate in the workplace more optimally and productively. If mental health is disturbed, it can cause psychological problems, which can lead to mental disorders. Mental disorders can change the way a person handles stress, interacts with others, makes choices, and triggers a desire to harm themselves. Mental health often also has an impact on physical health. An unhealthy mentality can cause various disorders, both emotional and disrupt other bodily functions (Puswiartika, 2022).

The Health and Safety Executive (HSE) report in 2023 revealed a staggering 875 thousand cases of work-related stress, depression, and anxiety. A survey conducted by Gallup in Southeast Asian countries from 2021 until the end of March 2022 showed that 20 percent of 1000 respondents felt stressed while at work. These numbers underscore the widespread nature of workplace stress (Ministry of Manpower of Indonesia [Kemanaker RI], 2024). The results of a preliminary study by authors using the Focus Group Discussion (FGD) method involving employee participants from railway transportation service providers in Indonesia showed that the heavy work challenges and demands for excellent customer service caused employees to feel anxious and stressed, sometimes unable to control their emotions, have difficulty concentrating while working, insomnia, and experience work boredom and burnout.

The psychological problems outlined above can disrupt employee mental health, so they must be solved immediately. Employees need to develop their internal resources to be able to manage their psychological conditions in carrying out daily activities with maintained mental health. Internal resources are an individual's tendency to believe in the self's ability to impact the environment positively (Hobfoll, 2002). For example, mindfulness is one of the internal resources for supervisors who often face stressful situations regarding work. The definition of mindfulness is focusing attention in a certain way on a current goal without giving judgment (Kabat-Zinn, 1994). Mindfulness is also defined as a disposition of individuals to pay attention and be fully aware of internal and

external conditions in their present experience here and now to accept every thought, feeling, or sensation that arises without the need to elaborate and without giving judgment (Bishop et al., 2004).

There are two perspectives on measuring mindfulness (Good et al., 2016). The first perspective is mindfulness as a stable dispositional characteristic or trait, an innate aspect of personality that can be measured in individual differences with self-report. The second perspective is mindfulness as a state or situational condition that can be developed through mindfulness practice or training and measured by engagement in mindfulness practices and state self-reports.

Mindfulness can help employees manage their thoughts, emotions, and internal distractions to deal with work challenges (Long & Christian, 2015). Individual reactivity can decrease so that individuals no longer criticize themselves and others. The employees will focus more on completing work (Vago & David, 2012). Mindfulness is a protective factor when facing work environments. Mindfulness is also an employee dispositional factor that can enhance employee adjustment and well-being (Schultz et al., 2015). Specifically, mindfulness as a dispositional trait was negatively associated with stress over time, suggesting that it can play an important role in stress mitigation in isolated and confined environments, including long-duration space missions (Pagnini et al., 2024).

The mindfulness framework showed how mindfulness affects attention and impacts cognitive, emotional, behavioral, and physiological functions. The relationships between mindfulness and affective and cognitive processes are behaviorally dissociable and converge with neuroimaging data, indicating that mindfulness modulates affect and cognition through separate neural pathways. These findings support the benefits of mindfulness on both affective and cognitive processes and reveal that those benefits are at least partly dissociable in the mind and brain (Tsai et al., 2024).

The cognitive, emotional, and behavioral domains have been functionally integrated, influencing workplace outcomes from mindfulness, such as performance, relationships, and well-being (Good et al., 2016). The results of the following studies showed that mindfulness significantly impacted workplace outcomes, including job performance, including task performance (Dane, 2011; Glomb et al., 2011); Organizational Citizenship Behavior (OCB) (Allred, 2012; Reb et al., 2013), and negatively related to the negative form of performance, namely: deviance (Reb et al., 2013); relationship, including empathy (Hülshager et al., 2018), leadership effectiveness (Wasyliw et al., 2015); servant leadership (Verdorfer, 2016); supervisory relationship (Daniel et al., 2015); work engagement, and job satisfaction (Glomb et al., 2011); and well-being (Malinowski & Lim, 2015; Reb et al., 2014; Schultz et al., 2015).

