Jurnal Pendidikan Bisnis dan Manajemen, Volume 8, Number 3, November 2022, Pages 128-140

The Nexus Between Academic Culture and Collaborative Culture as an Academic Collaborative Culture for Effective Teaching in Higher Education

Otto Berman Sihite[1], Poltak Sinaga[1], Dylmoon Hidayat [1], Rosdiana Sijabat[2]
[1]Doctoral Research in Management, Universitas Pelita Harapan
[2]Department of Business Administration, Universitas Katolik Indonesia Atma Jaya Jakarta
Corresponding email: ottosihite11@gmail.com

Abstract: It becomes a challenge for lecturers to provide services to the community through a culture of collaboration that makes it easier for academics to make their contribution to society. This study aims to investigate the relationship between academic culture and collaborative culture as a collaborative academic culture for effective teaching in higher education. This study involved 35 lecturers as respondents in this survey from five universities in Indonesia. A Likert scale was used to collect data from an online survey using Google Forms, and Smart-PLS was applied to evaluate the data. The findings of the study indicate that this climate must be cultivated so that a culture of academic collaborative is achieved optimally. The two concepts are understood implicitly but remain a unity and an interaction that is not confusing in implementation to study the dynamics of institutional behavior and encourage or manage effective teaching improvement.

Keywords: Academic collaborative culture, Effective teaching, Academic culture

INTRODUCTION

Universities today must control their teaching strategies to pique students' attention in a collaborative learning environment (Gat et al., 2021). The transition to co-constructivists involves transforming teaching-centered learning strategies to transform learning. In order to find the best teaching-learning method, several things must be adjusted. There is a need for solutions to the current academic culture and finding effective learning techniques to change the learning techniques that occur today in many classrooms. There are learning techniques that continue the concept of transmission-based learning, meaning that the concept of delivering information from lecturers to students is one-way, so it is felt ineffective (Carnell, 2014).

Knowledge is created collectively, learning occurs through conversation, and learning itself is the primary focus (Carnell, 2014). Lecturers and students are seen as fellow learners, and a culture of collaborative needs to be established (Carnell, 2014). For this reason, the academic culture that does not prioritize collaboration needs to be reformed by turning it into participatory or collaborative culture. Based on this fact, it needs to convey to make a derivation of the two latent variables of academic culture and collaborative culture into a culture of academic collaborative. Stimulating meaningful learning through conceptually challenging learning tasks, presentation of clear information, and connections with students is also substantially correlated with achievement (Hattie, 2015).

Article info: Received: 07 July 2022 Revised: 08 August 2022 Accepted: 11 September 2022
Permalink/DOI: http://dx.doi.org/10.17977/um003v8i32022p128

With this concept, it can explain a perspective from science for the practice of collaborative management. Thus, this study fills the gap mentioned by the Directorate of Higher Education in one of the Key Performance Indicators (KPI), namely collaborative and participatory classes, by adapting it to become the primary foundation for the Transformation of Higher Education in Indonesia (Direktur Jenderal Pendidikan Tinggi, 2020). In this study, the collaborative teaching and learning process becomes a research gap, so it is expected to be an effort must be made to make a quality curriculum that prioritizes collaborative and participatory classes (Maringe & Sing, 2014; Degeng, 2017). The purpose of collaborative learning is to form a cooperative character of students from an early age and to solve problems together (Hamalainen & Vahasantanen, 2011). Therefore, universities must always be ready to seek scientific truth and develop freedom of thought, openness, critical analysis, and objectivity to create good graduates and create various innovations (Serdyukov, 2017).

Education in Indonesia is provided to prepare students to become citizens who have a robust and consistent commitment to defending the Unitary State of the Republic of Indonesia (Irawatie & Setyawati, 2019). Academic culture is the understanding that all social entities have a symbolic, cultural, and social framework, albeit in incredibly diverse shapes and dimensions (Peterson & Spencer, 1990). The attitudes, values, and convictions that academics hold in respect to many facets of their profession are referred to as academic culture (Yang, 2016). The academic culture encourages the development of campus culture, while campus culture conditions and limits the development of academic culture (Shen & Tian, 2012). It is also considered one of the most influential determinants of higher education policy. Today universities in Indonesia are proliferating, and along with these rapid developments, several universities or colleges have closed because they have not been able to compete with universities that have implemented a system that can influence and can improve educational organizations properly (Muhtaram et al., 2012).

