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Examining Spiritual Intelligence Discipline Problems Classroom Emotional Climate Work Sanctification and Job Satisfaction as Predictors of Turnover Intention

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Abstract

Spiritual intelligence encompasses beyond the cognitive, delving into purpose, meaning, and values. Employees with higher spiritual intelligence may find greater fulfillment and alignment with their organization's mission and culture, leading to increased job satisfaction and reduced turnover intention. Moreover, spiritual intelligence enables individuals to navigate challenges and conflicts with resilience and perspective, potentially mitigating the turnover intention factors. Thus, this study examines the factors contributing to reducing turnover intention. A total of 278 teachers and trainers in the UPTs (technical implementation unit) of the Ministry of Transportation in Indonesia participated in this study. The data were analyzed using Structural Equation Modeling (SEM) Analysis of Moment Structure (AMOS). This study found that job satisfaction and sanctification mediate the relationship between spiritual intelligence and turnover intention. In conclusion, this study has successfully investigated the role of spiritual intelligence in reducing turnover. It found that teachers with higher spiritual intelligence derive meaning from their work, which could potentially improve classroom dynamics and job satisfaction while reducing turnover intentions. Investing in spiritual values through effective teaching methods is crucial for organizational retention and well-being.

1. Introduction

On a global scale, organizations aim to ensure the retention of their valuable human resources (Hammond & Coetzee, 2022). It fosters a work environment that supports diverse knowledge generated within the organization (Lombardi et al., 2019). However, various factors and poor Human Resources practices within the organization can cause people to leave. Retention benefits an organization by retaining high performers and encouraging organizational citizenship behavior, especially in education (Mashile et al., 2021). Financial incentives for staff have a positive and significant impact and are shown to be effective at keeping them at school (See et al., 2020). However, to sustain good intentions, it is necessary to create an environment conducive to creating a working climate that makes them feel comfortable and thus stay in the institution (Vem et al., 2020).

In some cases, retention has almost doubled, suggesting that urgent intervention is needed to help teachers leave (Carver-Thomas & Darling-Hammond, 2017). Teachers' intentions to move are influenced by national factors, as meta-analyzed by (Podsakoff et al., 2007) shows. However, a characteristic condition causes stress to teachers, which may lead them to move to other jobs. Recent research on faculty retention leading to intent to leave offers concrete evidence that the work environment should influence faculty intent to leave (Hom et al., 2017). Furthermore, the emergence of student misbehavior and

stressors related to disciplinary issues may generate stressful pressures that may lead to faculty turnover intentions (Aloe & Thompson, 2013).

On the basis of the empirical findings, this study confirms that the discipline factor can be a variable that influences the bad intention to move. Meanwhile, the emotional climate of the classroom is another aspect of teachers' working conditions that will also affect their intention to transfer. Past research has provided empirical evidence to support this. It has been suggested that emotional climate may affect teachers' work outcomes (Jennings & Greenberg, 2009). A positive work environment reduces the likelihood of quitting (Hamre & Pianta, 2007). Discussion of turnover intentions has drawn much research over past years, with this research including educational accreditation (Hom et al., 2017).

It has also been linked to student teaching (Adams et al., 2022), school social support and job satisfaction (Al-Mahdy & Alazmi, 2023), classroom emotional climate (Jensen, 2021), and pay (Li et al., 2021). These will be strongly correlated in influencing teachers' work behaviors. Teachers leave because of social injustice, lack of support, and challenging government regulations (Stanley et al., 2021). There has also been a shift in recent studies away from workplace factors and towards a focus on the individual aspects. Teachers' intentions to leave are influenced by their spiritual intelligence, which can be understood as "the ability to draw upon various spiritual capacities and resources in different practical areas and contexts to influence their employment choices" (Hosseini et al., 2022).

Evidence shows spiritual intelligence has critical educational implications (Kulshrestha & Singhal, 2017; Singh et al., 2022). Notably, this study differs from previous research that provided empirical and implicit evidence that teachers perceived a lack of support from the administration and were likely to leave their present positions. Furthermore, the paradigm exists that most teachers are often isolated from their colleagues daily (Dorman, 2003). Therefore, many teachers may experience a lack of social support from their colleagues. Nevertheless, additional teachers in the classrooms of a school may be one aspect of social support to classroom teachers. Additional teachers can help classroom teachers with their daily tasks. If teachers have a better sense of support, they can make efforts to reduce the negative impact of stressors at work.

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workplace (Pargament & Mahoney, 2002; Vem et al., 2020; Walker et al., 2008). Likewise, job satisfaction is expected to be a form of evaluative assessment of lecturers' attitudes towards work and work experience. In addition, there is an expectation of gaining a strengthened aspect of spiritual intelligence (Ilies et al., 2009; Mustafa et al., 2016). Thus, this study examines the factors contributing to reducing the turnover intention and the theoretical framework model can be seen in Fig. 1.