In the previous research, the author found that most employees of the railway transportation service providers in Jakarta have the personality to accept the facts patiently and sincerely. This personality characteristic is similar to mindfulness, which is being aware of and accepting the situation without judging. Besides, as part of the company, the employees always commit to giving excellent service to their customers (Puswiartika et al., 2019). Another study by the author found that college students generally showed a high level of dispositional mindfulness during the COVID-19 pandemic. This high level of dispositional mindfulness showed that college students can regulate attention when completing tasks and responsibilities, focus on the task at hand, and be fully present in everyday experiences with the people around them. College students are also aware of and understand their emotional conditions and needs. Furthermore, college students can provide positive and constructive responses to

various situations. Finally, college students can accept their problems in adaptive and productive ways (Puswiartika, Ratu, et al., 2021).

Referring to the previous studies above, the authors are interested in conducting a further study to understand the profile of dispositional mindfulness in the employees of a railway transportation service provider in Jakarta, Indonesia. This study is urgent because there are limited studies on dispositional mindfulness in Indonesia. Based on the author's literature review, there is no research on dispositional mindfulness in Indonesian employees. Therefore, the novelty of this study lies in its effort to measure the level of dispositional mindfulness among employees in Indonesia. The research question of this study is "How is the profile of dispositional mindfulness among the employees of a railway transportation service provider?"

LITERATURE REVIEW

In the transportation services industry, human resources are the most important assets owned by the company. The role of human resources in transportation services is one of the determinants of good or bad service performance for service users or customers. Good service performance can mark the success of a railway transportation service provider in carrying out organizational functions.

Gibson (2008) states that three variables can influence service behavior and performance: individual, organizational, and psychological. The first factor comes from individual variables: abilities, skills, background, and demographics. The second factor influencing performance is psychological variables: perception, attitude, personality, motivation, job satisfaction, and work stress. The third factor affecting performance is organizational factors, which consist of leadership, compensation, conflict, power, organizational structure, job design, organizational design, and career.

Specifically, personality factors as individual characteristics are essential in forming individual behavior and performance. Mindfulness as a stable dispositional characteristic or trait is a natural human capacity that each individual can possess at different levels, even in individuals who have not been trained (Brown et al., 2007).

Definition of Mindfulness

An often-cited definition of mindfulness, "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994), embodies the three axioms of mindfulness: "on purpose" or intention, "paying attention" or attention, and "in a particular way" or attitude (mindfulness qualities). Intention, attention, and attitude are not separate processes or stages—they are interwoven aspects of a single cyclic process that co-occur.

Intentions are dynamic and evolving, allowing them to change and develop with deepening practice, awareness, and insight. Intention reflects a person's subjective probability of performing a specific behavior, influenced by attitudes, beliefs, and situational factors (Liou et al., 2024). Including intention (i.e., why one is practicing) as a central component of mindfulness is crucial to understanding the process as a whole and is often overlooked in other contemporary definitions (Bishop et al., 2004).

In mindfulness practice, paying attention involves observing the operations of one's moment-to-moment, internal, and external experiences. In this way, one learns to attend to the contents of consciousness moment by moment. Attention has been suggested in psychology as critical to the healing process. The importance of attention can also be seen in cognitive-behavioral therapy, which is based on the capacity to attend to (i.e.,

observe) internal and external behaviors. At the core of mindfulness is the practice of paying attention.

The qualities one brings to attention are the attitudinal foundations of mindfulness (Kabat-Zinn, 1994). This axiom asserts that the attitude one brings to the attention is essential. Attitude is an individual's psychological tendency to a specific object, which is formed based on experience, and the tendency to respond to a particular object (Yahui et al., 2023). People can learn to attend to their own internal and external experiences without evaluation or interpretation and practice acceptance, kindness, and openness, even when what occurs in the field of experience is contrary to deeply held wishes or expectations. Bishop et al. (2004) also propose an attitudinal component in the operational definition of mindfulness, referred to as the orientation to experience, which involves curiosity, non-striving, and acceptance.

Furthermore, Langer and Moldoveanu (2000) have introduced the concept of mindfulness in management literature. Mindfulness is the openness of the mindset to new things; people actively create category constructs and differences. Mindfulness enables people to view things differently and change perspectives according to context. People should be mindful of activities that have rule guidelines but are not regulated by rules, meaning they are not fixated on rules and can see differences. Mindless people adhere to rigid rules, act automatically or in autopilot mode, are fixated on rigid thinking patterns, and cannot see from different perspectives.