Due to the significance of fostering a collaborative culture inside educational organizations, collaboration is becoming more and more crucial in the field of education (Hénard & Roseveare, 2012). It demonstrates the critical role that collaborative culture plays not only at the level of instructors and students but also at the institutional level, thereby elevating the institution's standard (Kasmawati, 2019). A collaborative culture aims to seek insight into how collaborative leadership contributes to improving educational institutions (Carpenter, 2015). Datnow (2011) distinguishes between collegial environments that naturally sustain collegiality and foster it. While a collaborative culture develops as a result of educators seeing collaboration as something valuable, productive, and enjoyable, the collegiality that is created develops due to administrative regulations that require lecturers to collaborate (Datnow, 2011). At the intergovernmental level, ongoing efforts exist to collaborate for new learning, teaching, and research spaces in many areas (Varghese & Mandal, 2020).

Making a definition of academic collaborative culture will be very different from defining collaborative culture. However, since the different terms used to describe collaboration, this section aims to provide the first step toward a clarified terminological framework utilizing framing indicators of academic culture quoted

from Cardoso et al. (2020); Santos and Patricio (2020), and a culture of collaboration from de Jong et al. (2019). By taking and combining indicators from academic culture and collaborative culture, the researchers tried to develop indicators for academic collaborative culture such as discussion with others, openness, and communication, collaboration in planning, sharing teaching experiences, learning together, visiting another classroom, sharing knowledge and skills, working on new ideas, the risks and rewards of working together, interaction to apply knowledge in society, involvement of librarians in the collaborative research process (Bridges et al., 2011; Reeves et al., 2017).

Great educators effectively convey knowledge, facilitate discussion and they can motivate students to increase the pleasure of learning. Many researchers and educators have asked for decades, "What is effective teaching?". Miron and Mevorach (2014) stated that effective teaching is difficult to define and measure because the definition differs between the perspectives of students and lecturers. Teaching in this context is described as those willing to give time and chances for students to be taught and given lessons or learn, depending on how one defines the terms effective teaching and effective teaching (Hu, 2020). A conceptual framework that addresses these issues and includes valuable features from each perspective is needed to enable a more shared understanding of student engagement to frame future research and enhance student outcomes (Kahu, 2013).

The theoretical foundation for this research, Henri Fayol's Classical Management theory, is used to derive the goal of higher education in improving instructional effectiveness (1841-1925). The theories of Fayol, a classical management theorist, largely considered the founder of contemporary operational management theory, are a crucial part of contemporary management principles (Edwards, 2018). In his writings, Classical Management Theory, Henri Fayol (1841-1925) tried to construct a management theory that could be used as a basis for formal management education and training. According to Henri Fayol, there are five management functions: planning, organizing, commanding, coordinating, and controlling. These five functions are called "management" (Winslow, 2021; Shakir et al., 2014).

By contrasting the present administrative system to prior social structures with highly developed bureaucracies of ancient civilizations, Weber illustrated the significance of the modern administrative system, but his work is still available today (Lutzker, 1982). Although Weber did not coin the term "bureaucracy," he identified it as the dominating form in legal-rational society and outlined the bureaucracy's traits that he believed to be the most rational, the so-called "ideal-type" bureaucracy. Because conventional public administrations disregarded theoretical and practical issues like formulating sets of policies, rules, and regulations and establishing hierarchies of power, this public management model started to transform in the mid-1980s to a flexible and market-based form (Katsamunska & Pagtananan, 2012).

This research will examine the critique of the culture of academic collaboration from a broader historical perspective and find severe weaknesses in the reasoning and methodology to be applied. To present, critics have provided inadequate justification for moving toward a more competitive teaching system in higher education (Ferguson, 2011). To maximize benefits for individuals (students

and staff), higher education institutions (learning, research, service), as well as for countries and regions, it is important to concentrate on the collaborative, mutually beneficial, capacity building, and exchange aspects of internationalization (Knight, 2013).

Collaboration among members represents the level of cooperation among classmates inside the college. These measurements can give a fairly complete picture of organizational culture in universities and a way to assess how much it affects innovation in teaching (Zhu & Engels, 2014). Transdisciplinary active collaboration with many societal stakeholders should be a key element of sustainable science. Higher education institutions must address institutionalization issues in addition to putting interdisciplinary and transdisciplinary practices into practice. Academics must address the institutional and social challenges in sustainability science and look into the possibility of combining education, research, and community contributions to form a systematic and integrated system responding to the sustainability crisis. This can be done by drawing on the experiences of higher education that academic programs on sustainability have chosen to highlight (Yarime et al., 2012).

