SYNERGY BETWEEN SPIRITUAL EDUCATION AND QUALITY MANAGEMENT IN THE MODERN ERA

Hartinah[1], Fikri Hakim Putra[2], Nur Fitriani Maharani[3], Susanti Bodori[4]

[1234] State Islamic Institute of Sorong, Southwest Papua, Indonesia

Article History	Abstract
	Education in the modern era faces challenges from rapid technological advancement and globalization. The primary focus is often directed toward developing practical skills and critical thinking abilities, while spiritual and moral values tend to be overlooked. This research aims to integrate spiritual education into quality management to produce academically excellent individuals with strong moral integrity. This study explores the role of spiritual education in shaping individual character and morals and analyzes its impact on the overall quality of education. The method used in this research is a literature review, where the researcher collects and analyzes various literature sources, including books, articles, and relevant academic journals. The results indicate that spiritual education is crucial in helping students understand their identity, achieve inner peace, and enhance their mental and emotional well-being. Spiritual education in quality management has proven to create a positive work culture, strengthen collaboration, and reduce conflicts within the educational environment. This research also finds that individuals with a deep spiritual understanding are better prepared to face life challenges and can make wise decisions. In conclusion, integrating spiritual education and quality management is essential for shaping a generation characterized by integrity, resilience in the face of change, and the ability to contribute to creating a just and prosperous society.

Corresponding Author:
Hartinah
State Islamic Institute Sorong, Southwest Papua, Indonesia
Address: Jl. Sorong-Klamono Km. 17 Klablim, East Sorong District, Sorong City, Southwest Papua 98414
hartinah@iainsorong.ac.id

INTRODUCTION

In modern education, fraught with globalization and digital technology development, educational institutions are challenged to produce academically competent graduates and those with strong moral character. This challenge is exacerbated by the penetration of external values that may not align with local culture and values (Sagala et al., 2024). Therefore, education should not only emphasize cognitive aspects and technical skills but also strengthen the spiritual dimension of students as a moral and ethical foundation for facing complex life situations (Wahib, 2022). Integrating spiritual values into the education quality management system is crucial in creating a harmonious, moral, and meaningful learning environment (Munandar, 2020).

Quality management in education has traditionally focused more on improving technical aspects such as administrative services, curriculum, and academic performance monitoring (Setiabudi Sukma et al., 2024). However, this approach often overlooks the affective elements and values that underpin work ethic, motivation, and interpersonal relationships within the educational environment. By integrating spiritual education into quality management, academic institutions can foster a work culture rooted in noble values such as empathy, honesty, responsibility, and integrity. This improves individual performance and creates a positive and collaborative learning environment, crucial for addressing social and emotional challenges in the modern era (Dedi Andrianto, 2022).

Although there have been several studies on spiritual leadership and its impact on the work environment or organization, most of these studies are still limited to the context of general organizations or universities. They have not yet explored how spiritual values are integrated holistically into the curriculum and education system. For example, Subhaktiasa research highlights faculty perceptions of spiritual leadership but does not address curriculum implementation or its effects on students (Subhaktiyasa, 2024). Similar findings are observed in the Astakoni study, which focuses more on organizational commitment than on comprehensive educational transformation (Made Purba Astakoni et al., 2021), which proposes an Islamic spiritual e-leadership model for improving academic quality in the digital age and emphasizes the importance of integrating spiritual, emotional, and social intelligence. However, it does not comprehensively address integration into the curriculum or learning technology. The research by Nikensari & Yudhistira examines workplace spirituality in improving individual well-being, but its focus is more on the professional context (Nikensari & Yudhistira, 2024). Conversely, research by Ummara Yousaf and Dogar emphasizes how spirituality in the workplace can promote organizational sustainability, but its context is limited to the world of work, not the formal education system (Yousaf & Dogar, 2024). This indicates a gap in research regarding integrating spiritual values with comprehensive and contextual educational quality management.

This study takes a more comprehensive approach by combining aspects of quality management, spiritual leadership, value-based curriculum development, and the use of digital technology in education. This distinguishes it from previous studies, which typically focus on a single aspect (Sutrisno, 2024). Using a literature review and contextual approach, this study aims to directly address the challenges of modern education and provide practical models for educational institutions to apply spiritual principles to enhance the overall quality of education (Ridwan & Lalu Agus Satriawan, 2024). It is also expected to serve as a reference for designing more holistic and responsive educational policies in line with contemporary developments.

This study aims to comprehensively explore the synergy between spiritual education and quality management in modern education. Its primary focus is to analyze how spiritual values can be integrated into the educational quality management system, encompassing leadership, curriculum, learning environment, and technology use. By understanding the strategic role of spiritual education in shaping students' character and enhancing educational quality, this study is expected to contribute practically and theoretically to developing a more comprehensive and sustainable educational quality management model in the digital age.

