

## Moral Value-Based Lecturer Spiritual Leadership Model In Improving Students' Emotional Intelligence

Nurfidah<sup>1</sup>, A. Fandir<sup>2</sup>  
Akademi Bisnis Lombok<sup>12</sup>

### Abstract

*This study explores the role of spiritual leadership based on moral values applied by lecturers in improving students' emotional intelligence. By prioritising values such as integrity, honesty, empathy, and exemplary behaviour, lecturers function not only as academic educators but also as moral role models who shape students' character. This study shows that spiritual leadership creates a harmonious, supportive academic environment that focuses on students' moral and emotional development, which ultimately affects their academic achievement, social skills, and critical thinking skills. The study was conducted through a qualitative approach in a higher education environment, using in-depth interviews, FGDs, and observations. The results confirm that this leadership model has a positive impact on the development of students' emotional intelligence, which is very relevant to their academic success and professional lives. The study recommends that educational institutions support lecturers through spiritual leadership training and emotional intelligence development, as well as integrating moral activities such as ethical discussions and community service programs to strengthen students' character.*

**Keywords:** Leadership, Lecturer Spirituality, Moral Values, Emotional Intelligence

### INTRODUCTION

The role of lecturers as spiritual leaders in higher education is increasingly recognised as important in fostering holistic student development. Spiritual leadership in the context of education emphasises the importance of creating an environment that nurtures not only academic achievement but also the spiritual and ethical dimensions of student life. This multifaceted approach is important to foster a sense of purpose, integrity and community among students, which ultimately enhances their learning experience and personal growth.

Lecturers act as spiritual leaders by embodying values such as integrity, honesty and humility, which are critical to influencing student motivation and learning outcomes. Research shows that spiritual leadership can significantly impact students' academic performance by instilling these values, thus encouraging students to engage more deeply with their studies and develop a sense of responsibility towards their learning community (Bafadal et al., 2018; Karsono et al., 2022). Furthermore, the creation of a supportive and spiritually enriching environment allows students to explore their identity and values, which is important for their overall development (Nolan-Arañez & Ludvik, 2018; Prabhu & Mehta, 2023). This is in line with the idea that effective education leadership requires a comprehensive understanding of how to motivate and inspire students to achieve their goals (Alimuddin, 2019).

Spiritual leadership fosters a culture of altruism and community within educational institutions. By promoting a vision that encourages selfless love and a sense of calling, lecturers can help students develop strong interpersonal relationships and

commitment to collective goals (Siswanto, 2022; Anggara & Aulia, 2021). This is particularly relevant in higher education, where students often face complex social dynamics and personal challenges. The integration of spiritual leadership principles can result in a more cohesive learning environment, where students feel valued and supported (Nurabadi et al., 2021; Arfandi, 2019). In addition, the impact of spiritual leadership goes beyond individual student learning outcomes to influence the broader culture of education. Lecturers who adopt a spiritual leadership approach can contribute to transformative educational experiences that prioritise ethical decision-making and social responsibility (Crossman, 2010; Samul, 2019). This is particularly important in the current global context, where the need for leaders who can navigate ethical dilemmas and foster an inclusive society is paramount (Jufrizen et al., 2019; Yusof, 2011). By fostering a spiritually aware educational environment, lecturers not only enhance students' learning but also prepare them to become earnest leaders in their future endeavours. In addition, in the modern era, students face various challenges in developing emotional intelligence (EI), which is increasingly recognised as a critical component for personal and academic success. These challenges can be categorised into a few key areas: educational environment, technological influences, and personal factors.

First, the educational environment plays an important role in shaping students' emotional intelligence. Many educational institutions lack structured programs that explicitly teach emotional intelligence skills.

For example, a study highlighted that nursing students often feel a lack of formal emotional intelligence education, which hinders their ability to develop these important skills (Lu & Shorey (2021) Xu, 2023). This lack of structured training can lead to a superficial understanding of emotional intelligence, where students may struggle to apply emotional competencies in real-life situations, especially in stressful environments such as healthcare (Bailey et al., 2011). In addition, the emphasis on academic achievement over emotional development may create a competitive atmosphere that inhibits the open expression of emotions, thus hindering the growth of emotional intelligence (Ainiyah et al., 2021; Mansel & Einion, 2019).

