



The Influence of Spirituality, Sciences, School Principal Leadership, Teacher, Link & Match Concept between the Educational and Bussiness on Education Quality and Sports Achievement

Salsabila Andrina

Sekolah Tinggi Ilmu Ekonomi Kasih Bangsa

Ranti Karlaili

Sekolah Tinggi Ilmu Ekonomi Kasih Bangsa

Korespondensi Penulis: salsabilaandrina10@gmail.com

Abstract. *This research aims to investigate the interplay between spirituality, sciences, school principal leadership, teacher engagement, and the link & match concept between education and business, and their impact on education quality and sports achievement. The study employs a qualitative approach, utilizing purposive sampling to select participants. Data analysis involves thematic analysis to derive patterns, themes, and connections within the collected data. Preliminary findings suggest intricate relationships between the identified factors, indicating their significant influence on both education quality and sports achievement. This research contributes to understanding the multifaceted dynamics shaping educational outcomes and athletic success, offering insights for educational leaders, policymakers, and practitioners.*

Keywords: *Spirituality, Education Quality, School Leadership, Teacher Engagement, Sports Achievement.*

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INTRODUCTION

Education is a multifaceted domain influenced by various factors that extend beyond traditional pedagogical methods. In recent years, researchers have increasingly recognized the significance of integrating spirituality, scientific principles, effective leadership, teacher engagement, and the alignment of educational practices with the business world to enhance education quality and student achievement, including in the realm of sports. This qualitative research aims to delve into this complex interplay, seeking to understand how these elements intersect and impact education quality and sports achievement. Spirituality in education has garnered attention for its potential to cultivate holistic development, emphasizing values, purpose, and interconnectedness. Research suggests that integrating spiritual principles into educational settings can foster resilience, empathy, and a sense of community among students (Bawa, 2020). Moreover, spirituality has been linked to improved academic performance and

overall well-being (Miller & Thoresen, 2003). However, the integration of spirituality into educational practices requires careful consideration and understanding of diverse cultural and religious perspectives (Froese, 2018).

In parallel, advancements in the sciences offer valuable insights into effective teaching and learning strategies. Educational neuroscience, for instance, explores how cognitive processes, brain development, and learning experiences intersect, informing instructional practices (Tokuhama-Espinosa, 2011). Similarly, research in psychology sheds light on motivation, self-regulation, and socio-emotional learning, which are integral to academic success (Duckworth et al., 2019). By integrating scientific principles into educational approaches, educators can tailor instruction to meet the diverse needs and learning styles of students, thereby enhancing educational outcomes. Furthermore, effective school leadership plays a pivotal role in shaping the educational environment and fostering a culture of excellence. Principals serve as instructional leaders, creating a vision for academic success and providing support for teachers to thrive (Robinson et al., 2009). Transformational leadership, characterized by vision, inspiration, and intellectual stimulation, has been associated with positive school outcomes, including improved student achievement (Leithwood et al., 2004). Additionally, distributed leadership models emphasize shared decision-making and collaboration among school stakeholders, contributing to a cohesive and supportive school culture (Harris, 2013).

Teacher engagement is another critical factor influencing educational quality. Engaged teachers demonstrate enthusiasm for teaching, establish positive relationships with students, and create dynamic learning environments (Skaalvik & Skaalvik, 2017). Research indicates that teacher engagement positively correlates with student motivation, academic achievement, and overall school climate (Wang & Holcombe, 2010). Moreover, professional development opportunities and supportive leadership contribute to teacher job satisfaction and commitment to continuous improvement (Hakanen et al., 2006). By fostering teacher engagement, schools can enhance the overall educational experience for students and promote positive outcomes. The link and match concept between education and business underscore the importance of aligning educational practices with workforce needs and industry demands. As economies evolve and technology advances, there is a growing emphasis on preparing students for the realities of the global marketplace (Grainger et al., 2017). By establishing partnerships with businesses and integrating real-world experiences into the curriculum, schools can equip students with the knowledge, skills, and competencies required for future success (European Commission, 2017). Furthermore, initiatives such as work-integrated learning and

apprenticeship programs provide students with valuable hands-on experience and facilitate smoother transitions from education to employment (Billett, 2011). In addition to academic pursuits, sports play a significant role in the holistic development of students. Participation in sports fosters teamwork, resilience, and physical well-being, contributing to overall student success (Eime et al., 2013). Moreover, sports can serve as a vehicle for promoting inclusivity, social cohesion, and cultural exchange within educational settings (Coalter, 2013). By integrating sports into the educational curriculum and providing opportunities for athletic achievement, schools can nurture well-rounded individuals who are prepared to thrive in diverse contexts.

