

Building Student Social Awareness: The Effects Of Campus Culture, Moral Intelligence, And Spiritual Intelligence

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This study seeks to promote students' social awareness by analyzing how campus culture moderates the effects of moral intelligence and spiritual intelligence on social awareness among students. This study is classified as quantitative research. The population in this study were students who were active in the Tadris IPS study program, Faculty of Tarbiyah, IAIN Parepare, class of 2020-2023, totalling 92 students. The sample used in this study was saturated, which means it included the entire population. Questionnaires and documentation were employed as data collection methods. The research hypothesis was tested using SmartPLS to examine the effect and moderation of the effect. The study concludes that moral intelligence has a positive and significant impact on social awareness, with a P value of 0.031. Students' social awareness is influenced by moral intelligence and spiritual intelligence, with the impact moderated by campus culture, explaining 70.1% of the variation. Based on these findings, it can be inferred that moral intelligence, spiritual intelligence, and campus culture should be given importance, as they have a positive and meaningful impact on students' social awareness. The findings of this study underscore the importance of integrating ethical, moral, and spiritual teachings into student education. The goal of educational institutions is to establish a supportive and encouraging environment for positive moral practices.

Keywords: Campus culture, Moral intelligence, Social awareness, Spiritual Intelligence

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1. Introduction

Modern society faces complex challenges, including social inequality, climate change, and intercultural conflict. To face these challenges, it is important for individuals, including students, to have strong social awareness. Students have great potential to influence positive social change as agents of change. They are the generation that will shape society's future, and their strong social awareness allows them to become caring and responsible leaders (Bosio, 2020).

Social awareness helps students understand and acknowledge various social problems around them and their impact on collective welfare. Students can actively fight for social justice and sustainable development by

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understanding the importance of solidarity and caring for others. Through social awareness, students can develop empathy for the experiences and perspectives of others in local and global communities. This helps them become more inclusive, tolerant individuals who can work together to overcome differences and conflicts (Bronk, 2012).

Social awareness is a condition in which a person has empathy for others and is sensitive to what others feel. Without social awareness, students will not feel selfless in helping each other. Apart from that, when students are in the community, social awareness becomes capital to build community harmony, so it is very important to build social awareness among students as agents of change.

Social or collective awareness is an awareness of his existence in the community. This idea comes from the thoughts of Emile Durkheim, a French sociologist, through his theory of collective consciousness in a book entitled *The Division of Labor in Society*. According to Durkheim (1893), collective consciousness is all the shared beliefs and feelings that are considered common in a society. Various factors affect a person's social awareness, both factors that come from within a person (internal) and factors that come from outside a person (external).

In this case, moral intelligence, which is a person's ability to distinguish something that is considered right or wrong, is thought to influence social awareness because, according to (Borba, 2001) someone who has good moral intelligence can distinguish between right and wrong, the desire to fight for justice, have love and respect for others and have empathy. In addition, spiritual intelligence, as intelligence that encourages someone to do good, truth, and share love with others, is also thought to influence one's social awareness because the core of social awareness is a sense of empathy that encourages someone to help people who experience difficulties. Spiritual intelligence is the basis used and functions of emotional intelligence and intellectual intelligence (Zohar, D., & Marshall, 2007).

Furthermore, campus culture, as something that is outside oneself, affects one's behaviour. Campus culture influences and shapes the way of thinking, feeling, and acting of its citizens because culture is a network that includes beliefs, values, norms, and habits that affect every corner of the lives of its citizens (Zahrawati & Faraz, 2017). A positive campus culture can strengthen the influence of moral intelligence and spiritual intelligence on social awareness. Campuses that have a positive culture will focus on positive values so that residents on the campus will have good moral intelligence and spiritual intelligence. In the end, this will lead to the formation of social awareness.

Various challenges of changing times and societal circumstances demand social awareness. However, based on the results of observations and interviews with Tadris IPS students, Faculty of Tarbiyah, Institut Agama Islam Negeri Parepare, information was obtained that students have not been able to understand their friends' feelings when facing obstacles in the learning process, some of them have not been able to accept and understand related to differences in opinions/perspectives, have not been able to understand class conditions, have not known each other, or have not understood the difficulties experienced by their friends just to offer help. This is an indication that their social awareness is not good. In this regard, various previous studies have examined social awareness (Cerezo & McWhirter, 2012);(Kilgour et al., 2015);(Kivran-Swaine & Naaman, 2011);(Lambropoulos et al., 2012); (Rochat et al., 2012). However, no one has studied the influence of moral intelligence and spiritual intelligence on social awareness, with campus culture as a moderator variable.