Second, the pervasive influence of technology in education presents unique challenges. The rise of online learning platforms, especially during the pandemic, has changed the dynamics of traditional learning. While online education offers flexibility, it often lacks the interpersonal interactions that are essential for developing emotional intelligence (Buzdar et al., 2016). Students engaged in distance learning may find it difficult to practice and improve their emotional skills due to limited face-to-face interactions, which are important for understanding and managing emotions in a social context (Hamdzah et al., 2020). In addition, reliance on digital communication may lead to misunderstandings and a lack of emotional nuance, further complicating students' ability to develop empathy and emotional awareness (Teoh & Liao, 2023).

Personal factors also contribute significantly to the challenges students face in developing emotional intelligence. Many college students experience high levels of stress and anxiety related to academic pressures, which can hinder their emotional growth (Xu, 2023; Katsora et al., 2022). Research suggests that college students with higher emotional intelligence are better equipped to handle stress and maintain emotional stability, yet those who struggle with emotional regulation may feel overwhelmed by their circumstances (Oz et al., 2015; Chew et al., 2013). In addition, individual differences such as gender, socioeconomic background and family dynamics may affect the development of emotional intelligence. For example, research has shown that emotional intelligence is positively associated with factors such as parental education and income, which suggests that college students from more supportive backgrounds may have a better chance of developing these skills (Nabi et al.,

2022; Majeski et al., 2017).

Furthermore, the relationship between moral values-based leadership and emotional intelligence development is an important area of study in understanding effective leadership practices. Moral values-based leadership emphasizes ethical considerations and the importance of moral integrity in guiding followers, while emotional intelligence encompasses the ability to perceive, understand and manage emotions in oneself and others. Together, these constructs contribute significantly to leader effectiveness in a variety of contexts, particularly in educational and organizational settings.

Moral values-based leadership is inherently linked to emotional intelligence, as leaders who have high EI are better equipped to navigate ethical dilemmas and foster a culture of integrity within their teams. Research shows that emotional intelligence is positively correlated with transformational leadership, which is characterized by the ability to inspire and motivate followers through shared vision and ethical standards (Sivanathan & Fekken (2002) Peculiauskienė, 2021; Gardner & Stough, 2002). Leaders with high emotional intelligence can effectively communicate their moral values, thus influencing their followers' behavior and attitudes towards ethical practices (Parrish, 2013; Mills, 2009). This relationship suggests that the development of emotional intelligence is essential for leaders who aim to embody and promote moral values in their organizations.

Emotional intelligence contributes to moral reasoning and ethical decision-making. Research has shown that individuals with higher emotional intelligence are more likely to engage in prosocial behavior and exhibit moral character (Mestvirishvili et al., 2020; Duncan et al., 2017). For example, emotional competencies such as empathy and self-regulation enable leaders to understand the emotional context of their decisions, leading to more ethical outcomes (Duygulu et al., 2011; Mousavi, 2023). This is particularly relevant in high-stakes environments, such as healthcare, where leaders must balance emotional considerations with ethical responsibilities (Mousavi, 2023). The ability to empathize with others enhances a leader's capacity to make moral decisions and consider the well-being of all stakeholders involved.

The development of emotional intelligence can be intentionally developed through leadership training programs that emphasize moral values. Educational institutions and organizations can implement training that focuses on emotional and moral

competencies, thus preparing future leaders to effectively handle complex ethical challenges (Parrish, 2013; Herbst & Maree, 2008). By combining emotional intelligence training with moral reasoning exercises, leaders can enhance their ability to lead with integrity and foster a culture of ethical behavior among their followers. This holistic approach not only benefits individual leaders but also contributes to the overall ethical climate of the organisation.

Based on the description above, researchers argue that the role of lecturers as spiritual leaders based on moral values plays an important role in developing students' emotional intelligence. Lecturers are not only academic educators, but also role models who guide morally and spiritually. This leadership, which emphasises integrity, honesty, and empathy, creates an environment that supports students' emotional and ethical growth. In the modern context, emotional intelligence is critical for success. A spiritual approach from lecturers helps students manage emotions, strengthen interpersonal relationships and uphold ethical values. Therefore, further research is needed to strengthen the integration of moral values-based leadership in higher education to prepare students for future ethical challenges.

