



Value-Based Educational Leadership: A Literature Review On Sports Education

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Abstract

This paper discusses the concept of value-based educational leadership as a strategic approach to improving the quality of education through the integration of moral and ethical values in the management and operation of educational institutions. This approach is relevant in facing global challenges, such as social crises, technological change, and cultural dynamics, which require leaders with integrity, transparency, and social responsibility. Based on the literature review, value-based leadership not only contributes to the achievement of academic goals but also the formation of student character. This study analyzes the role of value-based leadership in creating a positive organizational culture, motivating teachers, and building a holistic learning environment. In addition, this paper identifies the main challenges in implementing these values, such as the challenge of resistance to change that can be overcome with the active involvement of stakeholders, resource constraints, and the influence of external factors. The results of the study indicate that with a clear vision, community participation, and the use of information technology, value-based leadership can be the key to creating inclusive and sustainable educational institutions. The practical implications of this approach are the development of educational policies that focus more on strengthening character and collaboration between stakeholders.

Keywords: Educational Leadership, Moral Values, Character Formation, Value-Based Education, Educational Management

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Info Article:

Submitted: 25/09/2024

Revised: 05/10/2024

Accepted: 20/11/2024

Published: 30/11/2024

How to Cite: Lengkong, I, K., Ahmad, M., Suryadi. (2024). Value-Based Educational Leadership: A Literature Review On Sports Education. Journal of Coaching Education Sports, 5(2), 378-392. [https://doi.org/10.31599/jces.5\(2\).3214](https://doi.org/10.31599/jces.5(2).3214)

Author's Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection



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A. Introduction

The Merdeka Curriculum has officially become the National Curriculum through the Regulation of the Minister of Education, Culture, Research and Technology No. 12 of 2024. This curriculum emphasizes character development and learning that focuses on students' interests and talents. Therefore, the implementation of value-based education as a means of character development and a source of inspiration for learning needs to be updated to suit the needs of the times and be on target.

The implementation of value-based education in educational institutions requires value-based leadership to be able to move all parties in educational institutions so that the implementation of core values in life becomes a culture in educational institutions. Currently, value-based leadership is gaining more attention in the context of education and organizations, especially amidst rapid social change. In a world full of challenges such as the climate crisis, social injustice, and technological disruption, leadership that emphasizes ethical values and social responsibility is becoming increasingly important (Brown & Treviño, 2021). Leaders who focus on values not only inspire their followers but also help create

a positive and collaborative organizational culture.

The phenomenon of increasing demand for authentic and transparent leadership is interesting to study. In a complex and often uncertain environment, leaders who are able to demonstrate integrity and honesty gain more trust from their teams (Avolio & Gardner, 2005). Openness in communication and value-based decision-making increases mutual trust among members of the organization, which in turn encourages collaboration and innovation.

The importance of values-based leadership is also seen in responses to social issues, such as social justice and equality movements. Leaders who are committed to these values are often active in promoting positive change in organizations and society (Dempster & Lizzio, 2015). This shows that leadership is not only about achieving organizational goals but also involves greater social responsibility.

The development of information technology also influences the way value-based leadership is implemented. With the existence of social media and digital platforms, leaders can easily communicate their values and reach a wider audience. This allows leaders to build communities based on the same values, while increasing

accountability for their actions (Harris & Jones, 2019). Therefore, value-based leadership is currently key to shaping a more inclusive and sustainable organizational future.

To make value-based leadership a key in shaping the future of organizations and the next generation of the nation, research on value-based leadership is needed, especially in the world of education. Previous research emphasizes value-based education, transformational leadership models, stakeholder participation, character development, professional development training, evaluation and feedback, and ethical leadership.

However, there are inconsistencies in previous studies related to the definition of values, research methodology, leadership concepts, social and cultural contexts, the influence of external factors, and the variables measured. In addition, previous studies also have limitations such as narrow socio-cultural contexts, inconsistent measurements, methodological limitations, neglected external influences, and a lack of focus on student learning outcomes. In the Indonesian context, this is very important to ensure relevance to the unique cultural and regional diversity.