Mindfulness at Work

One way to understand mindfulness in the workplace is to compare conceptual processing, which is central to organizational life, with experiential processing, which is characteristic of mindfulness (Good et al., 2016). In conceptual processing mode, thoughts tend to dominate attention. In addition, conceptual processing often occurs repeatedly and appears as worry or deep contemplation. When we face stimuli throughout the day, the mind quickly evaluates and interprets what is felt. When the mind is diverted to a form of metacognition, individuals will better understand and interpret what has, is, or will happen related to work.

In contrast, mindfulness involves experiential processing, as seen in the framework of mindfulness proposed by Good et al. (2016). Experiential processing requires attention to the individual's internal resources in the domains of cognitive, emotional, behavioral, and physiological functions and external stimuli related to observations of events around them.

Experience processing allows individuals to pay attention to stimuli as they are without giving reactive judgments. In experience processing, every thought, emotion, urge to act, and so on can be observed as part of the ongoing stream of consciousness (Brown & Ryan, 2003). This mode of experience processing is also called decentering. This process involves being fully present in every experience with a full context of awareness. Every stimulus and reaction produced will be observed only without trying to be interpreted with positive or negative implications for oneself; for example, an employee is in contact from time to time with a threatening stimulus, a boss who is angry or rude to a subordinate, then internal experiences, such as fear, anger, or other reactions, will be observed in their cognitive, emotional, somatic, and conative manifestations, the employee will observe his heart beating fast. The desire to calm himself down arises. Furthermore, the employee will be able to accept the existing treatment and consider it an episode of life or destiny that he must go through without giving good or bad judgments towards his boss.

The Components of Mindfulness

[Kabat-Zinn \(1994\)](#) put forward several components of mindfulness, including attentional skills and open or non-evaluative mental experience. Meanwhile, [Brown et al. \(2007\)](#) stated the dimensions of mindfulness in one construct: attention or awareness. In addition, [Baer et al. \(2006\)](#) stated that four components can describe a person's ability to be mindful, including:

Observing

The ability to observe is related to the individual's ability to pay attention to the stimulus that appears, such as its origin, form, intensity, and duration.

Describing

In observing the stimulus that arises, a person needs the ability to describe the stimulus. In this case, the description not only labels the phenomenon, but the individual remains present in the conditions he is facing at that time.

Acting with Awareness

Acting with awareness is the core ability of mindfulness. Individuals carry out activities with complete focus and undivided attention. Individuals who can do something consciously will be able to blend in with the activity and not do "autopilot" mode in their lives.

Nonjudging and Nonreactivity

This ability is related to describing. Therefore, when individuals can describe the stimulus they feel, they are still advised to accept it without judging it. With this ability, individuals can simply take the situation and let it happen as it is, without any desire to change it impulsively or see the implications and meaning of the experience. Individuals with this ability can adapt quickly and reduce impulsive, automatic, or maladaptive behavior.

[Bishop et al. \(2004\)](#) put forward the main components of dispositional mindfulness, namely, attention that focuses on the current experience (present moment) by involving physical, mental, and emotional conditions and being aware of the experience (awareness) openly, without judging, and with an attitude of acceptance (acceptance). Meanwhile, [Langer and Moldoveanu \(2000\)](#), who have conducted extensive research in management research, put forward the components of mindfulness as follows: internal logic (for empathy), kinetic senses (for using all senses), and type of approach or angle (for open-mindedness).

Form of Mindfulness

Every individual can be mindful, primarily when the individual performs behavior consciously. However, a person's capacity to remain mindful is an ability that can also be learned. In this regard, mindfulness can be viewed from two perspectives: as a trait (general tendency) or as a temporary state ([Good et al., 2016](#)).

Mindfulness is a stable dispositional characteristic or trait that includes characteristics or tendencies related to innate individual differences. In this case, mindfulness is a natural human capacity that can be possessed by every individual at different levels, even individuals who have not been trained ([Brown et al., 2007](#); [Dane, 2011](#); [Glomb et al., 2011](#)). Mindfulness as a trait can be measured in the context of individual differences with self-report. The Five Factor Mindfulness Questionnaire ([Baer et al., 2006](#)) and the Mindful Attention Awareness Scale ([Brown & Ryan, 2003](#)) are examples of self-reports that measure trait mindfulness.