## THEORETICAL FOUNDATION

The concept of spiritual leadership has attracted attention in organisational studies, particularly as it relates to improving employee performance and fostering a positive workplace culture. Spiritual leadership is defined as a leadership style that emphasises the intrinsic motivation of leaders and followers through shared values, vision, and a sense of community, ultimately contributing to organisational effectiveness and employee well-being (Fry, 2003; Fry & Cohen, 2008).

Fry's spiritual leadership theory states that such leadership is rooted in three key components: vision, altruistic love, and hope/faith. These elements are essential for creating a sense of spiritual well-being among employees, which in turn increases their organizational commitment and productivity. This is in line with Udin's findings, which emphasize that spiritual leadership fosters a pro-work environment by nurturing relationships that benefit both individuals and communities (Udin, 2019).

In addition, spiritual intelligence in leadership, which suggests that leaders who cultivate their spiritual awareness can better inspire and motivate their teams (Samul, 2024). Spiritual leadership contributes to team

effectiveness, especially in uncertain tasks, by fostering a meaningful climate (Yang et al., 2018). The integration of spiritual values into leadership practices not only improves individual performance but also promotes organizational citizenship behaviour (Kaya, 2015).

In addition to improving individual and organizational outcomes, spiritual leadership is increasingly recognized for its role in corporate social responsibility (CSR). Siddiq's research shows that spiritual leadership positively influences CSR initiatives by fostering a culture of ethical behavior and community engagement (Siddiq, 2023). This is consistent with the findings of Dent et al. who argue that spirituality in leadership can lead to a deeper commitment to social and ethical responsibility in organizations (Dent et al., 2005).

Empirical investigations into spiritual leadership have also revealed its potential to mediate knowledge hiding behavior in the workplace (Ullah, 2023). This suggests that spiritual leadership not only improves individual performance but also fosters a collaborative and transparent organizational culture. Furthermore, a systematic literature review by Subhaktiyasa showed that spiritual leadership is increasingly viewed as a holistic approach that addresses the spiritual needs of employees, thereby contributing to their overall satisfaction and commitment to the organization (Subhaktiyasa, 2023).

Moral values in education, especially in higher education, are essential to foster ethical behavior and decision-making among students. Moral values can be defined as principles that guide individuals in determining what is right and wrong, and play an important role in shaping students' character and integrity. The importance of moral values in higher education is underscored by the need for graduates to navigate complex ethical dilemmas in their professional lives. As Zhang et al. note, the role of educators is crucial in instilling these values through various strategies that promote moral and ethical education in the curriculum (Zhang et al., 2022). There is a need to develop teachers' morality to ensure that they can effectively impart moral values to students (Li & Xue, 2022).

The relationship between moral values and ethical decision-making in education is important. Ethical decision-making involves applying moral values to real-life situations, which requires individuals to evaluate their choices based on ethical principles. Innovative curricula that incorporate moral education can enhance students' sense of



responsibility and ethical reasoning, thus preparing them to make the right decisions in their future careers (Merritt et al., 2018). Furthermore, moral education can be effectively applied in various contexts, including cyberspace, demonstrating the adaptability of moral principles across different environments (Eghbalian et al., 2022). This adaptability is particularly important in today's rapidly changing world, where students must face ethical challenges that may not have obvious solutions.

Moreover, the integration of moral values into the higher education curriculum is not just an academic exercise; it is a societal imperative. There is an urgent need for moral education to address the rapid deterioration of moral values in contemporary society (Asif et al., 2020). Educational institutions have a responsibility to cultivate students' moral character, thereby contributing to the development of a just and equal society (Chen et al., 2023). Effective moral education in primary and secondary schools lays the foundation for ethical behavior in higher education (Zhou, 2023). Therefore, moral values are an integral part of higher education, serving as a foundation for ethical decision-making and character development. The interaction between moral values and ethical decision-making is essential to prepare students for the complexities of the modern professional environment.

Furthermore, emotional intelligence is a multifaceted concept that has attracted significant attention in both academic and practical domains, particularly in the context of leadership and organizations. Daniel Goleman, a leading psychologist, played an important role in popularizing the term and defining its components. According to him, emotional intelligence includes the ability to recognize, understand and manage one's own emotions as well as those of others. This definition highlights the importance of emotional awareness and regulation in fostering effective interpersonal relationships and leadership abilities (Farmer et al., 2020; Bressler, 2023).