Social awareness is the ability to feel, understand, and empathize with others. This study refers to (Goleman, 2009) dimensions of empathy, organizational awareness, and service orientation, which each indicator, namely: (1) empathy with indicators, (a) understanding the feelings of others, (b) understanding the various perspectives of others, (2) organizational awareness with indicators recognizing the state of the group, (3) service orientation with indicators; (a) recognize each other, (b) understand the needs of others by showing concern.

Furthermore, two factors are thought to affect social awareness, namely moral intelligence and spiritual intelligence. Moral intelligence in this study adapted from Lennick & Kiel (2005) Moral Competency Inventory (MCI), namely: (1) integrity with indicators; (a) acting consistent with principles, values, and beliefs; (b) speak honestly, (c) defend the right, (d) keep promises, (2) take responsibility with indicators; (a) take responsibility for one's own choices, (b) admit mistakes and failures, (c) take responsibility for serving others, (3) compassion with indicators; (a) care for others, (b) accept one's own mistakes, (c) accept the mistakes of others. Meanwhile, spiritual intelligence is developed from the opinions of (Zohar, D., & Marshall, 2007) and

(Subandi, 2001) with indicators including (a) living the existence of God, (b) having love, (c) having inner sensitivity, (d) the ability to be flexible, (e) the ability to face and utilize suffering, (f) the ability to face and transcend pain, (g) have high self-awareness, (h) quality of life embellished vision and values, (i) unwillingness to cause unnecessary harm, (j) tendency to be holistic, (k) tendency to ask "why" and "what if" questions as well as basic answers, (l) ease to work outside convention.

The factor that allegedly moderates the effects of moral intelligence and spiritual intelligence on social awareness is campus culture. Campus culture in this study refers to Schein's opinion (Brown, 1998) namely: (1) artefacts with indicators; (a) campus physical environment, (b) campus rules, (c) various habits, (d) vision and mission, (2) values adopted by campus residents with indicators; (a) attitudes held by campus residents, (b) mottoes, (3) assumptions with indicators; (a) relationships between campus residents, (b) belief patterns.

Therefore, this study intends to analyze the effects of campus culture moderation on moral intelligence and spiritual intelligence on social awareness. The formulation of the problem, namely: (1) whether there is an effect of moral intelligence on student social awareness, (2) whether there is an effect of spiritual intelligence on student social awareness, (3) whether there is an effect of moral intelligence moderated by campus culture on student social awareness, and (4) whether there is an effect spiritual Intelligence moderated by campus culture towards student social awareness.

Related to this, the hypotheses in this study, namely: (1) there is an effect of moral intelligence on student social awareness, (2) there is an effect of spiritual intelligence on student social awareness, (3) there is an effect of moral intelligence moderated by campus culture on student social awareness, and (4) there is an effect spiritual intelligence moderated by campus culture towards student social awareness.

Literature review

Developing student character requires a crucial aspect of social awareness, which involves understanding the social reality and being sensitive to the needs and problems of society. Within the context of higher education, the cultivation of social awareness is often connected to fostering students' civic engagement and sense of social responsibility. According to various studies, the development of social awareness can be facilitated through educational experiences that encourage critical reflection and active participation in social activities (Astin & Antonio, 2012; Jones, 2017).

The role of campus culture in shaping students' attitudes and behaviours cannot be underestimated. A campus culture that is inclusive, supportive, and service-oriented has the potential to enhance students' social awareness. (Tierney, 2008) suggests that a college environment that prioritizes social values can motivate students to actively participate in impactful social activities and enhance their awareness of their societal responsibilities. In addition, a positive campus culture can create a nurturing atmosphere that fosters the growth of students' moral and spiritual intelligence (Pascarella & Terenzini, 2005).