Based on the theoretical study, a derivation or conceptual development will be carried out, which will be proposed as one of the elements of originality in this research. The concept and proposition of collaborative academic culture is a synthesis process of various concepts and two theories, namely academic culture and collaborative culture, which are derived from the concept of collaborative academic culture. The concept of a culture of academic collaborative is a contribution to the paper, will be used as a new variable to emphasize the concept of collaboration in effective teaching. In addition, it aims to build capacity in universities through collaborative and professional research and training to share experiences in important areas of higher education research and research implementation in society.

METHODS

Empirical Research Model-Path Analysis

The concept of this academic collaborative culture will be used as a new variable to reinforce the concept of collaboration in effective teaching through innovative behavior and is expected to address this research gap. Academic collaborative culture is a new construction modification derived from the concepts of academic culture and academic collaborative shown in the derivation concept of Academic collaborative culture. An academic collaborative culture is a form of collaboration and interaction, a compromise in several related elements, both individuals, institutions, and related stakeholders managing the main opportunities and challenges in collaboration between organizations to develop educational programs, which leads to the identification of effective strategies in exploiting opportunities and address these challenges by using universities as platforms for social experimentation through collaboration and networking between academics. Based on the explanation, the research model is provided in Figure 1.

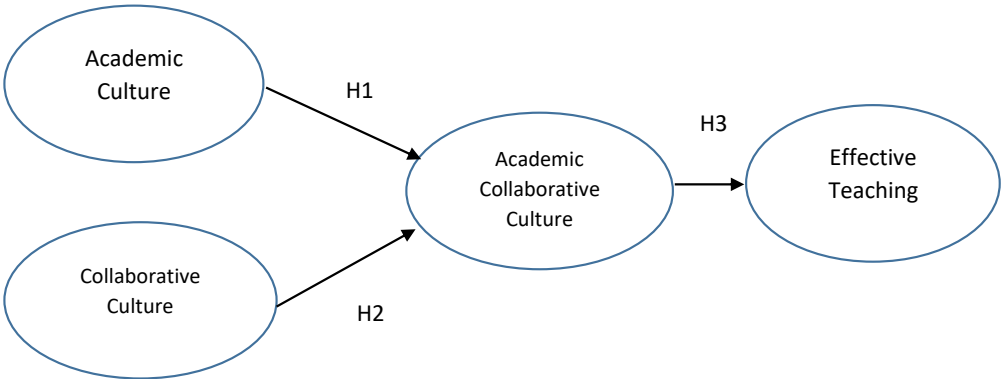

Figure 1. Empirical Research Model

Research Hypothesis

How academics collaborative is seen to contribute to effective teaching in higher education? By examining the information in light of the hypotheses outlined, it is anticipated that conclusions can be reached to address the research issue:

H1: Academic culture has a positive effect on academic collaborative culture
H2: Collaborative culture has a positive effect on academic collaborative culture
H3: Academic collaborative culture has a positive effect on effective teaching

Research Method, Object, Instrument, and Data Analysis

The study adopted a quantitative approach with path analysis mentioning all the variables with the path analysis. Time to research was conducted from early March to June 2022. The sample used was 35 lecturers from five universities in Indonesia. The sampling technique was probability sampling with simple random sampling. Data collection techniques through surveys as the instrument. Online surveys were sent to lecturers, who served as the primary respondents and were knowledgeable with instructional techniques. The data analysis used is Structural Equation Modeling (SEM) with the Smart PLS Version 3.0. In general, the main purpose of this research aims to understand the relationship between variables involved in this study. In doing so, some estimations are required, including the validity and reliability of the variables.

RESULTS AND DISCUSSION

Validity and Reliability

We used the loading factor value (λ) should be higher than 0.70 and the average variance extracted (AVE) value should be higher than 0.50 in the outer model test stage in accordance with the criterion to meet the convergent validity (Sarstedt et al., 2020). The findings of the outer model measurement are presented in Table 1. According to the table, all three variables academic culture (X1), collaborative culture (X_2), academic collaborative culture (X_3) and effective teaching (Y) achieve convergent validity with values (λ) ranging from 0.700 to 0.905 (>0.70). The academic culture, collaborative culture, academic collaborative culture and effective teaching variables' AVE values vary from 0.604 to 0.693 (>0.50), proving

the validity of all the instruments. However, we deleted some items of statements that are under the threshold.