Goleman's model of emotional intelligence is organized around five core components: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness involves recognizing one's own emotional state and its impact on thoughts and behaviors. Self-regulation refers to the ability to manage emotions constructively, which enables better decision-making and stress management. Motivation includes the drive to achieve goals for intrinsic reasons rather than external rewards. Empathy is the ability to

understand and share the feelings of others, which is essential for building strong relationships. Finally, social skills involve the ability to navigate social complexities and foster positive interactions (Manjunatha & Narasimham, 2018; Mrisho, 2024).

Research shows that emotional intelligence is not simply a static trait, but can be developed over time through experience and learning (Supardi, 2014; Awan et al., 2021). Goleman asserts that emotional intelligence is essential for effective leadership, suggesting that emotional intelligence may be more important than traditional cognitive intelligence (IQ) in determining success in various fields, particularly in leadership roles (Filice, 2024). This assertion is supported by findings linking high emotional intelligence to improved job performance and organizational commitment (Mrisho, 2024; Antony, 2013).

In addition, Goleman's work emphasizes the contextual nature of emotional intelligence, indicating that the ability to manage emotions effectively can lead to improved teamwork, communication, and overall organizational performance (Bressler, 2023). In educational settings, the development of emotional intelligence among university students is increasingly recognized as critical to their academic and social development, which highlights the relevance of Goleman's framework beyond the workplace (Rietti, 2008).

Self-awareness is a basic element of emotional intelligence. It involves recognizing one's own emotions, strengths, weaknesses, values and drivers. This self-reflection ability allows individuals to understand how their feelings affect their thoughts and behaviors. Research shows that individuals with high self-awareness are better equipped to handle stress and make informed decisions, as they can accurately assess their emotional state and its impact on others (Salavera et al., 2017; Faye et al., 2011). Self-regulation refers to the ability to effectively manage one's emotions and urges. This component includes skills such as emotional control, adaptability, and mindfulness. Individuals who excel in self-regulation can remain calm and composed under pressure, which allows them to think clearly and make rational decisions rather than react impulsively (Zee et al., 2002; Extremera & Rey, 2015). Studies show that self-regulation is related to better stress management and overall emotional health, as it allows individuals to face challenges without being overwhelmed by negative emotions (Lang, 2018).

Motivation in the context of emotional intelligence is characterized by the drive to pursue goals for intrinsic reasons rather than external rewards. This intrinsic motivation is often driven by a passion for the work itself and a commitment to personal and professional excellence. Goleman emphasizes that motivated individuals tend to be more resilient and optimistic, which increases their ability to overcome obstacles and achieve long-term goals (Kasler et al., 2013; Hajibabaei et al., 2018).

Empathy is perhaps one of the most recognized components of emotional intelligence. It involves the ability to understand and share the feelings of others, which is essential for effective communication and relationship building. Empathy includes both cognitive and emotional dimensions; the cognitive aspect involves understanding the perspective of others, while the emotional aspect involves resonating with their feelings (Pongrac et al., 2019). Research has shown that higher levels of empathy are associated with better interpersonal relationships and improved social functioning, as empathetic individuals are more likely to respond appropriately to others' emotions (Kokkinos & Kipritsi, 2011; Austin et al., 2007). In professional settings, particularly in healthcare, empathy is essential for providing compassionate care and fostering trust between providers and patients (Pengyu & Ji, 2019; Silva & Júnior, 2021).

Social skills encompass a range of competencies that facilitate effective interaction and communication with others. These skills include the ability to build rapport, manage conflict, and inspire and influence others. Individuals with strong social skills are adept at navigating social complexities and are often considered effective leaders (Aznan et al., 2019; Echevarria et al., 2016). The interaction between social skills and emotional intelligence is critical; those who are able to manage their own emotions and understand the emotions of others tend to be more successful in collaborative environments and leadership roles (Vorobyeva et al., 2021).

Research shows that college students with high emotional intelligence tend to achieve better academic outcomes. For example, studies have shown that emotional intelligence is positively correlated with academic performance, as it enhances students' ability to focus, motivate themselves, and maintain optimism in the face of challenges (Aprianda, 2021; Tirajaya, 2024; Suleman et al., 2019). Furthermore, emotional intelligence contributes to critical

thinking skills, which are crucial for academic success. Students who can manage their emotions effectively are better equipped to engage in reflective thinking and problem solving (Azizah et al., 2022; Krisnawati, 2024). The ability to regulate emotions also helps reduce anxiety and increase self-confidence, which are important factors in academic achievement (Chamundeswari, 2013).