Moral intelligence refers to an individual's capacity to comprehend and implement moral principles in their daily activities. Character education and programs that promote critical thinking about ethical matters can help cultivate moral intelligence in education. (Rest, 1986) proposed a model of moral intelligence that comprises four components: moral sensitivity, moral judgment, moral motivation, and moral action. Studies show that there is a correlation between moral intelligence and social awareness, as they both involve a profound comprehension of justice principles and empathy towards others (Lapsley, 2004).

Spiritual intelligence encompasses the capacity to comprehend and delve into the significance of life, purpose, and connection to the transcendental. According to Zohar and Marshall (2007), spiritual intelligence refers to the ability to address issues related to purpose and significance and to bring together different facets of life into a coherent framework. Spiritual intelligence can serve as a firm basis for students to cultivate a profound comprehension of their responsibilities within the broader community and to behave with compassion and integrity, thus promoting social awareness (Vaughan, 2002).

2. Method

This research is classified as quantitative research. This is following its purpose, which is to analyze the moderation effect of campus cultural variables on moral intelligence and spiritual intelligence on social awareness. The population in this study is students in the Tadris IPS study program, Faculty of Tarbiyah IAIN Parepare class of 2020-2024, totalling 92 students. The sample in this study used a saturated sample, namely the entire population because the population is less than 100 people. Data collection techniques using questionnaires and documentation. The questionnaire was used to obtain data on social awareness, campus

culture, moral intelligence, and spiritual intelligence. The documentation is used to determine the number of students who are respondents to the Tadris IPS study program.

Furthermore, the indicators used in the four questionnaires refer to several expert opinions, namely for campus culture questionnaires developed by Schein (Brown, 1998) moral intelligence questionnaires adapted from (Lennick & Kiel, 2011), Moral Competency Inventory, spiritual intelligence questionnaires developed from the opinions of Subandi (2001) and Zohar & Marshall (2007), and the social awareness questionnaire developed from (Goleman, 2009).

The questionnaire was tested for validity and reliability. Validity test through SmartPLS which is used to measure the validity or absence of questionnaires using measurement evaluation (outer), namely convergent validity of the amount of loading factor for each > 0.50 against the intended variable. In addition, validity tests were also carried out with discriminant validity, namely looking at and comparing discriminant validity and the square root of average variance extracted (AVE). If the value is higher than the correlation value between contracts, then good discriminant validity is achieved (if $AVE > 0.50$). Meanwhile, the reliability test uses an internal consistency approach with the Cronbach Alpha technique. Instrument reliability criteria if the r value is at least in the high category (0.70).

Data analysis techniques to find out whether H_0 is rejected or accepted. Testing of research hypotheses was carried out using SmartPLS. By looking at the P Values. The criteria for the hypothesis are accepted or rejected, namely: H_0 is accepted if P Values > 0.05 , and H_a is accepted if P Values ≤ 0.05 .

3. Results & Discussion

Sample Adequacy Evaluation

For research questions to be answered, a Moderating Regression Analysis (MRA) equation model is used. In this case, testing the model using the help of SmartPLS v 3.0M software. SmartPLS is software that uses the Partial Least Square (PLS) approach. Concerning sample size, (Hair et al., 2013) stated that sample size largely determines the results of statistical testing. Furthermore, (Sekaran, 2016) states that the exact sample size in most studies ranges from 30 to 500 respondents. The number of respondents in this study was 92 students.

Evaluation of Validity and Reliability Tests

The validity test in this study was carried out using an evaluation measurement (outer) model, namely with convergent validity of the amount of loading factor for each > 0.50 against the intended variable. From the results of convergent validity measurements, some items do not meet the criteria, so the items are issued, namely: in the moral intelligence variable items issued as many as 14 items. In variable spiritual intelligence items issued as many as 15 items. In the campus culture variable, 4 items were issued. In the social awareness variable, 4 items were issued. In addition, validity tests are also carried out by comparing discriminant validity and the square root of average variance extracted (AVE). Based on the results of measurements with AVE on each indicator, it was obtained that the AVE value in this study was > 0.50 . So, based on validity testing through convergent validity and discriminant validity, 6 valid items were obtained to measure moral intelligence variables, 9 valid items to measure spiritual intelligence, 9 valid items to measure campus culture, and 7 valid items to measure social awareness. Furthermore, reliability tests are carried out by looking at the value of composite reliability, and based on the results of the study, it is obtained that the value of composite reliability is > 0.80 , which means that all latent variables are in accordance and worthy of being used as variables tested. In addition, reliability tests were also carried out by looking at the Cronbach alpha value, and based on the results of the study, it was determined that each variable instrument in this study had a Cronbach alpha value of > 0.70 . The following Table 1 presents the results of validity and reliability tests on each variable item.

