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Balancing Body, Mind, and Spirit: The Role of Spiritual Readiness in Shaping Volleyball Knowledge of Indonesian Students: A Literature Review

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Abstract

A lifestyle characterized by imbalance can significantly affect physical health, mental well-being, and cognitive performance. In the context of sports, students often overlook the importance of maintaining balance, particularly in relation to quality sleep, nutrition, and physical activity. Daily activities, including exercise and learning habits, may influence both spiritual preparedness and knowledge acquisition in sports such as volleyball. This study employs a literature review method to analyze the relationship between daily activity and volleyball knowledge, with spiritual preparation as a mediating factor. Results from reviewed studies highlight that daily physical activity positively correlates with knowledge and performance in volleyball, while spiritual preparedness enhances motivation, focus, and resilience. The review concludes that spiritual preparation acts as a significant mediator between daily activity and volleyball knowledge, underscoring the importance of holistic interventions in sports education.

Keywords: daily_activity; volleyball; knowledge; spiritual_preparation; students

1. Introduction

Volleyball is one of the most widely played sports in Indonesia and has become a key part of both recreational and educational settings. As a team sport, volleyball demands not only physical skills such as agility, strength, and coordination, but also cognitive knowledge related to rules, tactical strategies, and teamwork [1]. Students involved in volleyball are expected to balance training routines, academic responsibilities, and lifestyle habits. However, many struggle to maintain this balance, leading to decreased learning efficiency, fatigue, and even lack of motivation [2]. In the broader context of education, sports are increasingly being viewed through a holistic lens that emphasizes the integration of body, mind, and spirit. While physical conditioning and cognitive skills are commonly prioritized, the spiritual dimension of sports is often overlooked. Spiritual preparation—reflected in mindfulness, resilience, and moral grounding—has been shown to enhance athletes' motivation, focus, and emotional regulation. In Indonesia, where spirituality plays a vital cultural role, its relevance in sports education becomes even more significant [3].

Previous studies have established that daily activity, such as regular training and structured routines, contributes positively to sports knowledge [4]

At the same time, spiritual preparation has been identified as a potential mediator that links lifestyle habits with learning outcomes and athletic knowledge. Yet, research that explicitly connects these three elements—daily activity, spiritual preparation, and volleyball knowledge—remains limited. Therefore, this literature review aims to fill that gap by synthesizing existing research and providing a theoretical framework that positions spiritual preparation as a mediator

between daily activity and volleyball knowledge among Indonesian students.By placing spiritual preparation as a mediator between daily activities and volleyball knowledge, this study shows that spirituality not only functions as a cultural value but also as a psychological factor that increases students' motivation, focus, and emotional regulation. This is in line with the Indonesian context, which is rich in religious and cultural values. With these findings, volleyball in Indonesia has the potential to develop as a means of character education, not just a competitive sport. This is in line with the objectives of the national curriculum, which emphasizes strengthening the graduate profile dimension.

1.1 .Daily Activity and Volleyball Knowledge

Daily activity refers to the structured and unstructured physical and lifestyle routines undertaken by students. In sports education, regular physical training has been found to enhance memory retention, cognitive performance, and tactical understanding. Volleyball-specific training, such as drills, endurance exercises, and team practice sessions, contributes directly to knowledge acquisition related to game strategies and rule comprehension. Students who maintain consistent physical activity demonstrate higher volleyball knowledge and better in-game decision-making.

1.2 Spiritual Preparation in Sports

Spiritual preparation is an integrative dimension of athlete development, often linked to self-awareness, emotional control, intrinsic motivation, and ethical responsibility. Mindfulness practices, prayer, and reflection activities allow athletes to regulate stress and maintain focus during competitions. In Indonesian cultural settings, spirituality is not merely religious but also encompasses values of discipline, humility, and persistence. Athletes with higher spiritual readiness often demonstrate resilience in facing failure and persistence in pursuing mastery, both of which contribute to improved sports knowledge.