Mindfulness can also be viewed as a state or skill encompassing a series of situationally specific skills that are not fixed and can be developed through intervention, training, and practice in everyday life (Brown et al., 2015). This state of mindfulness occurs when a person focuses on a particular experience with acceptance and curiosity. State mindfulness can be measured through engagement in mindfulness practices and state self-report (Lau et al., 2006). Mindfulness practices include focusing attention (perceptual readiness by regulating breathing) and openness to various sensory stimuli (can be done with mindful movement (Lutz et al., 2015). This practice is usually included in intervention programs, such as Mindfulness-Based Stress Reduction (MBSR) (Kabat-Zinn, 2003), with lecture methods, discussions, and work-related practices (Hülshager et al., 2018).

Benefits of Mindfulness

Mindfulness is a powerful practice that can positively impact mental and physical health. Its benefits for physical health are wide-ranging, from boosting energy levels to improving sleep quality, reducing chronic pain, enhancing heart function, and aiding digestive problems. On the mental health front, mindfulness is equally effective, helping to manage stress, reduce anxiety, improve mood, increase happiness, sharpen concentration and focus, and boost self-confidence. This comprehensive range of benefits underscores the effectiveness of mindfulness in promoting overall health and well-being (Puswiartika, 2022).

RESEARCH METHOD

Research Approach

This study can be categorized as a cross-sectional survey. It uses a descriptive quantitative method to systematically, factually, and accurately reveal and elaborate on vital information. Studying a population sample consists of facts, tendencies, and attitudes about the specific population's phenomena (Alparslan & Can, 2015). This study aims to elaborate and describe the employees' dispositional mindfulness in Indonesia's railway transportation service provider.

Participants

The target population in this study is 455 supervisors of the railway transportation service provider in the Jakarta area. The criteria of the participants of this study are in a position of supervisor for at least three months, have at least one person of subordinate, male and female, and have at least a high school educational background. The sampling technique is the quota sampling technique, allowing authors to take population elements easily. Out of 455 contacted supervisors, we received 357 responses (response rate 78,46 %). They completed the survey and were assured anonymity.

Measures

Considering the limitations of the currently available Indonesian version inventories measuring dispositional mindfulness, specifically for employees, the author developed a Dispositional Mindfulness at Work Scale. This scale is developed based on mindfulness components from Bishop et al. (2004). This scale consists of 24 items covering four components of mindfulness, among others: attention (e.g., "I focus on my work for more than 30 minutes"), present-focus (e.g., "I feel worried about the future of my work"), awareness (e.g., "I can describe my reaction to the events that I experienced in working in detail"), and acceptance (e.g., "I accepted the work demands calmly").

Data Analysis

The validity test uses content validity by applying the expert's judgment method, measuring the content validity ratio, and constructing validity by observing the corrected

item-total correlation values. The instrument is valid for measuring the targeted variables from those two methods. Meanwhile, this instrument's reliability is 0,845, referring to Cronbach's Alpha value using the SPSS program for Windows 21.0. The instrument has high reliability. The results of Confirmatory Factor Analysis (CFA) of all indicators forming the latent variables have a loading factor (λ) ≥ 0.5 . The 24 indicators forming the Dispositional Mindfulness at Work Scale are declared valid. The dispositional mindfulness variable's CR value is $0.94 > 0.7$, and the VE is $0.58 > 0.5$, indicating that the latent variables are declared reliable, where all manifest variables can provide consistent measurements of the dimensions of the latent dispositional mindfulness variable. The data are analyzed using descriptive statistics to profile dispositional mindfulness.

RESULTS

Table 1. Respondent Demography Data

	Demography	Number	Percentage
Gender	Male	325	91.04%
	Female	32	8.96%
Age	18-30	67	18.77%
	31-40	105	29.41%
	41-50	151	42.30%
	Above 50	34	9.52%
Education Level	High School	243	68.07%
	Diploma	32	8.96%
	Undergraduate	81	22.69%
	Postgraduate	1	0.28%

Source: Processed Data (2025)

As seen in [Table 1](#), the participants of this research are 357 supervisors of a railway transportation service provider in Jakarta. The respondents consist of 91,04% males and 8,96% females. The supervisors dominate it at 41-50 years (42,30%). The high school supervisors have their last educational background (68,07%).