2. Hypothesis Development

2.1. Spiritual Intelligence, Discipline Problem, Classroom Emotional Climate, and Turnover Intention.

Spiritual intelligence is the capacity to use and apply spiritual information in resolving issues involving meaning and provision (Al Eid et al., 2021). (Al Eid et al., 2021) found that increasing teachers' intellectual intelligence positively impacts classroom effectiveness. It will impact on various aspects of their professional lives. It is worth considering the immediate impact of Missing In Actions (MIAs) on teacher disciplinary problems, which may help address disciplinary problems more positively and effectively. The use of spiritual intelligence in the workplace is gaining momentum, as it is associated with specific competencies and qualities of employees (Chin et al., 2011; El Miri et al., 2015; Karimi-Moonaghi et al., 2015).

Spiritual intelligence empowers people's diverse faiths and personalities, immediately improving the quality of the workforce (Fahrenfeld et al., 2019). Spirituality will have a direct impact on the beliefs and aspirations of employees. It will improve the various knowledge and skills. They also need to develop the skills and knowledge required to carry out a form of moral work which can influence the development and learning process. A comprehensive synthesis review of evidence capable of assessing relationships between spiritual intelligence and results in professional learning practice (Metcalfe & Finn, 2008). Poor pupil behavior tends to disrupt the systematic order of the classroom.

In this review, such misbehavior is associated with a range of negatively stigmatized student behaviors, including frequent absenteeism, unfinished work, cheating, and disobedience (Metcalfe & Finn, 2008). Practices often use discipline and student misbehavior interchangeably, but conceptually, these behaviors fall under the category of student discipline (Aloe & Thompson, 2013; Reyes et al., 2012). Widespread discipline problems affect the school environment and adversely affect teaching. Poor student conduct is detrimental to the overall school climate (Barnes, 2006; Mitchell, M.M,

Bradshaw, C.P., 2010). For example, children who have been exposed to violence, abuse, and neglect are more likely to have higher levels of negative emotions (Reyes et al., 2012).

The quality of social and emotional interactions in the classroom between teachers and students is conceptually referred to as the emotional climate of the classroom (Pianta et al., 2008). Warm, friendly relationships and mutual respect (Hamre & Pianta, 2007) characterize a classroom with a positive climate. If, however, the climate seems to be adversely affecting feelings, the atmosphere in the classroom is one of suspicion and disrespect for the teacher. Few studies on emotional climate use observational data, and few focus on measuring relationships with students using student reports. Nevertheless, pupil reports are a reliable measure of pupil feelings because pupil feelings are likely to influence the context in which they behave better than any objective indicator in the same context (Lüdtke et al., 2009).

Regarding student misbehavior, various researchers have provided empirical findings suggesting investigating how teacher ratings reflect objective student behavioral problems (Aldrup et al., 2018). Therefore, this study examines teacher ratings of discipline about student reports at the level of the emotional climate of the study classroom, providing an empirical investigation of previous research findings. In addition, the study will seek to determine whether teacher perceptions of discipline issues affect pupil perceptions of the emotional climate of the classroom. Class climate can be considered to predict student well-being and academic performance (Haertel et al., 1981; Hattie, 2009; Mashburn et al., 2008).

Furthermore, school climate predicts student retention and dropout (Jia et al., 2016). School climate also predicts chronic absenteeism (Van Eck et al., 2017). However, the contradiction comes from the empirical finding that school climate conditions do not affect pupils' learning, including their well-being. The findings (Aloe & Thompson, 2013; Jennings & Greenberg, 2009) also explain why classroom climate does not affect teachers' well-being. Classroom climate may predict teacher well-being because it is associated with teacher turnover intentions. Classroom climate is known to have an impact on student dropout. Mental intelligence will provide a predictor that can be used to measure action taken to deal with disciplinary problems.

This will manifest as an attitude of depression and anxiety if the level of discipline problems becomes a negative pressure. This will encourage teachers to take immediate cognitive action to deal with the problem. For example, creating personal meaning, transcendent awareness, and involvement in managing perseverance may all promote resolving student discipline issues. Nevertheless, some researchers have argued that the emotional climate in the classroom affects teacher job satisfaction. This explanation is based on a scientific argument that a negative classroom climate can impact day-by-day

teaching. Theoretically, negative feelings may be triggered, leading to a greater desire to influence teachers' turnover intentions negatively. Therefore, the following hypotheses can be drawn:

H1: Spiritual intelligence positively affects beneficial for discipline problem.

H2: discipline problem positively affect classroom emotional climate.

H3: Emotional climate in the classroom positively affects turnover intention.

2.2. Discipline problem, sanctification of work, and job satisfaction

Discipline issues in the classroom have a negative impact on students and teachers. Thus, it can increase teachers' stress levels and affect their work (Buchanan, 2010). In addition, research has shown that negative student behavior can lead to stress, which can significantly impact teachers' performance (Aloe & Thompson, 2013). Teachers must create a nurturing learning environment in their classrooms to ensure that students view it as conducive to learning, a goal that both teachers and students value. It is important to bear in mind that when classrooms are affected by problems of discipline, it can be a challenge for teachers to carry out the planned learning activities necessary to achieve the teaching objectives.