Table 1
Validity and Reliability Test Results

Indicator	Scale	Factor Loading	Average Variance Extracted	Composite Reliability	Cronbach Alpha
	Moral intelligence		0.502	0.858	0.801
X1.1	I can clearly say the principles and values	0.667			

	that I guide in acting.				
X1.8	If something happens that makes me unable to keep my promise, I will discuss it with the people involved to reschedule.	0.721			
X1.9	If I make a decision that turns out to be wrong, I will be responsible for the risk.	0.709			
X1.10	If I make a mistake, I take responsibility by trying to improve the situation.	0.795			
X1.13	I pay attention to the needs of my friends.	0.669			
X1.17	I realized that my mistakes in the past provided valuable lessons for achieving success.	0.682			
	Spiritual intelligence		0.508	0.902	0.877
X2.4	I love social activities.	0.698			
X2.10	When I experience failure, I try to study harder to improve.	0.754			
X2.12	I don't hold grudges against anyone who has wronged me.	0.634			
X2.13	I am aware of my shortcomings, so I always try to improve them.	0.806			
X2.14	I realized the potential that existed in me, so I tried to develop it.	0.650			
X2.15	I have a life principle to study and work earnestly.	0.842			
X2.16	I know my purpose in life, so I always work hard to achieve it.	0.736			
X2.19	When I achieve success, I thank Him because the success I get is solely His gift.	0.617			
X2.21	I try to take time at all times to reflect on the basic things in my life.	0.638			
	Campus culture		0.506	0.902	0.877
M1	The campus environment looks clean.	0.708			
M2	Classrooms are comfortable for the implementation of teaching and learning activities.	0.661			
M4	There are academic rules about what students can and cannot do.	0.691			
M5	Campus rules are socialized to all campus residents.	0.751			
M8	The campus has a clear vision and mission.	0.774			
M9	The culture of greetings is applied on campus.	0.650			
M10	The campus has mottos that can motivate all campus residents to improve the quality of education.	0.795			
M11	The campus involves students in decision-making related to campus programs.	0.613			
M13	I believe the campus can achieve proud achievements.	0.738			
	Social awareness		0.523	0.885	0.848
Y1	When someone is having a hard time, I unhesitatingly try to help him.	0.767			
Y2	When there are group tasks, I try to divide the tasks by considering the abilities of each group member.	0.701			
Y3	When a friend feels down, I try to comfort	0.711			

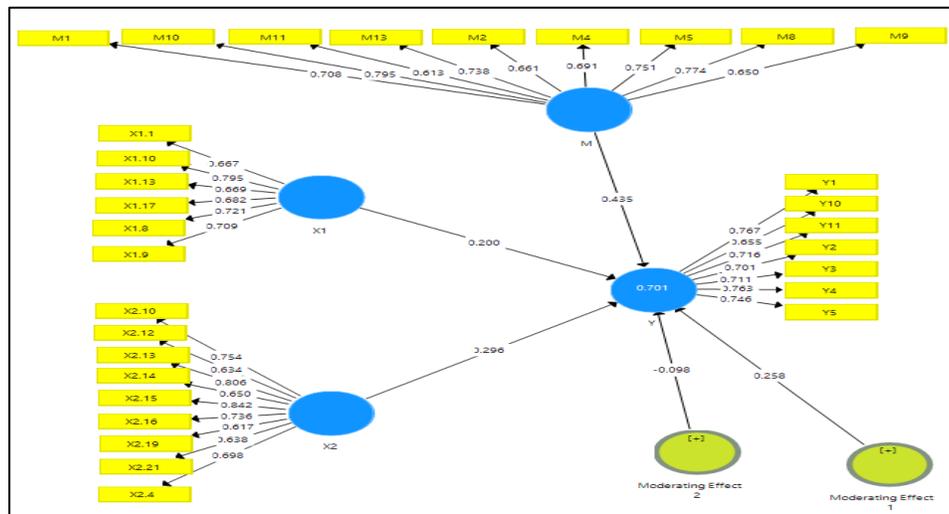
	her.				
Y4	I understand that everyone has opinions that are not necessarily the same as mine.	0.763			
Y5	I understand that everyone has a different assessment of things.	0.746			
Y10	When someone experiences a disaster, I immediately offer to help.	0.655			
Y11	I understand the needs of others, so I try not to complicate them.	0.716			

Source: Processed research data, 2024

Model Conformity Evaluation

The data in this study was analyzed using SmartPLS software. The following Figure 2 presents the results of the data analysis.

