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Exploring Academic Culture in Indonesian Christian Universities Using Hofstede VSM 2013

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ABSTRACT

This study examines the academic culture in Christian universities in Indonesia through the Value Survey Model (VSM) 2013 Hofstede, analyzing its impact on innovation readiness and technopreneurial development. **Using a quantitative approach**, data were collected through surveys from faculty members and students across several Christian universities. The study employed Structural Equation Modeling (SEM) to analyze the relationships between Hofstede's cultural dimensions, including power distance, individualism vs collectivism, masculinity vs femininity, uncertainty avoidance, long-term vs short-term orientation, and indulgence vs restraint. Findings indicate that Christian universities in Indonesia exhibit a collectivist academic culture with high uncertainty avoidance and significant power distance, which influence institutional innovation potential. **While long-term orientation** and masculinity moderately affect academic behavior, constraints in academic freedom and risk-taking hinder the adoption of digital and entrepreneurial initiatives. **This study highlights** the role of academic culture in shaping innovation readiness and provides strategic recommendations for fostering a more adaptable and competitive academic environment aligned with global technopreneurship trends.

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1. INTRODUCTION

Higher education plays a crucial role in shaping human capital, fostering intellectual growth, and contributing to societal development. In this context, academic culture serves as a fundamental determinant of institutional quality and educational success [1]. Christian universities in Indonesia (PTKKI) face significant challenges in developing a strong academic culture that supports innovation, global competitiveness, and digital transformation. A well-established academic culture is essential for fostering creativity, adaptability, and excellence in research and education [2]. However, existing academic environments in PTKKI tend to reflect traditional and hierarchical structures, which may hinder their ability to embrace technological advancements and technopreneurial initiatives.

To analyze the characteristics of academic culture in PTKKI, this study employs the Value Survey Model (VSM) 2013 Hofstede, a widely recognized framework that examines six cultural dimensions: Power

Distance (PDI) (organizational hierarchy), Individualism [3]. Collectivism (IDV), Masculinity vs Femininity (MAS), Uncertainty Avoidance (UAI) (risk tolerance and innovation receptivity), Long-Term vs Short-Term Orientation (LTO) (strategic planning focus), and Indulgence vs Restraint (IVR) [4]. Preliminary findings indicate that PTKKI exhibits a collectivist academic culture with high uncertainty avoidance and significant power distance, influencing institutional policies, leadership approaches, and student-teacher interactions. While long-term orientation and masculinity moderately impact academic behavior, restrictions on academic freedom and risk-taking may limit the adoption of digital innovations and entrepreneurial strategies [5].

Despite the relevance of academic culture in higher education, there is a notable research gap in the existing literature regarding PTKKI academic environment and its influence on technopreneurial readiness. First, previous studies have primarily focused on general academic culture in Indonesian universities, but there is a lack of empirical research specifically analyzing PTKKI academic culture using Hofstede VSM 2013 model. Second, most prior research has examined academic culture as an isolated institutional characteristic, without exploring its direct impact on innovation, digital adoption, and technopreneurial development [6]. The relationship between Hofstede cultural dimensions and the ability of PTKKI to adapt to global challenges remains underexplored. Third, the role of foundations and governing bodies in shaping PTKKI's academic culture has not been adequately studied, even though institutional policies, financial constraints, and leadership styles significantly influence academic practices. This study seeks to bridge these gaps by conducting a comprehensive assessment of PTKKI's academic culture and its implications for innovation and digital transformation.

This research aims to analyze the academic culture of PTKKI using the Hofstede VSM 2013 framework, identify key factors contributing to the weaknesses in academic culture, examine its relationship with educational quality, and develop strategic recommendations to enhance academic culture and align it with global technopreneurship trends. By focusing on academic culture and its role in fostering digital innovation, this study also contributes to the broader goal of Sustainable Development Goal (SDG) 4 on Quality Education, which emphasizes inclusive and equitable education to enhance lifelong learning opportunities [7]. Strengthening academic culture in PTKKI can improve institutional capacity for innovation, research, and digital transformation, aligning Christian universities with global standards of higher education [8].