METHOD

This study uses a descriptive qualitative approach with library research as the primary strategy in analyzing the synergy between spiritual education and quality management in modern education (Fadli, 2021). Library research was chosen because this study aims to develop conceptual and theoretical understanding from various existing scientific sources without conducting direct field data collection (Sari & Asmendri, 2020). The study collected secondary data from scientific journal articles, reference books, conference dissemination results, research reports, and other relevant sources published in education, quality management, leadership, and spiritual education. The selection of sources was made purposively, that is, by selecting appropriate and credible literature on the central theme of the research (Hadi & Afandi, 2021).

Figure 1. Literature Review Method Flowchart

RESULT

The findings of this study confirm that spiritual education cannot be positioned merely as an additional element in the education system but as a fundamental strategic component in strengthening the overall education quality management system. Spiritual values such as integrity, honesty, and responsibility have contributed significantly to forming students' character based on ethics. Such strong character directly impacts improving the quality of the learning process and achieving educational goals as a whole. This aligns with (Lickona, 1991) perspective, which states that character education based on moral and spiritual values is the primary foundation for sustainable educational development (Susanti, 2022).

Integrating spiritual aspects into educational management helps strengthen individuals' emotional and social well-being in the learning environment. Nikensari and Yudhistira show that consistently applied spirituality is closely related to increased satisfaction in work activities, the quality of interpersonal relationships, and a balance between personal and academic life (Nikensari & Yudhistira, 2024). In an educational context, students with a strong spiritual foundation tend to exhibit higher emotional stability and more optimal academic performance.

Spiritual leadership is also crucial in shaping an inclusive and collaborative educational organizational culture. Leaders who base their leadership on spiritual values demonstrate a greater ability to build empathy, harmonious communication, and collective motivation in the workplace (Made Purba Astakoni et al., 2021). Spiritual-based leadership also has a significant influence in fostering moral and emotional resilience, particularly when facing pressure, uncertainty, and rapid changes in the modern educational environment. Leaders with a spiritual approach tend to be more adaptive and wiser in decision-making and can calm conflict dynamics through humanistic and dialogic approaches. Such leadership strengthens emotional bonds among institutional members and enhances the effectiveness of achieving institutional vision.

However, amid the rapid pace of digital technology development, new challenges have emerged, particularly related to shifts in social values due to the dominance of technology in daily life. The absence of spiritual values in the use of educational technology has the potential to create an identity crisis and moral disorientation among students. Therefore, approaches such as spiritual e-leadership, as proposed by Sutrisno, become highly relevant in bridging the digital transformation with the need to strengthen spiritual values, ensuring that education remains ethically and humanely meaningful (Sutrisno, 2024). Overall, the results of this study indicate that harmonizing spiritual education and quality management produces a more comprehensive educational approach. This synergy addresses the demand for improved academic quality and creates a holistic learning ecosystem that supports the balanced development of intellectual, emotional, social, and moral dimensions in facing
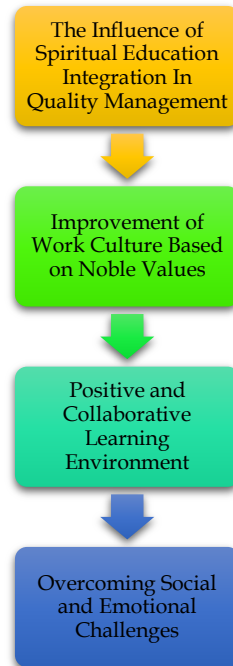
the challenges of the 21st century.

Figure 2. The Influence of Spiritual Education Integration In Quality Management

DISCUSSION

The results of this study comprehensively show that integrating spiritual education and quality management in educational institutions contributes to the formation of students who are not only academically superior but also morally, emotionally, and socially intense (Ijudin, 2022). Spiritual education can instill the values of honesty, responsibility, empathy, and inner calm that improve mental well-being and decision-making skills (Zain & Mustain, 2024). Integrating spiritual values into the quality management system encourages the forming a positive work culture, increases individual responsibility for tasks, strengthens cooperation among school members, and creates a conducive learning atmosphere.

In addition, leadership based on spiritual values is considered capable of directing educational institutions toward achieving a vision that emphasizes academic aspects and overall character development. This finding reinforces the results of previous studies, such as those conducted by (Subhaktiyasa, 2024)

and (Sutrisno, 2024), which emphasize the importance of spiritual leadership in building an academic culture. However, this study makes a broader contribution by holistically covering curriculum, management, and student development.

This study's results corroborate and complement several previous studies discussing spiritual leadership's role in the educational environment. Research (Subhaktiyasa, 2024) emphasizes the importance of leadership based on spiritual values in shaping a positive academic culture in higher education. Values such as integrity, empathy, and moral responsibility become the foundation that strengthens interpersonal relationships within the institution. However, the focus of Subhaktiasa's research tends to be limited to managerial aspects and the relationship between leaders and educators, without giving special attention to applying spiritual values in the learning process, curriculum structure, and strategies for comprehensively improving the quality of education. This research aims to fill this gap by offering a comprehensive approach where spiritual values are instilled through exemplary leadership and internalized in institutional policies, teaching methods, and education quality assurance systems.