Table 1. Test Reliability and Validity After Deletion of Outer Loading

Variable	AVE	C.R	Cronbach's-Alpha
Academic Culture (X_1)	0.640	0.842	0.718
Collaborative Culture (X_2)	0.694	0.900	0.850
Academic Collaborative Culture (X_3)	0.693	0.900	0.850
Effective Teaching (Y)	0.604	0.884	0.851

Model Fit

The AVE of the academic culture is valid 0.640 above the cut-value 0.50. The value of Composite-Reliability and Cronbach's-Alpha show above the cut-value of 0.70. Referring to above result, the construct is valid and reliable. The AVE of the collaborative culture is valid 0.694 above the cut-value 0.50. The value of Composite-Reliability and Cronbach's-Alpha remark above the cut-value of 0.70. Referring to above result, the construct is valid and reliable. The AVE of the academic collaborative culture is valid 0.693 as well for the effective teaching 0.604 above the cut-value 0.50. The value of composite-reliability and Cronbach's-Alpha indicate above the cut-value of 0.70. Referring to above result, the construct is valid and reliable. The indicators and the calculation of Outer Model of the variables are as explained in Table 2.

Table 2. Calculation of Outer Model

Code	Variable Indicators	(λ)	AVE	Composite Reliability	Cronbach's Alpha
	Academic Culture		0.534	0.850	0.777
AC2	In their spare time, the lecturers like to discuss the research	0.853			
AC3	The sharing of ideas and exchange of experiences occur between co-workers	0.768			
AC4	Lecturers often experiment to get new scientific ideas	0.775			
	Collaborative Culture		0.694	0.900	0.850
CC1	There is a collaboration highlighting the sharing of learning materials	0.717			
CC2	There is a collaboration highlighting learning methods	0.895			
CC3	The lecturers are enthusiastic to compete in developing their scientific disciplines	0.876			
CC4	There is a high level of interaction and interdependence between co-workers	0.832			
	Academic Collaborative Culture		0.693	0.900	0.850
CAC1	There is a sharing of ideas and an exchange of experiences between lecturers and students	0.733			

CAC2	There is assistance and reciprocity between lecturers and students	0.905			
CAC3	Focus on collaborative aspects	0.864			
CAC4	Gather to exchange opinions between lecturers, students, and stakeholders	0.817			
	Effective Teaching		0.604	0.884	0.851
ET1	Understand the material before entering the classroom	0.805			
ET3	Determine the depth of the teaching material	0.740			
ET4	apply new learning methods in the learning process in order to improve the quality of teaching	0.700			
ET5	feel happy if I can share knowledge with students	0.845			
ET6	use student learning outcomes to improve the quality of learning in the future	0.787			

Discriminant Validity

The variable must also satisfy the requirements for convergent and discriminant validity with the value of cross loading value should be greater than 0.70 (Sarstedt et al., 2020). Results of discriminant validity are shown in Table 3 where the cross-loading score of the academic culture (X_1), collaborative culture (X_2), academic collaborative culture (X_3) and effective teaching (Y) variables is greater than 0.70. This suggests that the model was successful in achieving both convergent and discriminant validity as seen in Table 3.

Table 3. Discriminant Validity Test

	X_1	X_2	X_3	Y
Academic Culture (X_1)	0.800			
Collaborative Culture (X_2)	0.839	0.833		
Academic Collaborative Culture (X_3)	0.836	1.000	0.832	
Effective Teaching (Y)	0.712	0.518	0.528	0.777

Hypothesis Test

Below is the result of the study for the proposed Hypotheses. Additionally, we investigate the hypothesis testing based on the analysis of research data using SEM-PLS analysis and the bootstrap resampling technique. In this stage, we used the statistical analysis (t-test) (>1.96) and the probability (p-value) that should be smaller than 0.05. Table 4 informs that all hypotheses in this study were accepted considering all t-value >1.96 and one hypothesis showing not significant.