While this research provides valuable insights, it is subject to several limitations. The study sample is limited to selected Christian universities in Indonesia, which may not fully represent the diversity of academic cultures across all PTKKI institutions [9]. Additionally, the study relies on survey-based data collection, which may not capture the full complexity of academic dynamics and contextual variations. Furthermore, the research does not extensively examine national educational policies and their broader impact on PTKKI, focusing instead on internal institutional factors. Despite these limitations, the study aims to provide a foundation for future research on academic culture, technopreneurial readiness, and strategic educational development in PTKKI [10].

2. LITERATURE REVIEW

Previous research academic culture has not been able to stand firm because it is still influenced by various factors, both internal and external. Academic culture is said to be an arena for self-actualization and one of the guarantors of education quality. [11] research places academic culture as a variable Exogenous which has an influence on academic quality assurance. The results of his research show that academic culture has a positive effect on academic quality assurance. In this study, we will examine the influence of several variables exegenous to the academic culture in Christian Universities in Indonesia through the mediation of the implementation of quality assurance.

2.1. Leadership Style and Academic Culture

The latest research shows that leadership style as an exogenous variable is positively correlated with how to overcome conflict. A leadership style is considered appropriate for overcoming conflict situations, if it is used to create an effective solution to a problem. [12] research places leadership style as an indogenous variable, where competition, entrepreneurship and consensual culture have a significant positive effect on leadership style.

[13] research shows that transformational leadership style has a positive effect on academic culture. Research by [14] transformational leadership, academic optimistic culture and teacher empowerment as well as teacher work motivation have a simultaneous effect on the effectiveness of Medan State Junior High School by 0.161. Academic culture, synergistic transformational leadership have a positive impact on organizational

performance [15]. This study will look at the influence of traditional leadership style on academic culture through the implementation of quality assurance as a mediating variable.

2.2. Foundation Support and Academic Culture

Previous research by [16] showed that the role of the Karangturi foundation in instilling achievement values in schools is a driving factor for the function of Integration in the development of an outstanding school culture at Karangturi High School. Good social relations between schools, foundations and students parents in the form of attention to students achievements are the driving factors for cultivating a culture of achievement. Furthermore, good communication between the foundation, schools, students families, alumni and students has created a common understanding of school cultural norms that must be realized with feelings of awareness, trust, and willingness.

[17] examines the role of foundations in the management of education in several private universities in Jakarta. The foundation plays a role in managing administrative and financial midwives, but nevertheless it can be seen that there are still incidents of disagreements between the foundation management and the management of private universities related to financial matters and administrative management. In this study, we will look at the influence of foundation support in the form of its role and function on academic culture in Christian Religious Universities in Indonesia.

2.3. Assistance of the Directorate General of Christian Guidance and Academic Culture

[13] relates to the management of Christian education as a sector of study, opportunity and development. In the study, there is a mentoring role of the Directorate General of Christian Guidance to strengthen Christian education data as a whole in order to be able to measure the APK and APM of Christian education more accurately. This is assumed to contribute to improving the quality of Christian schools and Christian colleges in Indonesia. Several studies look at the assistance function of the Directorate General of Christian Guidance in the realm of regulation, including the implementation of academic supervision of Christian Religious Education supervisors [18]. Guidelines in the Implementation of Religious Moderation and Educational Institutional Transformation the formation of the Teacher Working Group (KKG) for the Christian Religious Subject Teacher Conference (MGMP) [19].

There has been no research on the relationship or influence of the assistance variables of the Directorate General of Christian Guidance with academic culture. This study will examine the influence of mentoring from the Directorate General of Christian Guidance on academic culture in Christian Religious Universities in Indonesia.