On the basis of previous studies, the teachers must provide a report on the discipline of the students in the classroom, which can be a challenge and make teaching more difficult (Skaalvik & Skaalvik, 2015). Previous research has suggested that classroom discipline may challenge teachers to achieve intensive student learning. In addition, precise word choice and grammatical correctness are essential. No changes have been made to the content. The sanctification of work includes the idea that work is important and can lead to the individual's union with God. Assuming that human beings can create and innovate, sanctification can be seen as self-sanctification about the work of God. It allows for a connection between the inner change brought about by the Word of God and the level of faith held by the teachers. Findings provide a glimpse into different religious perspectives on sanctifying Word and Discipline concepts. The study could benefit from further exploration of the relationship between disciplinary issues and the sanctification of work among professional teachers in an organization. Discipline problems can influence teacher attrition and intent to leave and indirectly influence teacher intent to remain at their school, often leading to emotional exhaustion (Skaalvik & Skaalvik, 2011; Tsouloupas et al., 2010). Previous research has shown that a positive organizational climate can lead to factors that reduce turnover, and it has been suggested that teachers' perceptions of discipline problems may indirectly contribute to their decision to leave a school due to the emotional climate in the classroom.

As individuals actively interact and adapt to their environment, it is crucial to maintain a clear and logical structure, avoiding lengthy descriptions and complex terminology. The language should be clear, objective, and value-neutral, avoiding biased, emotional, figurative, or ornamental language. Passive tones and impersonal constructions should be used, and first-person perspectives should be avoided unless necessary. High-level, standard language with consistent technical terms should be used, and a common sentence structure should be followed. The text should be free of grammatical, spelling, and punctuation errors. The content of the improved text should be as close as possible to the original text. This process provides individuals important information about their connection with the organization (Li et al., 2010; Smith-Crowe et al., 2003). Thus, the hypothesis can be proposed as follows:

H4: Discipline problem has a positive effect on job satisfaction

H5: Discipline problem has a positive effect on the sanctification of work

2.3. Spiritual Intelligence, Sanctification Of Work, Job Satisfaction, Turnover Intention

Education is a recognized cause of occupational stress (Kyriacou, 2001; Redelinghuys et al., 2019). This is particularly the case in developing countries. Where political and internal conditions make the situation worse. These risks may adversely affect the health of teaching staff (Jackson et al., 2006). The environment can significantly affect teachers' increasingly demanding work. This is evidenced by older teachers' struggles with new technologies, increased administrative burdens, and poor organizational rewards. Teachers are also expected to bridge interpersonal gaps and address low self-esteem (Klassen & Chiu, 2010; Redelinghuys et al., 2019). However, people seeking broad knowledge tend to be more altruistic. Deriving satisfaction from making life worthwhile for others has been described in the context of leadership service (Crippen & Willows, 2019).

Empirical studies have identified reasons for choosing teaching (Serow, 1993). When discussing motivation in teaching, it is generally accepted that factors beyond salary and materialism drive individuals to the profession. The concept of work sanctification has been widely explored among teachers (Chen et al., 2014). It is argued that teachers' positive work behaviors are influenced by their psychological perception of the profession as spiritually significant and unique (A. Mahoney et al., 2003; E. K. Mahoney et al., 1999). Numerous studies have linked spiritual struggles related to religion or values to reduced work-related outcomes. It may also lead to depression, physiological indicators of stress, and an increased death rate (Exline & Bright, 2011). Research shows that workers seek work environments that support and validate their spiritual lives as they age and delay retirement.

Previous studies also suggested that spirituality's relationship to work constructs is often abstract (Sicking and Thomson, 2014). Objects that are regarded as sacred or holy have distinct psychological properties. They require a greater investment of time and energy. These objects also serve as a unique source of meaning, power, and comfort, so the desecration of these objects evokes negative and powerful emotions (A. Mahoney et al., 2003). The theory suggests that the sanctification of elements of everyday functioning, such as sexual activity, parenthood, and marriage, may have a unique form of explanatory power and can predict health-related psychological outcomes, which is supported by research conducted by (A. Mahoney et al., 2003; E. K. Mahoney et al., 1999). In recent times, sanctification has been linked to the quality of life at work. It occurs when individuals perceive their daily work responsibilities as sacred, positively impacting work outcomes. But this concept of sanctity can also be detrimental to work functioning. In different work settings, individuals may develop a sanctification scale. The scale measures sacredness and translates it into metrics like intention to quit, predictive of task uniqueness, and job satisfaction.

Previous studies have controlled for demographics and religiosity to translate the concept but have excluded subjective ratings to maintain objectivity. Therefore, this study controls for personality factors using a specific sample. The study aims to answer critical existential questions for teachers and encourage meaningful, transcendent action (Vem et al., 2020). Teachers need to be able to relate to themselves and their work. Second, individuals must think holistically and manage challenging work situations (2009). It is argued in this research that teachers who have spiritual intelligence are better equipped to face the challenges of work and life with vigor. They view work and life as meaningful and value their work. This experience is considered beneficial.

