



# Development of Service Culture as a Strategy to Strengthen Collaborative and Integrity-Based Work Culture Among the Academic Community at ITKES Wiyata Husada Samarinda

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Article Info	ABSTRACT
<p><b>Corresponding Author:</b> Agung Solihin <a href="mailto:Agung.Solihin@Undira.Ac.Id">Agung.Solihin@Undira.Ac.Id</a></p>	<p>This Community Service Program Aims To Develop A Service Culture As A Strategic Approach To Strengthening Collaborative And Integrity-Based Work Culture Among The Academic Community At ITKES Wiyata Husada Samarinda. Preliminary Analysis Indicated That Although Standard Operating Procedures And Formal Codes Of Ethics Were Already In Place, The Practical Implementation Of Service-Oriented Values, Inter-Unit Collaboration, And Professional Integrity In Daily Academic And Administrative Services Had Not Been Fully Optimized. The Program Was Implemented Using A Participatory Approach Through Structured Training, Interactive Workshops, Collaborative Simulations, And Integrity-Focused Mentoring. Program Outcomes Were Evaluated Using Pre- And Post-Assessments Of Participants' Understanding And Feedback On Perceived Changes In Service Practices. The Results Show Improvements In Participants' Awareness Of Service Culture Principles, Strengthened Collaborative Practices Across Units, And Enhanced Ethical Sensitivity In Service Delivery. These Findings Indicate That PKM-Based Interventions Can Function As An Effective Instrument For Internal Capacity Building And Organizational Culture Development In Higher Education Institutions.</p> <p><b>Keywords:</b> Service Culture; Collaborative Work Culture; Professional Integrity; Community Service Program; Higher Education.</p>

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## INTRODUCTION

Higher education institutions operate in an increasingly competitive and dynamic environment that demands not only academic excellence but also the consistent delivery of high-quality services, strong inter-unit collaboration, and the cultivation of professional integrity among all members of the academic community. In the contemporary governance of higher education, institutional performance is no longer assessed solely on academic outputs, but also on the quality of services provided to students and other stakeholders, the effectiveness of internal coordination, and the ethical standards embedded in daily organizational practices. These dimensions collectively shape institutional reputation, stakeholder trust, and long-term sustainability.

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Service culture has emerged as a strategic foundation for strengthening organizational performance in higher education institutions. It reflects a shared system of values, norms, and behaviors that prioritize responsiveness, empathy, professionalism, and continuous improvement in service delivery. A strong service culture ensures that formal regulations, standard operating procedures, and quality assurance mechanisms are translated into consistent practices in academic and administrative services. In the absence of such a culture, institutional policies often remain normative and procedural, failing to produce meaningful changes in service quality and stakeholder satisfaction.

Beyond service orientation, collaborative work culture plays a critical role in enhancing organizational effectiveness in higher education. Universities and higher education institutions function as complex organizations characterized by interdependent academic, administrative, and support units. Effective collaboration across these units enables institutions to optimize resource utilization, improve coordination of academic and administrative processes, and respond more adaptively to organizational challenges. However, many institutions continue to face structural and cultural barriers to collaboration, including fragmented communication, siloed work practices, and limited opportunities for cross-unit engagement, which ultimately constrain institutional performance.

Integrity constitutes an equally essential dimension of organizational culture within higher education. Professional integrity underpins ethical conduct, accountability, transparency, and trust in academic and administrative processes. The presence of formal codes of ethics and governance frameworks does not automatically guarantee ethical behavior in everyday practices. Instead, integrity must be continuously internalized and reinforced through organizational learning processes, leadership commitment, and reflective practices. Strengthening integrity-based work culture is therefore not merely a matter of regulatory compliance, but a strategic effort to embed ethical values into the lived experiences of the academic community.

At itkes wiyata husada samarinda, preliminary situational analysis indicated that although the institution has established standard operating procedures and formal ethical guidelines, the practical implementation of service culture, collaborative work practices, and professional integrity has not yet been fully optimized. Discrepancies remain between formal institutional policies and the realities of daily academic and administrative interactions, particularly in terms of service responsiveness, inter-unit coordination, and consistency of ethical conduct. These gaps highlight the need for structured and participatory interventions that facilitate not only knowledge transfer but also behavioral change and cultural internalization.

Community service programs (pengabdian kepada masyarakat/pkm) provide a strategic and contextually relevant mechanism for fostering organizational capacity building within higher education institutions. Through participatory approaches such as training, workshops, simulations, and mentoring, pkm initiatives can function as catalysts for internal transformation by promoting reflective learning, strengthening professional competencies, and encouraging the adoption of shared organizational values. In this regard, pkm does not merely serve as an external outreach activity, but also as an internal development instrument that supports institutional quality enhancement.