2.4. Concept of Academic Culture

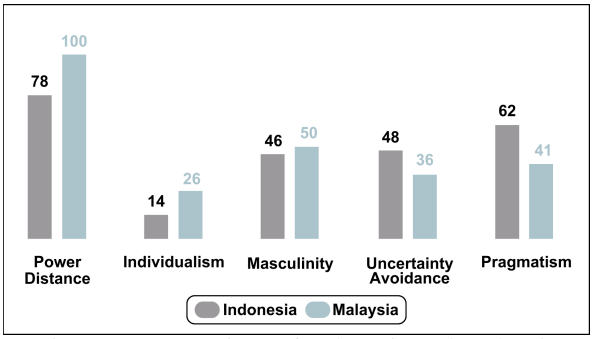

Figure 1. Comparison of Indonesia and Malaysia
Source: Geert Hofstede

Academic culture is a vital component of the university system, playing a crucial role in shaping intellectual and moral development within society. It encompasses a set of values, norms, beliefs, and practices that guide academic activities, including learning, research, administration, and community service. According to Law No. 12 of 2012, academic culture integrates scientific and technological principles within higher education, fostering intellectual honesty, rational thinking, and respect for diverse perspectives [20]. To sustain and strengthen academic culture, continuous socialization, exemplary leadership, and structured interventions such as training and institutional policies are essential [21]. Paul Trowler's theory highlights that academic

culture is influenced by disciplinary norms, institutional structures, professional socialization, and individual values, shaping the way individuals engage in academic interactions [22]. Furthermore, in Christian higher education, academic culture is deeply tied to faith and learning, emphasizing values such as truth, character development, interdisciplinary collaboration, and critical engagement with secular culture while maintaining academic freedom within the framework of religious beliefs.

- Power distance: has a high score on this dimension (score 78) which means that the following characters are characteristic of the Indonesian style: depending on hierarchy, unequal rights between power holders and non-power holders, unattainable superiors, directive leadership, management control and delegation.
- Individualism: Indonesia, with a low score (14), is a collectivist society. This means that there is a high preference for a very clear social framework in which individuals are expected to conform to the ideals of the community and group in which they belong. This is manifested in a long-term commitment that is close to the group of "members", be it family, extended family, or long-term relationships [23].
- Masculinity: The value of Indonesia (46) on this dimension and thus masculinity is considered low. In Feminine countries, the focus is on "working for life", managers try their best to get consensus, people value equality, solidarity, and quality in their working lives. Conflicts are resolved by compromise and negotiation. Incentives such as leisure time and flexibility are preferred. The focus is on welfare, status is not indicated.
- Uncertainty Avoidance: Indonesia has a score (48) in this dimension so it can be said that in this dimension, Indonesian people have a low preference for avoiding uncertainty [24].
- Pragmatism (Long-Term Orientation): Indonesia high values (62) indicate that Indonesian society has a pragmatic culture. In a pragmatic oriented society, people believe that truth is highly dependent on circumstances, context, and time. They demonstrate the ability to adapt traditions easily to changing conditions, a strong tendency to save and invest, save and be diligent in achieving results [25].

To develop a strong academic culture, institutions must remain mission-driven, promote cultural confidence, and integrate academic values into talent development processes. Strategies such as fostering innovation, encouraging interdisciplinary collaboration, and enhancing institutional management play a significant role in strengthening academic traditions [26]. In Christian universities, academic culture is uniquely characterized by faith-based learning communities, commitment to spiritual and intellectual integrity, and service to the church and society. By embedding these principles within academic structures, higher education institutions can cultivate an environment that supports critical thinking, lifelong learning, and knowledge creation. Ultimately, academic culture serves as the foundation for higher education institutions to uphold scientific truth, objectivity, and ethical responsibility, ensuring sustainable intellectual growth within a diverse and multicultural academic community [27].

2.5. Academic Culture in the Academic Community

Academic culture, as described by [28] represents the external embodiment of values, norms, and behaviors within a university community that drive research and intellectual development. This culture is manifested through institutional regulations, behavioral patterns, and academic infrastructure, encompassing four main aspects: academic views, academic spirit, academic ethics, and the academic environment. Academic views shape how scholars approach learning, research, and innovation, integrating key elements such as ontology, attitudes, objectives, development, and evaluation. Objectivity, critical analysis, and empirical research are fundamental in forming scholarly perspectives, requiring structured methodologies, recognition of diverse viewpoints, and adherence to formal academic language and citation practices [29]. Academic spirit is the intrinsic motivation that fosters innovation, cooperation, tolerance, and the integration of science with humanity. It is characterized by enthusiasm for learning, a strong drive for achievement, curiosity, discipline, and a passion for the educational process [30]. Meanwhile, academic ethics regulate integrity within academia by establishing principles of honesty, respect for intellectual property, adherence to research ethics, and fostering collaboration. Ethical standards ensure fairness in evaluations, scientific rigor in criticism, and professionalism in academic communication, thereby reinforcing the credibility and responsibility of the academic community.