Also, spiritual intelligence is expected to influence how leaders and subordinates perform. While some have found ways to reduce depression and anxiety (Moafi et al., 2021), spiritual intelligence is not significantly related to distress. Sanctifying work involves all aspects of life and human activity. Generally, sacredness endows matter with the capacity to generate forms of space, time, objects, events, social transitions, and attributes (A. Mahoney et al., 2003; E. K. Mahoney et al., 1999). Thus, sanctification is a person's perception of a spiritually significant and unique aspect of life and objects. Sacredness of an event, object, or activity requires investment of time and energy. Love, gratitude, and respect are expressed in awe, humility, and awe. Additionally, it must also be able to qualify its resources.

These findings suggest that job science mediates between spiritual intelligence and teacher turnover. Underlying this argument is the assumption that spiritual intelligence enhances teachers' ability to answer existential questions using spiritual resources. Studies show that people who value their work are less likely to leave their current

organization. The sacralization of work has been shown to trigger job satisfaction, organizational commitment, and employee engagement and reduce burnout (Carroll et al., 2015; Walker et al., 2008). Job satisfaction is one's attitude towards work or work experience (Ilies et al., 2009; Mustafa et al., 2016, p. 3). Experts argue that job satisfaction is an individual's overall evaluation of their job, whether positive or negative (Ilies et al., 2009).

This study examines the role of job satisfaction in mediating the relationship between spiritual intelligence and the intention to leave. Empirically, job satisfaction negatively affects turnover intentions (Liu & Lo, 2018). (Emmons, 2000) stated that spiritual intelligence may result in spiritual consciousness, i.e., connecting sacredness and daily events and relationships. Educators with spiritual resources are expected to interact with their students with compassion. It is achieved through various ways of getting involved in working (Kaur et al., 2015). Yet, this misalignment between the nature of work and existence goals calls for deep reflection to enhansce transcendent self-awareness and mastery of the spiritual condition (Antunes et al., 2018, p. 2).

Mastering a skill is expected to recognize the role of job satisfaction, which should not be assumed to lead to dissatisfaction. Job satisfaction should not only be seen as a job description but also as a source of personal fulfillment and a sense of community at work (Ashmos & Duchon, 2000). It can also play a predictive role in determining teacher turnover intentions. (Madigan & Kim, 2021) found that the teacher and job saturation level was the main predictor of a teacher's employment decision. In addition, spiritual intelligence was implicitly linked to turnover intent and job satisfaction.

H6: Job satisfaction mediates the relationship between spiritual intelligence and turnover intention.

H7: Sanctification of work mediates the relationship between spiritual intelligence and turnover intention.

Source: author’s research (2025)

3. Materials and Methods

This study is designed using a quantitative approach through a survey questionnaire. Merchant shipping colleges were selected as the sample for this study because of their average experience as seafarers working in an operational and managerial capacity. This experience is expected to contribute to a better understanding of the science being studied in merchant shipping as a practical application of science. One of the reasons why seafarers may prefer to have other work experience rather than teaching is due to the relatively low level of remuneration that they receive as lecturers. Furthermore, the

administrative demands involved can be quite complex, which may make them not want to continue. According to (Hair, J., Black, W., Babin, B., Anderson, R. and Tatham, 2006), it is recommended that the minimum sample size for a research study should be 100. For this study, we used the recommended sample size of 250. It is based on the six variables and 24 indicators. Our sample size is over 300, indicating that the required level of appropriateness has been achieved.

To uphold research ethics, investigators take meticulous steps to ensure all study participants are fully informed and provide consent. Each participant receives a consent form emphasizing the voluntary nature of their involvement, guaranteeing the confidentiality of their identity, and assuring the privacy of documents and information collected during field studies. To ensure comprehension, the forms are available in Indonesian. These consent forms are included in **Appendix 1**.This study has received ethical approval from the Research Ethics Committee of the Polytechnic of Shipping Science (PIP) Semarang with reference number KP 004/11/24/PIP.Smg/2024. The research procedures were carried out in accordance with the established ethical guidelines. All participants provided written informed consent prior to participation are included in **Appendix 2** .

The sample selection technique used was purposive non-probability sampling, namely, judgment sampling. Judgment sampling chose the respondents, who were contract lecturers and non-state civil service (ASN) instructors. The interview answers were recorded directly on the questionnaire forms supplied during the interview. A survey was conducted among respondents from 10 merchant marine colleges in Indonesia. It was found that out of the data collected, 72 samples were identified as outliers. Finally, the total sample used for further analysis is 278 respondents. This study uses SEM-AMOS 25 to test the proposed model and hypotheses. A scientific technique based on some factors has been chosen for the tests. The first factor of the proposed research model is the working equation that allows the same quantity to act as a regressor/predictor in one equation and regression criterion in another, as stated by Nachtigall et al. (2003). The second allows the researcher to try to answer and find out. A comprehensive analysis involves a series of interrelated questions that simultaneously model the relationship between several independent and dependent theoretical constructs (Tarka, 2018). This study tested the proposed model and hypotheses in three stages. SEM simultaneously tests the mediation process, which provides an advantage.