Table 4 informs that the first hypothesis (H1) indicate that academic culture has a positive effect on academic collaborative culture but not significant. Additionally, the second hypothesis (H2) show that collaborative culture has a positive effect on academic collaborative culture. Lastly, the third hypothesis (H3) remark that academic collaborative culture has a positive effect on effective teaching.

Table 4. Hypothesis Test

	Relationship	Original Sample	Sample Mean	Standard Deviation	T-Value	P-Value	Decision
H1	**AC→ACC**	-0.007	-0.005	0.005	1.281	0.201	Accepted
H2	**CC→ACC**	1.005	1.004	0.005	220.510	0.000	Accepted
H3	**ACC→ET**	0.528	0.549	0.075	7.076	0.000	Accepted

Note. AC=Academic culture, ACC= Academic collaborative culture, CC= Collaborative culture, ET=Effective teaching

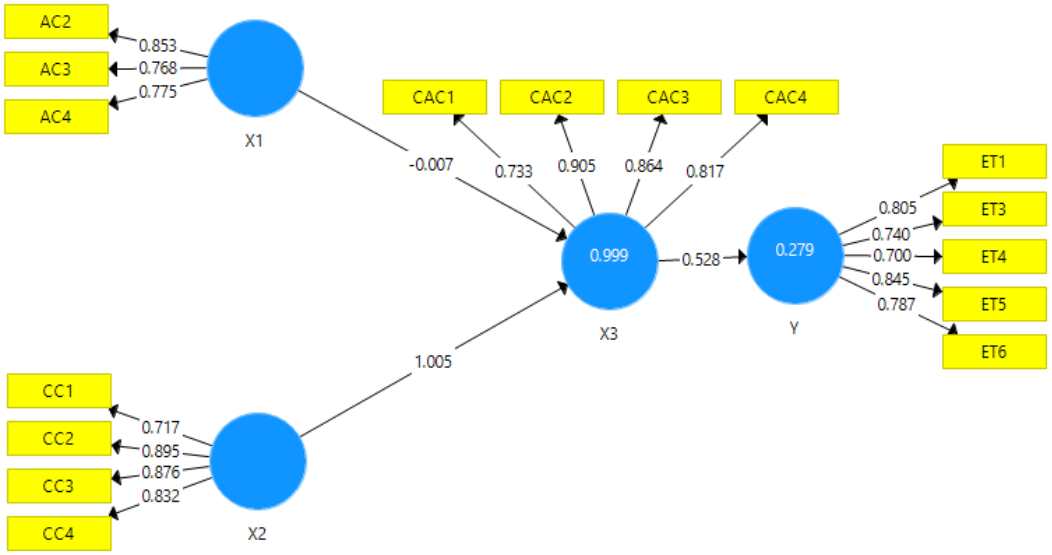

Figure 2. The Structural Equation Modeling

Discussion

The findings indicate that Researchers must continue exploring effective learning techniques to replace the ones now employed in many higher educations to modify the current academic culture. One approach is to derive the two variables into one variable to facilitate direct and concurrent operation. Given that there are currently teaching strategies that support the notion of a transmission-based academic culture or learning that is monotonous and ineffective for students. The concept of academics providing information to students in a one-way manner is therefore counterproductive and does not promote cooperation between lecturers and students. Therefore, fostering a culture of collaboration will be more successful if it is provided in concert with students, professors, stakeholders, and the community who want innovations to be applied to society in a sustainable way.

The study's findings suggest that academic culture influences collaborative culture in educational institutions, as well as collaborative culture influences academic culture. Thus, it is proven in the result of the validity and reliability test by the derivation of the two variables shows the Academic collaborative culture is a type of interaction and collaboration that compromises several related elements that are valid and reliable. Collaborative learning is an umbrella term for various educational approaches involving a joint intellectual effort by students and teachers (Redes, 2016). Usually, students work in groups of two or more, seeking mutual understanding, solutions or meanings, or creating a product. Collaborative learning activities vary widely, but most focus on student exploration or

application of course materials, not simply on the presentation or explanation of the teaching material (Dillenbourg, 1999; Laal & Laal, 2012; Ezekoka & Gertrude, 2015).