Figure 1
SmartPLS Data Analysis Results



Source: Processed research data, 2024

Hypothesis Testing Results

The results of hypothesis testing can be seen in Table 2 as follows.

Table 2
Hypothesis Test Results

	Hipotesis	P Values	Signifikansi
H1	Moral Intelligence (X1) -> Social Awareness (Y)	0.032	Significant
H2	Spiritual Intelligence (X2) -> Social Awareness (Y)	0.008	Significant
H3	Moral Intelligence (X1) * Campus Culture (M) -> Social Awareness (Y)	0.001	Significant
H4	Spiritual Intelligence (X1) * Campus Culture (M) -> Social Awareness (Y)	0.202	Insignificant

Source: Processed research data, 2024

Table 2 shows that based on the results of data analysis using SmartPLS software, there are three accepted hypotheses and one rejected hypothesis. The accepted hypotheses are hypothesis 1, hypothesis 2, and hypothesis 3. Meanwhile, the rejected hypothesis is hypothesis 4.

The Effect of *Moral Intelligence* on *Social Awareness*

Hypothesis 1, which examines the effect of moral intelligence on social awareness, shows P Values of $0.032 \leq 0.05$, which means that the first hypothesis in this study is accepted. From these results, it can be stated that the sample data of moral intelligence variables succeeded in proving the effect on social awareness. Furthermore, the original sample value of 0.200 means that moral intelligence has a positive effect on social awareness in students of the Tadris IPS Study Program, Faculty of Tarbiyah IAIN Parepare.

In this regard, it can be interpreted that the higher the moral intelligence of students, the higher the social awareness. This finding is in line with (Borba, 2001) which states that moral intelligence in a person is reflected in the character of being able to understand the suffering of others to be able to empathize. The ability to empathize is one of the acts of social awareness. Empathy is a moral emotion that helps a person understand the feelings of others. In addition, the results of this study are in line with the research of (Suherli et al., 2019) that someone who has high moral intelligence will have good social awareness. This makes him easily accepted in his social environment.

Moral intelligence affects social awareness because students who have good moral intelligence will act consistently, not lie, defend the truth, not break promises if they promise, dare to make decisions accompanied by responsibility and dare to accept failure. In addition, good moral intelligence is also reflected in caring for others. When something goes wrong, don't blame others. Instead, it seeks to find a way out of the problem. This is the basis for the formation of social awareness. Moral intelligence builds empathy by understanding the feelings of others by trying to see things from all perspectives so that a person can understand the conditions of the environment and the people around him.

Students with moral intelligence can comprehend the ethical principles that form the basis of social consciousness. Students who possess a strong moral intelligence have a greater capacity to discern ethical distinctions in social situations, which motivates them to act in alignment with their values.

Moral intelligence is often associated with the ability to feel empathy and concern for the welfare of others. Students who have a high level of empathy care more about social problems and are more motivated to take action that helps improve social conditions. In addition, moral intelligence helps students understand the impact of their behavior on other people and the environment. They become more aware of the consequences of their actions, both positive and negative, on the society around them.

Moral intelligence also involves awareness of social justice. Students who have a strong social awareness are more sensitive to injustice in society and are more motivated to take part in efforts to create positive change. They are more likely to engage in social and volunteer activities aimed at improving social conditions. They see themselves as an integral part of society and feel a responsibility to contribute to social improvement.

This finding suggests that educational programs in higher education can focus more on developing students' moral intelligence. This could include an introduction to ethical values, a discussion of moral dilemmas, and training in moral problem-solving. In this way, universities can play an active role in forming higher social awareness among their students.

Students with high moral intelligence are more capable of becoming ethical and responsible leaders. Therefore, leadership training programs in higher education can strengthen aspects of moral intelligence to help students develop leadership skills that are sustainable and have a positive impact.