This study aims to find the elements needed to develop value-based education to remain relevant to the current situation

and on target. The novelty in this study lies in: (1) Analyzing how value-based educational leadership can change the dynamics of educational institutions; (2) Exploring how value-based educational leadership affects teacher motivation supported by previous findings showing a positive relationship between value-based leadership and work motivation (Leithwood & Sun, 2019); (3) Expanding understanding of the role of value-based leadership in the context of education; (4) Identifying concrete strategies that can be applied by leaders to integrate values into daily practice; (5) Using information technology combined with human values in educational leadership.

Leadership in education plays a very important role in determining the direction and quality of educational institutions. Value-based leadership emphasizes the importance of integrating moral and ethical values in the decision-making process and implementation of educational policies. This approach focuses not only on academic achievement, but also on the formation of character and morals of students (Sauri, 2010). This paper will discuss the concept of value-based educational leadership, the role of values in educational leadership, the implementation of value-based leadership, the challenges faced, and its implications for the quality of education.

Leadership in education has a strategic role in determining the direction and success of the implementation of the learning process. In the context of sports education, leadership is not only oriented towards achieving academic results or sports performance, but also on the formation of character and moral values of students. Sports education has great potential in instilling values such as sportsmanship, cooperation, responsibility, and discipline (Siedentop, 1994). Therefore, a value-based leadership approach is needed to ensure that learning does not only focus on technical skills, but also on the development of students' personalities and ethics.

Value-based leadership emphasizes the importance of moral and ethical values as the basis for a leader's decision-making and actions (Northouse, 2019). In sports education, leaders—whether principals, coaches, or teachers—have the responsibility to instill these values through various strategies, such as experiential learning, role modeling, and reinforcing positive behavior. However, various studies have shown that challenges in implementing values in education are often related to a lack of in-depth understanding of value-based leadership, limited resources, and pressure to pursue

academic or sporting achievements alone (Jones, Armour, & Potrac, 2004).

In addition, there is a gap in the literature regarding the implementation of value-based leadership in sports education, especially in the local or regional context in Indonesia. Most studies are still focused on the technical aspects of coaching and teaching sports, while the value dimension has not received adequate attention. In fact, according to Hellison (2011), sports education has a unique power to shape individual character through structured and meaningful physical activities. Thus, a more in-depth study is needed to integrate the concept of value-based leadership into sports education, so that it can create a young generation that is not only physically competent, but also has strong character and integrity.

This study attempts to answer key questions related to the relationship between leadership, philosophy of science, and educational management. By combining theoretical studies and practical examples, it is hoped that this study can provide significant contributions to the development of leadership models that are able to respond to educational challenges in the era of globalization and the industrial revolution 4.0.

Next, a bibliometric analysis was carried

out to find research gaps using Publish or Perrish and Vosviewer with the following results:

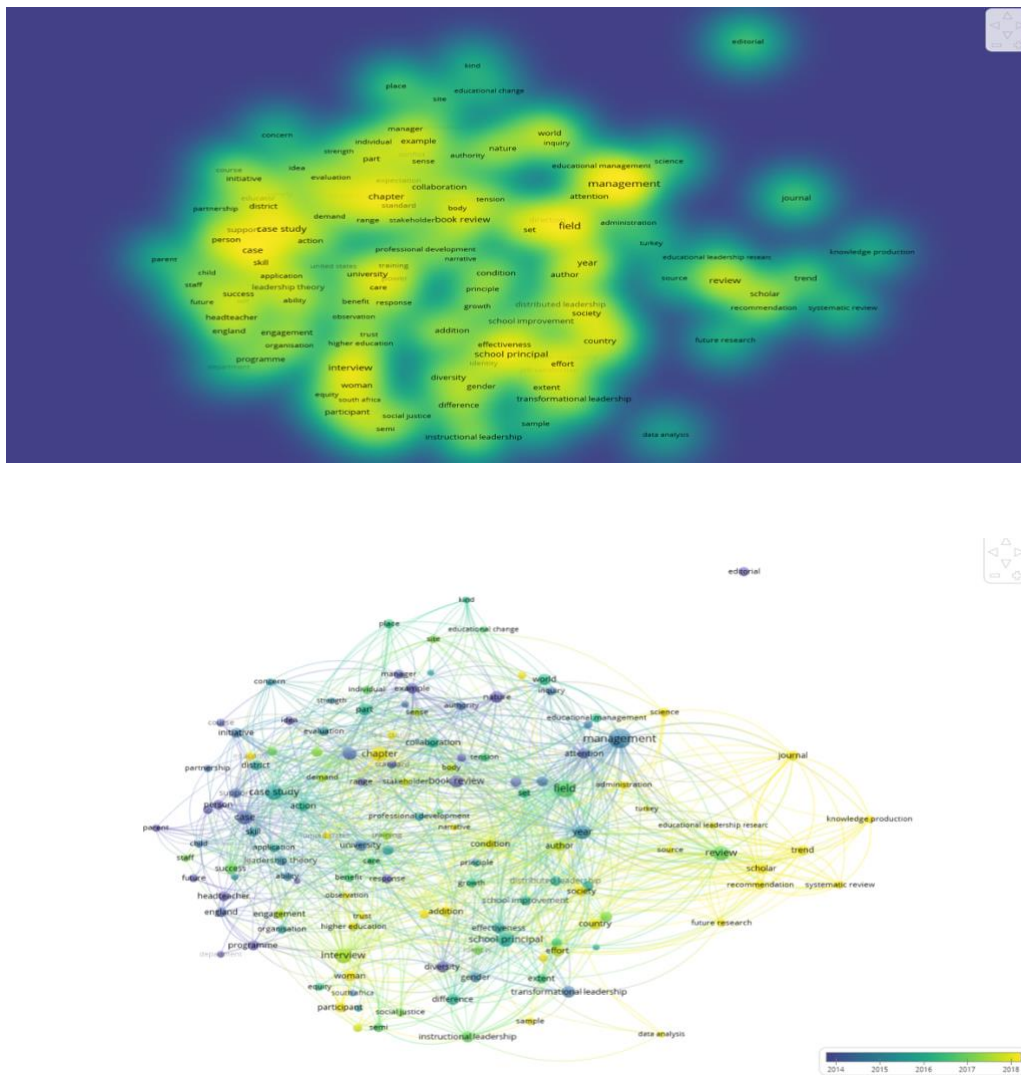


Figure 1. Bibliometric Analysis Results Using Publish or Perrish and VosViewer

Research on value-based leadership in sports education has contributed greatly to the development of theories and practices of sports learning that focus on character building. However, most of the existing research is still partial and has not provided a holistic approach to the integration of moral, social, and ethical values into formal sports education curricula. Therefore, this study offers a new contribution through a

comprehensive literature review approach to address a number of limitations in previous literature.

The novelty of this article can be explained through the following aspects:

- 1) Emphasis on Value-Based Leadership in the Context of Formal Sports Education

Although sports education has been generally recognized as an effective

means of building student character (Hellison, 2011; Siedentop, 1994), this study specifically highlights the role of values-based leadership implemented by teachers and school leaders in the context of formal education. This approach differs from previous studies that have focused more on the context of athlete training or community-based sports programs (Bean & Forneris, 2017).

2) Cultural Contextualization in the Implementation of Value-Based Leadership

This study explores how local cultural contexts, particularly in Indonesia, influence the implementation of value-based leadership in sports education. This study fills a gap in the literature that is largely dominated by studies from Western countries, which have different values and cultures (Hofstede, 2001). By incorporating the strong collectivist cultural dimension in Indonesia, this article provides a richer and more contextual perspective on the implementation of value-based leadership.

3) Deeper Identification of Challenges and Implementation Strategies

This article not only develops a conceptual framework for values-

based leadership, but also identifies practical challenges faced by sport education leaders, such as the pressure to pursue competitive achievement, limited resources, and lack of training in moral values in sport teaching (Jones, Armour, & Potrac, 2004). In addition, this article also presents practical implementation strategies to help leaders integrate these values into learning activities effectively.

4) Systematic and Integrated Literature Review

This research approach offers a systematic literature review by integrating key theories of value-based leadership, sport learning models, and formal education contexts. This approach allows the research to provide more comprehensive and applicable insights than previous studies, which tend to be limited to one particular aspect.