Table 1
Summary of Respondent's Distribution

Demography	Category	Frequency	Percentage
Gender	Male	188	68
	Female	90	32
Education	Diploma	23	8
	Undergraduate	46	17
	Postgraduate	209	75
Work Experience	< 5 years	43	15
	6–10 years	139	50
	11–15 years	54	19
	15–20 years	26	9
	> 21 years	12	4
Source: author’s research (2025)			

3.1. Measurement Scale and Instrumentation

The coding method recommended by Nunnally and Bernstein (1994) was used to scale and measure this study. A two-point numeric scale was used to capture the respondents' income information, where each response was assigned a number between 1 and 10, with 1 representing "strongly disagree" and 10 representing "strongly agree". The variables of spiritual intelligence were measured based on the work of (Watanabe et al., 2020), and the study also considered the findings of (Al Eid et al., 2021), (Bhandari et al., 2021), and (Moafi et al., 2021). The study also measured the sanctification of work (Efendi et al., 2021), job satisfaction (Malhotra & Kathuria, 2017), discipline problem (Skaalvik & Skaalvik, 2011, 2015), classroom emotional climate (Lüdtke et al., 2009), and turnover intention (O'Reilly et al., 1991).

3.2. The validity of the reliability measurement scale

According to Lüdtke et al. (2009), a confirmatory factor analysis was conducted in this study to provide an overview of the indicators and evaluate their validity. Denormalized data was treated using the negative root of Xn, $Xn = 1/(k\text{-}X)$, as suggested by (Tabachnick, B. G., & Fidell, 2013). The variance was calculated using the methods described by (Arbuckle & Speed, 2016) and (Tabachnick, B. G., & Fidell, 2013), and the study presents the results of a normalized data distribution.

Table 2
Result of Construct Validity and Reliability

Variable(s)	Item	Loading factor	t-value	Cronbach alpha	Composite Reliability
Spiritual Intelligence	SI 1	0,803	6,814	0,806	0,873
	SI 2	0,841	6,926		
	SI 3	0,887	7,013		

Continued. Table 2. Result of Construct Validity and Reliability

Variable(s)	Item	Loading factor	t-value	Cronbach alpha	Composite Reliability
Discipline Problem	DP 1	0,808	6,903	0,834	0,819
	DP 2	0,792	6,318		
	DP 3	0,882	5,928		
	DP 4	0,706	6,038		
Classroom Emotional Climate	CEC 1	0,781	5,081	0,782	0,781
	CEC 2	0,703	6,108		
	CEC 3	0,802	6,282		
	CEC 4	0,789	7,022		
	CEC 5	0,812	6,403		
	SOW 1	0,819	6,308		
	SOW 2	0,785	6,492		
	SOW 3	0,808	6,908		
	SOW 4	0,796	7,081		
	SOW 5	0,811	7,112		
	SOW 6	0,821	6,908		
	TI 1	0,808	6,903		
	TI 2	0,794	6,881		
	TI 3	0,642	7,006		
	TI 4	0,708	7,108		
	TI 5	0,813	8,801		
	TI 6	0,908	7,092		

Source: author’s research (2025)

Table 2 summarises the composite reliability (CR), average variance extracted (AVE), and the correlation coefficients between the constructs. Table 1 indicates that the CR of all constructs is above 0.70, with the AVE value ranging from 0.729 to 0.839.

Table 3
Result of Discriminant Validity

	Spiritual Intelligence	Discipline Problem	Classroom Emotional Climate	Sanctification of Work	Turnover Intention
Spiritual Intelligence	0.781				
Discipline Problem	0.683**	0.749			
Classroom Emotional Climate	0.629**	0.586**	0.762		
Sanctification of Work	0.692**	0.538**	0.607**	0.729	
Turnover Intention	0.592**	0.509**	0.632**	0.671**	0.732
Source: author’s research (2025)					

The discriminant validity assessment was conducted using the Fornel and Larcker (1971) approach, which used a comparison between the squares of the root of each AVE on the diagonal and the correlation coefficient (off-diagonal) for each of the constructs in question. The construction of each concept evinces minimal disagreement. However, the discrepancy is insufficiently pronounced. In conclusion, the discriminant validity of this measurement model is satisfactory, and the discriminant validity between constructs is also demonstrated in Table 3.

Table 4
Result of Goodness of Fit Test

	Cut off Value	Result	Conclusion
Chi-square at a significance level 5%	134.804	102.817	Not Fit
P-Value	≤ 0.05	0.000	Fit
GFI	≥ 0.90	0.95	Fit
NFI	≥ 0.90	0.94	Fit
TLI	≥ 0.90	0.93	Fit
CFI	≥ 0.90	0.96	Fit
RMSEA	0.03 ≤ RMSEA ≤ 0.08	0.04	Fit
Source: author’s research (2025)			

Table 4 captures the result of goodness of fit test. The proposed model was tested in three steps, starting with a fit test to evaluate the feasibility. These results confirm the model's suitability for the intended purpose. The goodness-of-fit results showed a chi-squared value of 102.817, significance of 0.000, GFI of 0.95, NFI of 0.94, CFI of 0.96, TLI of 0.93, and RMSEA value of 0.04. Arbuckle (2016) and Tabachnick et al. (2013) confirm that this evaluation procedure typically results in the acceptance of capital and further analysis to test the proposed hypothesis, and our proposed hypothesis is tested in accordance. Arbuckle (2016) and Tabachnick et al. (2013) confirm that this evaluation procedure typically leads to accepting the capital and further analysis to test the proposed hypotheses.