The Effect of Spiritual Intelligence on Social Awareness

Hypothesis 2, which examines the effect of spiritual intelligence on social awareness, shows P Values of $0.008 \leq 0.05$, which means that the second hypothesis in this study is accepted. From these results, it can be stated that the sample data of spiritual intelligence variables succeeded in proving the influence on social awareness. Furthermore, the original sample value of 0.296 means spiritual intelligence has a positive influence on social awareness in students of the Tadris Social Studies Study Program, Faculty of Tarbiyah IAIN Parepare.

In this regard, it can be interpreted that the higher the spiritual intelligence of students, the higher the social awareness. This finding is in line with (Tasmara, 2001) who states that one indicator of spiritual intelligence is the presence of empathy in a person. With this empathy, a person can understand others and feel happy when able to help others. This is a form of awareness and caring. Not much different, (Agustian, 2001) stated that the function of spiritual intelligence is to maximize one's social sensitivity. In addition, the results of this study are in line with (Yantiek, 2014) research which states that spiritual intelligence has a relationship to a person's social consciousness. The act of social awareness is in the form of helping and helping fellow friends.

Spiritual intelligence affects social awareness because someone who has good spiritual intelligence will live the existence of God, thus there will be a sense of love and inner sensitivity. Furthermore, he will also be flexible. If he experiences a problem, he will make the problem an effort to improve his quality. This is what distinguishes between people who have good spiritual intelligence and those who do not. Those who do not have good spiritual intelligence will fall when faced with problems and are unable to go through difficult experiences.

In addition, with good spiritual intelligence, a person will have high consciousness. Having a clear life goal and accompanied by plans to realize that goal, so that his life is filled with positive things and reluctant to do something that harms others. Thus, people with good spiritual intelligence can make friends and cooperate outside of convention. This is the basis for spiritual intelligence to affect social awareness.

Spiritual intelligence allows students to understand that all living things are interconnected and impact each other. This creates a deeper awareness of their social responsibility towards society and the environment. Spiritual intelligence is often associated with developing deeper empathy for all living creatures, not just fellow humans. Students who have high spiritual intelligence care more about the welfare of all living creatures and are more motivated to take action that helps improve overall social conditions.

This intelligence helps students understand the deeper purpose of their lives and the meaning of their existence in this world. This can motivate them to seek ways to contribute to the well-being of society and live meaningful and fulfilling lives. In addition, spiritual intelligence often involves awareness of the limitations of the self and ego, as well as developing an attitude of humility and acceptance of diversity. Students who have high spiritual intelligence are more open to the views and experiences of other people, so they are better able to work together in efforts to create positive social change.

This finding shows the importance of a holistic educational approach that includes aspects of spiritual intelligence in the higher education curriculum. Universities can design programs that involve learning about spiritual values, meditation, self-reflection, and in-depth learning experiences to strengthen students' spiritual intelligence.

Spiritual intelligence is closely related to the development of powerful character and ethics. Therefore, the implication of these findings is the need for character development programs that focus on developing spiritual values such as caring, humility, acceptance, and moral courage.

The Effect of Moral Intelligence Moderated by Campus Culture on Social Awareness

Hypothesis 3, which examines the influence of moral intelligence moderated by campus culture on social awareness, shows P Values of $0.001 \leq 0.05$, which means that the third hypothesis in this study is accepted. From these results, it can be stated that the sample data of campus culture variables can moderate the influence of moral intelligence on social awareness.

Furthermore, the original sample value of 0.258 means that campus culture that moderates moral intelligence has a positive effect on social awareness. It can be interpreted that the higher the moral intelligence moderated by campus culture, the higher the social awareness. Related to this, the classification of moderation variables includes a quasi-moderation type in which campus culture moderates the effect of independent variables and dependent variables where campus culture interacts with independent variables as well as independent variables that significantly affect dependent variables.

This is in line with (Robbins, 2006), which states that campus culture refers to a unity of meaning that is held together and embraced by members so that a campus that has a culture of social care will direct its citizens to become individuals who care about others.