With this novelty, this study not only contributes to the development of theories on value-based leadership in sports education, but also offers practical guidance for teachers, coaches, and policy makers in improving the quality of sports learning based on character building. This article is expected to be an important

reference in the development of sports education that is not only oriented towards physical skills, but also on the formation of students' moral and social values.

B. Metode

This study uses a literature review method to analyze the concept of value-based leadership in the context of sports education. A literature review is a systematic approach to identifying, evaluating, and synthesizing previous research in a particular field (Snyder, 2019). This method was chosen because it is relevant to explore, understand, and summarize theoretical and empirical findings related to the topic of value-based leadership, especially in the realm of sports education.

C. Results and Discussion

Results

Value-based educational leadership is an approach that emphasizes the importance of moral and ethical values in every aspect of educational leadership. According to Sauri (2010), this approach integrates norms and values in educational organizations, addressing the lack of values and norms that can hinder the effectiveness of educational organizations. The exemplary nature of a leader is at the center of this approach, with a focus on achieving academic goals balanced by the

formation of students' moral character (Effendi, 2020). This value-based approach has a strategic role in creating a holistic and integrated educational environment, which can contribute to improving the overall quality of education.

Effendi (2020) stated that values such as integrity, fairness, and responsibility must be integrated into every aspect of school management. This concept allows leaders to face challenges with a humane and holistic approach. Value-based leaders act not only as managers, but also as moral guides who inspire others to act in accordance with ethical principles (Sauri, 2010). This is very important in the context of education, where every action of the leader becomes a direct example for students and the school community.

In its application, value-based leadership involves recognizing the importance of value diversity in the school community. Sakti and Martha (2023) added that effective leaders must be able to integrate local and global values to create an inclusive learning environment. With this approach, schools can become places where positive values are consistently instilled.

Values in educational leadership serve as a guide in decision-making and leader actions. According to Sakti and Martha (2023), a leader's exemplary behavior is greatly influenced by the application of

values in daily leadership practices. Values such as honesty, fairness, responsibility, and empathy are the foundation for building a positive organizational culture. In addition, these values help create a harmonious work environment, increase staff trust, and support the moral development of students. By implementing these values, leaders not only lead effectively but are also able to instill positive values in all elements of the school (Effendi, 2020).

Effendi (2020) emphasized that values such as honesty, transparency, and responsibility play an important role in building trust between leaders, staff, and students. When these values are implemented, they can create a productive and inclusive organizational culture. In addition, these values help leaders in dealing with conflict and making difficult decisions. In the study of Sakti and Martha (2023), it is explained that leaders who are based on values tend to be better able to maintain a balance between individual needs and organizational needs.

Values also serve as a tool to shape organizational identity. Sauri (2010) noted that successful educational organizations often have leaders who consistently apply positive values in every aspect of management. These values not only

influence the way the organization works, but also the public's view of the quality of education offered by the institution.

The implementation of value-based leadership in education involves the integration of moral and ethical values in every aspect of school management and operations. Effendi (2020) explains that a culture-based, humanistic, and nationalism approach can strengthen the transformational leadership behavior of school principals.

Discussion

Establishing a Value-Based Vision and Mission: Establishing a school vision and mission that reflects core values, so that all school activities are directed towards achieving goals based on values (Leithwood & Sun, 2019). A value-based vision and mission act as the main guide that determines the strategic direction of an educational institution. By establishing a vision and mission that reflects core values, schools can ensure that all policies, programs, and daily activities have aligned goals. For example, a vision that emphasizes the importance of justice and inclusivity can be realized through a fair and discrimination-free student admissions policy. This step also helps create an organizational culture that is more focused on character building for students and

achieving more meaningful academic goals.

Next, integrate character education into the curriculum, so that moral values become an integral part of the learning process. Integrating moral values into the curriculum is an important step to ensure that character education becomes an integral part of the learning process. A values-based curriculum can include specific subjects such as character education or thematic modules that teach empathy, integrity, and responsibility. In addition, the application of project-based learning methods that involve students in social or environmental activities can help them understand the relevance of these values in everyday life. This kind of curriculum not only improves academic learning but also shapes students into more ethical and competitive individuals.