The academic environment consists of tangible (hardware) and intangible (software) components that shape educational experiences. The hardware environment includes physical infrastructure such as classrooms,

laboratories, libraries, research equipment, and funding for academic activities [31]. In contrast, the software environment refers to institutional philosophies, policy orientations, interpersonal relationships, and governance structures that influence the overall academic atmosphere. A well-developed academic environment relies on high-quality faculty and staff who receive continuous professional training and motivation through workshops, seminars, and collaborative networks. Curriculum design and availability of learning materials, including textbooks and teaching aids, further enhance academic culture. Social interactions among peers, faculty, and students contribute to a dynamic learning space, while institutional policies and ethical frameworks provide guidelines for academic behavior [32]. Ultimately, an academic culture that prioritizes achievement, collaboration, and integrity fosters a thriving academic ecosystem that supports research excellence, knowledge creation, and the advancement of education in alignment with societal needs.

2.6. Functions and Roles of the Foundation

Educational foundations play a crucial role in shaping academic culture and ensuring institutional quality. Implementing an internal quality assurance system requires strong commitment from both education management and foundations, along with a champion mentality a dedication to maintaining academic standards amid evolving educational challenges. However, while foundations expect positive outcomes, they often lack the necessary support for institutions, which may hinder progress. According to Law No. 38 of 2004, foundations must operate with openness and accountability, ensuring educational institutions grow in both quality and quantity. Their responsibilities include granting university autonomy, appointing faculty, overseeing salary distribution, and implementing accreditation regulations [33]. [34] highlights that foundations also facilitate access to education for underserved communities, improve education through financial support, and encourage innovation by introducing alternative education models tailored to societal needs. Effective collaboration between foundations and government institutions is essential to sustain regulatory support, funding, and policy development.

To enhance academic culture and educational quality, foundations must organize, supervise, and guide academic activities, ensuring continuous improvement in institutional processes. Their role extends to ensuring accreditation compliance, making governance decisions, and maintaining institutional transparency [35, 36]. Foundations also contribute to faculty selection, leadership appointments, and strategic development through structured recruitment policies and competency-based qualifications. In addition, they support long-term educational planning by drafting master plans, strategic blueprints, and annual work plans, ensuring institutions align with national and global education standards. Their involvement includes scholarship provision, infrastructure development, monitoring program effectiveness, and fostering faculty and student growth through training and funding initiatives [37, 38]. Moreover, foundations act as mediators between institutions and external stakeholders, securing financial sustainability while upholding governance integrity. Ultimately, their leadership is vital in ensuring institutional excellence, preventing conflicts of interest, and fostering sustainable academic innovation and ethical governance [39].

2.7. The Role of Government in Education

Some aspects of the government's role in self-directed educational institutions include:

- Regulation and Supervision: Effective government regulations to ensure that private educational institutions meet the set standards. This includes requirements related to teacher qualifications, infrastructure, and student safety.
- Accessibility and Equity: The role of the government is to ensure that private education is available and affordable to all walks of life, including financially disadvantaged groups. This could involve subsidy policies or financial assistance for families in need.
- Partnerships and Collaborations: Governments need to collaborate with various parties to improve the quality of education through various initiatives, such as joint curriculum development, teacher training, or the use of physical facilities, and financing or sponsorship.
- Quality Monitoring: Government supervision of the quality of education provided by private educational institutions. This can be through a performance evaluation mechanism and measurement of student learning outcomes.

- Innovation and flexibility: The role of government in encouraging innovation and flexibility in private education. This can include providing incentives to create new educational models or reducing unnecessary administrative barriers.