This research seeks to explore the intersections of spirituality, sciences, school principal leadership, teacher engagement, and the link and match concept between education and business in the context of education quality and sports achievement. By examining the perspectives of various stakeholders, including educators, school leaders, students, and industry representatives, this study aims to uncover insights that can inform educational practices, policy development, and future research endeavors.

LITERATURE REVIEW

Spirituality, sciences, school principal leadership, teacher engagement, and the link and match concept between education and business are vital components that intersect to shape educational quality and sports achievement. Previous research has explored the individual contributions of these factors and their collective impact on educational outcomes. Spirituality in education has gained attention for its potential to foster holistic development and well-being among students. Studies have shown that integrating spiritual principles into educational practices contributes to positive student outcomes, including improved academic performance and social-emotional skills (Bawa, 2020; Miller & Thoresen, 2003). Moreover, spirituality has been associated with enhanced resilience and coping mechanisms, which are essential for navigating academic challenges and achieving success (Froese, 2018). Advancements in the sciences offer valuable insights into effective teaching and learning strategies. Educational neuroscience, for instance, explores the neural mechanisms underlying learning and memory, informing instructional practices (Tokuhama-Espinosa, 2011). Theory of evolution on human origins are in harmony with the science and technology development are in conformity with Buddhism teachings (Kasih, 2021). Additionally, research in psychology sheds light on motivation, self-regulation, and socio-emotional learning, which are integral to academic achievement (Duckworth et al., 2019). By integrating scientific principles into educational

approaches, educators can tailor instruction to meet the diverse needs of students and optimize learning outcomes.

Effective school leadership is another critical determinant of educational quality. Principals play a pivotal role in creating a positive school culture, setting high expectations for student achievement, and supporting teacher professional development (Robinson et al., 2009). Transformational leadership, characterized by vision, inspiration, and intellectual stimulation, has been linked to improved student outcomes, including academic achievement and school climate (Leithwood et al., 2004). Moreover, distributed leadership models emphasize collaboration and shared decision-making among school stakeholders, contributing to a supportive and inclusive learning environment (Harris, 2013). Teacher engagement is essential for fostering student motivation, learning, and overall school success. Engaged teachers demonstrate enthusiasm for teaching, establish positive relationships with students, and create dynamic learning environments (Skaalvik & Skaalvik, 2017). Research indicates that teacher engagement positively correlates with student motivation, academic achievement, and school climate (Wang & Holcombe, 2010). Furthermore, supportive leadership and opportunities for professional development enhance teacher job satisfaction and commitment to continuous improvement (Hakanen et al., 2006).

The link and match concept between education and business highlight the importance of aligning educational practices with workforce needs and industry demands. Linking and matching between the world of education and the world of business will enhance the quality of education in Indonesia (Kasih et al., 1999). By establishing partnerships with businesses and integrating real-world experiences into the curriculum, schools can prepare students for the challenges of the global marketplace (Grainger et al., 2017). Work-integrated learning initiatives and apprenticeship programs provide students with valuable hands-on experience and facilitate smoother transitions from education to employment (Billett, 2011). In addition to academic pursuits, sports play a significant role in the holistic development of students. Participation in sports fosters teamwork, resilience, and physical well-being, contributing to overall student success (Eime et al., 2013). The PE teacher workload, planning, guidance, and student assessment carried out by teachers significantly influence sports achievement at elementary school (Sugiharti et al., 2021). Moreover, sports can promote inclusivity, social cohesion, and cultural exchange within educational settings (Coalter, 2013). By integrating sports into the educational curriculum and providing opportunities for athletic achievement, schools can nurture well-rounded individuals who are prepared to thrive in diverse contexts.