In the future, the involvement of the stakeholder will be needed as the stakeholders will be mediators between the academician-educators in terms of implementing the research result in society. This core principle is outlined in the strategic plan of an HEI (Higher Education Institutions) and put into practice in the curriculum, teaching, learning, and research activities (Kettunen, 2011); (Blumberg, 2012; Halibas et al., 2017). Thus, being consistent with the academic collaborative culture has a significant effect on effective teaching. The empirical model shows that academic culture and collaborative culture have a positive effect on the formation of academic collaborative culture. Therefore, this study proposes that academic collaborative culture as an important role in enabling the world of education to innovate to support effective teaching. Furthermore, the results of the new variable it is used to measure effective teaching and is proven by the hypothesis that the academic collaborative culture has a positive effect on effective teaching (Chong & Kong, 2012).

This study supports research that states that students' perceptions of effective teaching are also important because students' perceptions of good learning and teaching develop as they grow and learn (Loes et al., 2015). When a rigorous evaluation of teaching effectiveness is carried out, the information gathered can be used for various purposes to identify strengths and weaknesses and, in general, regarding the quality of lecturers themselves (Evans, 2013; Marzano, 2012; Parveen, 2020). Furthermore, this study supports the research which states that academic culture and collaborative culture positively affect the academic collaborative culture which resulted to effective teaching. It involves managing key opportunities and challenges in collaboration between organizations such as educators and professionals to develop educational programs, which results in the identification of effective strategies for seizing opportunities and overcoming these challenges by using universities as platforms for social experimentation through research (Peterson & Spencer, 1990).

CONCLUSION

This study makes a practical and scientific contribution to talks on a knowledge-based academic collaborative culture that can facilitate lecturers' interactions with key players in the education sector and key players in society. This study develops an understanding of the interaction of knowledge-based empowerment derived from the terms academic culture and collaborative culture, which is necessary for a scientific and reasonable discussion that can affect how effectively lessons are taught on campuses or in education generally. The characterization of the knowledge-based interaction of the two variables is encouraging and contributes to elucidating the fundamental meaning of the phrase "academic collaborative culture". This is true for practitioners as well as those in the field of education.

There may be numerous additional instances of cross-cultural interaction that benefit teaching in the educational setting. Research findings from the sample

and the research techniques used undoubtedly have limitations due to the fact that not all universities have programs to collaborate with the community, and thus government support, especially relevant ministries, is needed to support this collaboration program. The empirical perspective shows that the results only suggest that combining the two variables can produce new findings of academic collaborative culture with practical implications in the academic field only. Researchers recommend making research with a wider and larger scope.

The implication of this research is the collaboration between academics and practitioners. They are encouraged to adopt a collaborative academic culture and will look at how to enhance collaboration between academics, practitioners, and stakeholders in society. By applying the efficacy and usefulness of the definitions provided, it will enrich and promote collaboration in universities and in society. For further studies in terms of values, university empowerment in the community will be better in terms of academic collaborative culture and find better dimensions to emphasize the meaning of this academic collaborative culture variable.

REFERENCES

Blumberg, P. (2012). Learner-centered teaching: Putting the research on learning into practice. *Journal of the Scholarship of Teaching and Learning*, *12*(1), 93–94. https://doi.org/10.21225/d57c7q

Bridges, D., Davidson, R. A., Odegard, P. S., Maki, I. V, Bridges, D., Davidson, R. A., Odegard, P. S., Ian, V., & Odegard, P. S. (2011). Interprofessional collaboration: three best practice models of interprofessional education. *Taylor & Francis (Routledge).*, *2981*, 6–8. https://doi.org/10.3402/meo.v16i0.6035

Carnell, E. (2014). Conceptions of effective teaching in higher education: Extending the boundaries. *Teaching in Higher Education*, *12*(1), 25–40. https://doi.org/10.1080/13562510601102081

Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management*, *29*(5), 682–694. https://doi.org/10.1108/IJEM-04-2014-0046

Chong, W. H., & Kong, C. A. (2012). Teacher collaborative learning and teacher self-efficacy: The case of lesson study. *Journal of Experimental Education*, *80*(3), 263–283. https://doi.org/10.1080/00220973.2011.596854

Datnow, A. (2011). Collaboration and contrived collegiality: Revisiting Hargreaves in the age of accountability. *Journal of Educational Change*, *12*(2), 147–158.

de Jong, L., Meirink, J., & Admiraal, W. (2019). School-based teacher collaboration: Different learning opportunities across various contexts. *Teaching and Teacher Education*, *86*, 1–12. https://doi.org/10.1016/j.tate.2019.102925

Degeng, I. N. S. (2017). Effect of ability grouping in reciprocal teaching technique of collaborative learning on individual achievements and social skills. *International Journal of Evaluation and Research in Education (IJERE)*, *6*(3), 216–220. https://doi.org/10.11591/ijere.v6i3.pp216-220

Dillenbourg, P. (1999). What do you mean by "collaborative learning"? *Cognitive and Computational Approaches*, *1*, 1–19.