In addition to academic benefits, emotional intelligence significantly affects social interactions among college students. High EI facilitates better communication and relationship building, thus enabling college students to navigate the social environment more effectively (Chew et al., 2013; Emon, 2023). For example, college students with strong emotional intelligence are often perceived as more empathetic and socially competent, which enhances their ability to form supportive peer relationships (Hajibabaei et al., 2018; Fernández-Martínez et al., 2019). These social competencies are particularly important during collaborative learning experiences, where teamwork and effective communication are critical for success (Tato, 2023).

In addition, the integration of emotional intelligence training in educational curricula has been shown to produce positive results. Programs designed to enhance emotional intelligence not only improve academic performance but also foster a more supportive and engaging learning environment (MacCann et al., 2020; Gkintoni, 2023). Such initiatives can help students develop important skills such as empathy, self-regulation, and social awareness, which are beneficial both in an academic setting and in their future professional lives (Mistry & Parmar, 2023). Therefore, it is the researcher's opinion that emotional intelligence is an important component of student life that significantly influences academic processes and social interactions. Its development can lead to improved academic performance, enhanced critical thinking skills, and better interpersonal relationships, thus contributing to a more holistic educational experience.

Further, the relationship between spiritual leadership and emotional intelligence is multifaceted, in that moral and spiritually grounded leadership can significantly influence the development of emotional intelligence among individuals. Spiritual leadership emphasizes values such as integrity, compassion, and ethical behavior, which are important for fostering emotional intelligence in various contexts, including educational and organizational settings.

Spiritual leadership is characterized by its focus on transcendent values and follower well-being, which is closely aligned with the principles of emotional intelligence. Research shows that spiritual leadership can enhance emotional intelligence by creating an environment of trust, support and motivation among team members (Anggara & Aulia, 2021). This supportive atmosphere encourages individuals to develop their emotional skills, such as empathy and self-regulation, which are important components of emotional intelligence (Jamalnia et al., 2018).

In addition, the integration of spiritual principles in leadership practices can lead to improved emotional awareness and interpersonal relationships. Spiritual leaders often model behaviors that reflect high emotional intelligence, such as active listening, empathy and ethical decision-making (Hidayah & Sutopo, 2017). This modeling can inspire followers to adopt similar behaviors, thereby improving their emotional intelligence.

The interaction between spiritual intelligence and emotional intelligence further underscores this relationship. Spiritual intelligence, which involves the ability to access and utilize spiritual resources to solve problems and achieve goals, has been shown to be positively correlated with emotional intelligence (Jamalnia et al., 2018; Lisdayani et al., 2021). Individuals with high spiritual intelligence are often better equipped to manage their emotions and understand the emotions of others, leading to improved emotion regulation and interpersonal effectiveness.

The relationship between spiritual leadership and emotional intelligence has been explored in various studies, which highlight how moral and spiritually-based leadership can influence the development of emotional intelligence among individuals. This relationship is particularly relevant in educational and organizational contexts, where leadership styles can have a significant impact on the emotional and psychological well-being of followers.

Another relevant study is exploring the relationship between emotional intelligence, coping mechanisms, and leadership effectiveness. The research suggests that emotional intelligence plays a critical role in leader effectiveness, particularly in stressful environments such as schools. This underscores the importance of emotional intelligence in enhancing leadership capabilities, which can be further developed through spiritual leadership practices

(Reynolds & O'Dwyer, 2008).

Furthermore, Hur et al. found that transformational leadership mediated the relationship between emotional intelligence and team outcomes, indicating that leaders with high emotional intelligence can effectively foster positive team dynamics through spiritual and ethical leadership practices (Hur et al., 2011). This highlights the potential of spiritual leadership to enhance emotional intelligence, thereby improving overall team performance.