Based on these considerations, this article aims to examine the development of service culture as a strategic approach to strengthening collaborative and integrity-based work culture among the academic community at itkes wiyata husada samarinda. The study

documents the design and implementation of a pkm-based intervention and analyzes its outcomes in terms of changes in participants' understanding, collaborative practices, and ethical orientations. By situating the findings within the broader discourse on organizational culture in higher education, this article seeks to contribute practical insights into how community service-based interventions can be leveraged to support sustainable cultural transformation within academic institutions.

## METHODS

This community service program was designed using a participatory and capacity-building approach aimed at strengthening service culture, collaborative work practices, and professional integrity among the academic community of itkes wiyata husada samarinda. The methodological framework emphasized experiential learning and reflective practice through structured training, workshops, simulations, and mentoring activities. This approach was selected to ensure that participants not only acquired conceptual understanding but also developed practical competencies and behavioral dispositions aligned with service-oriented, collaborative, and integrity-based work culture.

### **Program setting and participants**

The program was implemented at itkes wiyata husada samarinda and involved members of the academic community, including lecturers, administrative staff, and supporting personnel. Participants were selected in coordination with institutional leaders and unit heads to ensure representation across academic and administrative units. This multi-stakeholder involvement was intended to facilitate cross-unit interaction and to strengthen the diffusion of service culture and collaborative values throughout the institution. Participation was voluntary and based on institutional recommendations, with an emphasis on engaging individuals who play strategic roles in academic and service delivery processes.

### **Program design and implementation stages**

The implementation of the program was structured into three main stages: pre-implementation, implementation, and evaluation. In the pre-implementation stage, coordination meetings were conducted with institutional leaders and relevant units to identify priority needs, contextual challenges, and institutional expectations. Training materials and modules on service culture, collaborative work practices, and professional integrity were developed and adapted to the institutional context. Baseline data on participants' initial understanding of service culture and related values were collected to inform the design of learning activities.

The implementation stage comprised a series of interactive activities, including theoretical workshops on the principles of service culture and organizational values, practical simulations designed to enhance inter-unit collaboration, and mentoring sessions focused on strengthening professional integrity and ethical conduct in academic and administrative services. These activities were facilitated using participatory learning methods, such as group discussions, case-based learning, role-playing, and reflective dialogue, to encourage active engagement and experiential learning among participants.

The evaluation stage focused on assessing changes in participants' understanding and perceived practices related to service culture, collaboration, and integrity. Evaluation was conducted through pre- and post-assessments of participants' conceptual understanding, structured feedback instruments, and stakeholder satisfaction surveys related to academic and administrative services. Observational notes and reflective feedback from facilitators and

participants were also documented to capture qualitative insights into the learning process and behavioral changes observed during and after the program.

### **Data collection and analysis**

Data were collected using a combination of quantitative and qualitative techniques. Quantitative data included pre- and post-assessment scores measuring participants' understanding of service culture concepts and self-reported practices, as well as stakeholder satisfaction ratings related to service quality. Qualitative data were obtained from participant reflections, facilitator observations, and documentation of workshop and mentoring activities. Descriptive analysis was employed to examine changes in participants' understanding and perceived service practices before and after the intervention, while qualitative data were analyzed thematically to identify emerging patterns related to collaboration dynamics and integrity-oriented behaviors.

## **RESULTS AND DISCUSSION**

### **Results**

The implementation of the community service program at itkes wiyata husada samarinda demonstrated positive outcomes in strengthening participants' understanding and practices related to service culture, collaborative work, and professional integrity. Based on the pre- and post-assessment results, participants showed a marked improvement in their conceptual understanding of service culture principles, including service orientation, responsiveness, professionalism, and continuous improvement. This improvement indicates that the training and workshop components of the program were effective in enhancing cognitive awareness of service-oriented values within the academic community.

In terms of collaborative work practices, the simulation-based activities and group exercises facilitated more intensive inter-unit interaction among participants. Participants reported increased awareness of the importance of cross-functional coordination and expressed greater openness to collaborative problem-solving in academic and administrative processes. Observational data collected during group activities revealed more inclusive communication patterns and improved coordination across units, suggesting that the program contributed to breaking down siloed work practices that had previously limited effective collaboration.