3.3. Hypothesis Testing

Hypotheses are considered significant and accepted if their probability value is less than 0.05 and their CR value is greater than 1.96. The process of hypothesis testing is crucial for confirming the factor analysis model that was transformed into a structural model for hypothesis testing in this study. The hypothesized test results are presented in Table 5.

Table 5
Result of Hypothesis Testing

Hypothesis	Std estimates	Estimate	Std error	C.R.	Sig.	Conclusion
Spiritual Intelligence → Discipline Problem	0.811	0.461	0.081	7.802	0.000	Accepted
Discipline Problem → Climate Emotional Classroom	0.792	0.882	0.079	11.004	0.000	Accepted
Climate Emotional Classroom → Turnover Intention	0.883	0.617	0.063	8.934	0.000	Accepted
Discipline Problem → Job Satisfaction	0.781	0.706	0.091	10.013	0.000	Accepted
Discipline Problem → Sanctification Of Work	0.807	0.708	0.089	8.721	0.000	Accepted
Spiritual Intelligence → Sanctification Of Work → Turnover Intention	Z: 6.198731				0.000	Accepted
Spiritual Intelligence → Job Satisfaction → Turnover Intention	Z: 6.38128071				0.000	Accepted
Source: author’s research (2025)						

Table 5 shows the result of hypothesis testing. The regression coefficients for each hypothesis are H1 = 0.461, H2 = 0.882, H3 = 0.617, H4 = 0.706, and H5 = 0.708. The critical ratio value exceeds 2.0, indicating that all proposed hypotheses are accepted. Sobel's test is then used to determine whether there is a mediated effect according to pre-established hypotheses. The study confirms the existence of a mediation effect (H3) using the software tests according to Hayes et al. (2009). The results show that z-values above 1.96 and probabilities below 0.05 correspond with mediation. Therefore, the mediation hypotheses proposed in the present study are accepted.

4. Discussion

As far as we know, no conceptual model currently fully integrates spiritual intelligence, discipline, and classroom climate concerning their relationship with job satisfaction. This

study aims to develop a comprehensive model considering turnover intention at a merchant marine college. The study is based on spiritual intelligence and its impact on turnover intention (Carver-Thomas & Darling-Hammond, 2017). A conceptual model was developed, a set of hypotheses were proposed and accepted, and significant mediating variables were identified: the relationship between spiritual intelligence and turnover intent. Based on the findings of this study, several strategic paths can be taken to reduce turnover intention among lecturers at private service universities. One possible exploration path involves examining the relationship between spiritual intelligence, job satisfaction, and turnover intention. For instance, when lecturers at the Merchant Marine College consistently question the nature of their reality, they may be less likely to experience turnover intention.

This text explores the concept of spiritual intelligence and its relationship to an individual's perception of the sacred quality of their life. It suggests that individuals may be more likely to remain in their organization by designing efforts to encourage this perception. The text explores the concept of spiritual intelligence and its connection with the perception of the sacred of their lives. The language is clear, concise, and objective, with a formal register and precise word choice. The text follows conventional structure and formatting and is free of grammatical, spelling, and punctuation errors. The language should be clear, concise, and objective, avoiding biased or ornamental language. Finally, the text should be free from grammatical, spelling, and punctuation errors.

Achieving this balance can enhance emotional, intellectual, and spiritual intelligence, leading to an improved quality of work. It is important to note that this should be achieved without introducing subjective evaluations. It will enable individuals to have greater control over their emotions and manage their emotional balance, which can impact their spiritual intelligence. The text should also adhere to conventional academic structure and formatting, with consistent technical terms and precise word choice. Technical terms should be explained when first used, and language should be clear, objective, and value-free.

However, it is essential to present it objectively without any subjective evaluations. The text should follow style guides and use consistent citation and formatting while avoiding filler words and maintaining a formal style. Finally, the text should be free of grammatical, spelling, and punctuation errors. The second strategy involves using intellectual intelligence to increase job satisfaction and reduce turnover. Maintaining a clear and logical structure throughout the text is vital, as well as using simple sentences and avoiding complex terms. It may affect employees' inclination to continue working for their organization or contemplate leaving. In terms of spiritual intelligence, it is worth noting that a leader can have an impact on employee performance. Furthermore, an important

aspect of a leader's role is to address any stress or depression experienced by subordinates.

This study explores the multicollinear relationship between spiritual intelligence, job satisfaction, and turnover intention among lecturers in vocational schools. Establishing emotional balance can be beneficial for individuals in maintaining job satisfaction and reducing the intention to seek other forms of employment. It is suggested that lecturers with a questioning attitude towards the nature of reality within themselves may stimulate the development of attitudes that form emotional intelligence. We suggest that teachers who question the nature of reality inside them may stimulate the development of dispositions that form emotional intelligence, which may help individuals better manage their emotions and form positive relationships. Maintaining a balance between self, emotions, and job satisfaction within an organization can lead individuals who are more likely to be satisfied with their work and less likely to seek employment elsewhere.