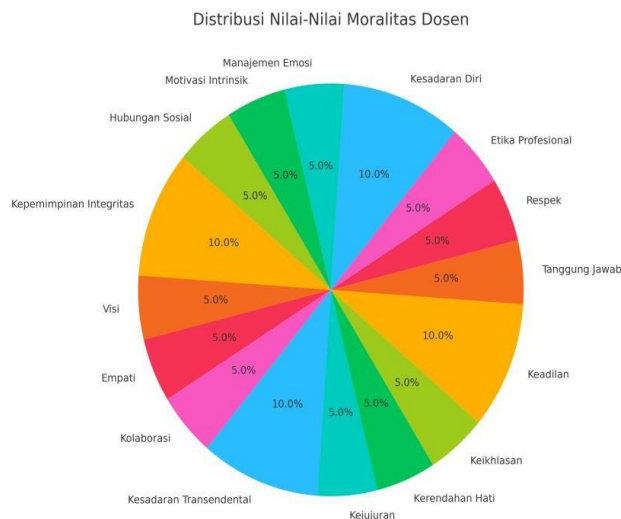
## RESEARCH METHODS

This study used a qualitative approach to explore how the application of spiritual leadership by lecturers plays a role and its impact on students' emotional intelligence. Qualitative methods are considered appropriate to understand the context, perceptions, and experiences of students regarding the practice of moral leadership by their lecturers. A case study design on the Lombok Business Academy (AKBIL) campus was chosen as a model to explore the form of spiritual leadership by lecturers and its influence on students' emotional intelligence. The research subjects consisted of lecturers and students. Subject selection used purposive sampling, which facilitated the researcher in selecting lecturers who have been recognized for integrating moral and spiritual values in teaching. Data collection techniques included in-depth interviews, Focus Group Discussions (FGDs), observation, and documentation. Data analysis was conducted by identifying key themes relating to spiritual leadership, moral values, and their impact on students' emotional intelligence. The analysis steps included coding, categorization, and interpretation of the data based on relevant theoretical frameworks, leading to a more systematic understanding of the phenomenon under study. To maintain validity and reliability, the validity of the data was tested through triangulation, i.e. by comparing findings from interviews, observations, closed questionnaires and documentation, so that the results obtained are more credible.

## RESULTS AND DISCUSSION

Based on the results of data obtained from interviews, observations and closed questionnaires that values such as integrity, honesty, empathy, and exemplary, lecturers not only function as academic educators but also as moral role models who play a role in student character building. The following chart is related to the results of data based on interviews, observations and closed questionnaires:





**Diagram 1. Distribution of Lecturer Morality Values**

## 1. Model Definition and Characteristics

The moral value-based lecturer spiritual leadership model is an approach that prioritizes the importance of morality and spirituality in shaping the behavior and interactions of lecturers with students and colleagues in the academic environment. In this model, lecturers not only act as teachers but also as leaders who play a role in shaping the character and spirituality of students. The spiritual leadership of lecturers is characterized by practices based on noble values such as integrity, honesty, justice, compassion, and empathy for the welfare of students. In practice, lecturers not only focus on students' academic achievement, but also support their moral and emotional development. The results show that students who interact with lecturers who apply this model tend to be more inspired, motivated, and encouraged to develop positive character.

Some of the main characteristics in this model include value-oriented leadership, self-awareness and commitment to continuous personal development, deep empathy for student welfare, and efforts to form moral values that can be internalized by students even after graduation. Lecturers who have these characteristics tend to show integrity, understand students holistically, and become agents of transformation in student character building. The positive impacts of this model include increased learning motivation, positive character development, and the creation of a harmonious and open academic environment. Students who interact with lecturers who apply the moral value-based spiritual leadership model feel

comfortable and inspired to develop.

The implementation of this model requires commitment from lecturers to continuously strengthen their own character and integrate moral and spiritual values in academic life. Institutional support is essential for lecturers to optimally implement this model through training and self-reflection. Thus, this model becomes an effective approach in building an academic environment that not only supports students' intellectual achievement but also develops their character to become individuals with integrity and care for the welfare of others.

## 2. Implementation Stages

The application of moral values in lecturer-student interactions is an important part of a lecturer's role as a spiritual leader. Values such as integrity, empathy, and exemplarity are not only conveyed through teaching, but also demonstrated through daily behaviors that can serve as role models for students. A lecturer with integrity shows consistency between words and deeds, such as admitting mistakes when necessary or being impartial in assessment and guidance. This integrity builds student trust, showing that the lecturer upholds honesty and fairness.

Empathy is seen when lecturers seek to understand students' unique difficulties or needs. In the face of difficult situations, such as students experiencing academic pressure or personal problems, an empathetic lecturer listens attentively, provides encouragement, and seeks solutions that help students, without judgment. Exemplarity is reflected in the lecturer's professional attitude, for example, by arriving on time, showing a high attitude of responsibility, and being committed to supporting the student learning process. Lecturers who set an example in these aspects inspire students to develop discipline, responsibility and a strong learning spirit.