Providing staff with training to implement values in their daily work. Darling-Hammond et al. (2022) emphasize the importance of professional training in developing values-based leadership. Ongoing training for teachers and staff is a key element in ensuring the successful implementation of values in education. Training programs can include workshops, seminars, or technology-based training designed to strengthen teachers' understanding of the importance of values in teaching. In addition, mentoring by

mentors who have expertise in values-based leadership can provide practical guidance to teachers to integrate values into their teaching methods. With adequate training, teachers will be more confident in carrying out their role as role models of values in the school environment.

Leveraging information technology to communicate values and facilitate the practice of value-based leadership. For example, using digital platforms to share value-oriented educational resources (Harris & Jones, 2019). The use of information technology can strengthen the dissemination and application of values in educational environments. Digital platforms, such as learning management systems (LMS), can be used to disseminate value-based content, such as digital ethics modules or learning videos on social responsibility. In addition, social media can be an effective tool to promote good practices and build value-based learning communities. This technology also allows school leaders to monitor and evaluate the implementation of values through indicators integrated into the digital system.

Involving parents and the community in school activities to strengthen a values-based culture and ensure consistency between school and home education. Community involvement is an important aspect in strengthening a values-based

culture in schools. Involving parents, community leaders, and local organizations in school activities can create synergy between home and school education. For example, parenting education programs can help parents understand how to support the development of values at home. On the other hand, collaboration with local organizations can provide real-life learning experiences that enrich students' understanding of social values and responsibilities. Thus, community involvement not only increases the effectiveness of value implementation but also strengthens the relationship between the school and the community.

With these steps, schools can build a more holistic and integrated educational environment, where moral and ethical values are the foundation of every aspect of operations.

Despite its many benefits, the implementation of value-based leadership faces several challenges. The main challenge is the challenge of resistance to change which can be overcome by active involvement of stakeholders. From staff or students who have been accustomed to the previous organizational culture. According to Sauri (2010), lack of understanding and commitment to these values can hinder

effective implementation.

Differences in perception of values between leaders and the school community. Open dialogue is needed to align perceptions and create consensus (Sakti & Martha, 2023). Gaps in understanding often arise due to differences in perception between leaders, teachers, students, and parents regarding the values to be implemented. The values considered important by leaders may not always be in line with the values believed in by the school community. For example, the value of gender equity may not be fully understood or accepted by all parties, especially in environments with conservative cultural views. This misunderstanding can lead to conflict and resistance that hinders the implementation of these values. To overcome this, leaders need to involve all stakeholders through open dialogue, socialization activities, and training that can bridge differences in perception. This process requires a collaborative approach that respects the diversity of values within the school community.

Lack of training and financial support for the implementation of value-based programs (Effendi, 2020). Limited resources, whether financial, human, or material, are one of the main obstacles in

implementing value-based leadership. Many schools, especially in remote areas or with limited budgets, have difficulty providing regular training for teachers, teaching materials that support values, or the technology needed to support the implementation of value-based programs. Lack of financial support can also limit the ability of leaders to involve consultants or experts who can help the process of value transformation in schools. To overcome this obstacle, leaders must be creative in utilizing existing resources, for example by establishing partnerships with local organizations, seeking support from the government or donors, and utilizing cheap and easily accessible technology to support training and communication.

Pressures from the external environment such as changing education policies and high administrative demands can divert leaders' focus from implementing values. External environments, such as government policies, social pressures, and technological changes, can affect the implementation of values-based leadership. Frequently changing or inconsistent education policies can divert leaders' focus from developing values to meeting administrative demands. In addition, social pressures rooted in certain cultural or religious norms sometimes conflict with the values they want to

implement, creating a dilemma for leaders. Technology, although useful, can also be a challenge if not used wisely, such as the emergence of ethical issues in the use of social media in the school environment. To deal with these external factors, leaders need to be flexible and have high adaptability. They also need to develop strategies to align the values-based vision with external pressures, for example by advocating the importance of implementing values to policy makers or collaborating with the community to strengthen support for the vision.

One of the main challenges is resistance from individuals in the organization, including teachers, staff, or students who are accustomed to existing work patterns and cultures. Unpreparedness to abandon old habits often leads to resistance to the implementation of new values. This can be exacerbated by a lack of understanding or misunderstanding of the values to be implemented. To overcome this resistance, leaders need to build transparent communication, provide relevant training, and create an environment that supports gradual transformation.