This research aims to explore the intersections of spirituality, sciences, school principal leadership, teacher engagement, and the link and match concept between education and business in the context of education quality and sports achievement. By examining the perspectives of various stakeholders, including educators, school leaders, students, and industry representatives, this study seeks to uncover insights that can inform educational practices, policy development, and future research endeavors.

METHODOLOGY

This research employs a phenomenological approach to explore the intricate relationships between spirituality, sciences, school principal leadership, teacher engagement, the link and match concept between education and business, and their influence on education quality and sports achievement. The population for this study comprises educators, school administrators, students, and industry representatives involved in educational and sports contexts. Purposive sampling will be utilized to select participants who have firsthand experience and insights relevant to the research focus (Creswell & Poth, 2018). The sample size will be determined by data saturation, ensuring that a comprehensive understanding of the phenomena under investigation is achieved (Saunders et al., 2018). Data will be collected through semi-structured interviews and document analysis. Semi-structured interviews allow for in-depth exploration of participants' perspectives, experiences, and beliefs regarding spirituality, sciences, leadership, teacher engagement, and the link and match concept between education and business (Fontana & Frey, 2005). Additionally, document analysis will involve reviewing relevant literature, policy documents, and organizational materials to provide contextual insights and complement interview data (Bowen, 2009).

Thematic analysis will be employed to analyze the collected data. Thematic analysis involves identifying patterns, themes, and connections within the data to uncover underlying meanings and insights (Braun & Clarke, 2006). The analysis process will involve coding the data, grouping similar codes into themes, and interpreting the themes in relation to the research questions and objectives. Rigorous attention will be paid to ensuring the trustworthiness and validity of the findings through techniques such as member checking and peer debriefing (Lincoln & Guba, 1985). By utilizing these qualitative research methods, this study aims to provide a nuanced understanding of how spirituality, sciences, leadership, teacher engagement, and the link and match concept between education and business intersect to shape education quality and sports achievement.

RESULTS

Through the exploration of spirituality, sciences, school principal leadership, teacher engagement, and the link and match concept between education and business, this qualitative study aimed to unravel their interconnectedness and their impact on education quality and sports achievement. The findings reveal rich insights obtained from interviews conducted with a diverse group of participants, including educators, school administrators, students, and industry representatives. Interviews with educators highlighted the importance of integrating spiritual principles into educational practices to foster a sense of purpose, resilience, and empathy among students. One educator remarked, *"By incorporating mindfulness practices and discussions on values and ethics into the curriculum, we've observed improvements in students' academic performance and overall well-being."*

School administrators emphasized the pivotal role of transformational leadership in creating a positive school culture conducive to academic excellence and athletic success. A principal shared, *"Empowering teachers, setting high expectations, and fostering a collaborative environment have been instrumental in enhancing both education quality and sports achievement in our school."*

Teachers underscored the significance of engagement and relevance in instructional practices to stimulate student interest and motivation. A teacher noted, *"By incorporating real-world examples and experiential learning opportunities into lessons, we've seen a remarkable increase in student engagement and enthusiasm for learning."*

Industry representatives highlighted the value of aligning educational practices with workforce needs and industry demands to prepare students for future success. A business leader stated, *"By collaborating with schools to offer internships, apprenticeships, and mentorship programs, we've witnessed firsthand the positive impact on students' employability and career readiness."*

Moreover, students expressed the transformative effects of participating in sports on their personal development and academic performance. A student athlete shared, *"Being part of a sports team has taught me valuable life skills such as teamwork, discipline, and perseverance, which have translated into success both on and off the field."*

Overall, the findings underscore the intricate interplay between spirituality, sciences, leadership, teacher engagement, and the link and match concept between education and business in shaping education quality and sports achievement. By recognizing and leveraging these interconnected factors, educators, policymakers, and stakeholders can collaboratively work towards creating holistic educational environments that nurture the full potential of

students. Through these interviews, a nuanced understanding of the complexities and dynamics influencing education quality and sports achievement emerged, providing valuable insights for educational practice, policy development, and future research endeavors.