Table 2. Demographic Profile of Respondents Based on Mean Differences (T-Test and F-Test)

Demography Factor	Variant Homogeneity (p-value)	Differences Test (p-value)
	Dispositional Mindfulness	
Age	0.110	0.000
Education Level	0.100	0.000

The homogeneity test and the mean difference test show how the data distribution of all demographic factors in the study has data variations and mean differences in the variable. For example, as seen in [Table 2](#), there is a difference in the mean of each demographic factor, where all p-value scores < 0.05 on age demographic factors and education level.

Table 3. Score Category for Dispositional Mindfulness

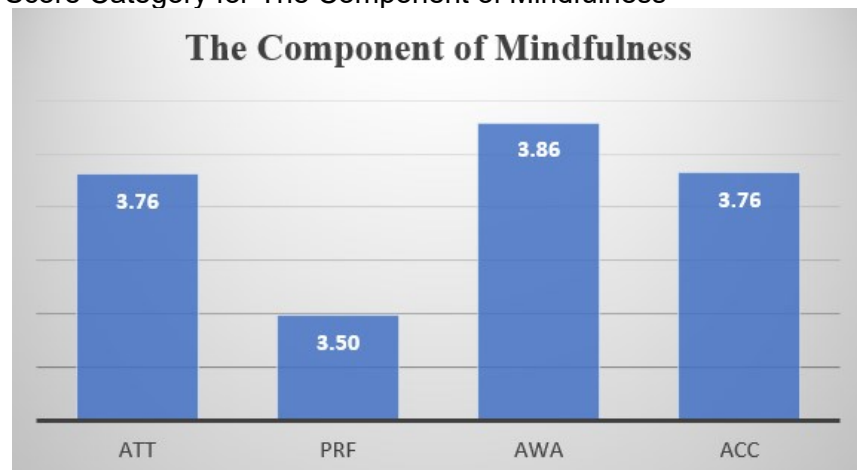
Description	Disp. Mindfulness		Attention		Present focus		Awareness		Acceptance	
	n	%	n	%	n	%	n	%	n	%
Very Strong	63	17.6%	132	37.0%	49	13.7%	82	23%	75	21%
Strong	210	58.8%	133	37.3%	148	41.5%	210	59%	220	62%
Moderate	71	19.9%	72	20.2%	120	33.6%	47	13%	43	12%

Weak	12	3.4%	13	3.6%	33	9.2%	15	4%	17	5%
Very weak	1	0.3%	7	2.0%	7	2.0%	3	1%	2	1%
Total	357	100%	357	100%	357	100%	357	100%	357	100%
Mean	3.72		3.76		3.50		3.86		3.76	

Table 3 shows that most supervisors (210 people/59%) have strong dispositional mindfulness. They were followed by 71 supervisors (20%) with moderate dispositional mindfulness and 63 supervisors (18%) with very strong dispositional mindfulness. Meanwhile, 12 supervisors (3%) had weak dispositional mindfulness, and one supervisor (0%) had very weak one.

Figure 1 presents the score categories for the components of mindfulness, illustrating the distribution of respondents' dispositional mindfulness levels across its key dimensions. This categorization helps to identify variations in mindfulness traits among supervisors, providing insights into their attentional focus, present-moment awareness, acceptance, and overall mindfulness tendencies in the workplace.

Figure 1. Score Category for The Component of Mindfulness



As seen in Figure 1, the supervisors generally responded in the "Strong" category for all four components of dispositional mindfulness. The highest average score of supervisor responses was in the awareness component, followed by the acceptance and attention components. Meanwhile, the present-focus dimension had the lowest score based on respondents' responses. Therefore, it can be concluded that the awareness component is considered the strongest in the dispositional mindfulness variable compared to other components.

Table 4. Contribution Effect of Each Component of Mindfulness

The Component of Mindfulness	Contribution Effect (%)
Attention	39%
Present focus	42%
Awareness	57%
Acceptance	65%

Table 4 shows that of the four components of dispositional mindfulness, the acceptance component contributes 65% and has the most significant influence compared to the other components. The attention component has the slightest impact, at 39%. The awareness component has the highest average score of the supervisor's response, followed by the acceptance and attention components. At the same time, the present-focus component has the lowest score based on respondents' responses. Therefore, it can be concluded

that the awareness component is considered the strongest in the dispositional mindfulness variable compared to the other components.