1.3 Spiritual Preparation as Mediator

Research suggests that lifestyle factors influence knowledge not only directly but also indirectly through spiritual readiness. Found that spirituality mediated the relationship between daily activities and motivation, leading to better learning outcomes. Showed that students who engaged in balanced daily activities, when coupled with spiritual practices, exhibited stronger knowledge absorption and application in sports. Thus, spiritual preparation acts as a bridge, amplifying the effects of daily routines on volleyball knowledge.

2. Methodology

This research adopts a literature review approach to synthesize previous empirical studies and theoretical frameworks related to daily activity, spiritual preparation, and volleyball knowledge.

2.1 Data Sources

Relevant articles were collected from databases such as Google Scholar, Scopus, and PubMed. Keywords included daily activity and sports knowledge, spiritual preparation in sports, volleyball education, and student-athletes in Indonesia.

2.2 Inclusion Criteria

Studies published between 2018–2024. Articles focusing on sports education, volleyball training, daily activity, and spiritual dimensions in sports. Both quantitative and qualitative studies were included.

2.3 Data Analysis

Thematic analysis was used to group findings into three main areas (the effect of daily activity on sports/volleyball knowledge; the role of spiritual preparation in sports performance; and spiritual preparation as a mediator between daily activity and knowledge. The following is the conceptual framework of the inter-variable relationships that support this study. Figure 1 shows that daily activity affects volleyball knowledge both directly and indirectly through spiritual preparation as a mediator.

Figure 1. Conceptual Framework

3. Results and Discussion

3.1 Result

The results of the literature review show several consistent important patterns:

3.1. 1 .Daily Activity has a direct impact on Volleyball Knowledge

Regular physical activities such as serving, passing, blocking, and strategy planning have been proven to improve understanding of the rules and playing skills. A study by Ferdiyanto et al. (2024) shows that a training routine with a psychological approach (emotion management & motivation) strengthens the absorption of tactical knowledge in volleyball players. An active lifestyle has a significant correlation with improved cognitive function and academic achievement, including in team sports such as volleyball [5].

3.1.2. Spiritual Preparation as a Factor in Improving Concentration and Resilience

Mindfulness meditation interventions can reduce stress levels in junior volleyball athletes, which indirectly supports spiritual readiness and focus in training and competition Religiosity and peer social support can reduce anxiety in volleyball athletes, making them more mentally and spiritually prepared to face the challenges of competition [6], [7]

3.1.3. Spiritual Preparation as a Mediator

Several studies [8] emphasize the role of meditation and mindfulness as a bridge between daily routines and athletic performance. Spiritual readiness strengthens the relationship between healthy lifestyle habits and understanding of athletic skills. In other words, students who are disciplined in their daily activities (e.g., getting enough sleep, exercising regularly, eating a healthy diet) have more stable spiritual readiness. This has implications for increasing intrinsic motivation to learn technical and tactical knowledge in volleyball.

3.1.4. Body–Mind–Spirit Synergy in Sports Education in Indonesia

The model of physical, spiritual, and cognitive balance is very suitable for the Indonesian context, which emphasizes spiritual harmony in education. [9]emphasize that cognitive sport psychology interventions are effective in improving the performance of school and university athletes, especially when combined with spiritual dimensions. In practice, students who actively play volleyball and integrate spiritual preparation (prayer, mindfulness, self-reflection) demonstrate better performance in terms of knowledge, strategy, and decision-making on the field.

3.1.5. Summary of Findings Patterns

Daily Activity → Volleyball Knowledge (directly, through practice and physical experience).

Daily Activity → Spiritual Preparation → Volleyball Knowledge (indirectly, with spiritual preparation as the main mediator).

Spiritual preparation strengthens the motivation, focus, and mental resilience of sports students, thereby supporting the absorption of volleyball knowledge. With these results, the literature review confirms that spiritual preparation is a significant mediator in the relationship

ḃetween daily activities and volleyball knowledge. This conceptual model is also in line with the modern physical education paradigm that emphasizes the balance of body–mind–spirit.