2.8. Regulatory Facilitation

DBK plays a vital role in supporting Christian religious universities by establishing an institution that acts as a unifying body for religious higher education. One of the key initiatives undertaken by BMPTKKI includes organizing conferences for all PTKKI institutions [40]. These conferences are aimed at discussing and formulating strategies to accelerate the improvement of institutional and program quality. Additionally, BMPTKKI offers training for the Internal Quality Assurance System (SPMI), helping universities enhance their educational standards. They also assist PTKKI in establishing an Open Journal System (OJS), which allows for more accessible scholarly publications, while concurrently working to strengthen the research and academic writing capabilities of university lecturers.

Through these initiatives, BMPTKKI aims to foster a culture of quality education and academic excellence across Christian religious universities. By facilitating collaboration between universities and supporting the development of key educational and research infrastructure, BMPTKKI works to improve both the academic and operational aspects of PTKKI, ultimately driving the enhancement of the overall academic culture within these institutions [41].

2.9. Symbiotic Relationship Association Facilitation

DBK supports Christian religious universities by creating an institution that functions as a religious university, aligned with its Vision and Mission. BMPTKKI has carried out several activities, including organizing a conference for all PTKKI institutions to discuss strategies for improving institutional and program quality, providing training for the Internal Quality Assurance System (SPMI), assisting PTKKI with the implementation of an Open Journal System, and strengthening lecturers research and academic writing skills. During the pandemic, they offered essential food assistance and online tuition fee support. Furthermore, they helped prepare PTKKI study programs for accreditation and developed digital-based functional position assessment tools (e-jafung).

3. RESEARCH METHOD

Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then conclusions are drawn. The population of this study is lecturers at Christian Religious Universities in Indonesia which have been accredited by a total of 3,398 lecturers.

Table 1. Research Population

It	Province	Sum PTK Accredited	Sum Lecturer
1	Aceh	1	16
2	Bali	3	53
3	Banten	3	85
4	Bengkulu	1	11
5	DIY	5	127
6	Jakarta	25	604
7	West Java	15	278
8	Central Java	24	397
9	East Java	13	191
10	West Kalimantan	1	16
11	South Kalimantan	2	89
12	East Kalimantan	2	91
13	Riau Islands	5	101
14	Lampung	1	6

15	Maluku	1	111
16	West Nusa Tenggara	1	18
17	East Nusa Tenggara	2	155
18	Papua	8	174
19	Riau	1	16
20	West Sulawesi	1	18
21	South Sulawesi	4	117
22	Central Sulawesi	2	42
23	North Sulawesi	5	203
24	West Sumatra	1	6
25	South Sumatra	3	52
26	North Sumatra	14	421
	Sum	**144**	**3.398**

Data source : Higher Education Database, 2024

The sample is part of the number and characteristics that the population has. Samples used for the study should be taken from a truly representative population. In this study, using Structural Equation Modelling (SEM), then the minimum sample size required to reduce bias in all types of SEM estimates is 200 observations. According to Sekaran in Wijaya SEM analysis requires a sample of at least 5 times the number of indicator variables used. Maximum Technique Likelihood Estimation requires samples ranging from 100–200 samples. The sample used used the calculation of Issaac and Michael formula.The sample with a total of 345.2 was rounded to 346.

The sampling technique uses two stages: first, Probality sampling That is, giving each element of the population an equal opportunity to be selected as a member of the sample [42]. Specifically using cluster sampling, That is, the regional sampling technique is used to determine the sample if the object to be studied or the data source is very wide. The number of PTKKI spread across 27 provinces was randomly taken from a number of provinces. In the second stage, sample selection in 15 provinces was carried out using the Stratifies random sampling, namely provinces that have PTKK with lecturers who have the position of Teaching Staff to Head Lector.

4. RESULT AND DISCUSSION

4.1. Formula for Calculating the VSM Index 2013 Hofstede

Values Survey Module (VSM) 2013 Hofstede consisted of 30 questions divided into two groups. There are 24 content questions that will be calculated based on the 2013 VSM index calculation score, where this question is a component of the six dimensions of Hofstede national culture [43]. While the other 6 questions are demographic questions. The 24 questions were assessed based on a likert scale (1-2-3-4-5). The following is a table of the calculation formula for the 2013 Hofstede VSM Index.