DISCUSSION

Employees' mental health is one crucial aspect that must be maintained so that employees can participate more optimally and productively in the workplace. Employees need to develop their internal resources to be able to manage their psychological conditions in carrying out daily activities with maintained mental health. Mindfulness is one of the internal resources for employees who often face stressful situations regarding work. Mindfulness is also defined as a disposition of individuals to pay attention and be fully aware of internal and external conditions in their present experience here and now to accept every thought, feeling, or sensation that arises without the need to elaborate and without giving judgment (Bishop et al., 2004).

Dispositional mindfulness involves experiential processing. Experiential processing requires attention to an individual's internal resources in the cognitive, emotional, behavioral, and physiological domains and external stimuli related to observing the events around them. Experiential processing allows the individual to pay attention to the stimulus for what it is without giving reactive judgments. In experiential processing, every thought, emotion, and action can be observed as part of awareness (Brown et al., 2007). Experiential processing is also known as decentering. This process involves the self, who is fully present in every experience in the context of complete awareness. Every stimulation and reaction that results will be observed only without judgment.

Specifically, in situations experienced by supervisors in implementing their daily work, supervisors are often faced with threatening stimuli from time to time. As a result, internal or external customers are angry or rude. Supervisors with high dispositional mindfulness will observe a racing heartbeat and a desire to calm themselves down. Furthermore, it impacts the supervisor's tendency to accept the existing treatment and perceive it as an episode of life or destiny that must be lived without giving good or bad ratings to internal or external customers.

In line with the explanation above, the results of different tests on the study's demographic data show differences in the tendency of mindfulness in each age group and the education level of the research respondents. Age and education level in an organizational context are important factors because they relate to the experience and knowledge of employees in completing their work. Supervisors in the active worker age category (31-50 years) and the secondary education level had the highest average mindfulness tendency score among other age categories. Employees in this age category have a solid self-understanding and role in work and society. Employees at this age have more stable emotions to complete work more effectively (Cataldi et al., 2012). For most individuals, middle adulthood is a time to evaluate, assess, and reflect on their work and future. Individuals in this phase have wisdom: the capacity to develop attention to others or the surrounding community (Calhoun & Acocella, 1990). When viewed from the level of education, employees with secondary education levels tend to be more able to accept work situations, adjust their personal needs to organizational needs, and prioritize corporate interests over individual interests (Wagner & Rush, 2000).

Supervisors have high dispositional mindfulness, characterized by personality characteristics that can accept reality patiently, sincerely, and openly, including the organizational transformation process. Specifically, the components of awareness and acceptance considerably contribute to influence compared to other components of dispositional mindfulness. Although initially, supervisors felt discomfort and worry when

facing organizational transformation, along with the internalization of new corporate cultural values within them, supervisors finally accepted positively, were full of awareness, and were ready to face the challenges of change in this organizational transformation.

[Langer and Moldoveanu \(2000\)](#) suggest that mindful individuals can open themselves up to new things. Mindful individuals can also better manage their thoughts and emotions daily ([Long & Christian, 2015](#)). This study indicates that the attention component is a minor influence on the supervisor's dispositional mindfulness variable. This result shows that supervisors must improve their attention regulation when completing work. Supervisors need to reduce the "mind-wandering" state of mind, which will consume limited mental resources on things outside the work context ([Levinthal & Rerup, 2006](#)). If supervisors can regulate their attention, it can reduce individual reactivity. Instead, individuals will focus more on solving the work problem ([Vago & David, 2012](#)).

Awareness is a component of mindfulness in a supervisor's tendency to recognize and understand the emotional conditions and needs of themselves and others ([Brown et al., 2007](#); [Dane, 2011](#)). Furthermore, supervisors can provide positive and constructive responses to various work situations that must be faced and apply servant leadership ([Beverage et al., 2014](#)). For example, with full awareness, the supervisors always pride themselves on being able to satisfy customers with the best service. The following mindfulness component is present-focus, enabling supervisors to focus on the work at hand at this time. Besides, being fully present in interactions with subordinates can allow supervisors to better recognize the needs of others and the type of support those subordinates need ([Reb & Atkins, 2015](#)).