Direktur Jenderal Pendidikan Tinggi. (2020). *Kebijakan Pendanaan Pemerintah untuk Pendidikan Tinggi*. Kementerian Pendidikan dan Kebudayaan.

Edwards, R. (2018). An elaboration of the administrative theory of the 14 principles of management by Henri Fayol. *International Journal for Empirical Education and Research*, *1*, 41–52. https://doi.org/10.35935/edr/21.5241

Evans, C. (2013). Making sense of assessment feedback in Higher Education. *Review of Educational Research*, *83*(1), 70–120. https://doi.org/10.3102/0034654312474350

Ezekoka, & Gertrude, K. (2015). Maximizing the effects of collaborative learning through ICT. *Procedia - Social and Behavioral Sciences*, *176*, 1005–1011. https://doi.org/10.1016/j.sbspro.2015.01.571

Ferguson, P. (2011). Student perceptions of quality feedback in teacher education. *Routledge*, *2938*. https://doi.org/10.1080/02602930903197883

Gat, Edi, A., Dezie, L. W., & Kosasih, W. (2021). The influence of online learning on students ' academic achievement: Mediated by collaborative learning the influence of online learning on students' academic achievement. *International Journal of Advanced Trends in Computer Science and Engineering*, *10*(1), 154–163. https://doi.org/doi.org/10.30534/ijatcse/2021/211012021

Halibas, A. S., Rowena, O. S., & Rolou Lyn Rodriguez, M. (2017). The penta helix model of innovation in Oman: An HEI perspective. *Interdisciplinary Journal of Information, Knowledge, and Management*, *12*, 159–172.

Hamalainen, R., & Vahasantanen, K. (2011). Theoretical and pedagogical perspectives on orchestrating creativity and collaborative learning. *Educational Research Review*, *6*, 169–184. https://doi.org/10.1016/j.edurev.2011.08.001

Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, *1*(1), 79–91. https://doi.org/org/10.1037/stl0000021

Henard, F., & Roseveare, D. (2012). Fostering quality teaching in higher education : Policies and Practices. *Institutional Management in Higher Education*, *September*, 54.

Hu, C. C. (2020). Understanding college students' perceptions of effective teaching. *International Journal of Teaching and Learning in Higher Education*, *32*(2), 318–328. http://www.isetl.org/ijtlhe

Irawatie, A., & Setyawati, M. E. (2019). Understanding Education learning development of character education-based state defense. *International Journal of Multicultural and Multireligious Understanding*, *6*(2), 27–42. https://ijmmu.com/index.php/ijmmu/article/viewFile/602/418

Kahu, E. R. (2013). Framing student engagement in higher education. *Routledge*, *38*(5), 758–773. https://doi.org/10.1080/03075079.2011.598505

Kasmawati, Y. (2019). Pentingnya budaya kolaboratif : Suatu tinjauan literatur. *Jurnal Manajemen Strategi dan Aplikasi Bisnis*, *2*(2), 203–214. https://doi.org/10.36407/jmsab.v2i2.97

Katsamunska, P., & Pagtananan, J. (2012). Polya katsamunska classical and modern approaches to public administration. *Academy of Management Journal*, *1*.

Kettunen, J. (2011). Strategy and quality maps in higher education. *US-China Education Review*, *8*(2), 149–156.

Knight, J. (2013). The changing landscape of higher education internationalisation - for better or worse? *Perspectives: Policy and Practice in Higher Education*, *17*(3), 84–90. https://doi.org/10.1080/13603108.2012.753957

Laal, M., & Laal, M. (2012). Collaborative learning: What is it? *Procedia - Social and Behavioral Sciences*, *31*(2011), 491–495. https://doi.org/10.1016/j.sbspro.2011.12.092

Loes, C. N., Salisbury, M. H., & Pascarella, E. T. (2015). Student perceptions of effective instruction and the development of critical thinking : a replication and extension. *Higher Education*, *69*, 823–838. https://doi.org/10.1007/s10734-014-9807-0

Lutzker, M. A. (1982). Max Weber and the analysis of modern bureaucratic organization: Notes toward a theory of appraisal. *American Archivist/Spring 1982*, *45*(2), 312–320.