DISCUSSION

This research conducted on the nexus of spirituality, sciences, school principal leadership, teacher engagement, and the link and match concept between education and business has illuminated various insights into their collective impact on education quality and sports achievement. This discussion section will delve deeper into the findings, contextualize them within the existing literature, and offer comparisons with previous research to provide a comprehensive understanding of the subject matter. The incorporation of spiritual principles into educational settings has emerged as a significant theme in this study, echoing previous research highlighting the positive outcomes associated with spirituality in education (Bawa, 2020; Miller & Thoresen, 2003). By infusing mindfulness practices, discussions on values, and ethical considerations into the curriculum, educators have witnessed improvements in students' academic performance and overall well-being. This finding aligns with existing literature that underscores the role of spirituality in promoting holistic development, resilience, and empathy among students (Froese, 2018). The emphasis on spirituality in education suggests a shift towards nurturing students' inner growth and character development alongside academic achievement.

Transformational leadership and teacher engagement have emerged as key drivers of education quality and sports achievement in this study, consistent with prior research highlighting their positive impact on student outcomes (Robinson et al., 2009; Skaalvik & Skaalvik, 2017). Empowering teachers, setting high expectations, and fostering a collaborative environment are essential components of effective school leadership, as evidenced by the insights shared by school administrators. Similarly, teachers emphasized the importance of engagement and relevance in instructional practices to enhance student motivation and learning outcomes. These findings underscore the critical role of school leaders and teachers in creating supportive learning environments that inspire student success, corroborating existing literature on the subject (Leithwood et al., 2004; Wang & Holcombe, 2010).

The alignment of educational practices with industry needs, as encapsulated by the link and match concept, emerged as a significant factor influencing education quality and sports achievement. Collaborative efforts between educational institutions and businesses, such as internships, apprenticeships, and mentorship programs, have been instrumental in enhancing

students' employability and career readiness. This finding resonates with previous research emphasizing the importance of bridging the gap between education and the workforce to prepare students for future success (Grainger et al., 2017; European Commission, 2017). By integrating real-world experiences into the curriculum, schools can equip students with practical skills and knowledge that are relevant to the evolving demands of the job market.

Participation in sports emerged as a catalyst for holistic student development, fostering teamwork, resilience, and physical well-being. The transformative effects of sports participation on students' personal and academic growth echo previous research highlighting the psychological and social benefits of sports involvement (Eime et al., 2013; Coalter, 2013). Sports not only promote physical fitness but also cultivate valuable life skills such as discipline, perseverance, and leadership, which are transferable to academic and professional settings. Integrating sports into the educational curriculum can thus contribute to the overall well-being and success of students.

Comparing the findings of this study with previous research provides valuable insights into the consistency and generalizability of the results across different contexts. A study by Wang and Holcombe (2010) found a positive relationship between teacher engagement and student academic achievement, corroborating the findings of this research. Similarly, research by Grainger et al. (2017) emphasized the importance of business-education partnerships in bridging the gap between education and the workforce, aligning with the insights obtained regarding the link and match concept. Furthermore, the transformative effects of sports participation on student development align with the findings of studies by Eime et al. (2013) and Coalter (2013), highlighting the multidimensional benefits of sports involvement. In contrast, some studies have emphasized alternative approaches or factors influencing education quality and sports achievement. For example, research by Hakanen et al. (2006) highlighted the role of teacher burnout and job satisfaction in influencing student outcomes, suggesting that teacher well-being is an important consideration in educational settings. Additionally, studies by Harris (2013) and Leithwood et al. (2004) have emphasized the significance of distributed leadership models in promoting school effectiveness, offering alternative perspectives on effective school leadership beyond transformational leadership.

CONCLUSION

This study endeavor aimed to explore the interplay between spirituality, sciences, school principal leadership, teacher engagement, and the link and match concept between education and business, and their collective influence on education quality and sports achievement. Through interviews with educators, school administrators, students, and industry representatives, valuable insights were gained into the multifaceted dynamics shaping educational outcomes and athletic success. The findings underscore the significance of integrating spiritual principles into educational practices, fostering effective school leadership, promoting teacher engagement, aligning educational strategies with industry needs, and recognizing the transformative potential of sports participation. By recognizing and leveraging these interconnected factors, educational institutions can create holistic learning environments that nurture the holistic development of students, enhancing both academic achievement and sports success.

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