Furthermore, attention is a component of mindfulness that allows supervisors to regulate attention while completing work. This attention regulation can save mental resources needed to work when compared to working "auto-pilot" and a "mind-wandering" state of mind, which will consume limited mental resources on matters outside the context of work ([Levinthal & Rerup, 2006](#)). The last mindfulness component is acceptance, the supervisor's tendency to become a role model for subordinates in accepting everything they encounter in adaptive and constructive ways. The more mindful the supervisors are, the more objective they will be and can focus on developing the potential of their subordinates ([Bishop et al., 2004](#)). In addition, supervisors can accept the strengths and weaknesses of the team service member ([Verdorfer, 2016](#)).

Every individual can be mindful, especially when consciously carrying out behavior. On the other hand, a person's capacity to remain mindful is an ability that can also be learned. Mindfulness can also be viewed as a state or skill, including a series of situationally specific skills that are not permanent and can be developed through intervention, training, and practice in daily life ([Brown et al., 2015](#)). This state of mindfulness occurs when a person focuses on a particular experience with acceptance and curiosity.

This study implies that mindfulness can be developed by practicing mindfulness techniques in supervisors' everyday lives. Mindfulness practice relates to motivation promotion, especially in intrinsic motivation development ([Li et al., 2023](#)). Specifically, motivation is a condition that moves people towards a specific goal and makes them want to work optimally so that goals can be adequately achieved. It also uses energy to generate impulses in oneself and as an influential condition to develop, direct, and maintain work-related behavior ([Riwukore et al., 2021](#)). The more often supervisors practice mindfulness techniques in everyday life, the more dispositional mindfulness will

increase, so that their mental health will be maintained and work productivity will increase.

Through mindfulness intervention programs, supervisors can improve their dispositional mindfulness. These programs aim to enhance mindfulness knowledge and teach mindfulness skills to supervisors. Mindfulness is a skill in paying attention by focusing on one goal, the present, and without judgment. It is very oriented towards living in the present. Living in the present helps supervisors self-regulate and develop sincere and wholehearted service behavior to realize superior quality service for customers as users of railway transportation services.

Furthermore, mindfulness intervention is provided by regular follow-ups and informal mindfulness training in everyday life. In addition, the process of internalizing mindfulness also needs to be carried out by creating slogans/taglines, artifacts, and cheers with a mindfulness theme to make it easier for employees to remember and understand mindfulness. In addition, employees and leaders can practice simple mindfulness techniques together, for example, during morning briefings or routine employee meetings. Simple mindfulness techniques can be practiced together, including mindful breathing, mindful movement, mindful inner smile, mindful eating, and mindful reading (Puswiartika, 2022).

The previous studies conducted by the author had proven the effectiveness of mindfulness interventions in maintaining participants' mental health. Nurses' stress levels can decrease after attending mindfulness training (Puswiartika & Ratu, 2020). The good mental health of employees of telecommunications service providers after attending mindfulness training has proven effective in increasing service commitment to customers and the community (Puswiartika et al., 2021a). In addition, the previous study found that teacher and students can develop their mental health by practicing mindfulness techniques (Puswiartika et al., 2019; 2024; 2025).

CONCLUSION

It is concluded that the respondents generally show a high profile of dispositional mindfulness. The dispositional mindfulness component dominantly shown by the supervisors is awareness, followed by acceptance, present focus, and attention.

The contributions of this research are the measurement of dispositional mindfulness of the supervisors of the railway's transportation service provider and the enrichment of the study regarding mindfulness at work in Indonesia. The practical implications of this study are that the management of the railway transportation service provider can initiate programs that can develop the supervisors' dispositional mindfulness through informal and formal exercises (Kabat-Zinn, 2003). The limitations of this research are the common source effects of a self-report instrument and the fact that the quota sampling technique does not represent the research population.

Further study can involve multiple sources of participants, such as subordinates and leaders, implement longitudinal and intervention research, and use random sampling techniques to ensure generalizability.

ACKNOWLEDGMENT

The authors would like to express their sincere appreciation to all individuals who contributed, directly or indirectly, to the completion of this research. The completion of this work would not have been possible without the insights, encouragement, and support received throughout the research process. We also acknowledge the broader

academic community whose literature and discussions have enriched the foundation of this study.

DECLARATION OF CONFLICTING INTERESTS

The authors have declared no potential conflicts of interest.

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