Maringe, F., & Sing, N. (2014). Teaching large classes in an increasingly internationalising higher education environment: Pedagogical , quality and equity issues. *Springer Science+Business Media*, *67*(August 2016), 761–782. https://doi.org/10.1007/s10734-013-9710-0

Marzano, J. R. (2012). *Teachers evaluation.* Academia-Accelerating the World's Research.

Muhtaram, A., Sutarsih, C., & Rosalin, E. (2012). Strategi dan hasil kompetisi perguruan tinggi. *Jurnal Administrasi Pendidikan*, *VIV No. 1*(April 2012), 1–16.

Nuryanto, A. (2017). Kritik Budaya Akademik Di Pendidikan Tinggi. *The Journal of Society & Media*, *1*(1), 35–42. https://doi.org/10.26740/jsm.v1n1.p35-42

Parveen, F. (2020). Evaluation In the process of ' teaching and learning ' – a research. *Journal of Information and Computational Science*, *13*(12), 81–88. www.joics.net

Peterson, M. W., & Spencer, M. G. (1990). Understanding academic culture and climate. *Academic Journal of Social Sciences*, *68*, 3–18. www.academia.edu/2023626/Understanding_academic_culture_and_climate?

Redes, A. (2016). Collaborative Learning and Teaching in Practice. *Journal Plus Education*, *16*, 334–345.

Reeves, P. M., Pun, W. H., & Chung, K. S. (2017). Influence of teacher collaboration on job satisfaction and student achievement. *Teaching and Teacher Education*, *67*, 227–236. https://doi.org/10.1016/J.TATE.2017.06.016

Cardoso, O., Tavares, C. S., & Carvalho, T. (2020). *Structural and institutional transformations in doctoral education social, political and student expectations series editors* (G. Neave (ed.)). https://doi.org/doi.org/10.1007/978-3-030-38046-5_13

Santos, P., & Patrício, M. T. (2020). Academic culture in doctoral education: Are companies making a difference in the experiences and practices of doctoral students in Portugal? *International Journal of Doctoral Studies*, *15*, 685–704. https://doi.org/10.28945/4665

Sarmadi, M. R., Nouri, Z., Zandi, B., & Lavasani, G. M. (2017). Academic culture and its role in knowledge management in higher Education system. *International Journal of Environmental & Science Education*, *12*(5), 1427–1434. http://creativecommons.org/licenses/by/4.0/

Sarstedt, M., Ringle, C. M., & Hair, J. F. (2020). Partial least squares structural equation modeling. *Handbook of Market Research*, *September*, 1–41. https://doi.org/10.1007/978-3-319-05542-8

Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, *10*(1), 4–33. https://doi.org/10.1108/jrit-10-2016-0007

Shakir, M., Coker, M. A., Adam, A., & Decker, A. (2014). Using Henry Fayol's principles for better classroom management related papers. *Public Policy and Administration Research*, *4*(11), 72–78. http://www.iiste.org/

Shen, X., & Tian, X. (2012). Academic culture and campus culture of universities. *Higher Education Studies*, *2*(2), 61–65. https://doi.org/10.5539/hes.v2n2p61

Varghese, N. V., & Mandal, S. (2020). Teaching–learning and new technologies in higher education: An introduction. In *Teaching Learning and New Technologies in Higher Education* (pp. 1–15). https://doi.org/10.1007/978-981-15-4847-5_1

Winslow, F. (2021). *Principles of management* (pp. 124–126).

Yang, R. (2016). Toxic academic culture in international higher education. *International Higher Education*, *84*, 15–16.

Yarime, M., Trencher, G., Mino, T., Scholz, R. W., Olsson, L., Ness, B., Frantzeskaki, N., & Rotmans, J. (2012). Establishing sustainability science in higher education institutions: Towards an integration of academic development, institutionalization, and stakeholder collaborations. *Sustainability Science*, *7*(SUPPL. 1), 101–113. https://doi.org/10.1007/s11625-012-0157-5

Zhu, C., & Engels, N. (2014). Organizational culture and instructional innovations in higher education: Perceptions and reactions of teachers and students. *Educational Management Administration and Leadership*, *42*(1), 136–158. https://doi.org/10.1177/1741143213499253