Table 2. Index formula VSM 2013 Hofstede

It	Dimension	Formula
1	*Power Distance (PDI)*	PDI = 35(m07 – m02) + 25(m20 – m23) + C(pd)
2	*Individualism versus Collectivism (IDV)*	IDV = 35(m04 – m01) + 35(m09 – m06) + C(ic)
3	*Masculinity versus Femininity (MAS)*	MAS = 35(m05 – m03) + 35(m08 – m10) + C(mf)
4	*Uncertainty Avoidance (UAI)*	UAI = 40(m18 – m15) + 25(m21 – m24) + C(ua)
5	*Long-Term Orientation versus Short-Term Orientation (LTO)*	LTO = 40(m13 – m14) + 25(m19 – m22) + C(ls)
6	*Indulgence versus Restraint (IVR)*	IVR = 35(m12 – m11) + 40(m17 – m16) + C(ir)

The calculation formula above is the average score of each question in VSM 2013 [44]. The explanation is as follows: m07 is the average score of question no 7, while the numbers 35, 25, and 40 outside the parentheses are the weighting factors of the equation shown. The symbols C(pd), C(mf), C(ua), C(ls), and C(ir) are constants. Normal calculation scores range from 0 to 100 and a researcher can choose a variable constant

between 0 and 100 so that the final score of the calculation can be within that range.

The sampling technique uses two stages: first, Probality sampling That is, giving each element of the population an equal opportunity to be selected as a member of the sample. Specifically using cluster sampling, That is, the regional sampling technique is used to determine the sample if the object to be studied or the data source is very wide [21, 45]. The number of PTKKI spread across 27 provinces was randomly taken from a number of provinces. In the second stage, sample selection in 15 provinces was carried out using the Stratifies random sampling, namely provinces that have PTKK with lecturers who have the position of Teaching Staff to Head Lector.

4.2. VSM 2013 Hofstede Dimensional Scale Index

Table 3. Hofstede Cultural Dimension Scale at VSM 2013

Dimension	Description	Scale
Power Distance (PDI)	Small	0 - 50
	Large	50 - 110
Individualism Index (IDV)	Collectivism	5 - 50
	Individualism	50 - 95
Masculinity Index (MAS)	Feminism	5 - 50
	Masculine	50 - 95
Uncertainty Avoidance (UAI)	Weak	5 - 60
	Strong	60 - 115
Long-Term Orientation (LTO)	Short-Term Orientation	5 - 50
	Long-Term Orientation	50 - 105
Indulgence Index (IVR)	Restraint	0 - 45
	Indulgence	45 - 100

The Table 3 presented shows Hofstede's cultural dimension scale in the VSM 2013. It outlines six key dimensions that describe cultural differences: Power Distance (PDI), Individualism Index (IDV), Masculinity Index (MAS), Uncertainty Avoidance (UAI), Long-Term Orientation (LTO), and Indulgence Index (IVR). Each dimension is explained with a description and scale. For example, Power Distance ranges from "small" (0-50) to "large" (50-110), reflecting how power is distributed within a society. Similarly, the Individualism Index varies from "collectivism" (5-50) to "individualism" (50-95), reflecting the degree to which people value individual versus group interests. Other dimensions, like Masculinity, Uncertainty Avoidance, Long-Term Orientation, and Indulgence, similarly represent cultural tendencies along a scale. These scales help measure cultural values across different countries, providing insight into societal behaviors and organizational practices.

4.3. VSM 2013 Hofstede Calculation

The following is an assessment of the academic culture that was researched in the PTKKI environment. The total number of respondents was 326 lecturers.

Table 4. PTKKI Academic Culture Calculation

Questionnaire	Answer Assessment Scale					Total Question Answer Assessment	Average of Answer Assessment	Respondents
	1	2	3	4	5			
1	1	31	110	184	1455	4.5	326	
2	1	3	28	119	175	1442	4.4	326
3	6	7	69	123	121	1324	4.1	326
4	3	6	54	142	121	1350	4.1	326
5	3	48	126	149	1399	4.3	326	
6	3	48	126	149	1399	4.3	326	
7	3	5	33	127	158	1410	4.3	326
8	3	7	53	153	110	1338	4.1	326
9	1	6	50	127	142	1381	4.2	326
10	5	13	67	121	120	1316	4.0	326