A leader will influence the performance of his or her employees regarding spiritual intelligence. Furthermore, there is a more fundamental issue related to the role of the leader: the leader's ability to reduce the anxiety, stress and depression of their followers. There is a multicollinear relationship between spiritual intelligence job satisfaction and turnover intention for lecturers in the vocational school, which is the locus for this study. Emotional equilibrium may help individuals to maintain job satisfaction and reduce the intention to seek another job or to change jobs. Assuming that lecturers often question the nature of the reality occurring within them. This intelligence can help people control their emotions, themselves, and their relationships. The balance of self, emotions, and job satisfaction created by a company can create an individual capable of sustaining a satisfying work ethic. It also reduces the desire to seek a new job or the intention to leave the company. The third strategic way is through spiritual intelligence into the problem of discipline, the emotional climate of the classroom, and the intent of attrition. Spiritual intelligence can influence the development of disciplinary schemes when it assists an individual in controlling and supporting relations.

This resulting relationship between these three emotional balances and discipline problems can help individuals maintain balance and reduce conflict. If a teacher cannot manage his or her emotions and self-control, his or her behavior will influence discipline problems in class. When pupil actions elicit high levels of teacher rage, this strategy has been shown to have a negative impact on pupil perceptions of the classroom climate (Mitchell & Bradshaw, 2013). Empirical findings from previous studies justify that discipline problems and student misbehaviors are forms of research that rely on characteristics of teacher-student relationships (Aldrup et al., 2018). On the basis of this assumption, it is arguable that teachers cannot yet demonstrate that classroom conduct

issues have become reflections of normal objective behavior (Pas & Bradshaw, 2014). Teacher-reported classroom climate discipline problems are fundamentally problematic.

This research supports the assumption that students are consciously affected by teacher-reported classroom problems. It will be a form of concern enough to note the scale used in measuring the emotional climate of the classroom. It is expected that the scale will have different results than teacher scales measuring student misbehavior in the classroom, as this will confirm teacher reports of discipline problems, which are also a form of reflection of the quality of peer interaction in the classroom. If teachers struggle to cope with student misbehavior, they are more likely to quit their jobs (Skaalvik & Skaalvik, 2011). On this basis, discipline problems and classroom climate are considered to be one form of prohibitive stress associated with teacher attrition.

5. Conclusion and Research Implications

This study concludes that spiritual intelligence is a precursor to reducing turnover. These include discipline issues, classroom climate, low self-esteem, low pay, pupil difficulties, and difficult relationships between teachers and parents. This study provides empirical evidence that high spiritual intelligence teachers find meaning in their work and strive to achieve existential goals. Therefore, this spiritual experience is expected to improve discipline problems, classroom climate, the sanctification of work, and job satisfaction and reduce turnover intentions. From this point of view, investing in preserving spiritual values through an effective teaching and learning process is important. Integrating the boundaries between spiritual intelligence and job satisfaction supports the position of spirituality proponents who call for its integration in the workplace. Participation in work involves using the head and hands and a person's inner life, which affects perceptions and behavior at work (Guillén et al., 2015). Thus, work choices do not depend on work factors alone, as the literature suggests (Aung et al., 2023; Katebi et al., 2022). SI is related to Job Satisfaction in predicting worker results.

Similarly, (Petchsawang & Duchon, 2012) noted that spiritual intelligence helps us understand how to overcome negative challenges at work and in your learning life. It is accomplished through having the inner resources to resolve these challenges, leading to meaningful work (Davidson, 2002). It leads to positive outcomes in the workplace. For example, Job Satisfaction reduces the intention to quit work. This finding goes a long way to explaining why teacher turnover is still a recurring event in education. Spiritual Intelligence (SI) assessment can be integrated into key Human Resources activities, such as teacher selection and training, by employers and school administrators. In addition, we advocate including spiritual education in the training of teachers to embed spiritual intelligence. The question is whether spiritual intelligence as an intelligence can be taught via education. (Kaur et al., 2015) review the growing literature on the spiritual needs of

health professionals and offer a practical approach based on the works of (Narayanasamy, 1999). They present a model of spiritual education for nursing staff.

Governments and other professions may adopt this model to raise spiritual awareness and values in education. As we have seen, teaching responsibilities are associated with pupil learning difficulties, work problems and stress (Redelinghuys, 2018), difficult teacher-parent interactions, and poor rewards (Vem et al., 2018a,b). These experiences stress students, parents, and teachers. Added to that are organizational stresses from superiors, colleagues, and employees. As opposed to providing a service in a business, teachers spend more time and have closer relationships in providing services, making teacher ownership of Spiritual Intelligence more important. Pupils' learning and character development are at stake. However, discipline problems can Jeopardise this commitment, as students tend to have a more negative perception of Computer Information and Technology when discipline problems occur. Therefore, schools must monitor staff and student perceptions of misbehavior to identify problems and intervene early. Finally, policymakers and school managers need to recognize that increasing the number of teachers in the classroom is a powerful means of neutralizing the negative relationship between Computer Information and Technology and teacher turnover. Thus, the absence of a teacher creates a vacuum in organizations, as in the corporate world, and negatively impacts vulnerable students' lives. When teachers leave, the consequences can be catastrophic, as no two teachers are created equal. This is why it is important to emphasize SI in education management.