Campus culture can moderate the effect of moral intelligence on social awareness because campus culture has the power to direct someone to act following applicable values and norms. Campus culture is manifested in the rules on campus, the habits of campus residents, and the vision and mission that become their orientation in

action. In addition, campus culture is also manifested in the attitudes of its citizens and the relationships and patterns of beliefs they hold dear. A campus that has a positive culture will direct its citizens to focus on activities that can improve their competence because of the facilities that can be accessed by all. Furthermore, some rules benefit all campus residents, so these rules are obeyed together. Thus, a positive campus culture can increase the influence of moral intelligence on student social awareness in the Tadris Study Program, Faculty of Tarbiyan IAIN Parepare.

Campus culture has an important role in shaping the norms and values held by students (Ghinea & Brătianu, 2012);(Ozan & Demir, 2012). Students are influenced by the values that are dominant in campus culture, and their moral intelligence can be reflected in the extent to which they adopt and practice these values in their daily lives (Khan & Afzal, 2011).

Campus culture creates an environment where students interact with each other and engage in a variety of social activities. This social interaction can moderate the influence of moral intelligence on social awareness by influencing students' perceptions and behaviour toward social issues (Pakdil & Leonard, 2015).

This finding highlights the importance of strengthening ethical values in campus culture. Higher education institutions can adopt a more values-oriented approach, promoting integrity, social responsibility, and empathy as an integral part of campus identity.

The Effect of Spiritual Intelligence Moderated by Campus Culture on Social Awareness

Hypothesis 4, which examines the effect of spiritual intelligence moderated by campus culture on social awareness, shows P Values of $0.202 > 0.05$, which means that the fourth hypothesis in this study is rejected. From these results, it can be stated that the sample data of campus culture variables are not able to moderate the effect of spiritual intelligence on social awareness. Furthermore, the original sample value of -0.098 means spiritual intelligence has a negative influence on social awareness in students of the Tadris Social Studies Study Program, Faculty of Tarbiyah IAIN Parepare. The classification of moderation variables includes the type of moderation predictor. In a sense, moderation modifiers that only act as independent modifiers in the relationship model are formed.

This finding is not in line with previous theories that stated that campus culture influences the behaviour of its citizens because of its very broad scope. Campus culture encompasses a complex web of shared values, beliefs, and norms that influence the way you think, feel, and behave toward each other and people off campus (Deal & Peterson, 2016);(George, J. M., & Jones, 2025);(Lunenburg, 2011);(Bhagat & Steers, 2009);(Zahrawati & Faraz, 2017);(Zahrawati, 2018).

Spiritual intelligence does not affect social awareness because many items are issued due to not meeting the validity test requirements, namely, there are 15 items issued out of 24 items. So, the remaining items are 9 statement items. So, these nine statement items have not been able to represent spiritual intelligence variables. In addition, the R Square of 0.701 is the basis for stating that the influence of the variables studied in this study on social awareness is 70.1% so that there are still 29.9 % of student social awareness influenced by other factors. Campus culture has a major impact on students' perceptions and practices of spiritual values. If campus culture promotes values such as empathy, generosity, and acceptance, students are more likely to internalize these values within themselves and demonstrate greater social awareness.

Campus culture creates an environment where students interact with each other and share experiences. This social interaction can influence how students view and respond to social issues, as well as moderate the influence of spiritual intelligence on their social awareness. The primary significance of these findings lies in the necessity of developing a campus environment that encourages the advancement of students' spiritual intelligence. Universities can enhance education by taking a more holistic approach, incorporating spiritual values into various academic and non-academic endeavours, and providing dedicated spaces for introspection and personal growth.

4. Conclusion

This research has been carried out in accordance to determine the effects of moral intelligence and spiritual intelligence on student social awareness by moderating campus culture. Based on the results of the study, it is known that there is an effect of moral intelligence on student social awareness, there is an effect of spiritual intelligence on student social awareness, there is an effect of moral intelligence moderated by campus culture on student social awareness, and there is no effect of spiritual intelligence moderated campus culture towards student social awareness. Furthermore, there is no effect of spiritual intelligence moderated by campus culture on student social awareness, one of which is due to 15 statement items issued from 24 statement items due to not meeting the validity test requirements. In addition, the effect of the independent variable studied on student social awareness is 70.1%, which means that there are still 29.9% of other factors that affect social awareness. Therefore, the suggestion for future research is to examine the influence of other variables outside the variables studied. For example, self-concept, environment, peers, and so on.

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