Differences in background, culture, and experience between stakeholders often lead to gaps in understanding about the values to be implemented. For example, school leaders may want to implement diversity values, but staff or parents have

different views on how these values should be realized. This lack of understanding can lead to conflict that hinders implementation. Therefore, intensive dialogue is needed to align perceptions and build consensus on shared values.

Frequently changing educational policies and high administrative demands can distract leaders from implementing values in their leadership. Heavy administrative workloads often reduce leaders' time and energy to focus on developing the character of students and staff. Therefore, strategies are needed to distribute administrative tasks more effectively and set clear priorities for value-based programs.

To overcome these challenges, leaders need to develop effective communication strategies, seek support from stakeholders, and maximize available resources. For example, a case study in a school in Jakarta showed that active involvement from parents and the community can reduce the challenges of resistance to change that can be overcome by active stakeholder involvement. and strengthen the implementation of values (Sakti & Martha, 2023).

The implementation of value-based leadership has significant implications for the quality of education. Sakti and Martha

(2023) emphasized that value-based leadership creates a more inclusive work culture and is conducive to the moral growth of students. A learning environment based on values such as fairness, honesty, and empathy can improve the quality of interactions in schools, both between students, teachers, and staff. Value-based leadership helps create an organizational culture that is not only positive but also sustainable. When values such as transparency, integrity, and empathy are consistently applied, this culture becomes part of the school's identity that is difficult to replace even if there is a change in leadership. A value-based culture also strengthens relationships among members of the organization, encouraging them to work together harmoniously. This allows schools to face external challenges more solidly because all members of the organization have the same value foundation.

Effendi (2020) added that value-based leadership can improve staff work motivation and student learning outcomes. With this approach, schools are not only places for academic learning, but also centers for character formation with integrity. In addition, the application of information technology combined with humanitarian values in educational

leadership can increase the effectiveness of communication and collaboration (Harris & Jones, 2019). In a value-based environment, teachers tend to feel more appreciated and supported. Values such as respect, fairness, and collaboration provide the basis for building healthy working relationships between leaders and teachers. Research shows that teachers who work in an environment that supports moral and ethical values have higher work motivation, which ultimately impacts the quality of their teaching. This motivation also increases teacher job satisfaction, so that they are more motivated to contribute optimally to the learning process.

One of the most important implications of value-based leadership is the formation of student character that is not only focused on academic achievement but also has leadership abilities. By instilling values such as empathy, responsibility, and courage in the curriculum, students learn to apply these values in everyday life. A value-based educational environment encourages students to think critically and make responsible decisions, preparing them to become ethical leaders in the future.

Value-based leadership has a direct impact on the relationship between schools and communities. When schools actively implement values such as social responsibility, fairness, and inclusiveness,

communities tend to provide greater support for school activities. Value-based programs, such as community service activities or collaboration with local organizations, strengthen this relationship and create a sense of belonging among the community. This not only improves the image of the school but also makes a positive contribution to social development.

Technology can be used to expand the impact of values in education. By leveraging digital platforms, leaders can disseminate values more widely, such as through e-learning modules that teach digital ethics or webinars on social justice. Additionally, using technology to monitor and evaluate the implementation of values-based programs can help leaders ensure that values are consistently applied. With this approach, schools are not only using technology for administrative purposes but also to support a deeper transformation of values.

D. Conclusion

This study reviews the concept of value-based educational leadership in sports education, emphasizing the integration of moral, ethical, and social values in leadership decisions. It highlights the potential of sports education to instill values like sportsmanship, responsibility,

and integrity through models such as Teaching Personal and Social Responsibility (TPSR). Educational leaders, including teachers and coaches, play a crucial role in fostering a positive culture based on these values. However, implementing value-based leadership presents challenges in collectivist and hierarchical cultures like Indonesia, where Western strategies may need adaptation. A research gap exists in understanding how value-based leadership applies in formal sports education, especially in developing countries. The study recommends integrating moral values into curricula, training programs for educators, and further research on the contextual application of value-based leadership in local cultures. These findings contribute to both theoretical and practical understanding, showing that value-based leadership can enhance sports education by shaping students with strong character and integrity.

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