Regarding professional integrity, mentoring sessions and reflective discussions enabled participants to critically examine ethical dilemmas commonly encountered in academic and administrative service contexts. Participants demonstrated increased sensitivity to ethical considerations, accountability, and transparency in service delivery. Feedback from participants indicated that the mentoring process helped them internalize institutional values and reinforced the importance of ethical consistency in daily professional conduct. This finding suggests that integrity-oriented interventions, when combined with reflective learning processes, can support the internalization of ethical standards beyond formal compliance.



**Figure 1.** Documentation of community service activities

From the perspective of stakeholders, including students and internal service users, the post-program feedback indicated an improvement in perceived service quality. Respondents reported enhanced service responsiveness, clearer communication, and more courteous interactions in academic and administrative services. Although the magnitude of improvement varied across service units, the overall trend suggests that the program contributed to a more service-oriented institutional climate. These improvements provide preliminary evidence that strengthening internal service culture and professional values can generate tangible benefits for service recipients.

### **Discussion**

The findings of this community service program underscore the strategic role of service culture development in strengthening collaborative and integrity-based work culture within higher education institutions. The observed improvement in participants' understanding of service culture aligns with organizational culture theories, which emphasize that cultural change begins with the internalization of shared values and norms. By translating abstract principles of service orientation into practical learning experiences, the program facilitated the transformation of formal institutional policies into lived organizational practices.

The enhancement of collaborative practices observed during and after the program supports the view that collaboration is not merely a structural arrangement but a socially constructed practice that requires continuous interaction, trust-building, and shared problem-solving experiences. The use of simulation-based learning and cross-unit group activities proved particularly effective in fostering mutual understanding and reducing inter-unit barriers. This finding is consistent with collaborative learning frameworks that highlight the importance of experiential and dialogical processes in developing collective competencies within organizations.

The strengthening of professional integrity through mentoring and reflective dialogue further highlights the importance of ethical learning as an integral component of organizational development initiatives. Integrity in higher education institutions cannot be sustained solely through formal codes of conduct and regulatory mechanisms; rather, it must be embedded through ongoing reflective practices that enable individuals to navigate ethical dilemmas in context-sensitive ways. The mentoring approach adopted in this program provided a supportive space for participants to reflect on their professional roles and ethical responsibilities, thereby contributing to the internalization of integrity-oriented values.

Importantly, the positive changes in stakeholder perceptions of service quality suggest that internal cultural interventions can produce outward-facing impacts on service experiences. This finding reinforces the argument that service culture is a mediating mechanism linking internal organizational values with external stakeholder satisfaction. In the context of higher education, where service quality increasingly shapes institutional legitimacy and competitiveness, the development of a strong service culture represents a strategic investment in institutional sustainability.

Despite these positive outcomes, several limitations should be acknowledged. The evaluation relied primarily on short-term assessments conducted immediately after the intervention, which may not fully capture the sustainability of behavioral change over time. In addition, the absence of a control group limits the ability to attribute observed changes solely to the program intervention. Future community service initiatives are therefore encouraged to incorporate longitudinal follow-up assessments and more robust evaluation designs to examine the durability of cultural change and its long-term impact on organizational performance.

The results of this community service program demonstrate that pkm-based interventions can serve as effective instruments for strengthening service culture, collaborative practices, and professional integrity within higher education institutions. By integrating participatory learning methods with reflective and mentoring-based approaches, such programs can contribute to sustainable organizational culture transformation that supports both internal governance quality and external service excellence.

## CONCLUSION

This community service program demonstrates that the development of service culture can serve as an effective strategic approach to strengthening collaborative and integrity-based work culture within higher education institutions. Through structured training, interactive workshops, collaborative simulations, and integrity-oriented mentoring, participants showed meaningful improvements in their understanding of service-oriented values, inter-unit collaboration, and professional ethical awareness. These results indicate

that participatory and experiential learning approaches are instrumental in translating formal institutional policies into consistent daily practices.

The enhancement of collaborative practices highlights the importance of creating structured spaces for cross-unit interaction and collective problem-solving. Such spaces enable academic and administrative staff to move beyond siloed work patterns and develop shared responsibilities in delivering academic and administrative services. Furthermore, the strengthening of professional integrity underscores that ethical governance in higher education cannot rely solely on formal regulations, but must be continuously reinforced through reflective learning and mentoring processes that support the internalization of ethical values. From a practical perspective, the observed improvement in stakeholder perceptions of service quality suggests that internal cultural interventions can generate tangible external benefits. The alignment of service culture, collaboration, and integrity contributes to a more responsive, transparent, and professional service environment, thereby enhancing institutional trust and legitimacy. Future programs are encouraged to incorporate longitudinal evaluation to assess the sustainability of behavioral change and to support continuous institutional culture development.

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