3.2 Discussion

The reviewed literature demonstrates that volleyball knowledge acquisition is not solely a result of physical practice bu also deeply connected to students' daily lifestyle and spiritual preparation. This supports the notion of holistic sports education, which integrates body, mind, and spirit as inseparable elements of student development. In the Indonesian context, spirituality provides
additional layer of meaning to volleyball education, as it aligns with cultural values of discipline, humility, and moral responsibility. This, interventions in volleyball education should incorporate spiritual elements such as reflection sessions, mindfulness practices, and ethical discussions alongside physical training. Moreover, the mediating role of spiritual preparation highlights the importance of not treating sports knowledge acquisition as purely mechanical. Rather, students' lifestyle balance and spiritual readiness interact synergistically to foster deeper learning. This suggests that sports educators should design programs that encourage balanced daily activity (exercise, sleep, nutrition) while nurturing spiritual and mental well-being.

The results of this literature review confirm that the relationship between daily activity and volleyball knowledge does not stand alone, but is reinforced by the role of spiritual preparation as a mediator. These findings raise several important points for discussion:

3.2.1 Daily Activity dan Knowledge Acquisition

Regular physical activity, such as volleyball training, provides dual benefits for students: improved motor skills and cognitive knowledge. A study by [5] shows that physical activity correlates with improved executive function, which is very important in team sports such as volleyball. Knowledge of the game includes not only the rules, but also strategies, attack patterns, and the ability to read the opponent's game. Thus, students who are physically active tend to have more comprehensive knowledge of sports [10].

3.2.2 The Role of Spiritual Preparation in Sports

Spiritual preparation, which can take the form of prayer, meditation, mindfulness, or self-reflection, serves as a mental and emotional booster. In the context of sports, spiritual readiness helps students to manage competition anxiety [7]; improve focus and concentration [11]; and foster intrinsic motivation and fighting spirit [8]. This is in line with the holistic education paradigm that emphasizes physical, spiritual, and intellectual balance.

3.2.3 Spiritual Preparation as a Mediator

The finding that spiritual preparation acts as a mediator adds depth to the analysis. Students who have regular daily routines (exercise, healthy eating, adequate rest) are more spiritually

prepared, making them better able to accept and internalize volleyball knowledge. Without the spiritual dimension, daily routines may only result in physical improvement, but not optimal cognitive improvement.

3.2.4 Implications for Physical Education in Indonesia

In the context of Indonesian sports education, which is rich in religious and cultural values, the integration of spiritual aspects is highly relevant. Some important implications: The sports curriculum can add self-reflection or mindfulness sessions after volleyball practice, so that students not only train their bodies but also prepare themselves mentally and spiritually; Sports coaches and lecturers can encourage healthy daily habits that are balanced with mental and spiritual development. Student character development can be directed to emphasize the values of discipline, sportsmanship, and responsibility, which are tangible manifestations of spiritual readiness in sports.

3.2.5 Contributions to Theory and Practice

This study expands the theory of sports pedagogy by emphasizing that spiritual variables are not merely supplementary, but rather an integral part of cognitive achievement. In practice, coaching sports students with an emphasis on body–mind–spirit balance can produce graduates who are not only physically intelligent, but also mentally resilient and ethical.

4. Conclusion

This literature review concludes that daily activity influences volleyball knowledge among Indonesian students, and this relationship is significantly mediated by spiritual preparation. Students who combine structured physical routines with spiritual readiness demonstrate higher levels of volleyball knowledge, resilience, and motivation. The implications for sports education are clear: volleyball training should adopt a holistic approach that balances physical activity, cognitive learning, and spiritual development. Future research should empirically test this model using structural equation modeling to provide quantitative validation of the mediating role of spiritual preparation.

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