In addition, the development of spirituality on campus can be supported through various programs and activities aimed at shaping character and strengthening students' moral values. One of them is through guidance and counseling programs that not only help students overcome academic problems, but also provide space for self-reflection and moral development. In addition,

activities such as religious studies, group discussions on ethics, and seminars on purposeful living can deepen spiritual awareness.

Community service programs also support students' moral development by teaching empathy, social awareness, and community responsibility. In addition, the campus environment can provide discussion groups or mentoring, where lecturers act as spiritual guides who provide moral role models. These activities not only foster intellectual intelligence, but also help students internalize noble values that can be implemented in daily life.

#### Moral Value-Based Learning Strategies

Learning approaches that focus on students' moral development integrate activities that promote understanding and application of ethical values in everyday life. One example is ethics discussions, where students are invited to dialog critically about moral dilemmas, so that they can hone their ethical thinking skills and respect the perspectives of others.

Another approach is moral case studies, which place students in real or hypothetical situations that challenge their moral decisions. In this context, students learn to identify problems, evaluate consequences, and choose actions that are consistent with moral values. These approaches shape students' ethical awareness and support character development through reflection, critical analysis, and hands-on experience. In addition, lecturers have an important role in providing moral direction and inspiration for students, helping them to develop a strong character and ethical foundation. Through guidance and daily example, lecturers can inspire students to think and act based on moral values, such as honesty, responsibility, and concern for others.

Lecturers who demonstrate integrity in word and deed become real examples for students, teaching them the importance of consistency between beliefs and actions. In addition, lecturers can facilitate moral discussions or ethical reflections in lectures, which foster students' awareness of the importance of moral values in their daily decisions and behaviors. By being supportive companions and sources of moral inspiration, lecturers play a role in shaping students not only as intelligent individuals, but also as moral and responsible members of society.

### **3. Impact of the Spiritual Leadership Model**

Improving students' emotional intelligence can be achieved through the real-life experiences and spiritual moments they experience during the learning process. For example, when students are involved in social service activities or teamwork, they learn to understand and feel empathy and concern for others, which is an important part of emotional intelligence.

Through reflection on spiritual experiences, such as facing big challenges, participating in religious activities, or attending seminars on meaningful living, students can also recognize their deepest feelings, manage stress, and develop self-awareness. These experiences help them respond healthily to emotions and build better relationships with others, thereby enhancing emotional intelligence, which is important in personal and professional life.

In addition, creating an academic environment conducive to students' moral and emotional development involves building a safe, inclusive and supportive learning atmosphere. Lecturers and campus staff play an important role in creating a culture of mutual respect, where students are encouraged to discuss openly, express views without fear of judgment, and learn from diverse perspectives.

This supportive environment can be strengthened by integrating moral values in the curriculum and campus activities, such as ethics discussions, mentorship programs, and social activities that emphasize empathy and responsibility. In addition, providing access to counseling and mentoring services allows students to get emotional support when facing personal or academic challenges. By building a warm and caring academic environment, campuses contribute to students' character development, emotional intelligence, and moral well-being.

### **CONCLUSIONS**

This research highlights the importance of moral values-based spiritual leadership by lecturers in developing students' emotional intelligence. Through values such as integrity, honesty, empathy, exemplarity and moral commitment, lecturers not only act as teachers, but also as role models that influence students' character development. This kind of leadership contributes to the



creation of a harmonious and supportive academic environment, which is essential to support students in achieving their academic and personal potential. This article shows that students' emotional intelligence is closely related to academic achievement, improved social skills and critical thinking, all of which are essential for success in the professional world and everyday life.

Based on the above findings, there are several suggestions that can be done productively to optimize that the moral value-based spiritual leadership model can be applied optimally, higher education institutions are expected to support lecturers with regular training on moral value-based leadership and emotional intelligence development. Campuses can also provide mentoring and counseling programs that involve lecturers as spiritual mentors. In addition, integrating activities such as group guidance, community service programs, and group discussions on moral or ethical issues can provide students with hands-on experience in forming empathy and social responsibility. Through this integrated support, institutions can create a learning environment that focuses not only on academic achievement but also on developing students' character based on moral values.

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