Declarations

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Author contributions

F. Pambudi Widiatmaka, Pranyoto, and Sukrisno designed, prepared, and wrote the first manuscript draft. Sukrisno, H. Sularno, Suherman, Pranyoto, and M. Harliman Saleh conducted the methodology, collected, and analyzed the data. F. Pambudi Widiatmaka, Pranyoto, and H. Sularno performed the formal analysis. Iskandar contributed to the investigation. Sukrisno, H. Sularno, Suherman, Pranyoto, M. Harliman Saleh, F. Pambudi Widiatmaka, and Iskandar edited and reviewed the manuscript. All authors have read and approved the final version.

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Data availability

The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request, subject to institutional privacy policies protecting participant confidentiality.

Ethical approval and consent to participate

This study received ethical approval from the Research Ethics Committee of Politeknik Ilmu Pelayaran (PIP) Semarang (Merchant Marine Polytechnic Semarang Research Ethics Committee) with reference number PPPM 002/12/26/PIP.Smg/2026. The research was conducted in accordance with the Declaration of Helsinki and the institutional ethical guidelines of PIP Semarang. Written informed consent was obtained from all participants before data collection commenced. Participants received consent forms in Indonesian, were fully informed about the study's purpose and voluntary nature, and were assured of confidentiality. The informed consent forms are available in Appendix 1 (https://doi.org/10.5281/zenodo.13786248).

Consent for publication

Informed consent for publication was obtained from all participants. Participants were informed that aggregated and anonymized results would be published in academic journals and provided written consent for this purpose. The ethical approval documentation is available in Appendix 2 (https://doi.org/10.5281/zenodo.13788162).

Competing interests

The authors declare no competing interests.

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Figures

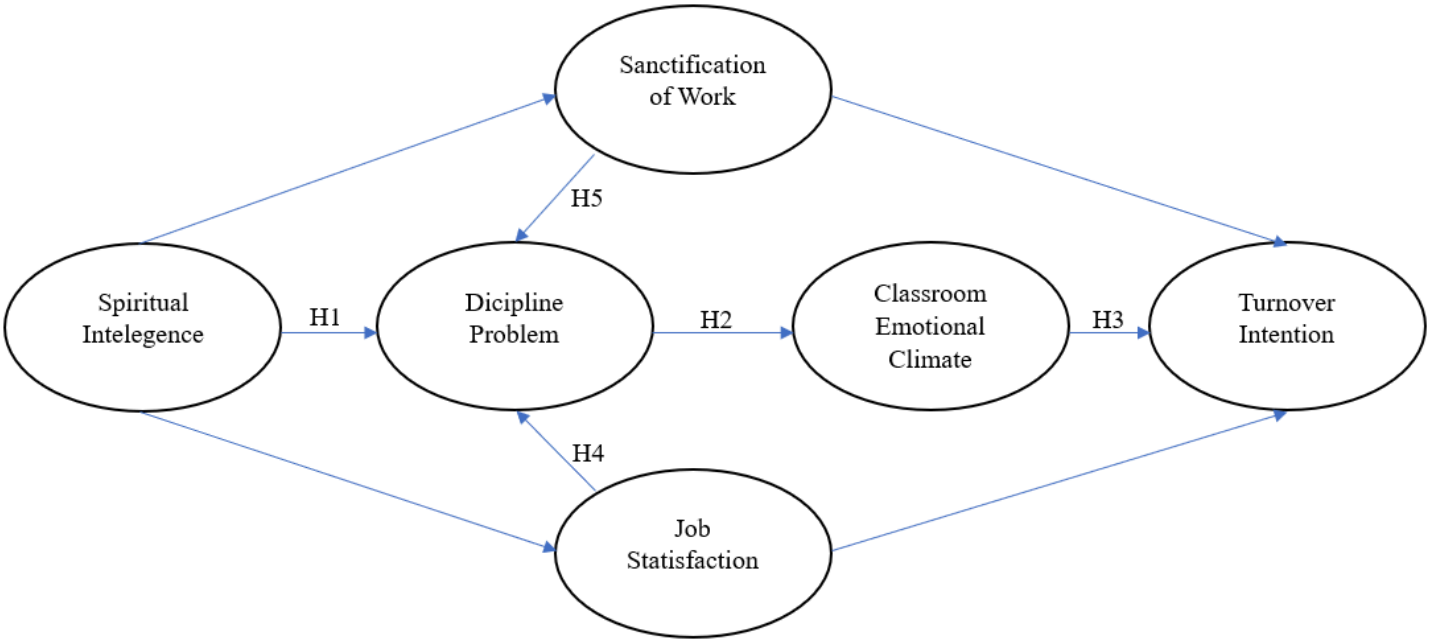


Figure 1

Research Framework

Source: author’s research (2025)