Meanwhile, research (Sutrisno, 2024) raised the concept of spiritual leadership relevant to leadership dynamics in the digital era. Through technology, spiritual values are integrated in the context of leadership that is adaptive to the times. While this study is essential in explaining educational leadership's strategic and innovative aspects, it does not explicitly outline how spirituality can be incorporated into learning activities or translated into a school culture that shapes learners' character. In this context, this research offers an additional contribution by placing spirituality as an integral component that permeates all dimensions of educational institutions, whether in curriculum design, strengthening teacher capacity, or institutional governance.

On the other hand, the findings also expand the understanding of the contribution of spirituality in supporting the well-being of the work environment. Research conducted by (Nikensari & Yudhistira, 2024) highlights the link between work-life balance and spirituality in the professional sector. The findings show that spirituality can improve employees' quality of life, job satisfaction, and productivity. Despite being in the non-education domain, this framework is relevant and contextualized in this study to show that spirituality is not merely a complement but the primary basis for forming an educational atmosphere that supports character growth and the development of human values among students. These values are tangibly applied in academic activities, creating a more humanized and reflective connection between teachers, students, and the environment.

The findings in this study show strong coherence with the theory of character education developed by (Lickona, 1991), which outlines three fundamental dimensions in character building: moral knowing, moral feeling, and moral action (Susanti, 2022). Through a spiritual education approach,

learners cognitively understand moral values and emotionally live and manifest in real behavior. In other words, spiritual education provides space for internalizing values, including knowledge, feelings, and actions. When these values are integrated into the education quality management system, the moral dimension is no longer limited to individuals but becomes part of a systematic institutional structure (Jamaluddin, 2021). This means that ethical responsibility extends from the personal realm to the institutional level, so the entire educational process is directed at creating a culture of quality based on solid moral principles.

In line with that, the approach proposed by Sheikh Zainal Abidin Abdul Karim Al Husaini, which emphasizes tazkiyat al-nafs (purification of the soul) and strengthening the function of reason also gained reinforcement in these findings (Faozi & Himmawan, 2023). Learners guided through a spirituality-based educational process show higher emotional stability and stronger moral endurance in facing life's challenges. Thus, the theoretical concepts used as a foundation in this study have conceptual relevance and are validated through the results of a literature review that shows empirical consistency. The findings confirm that spiritual education is not just teaching religious values but a strategic approach to holistically and deeply building individual character (Setiabudi Sukma et al., 2024).

The contributions made in the research are essential to the educational paradigm that has tended to be oriented toward academic results alone. The findings encourage a shift in perspective that education does not only aim to educate the nation intellectually but also morally and spiritually. The practical implication of the results of this study is the need to reformulate the education curriculum to focus more on character-building through spiritual education that is integrated into all aspects of learning. This research supports the need to strengthen the capacity of teachers through continuous training that not only emphasizes technical pedagogy but also reinforces spirituality and values leadership. This aligns with the ideas (Rivauzi, 2020) regarding the relevance of spiritual education in strengthening student character in the era of the Industrial Revolution 4.0. On the other hand, the results of this study are also a potential reference for policymakers, such as the Ministry of Education and Culture, in designing value-based education policies that are more responsive to moral and social challenges in the global era.

The synergy between spiritual education and quality management can answer the problems of value degradation, the weak social responsibility of students, and the increasingly complex challenges of modern education. This research proves that this integrative approach can not only overcome the actual problems of education but also has the potential to improve the quality of national education sustainably through simultaneously strengthening values, character, and institutional quality. The study results show that spiritual education has a fundamental contribution to the character-building of learners, especially in the context of the challenges of modern education laden with materialistic values and individualistic tendencies. Spiritual education

encourages creating intellectually and emotionally balanced learners through internalizing moral values such as honesty, empathy, and responsibility. Exemplary spiritual values form personally resilient individuals and strengthen social awareness in school life. On the other hand, quality management based on spiritual principles creates a conducive, harmonious, and collaborative institutional climate while strengthening work ethic and a sense of collective responsibility. This strengthening of moral values in institutional processes contributes to achieving holistic and sustainable educational quality.

Integrating spiritual education into quality management emphasizes the technical aspects of improving the quality of institutions and places ethical and human values as the central axis in implementing education. The concept of spiritual leadership, value-based curriculum, and the use of technology that supports character development are all synergistic strategies in answering the challenges of globalization and value degradation in the educational environment. This study confirms that spiritual values can be internalized systemically into the entire educational process by referring to Thomas Lickona's theory of character education and the Islamic spiritual approach that emphasizes purifying the heart and strengthening the mind. Therefore, the integrative approach between spiritual education and quality management offers a new direction for developing educational policies toward academic achievement and forming people with character and integrity to build a just and civilized civilization.

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