Questionnaire	Answer Assessment Scale					Total Question Answer Assessment	Average of Answer Assessment	Respondents
	1	2	3	4	5			
11	4	10	85	121	106	1293	4.0	326
12	2	9	73	157	85	1292	4.0	326
13	1	7	61	165	92	1318	4.0	326
14	3	50	140	133	1381	4.2	326	
15	1	8	152	147	18	1151	3.5	326
16	3	5	29	169	120	1376	4.2	326
17	4	44	191	72	15	1028	3.2	326
18	2	3	37	187	97	1352	4.1	326
19	5	10	150	161	1445	4.4	326	
20	9	79	119	99	20	1020	3.1	326
21	22	95	51	129	29	1026	3.1	326
22	13	4	9	136	164	1412	4.3	326
23	8	30	34	159	95	1281	3.9	326
24	10	20	39	165	92	1287	3.9	326

Based on the Table 4, further calculations are carried out to find out the total dimensional scale of each question that has been selected by each respondent through the table below. In relation to the paper on academic culture in Christian universities in Indonesia (PTKKI), the table (PTKKI Academic Culture Calculation) plays a crucial role in understanding the respondents views on various dimensions of academic culture [46]. The table presents the results of a questionnaire assessing academic culture, with data collected from 326 respondents. Each question in the survey is evaluated based on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), with the total number of answers for each option (1-5) provided for each question.

Table 5. Results of the Calculation of the 2013 Hofstede VSM Dimension Index at PTKKI

Dimension	Formula for Calculating the VSM Scale Index 2013 Hofstede	Calculation of the VSM Scale Index 2013 Hofstede	Calculation of the VSM Scale Index 2013 Hofstede	Results of the 2013 Hofstede VSM Scale Index Calculation
Power Distance (PDI)	PDI = 35(m07 - m02) + 25(m20 - m23) + C(pd)	PDI = 35(4.3 - 4.4) + 25(3.1 - 3.9) +	26.5	Small
Individualism Index (IDV)	IDV = 35(m04 - m01) + 35(m09 - m06) + C(ic)	IDV = 35(4.1 - 4.5) + 35(4.2 - 4.3) +	36.8	Collectivism
Masculinity Index (MAS)	MAS = 35(m05 - m03) + 35(m08 - m10) + C(mf)	MAS = 35(4.3 - 4.1) + 35(4.1 - 4.0) +	60.4	Masculine
Uncertainty Avoidance (UAI)	UAI = 40(m18 - m15) + 25(m21 - m24) + C(ua)	UAI = 40(4.1 - 3.5) + 25(3.1 - 3.9) +	54.6	Weak
Long-Term Orientation (LTO)	LTO = 40(m13 - m14) + 25(m19 - m22) + C(ls)	LTO = 40(4.0 - 4.2) + 25(4.4 - 4.3) +	44.8	Short-Term Orientation
Indulgence Index (IVR)	IVR = 35(m12 - m11) + 40(m17 - m16) + C(ir)	IVR = 35(4.0 - 4.0) + 40(3.2 - 4.2) +	7.2	Restraint

The Table 4 Total Question Answer Assessment reflects the aggregate number of responses for each answer category (e.g., how many respondents chose ”1” for each question). The Average Assessment of Question Answers calculates the mean score for each question, providing insight into the overall tendency of agree-

ment or disagreement across all respondents. Higher average scores indicate a stronger agreement with the question's statement, which is important in evaluating how well the academic culture aligns with the ideal values of academic freedom, innovation, and community spirit, as emphasized in the study using Hofstede's VSM model in the paper.

These results help further analyze the institutional academic culture, shedding light on areas such as collectivism, leadership style, and openness to innovation, all of which are critical for fostering an environment conducive to academic and entrepreneurial development [47]. The findings from this table can inform recommendations to improve academic governance and educational strategies, addressing key dimensions of academic culture identified in the paper, such as power distance, uncertainty avoidance, and long-term vs. short-term orientation.

Analysis of academic culture data of PTKK based on Hofstede's theory:

- The Power Distance Index (PDI) with a score of 26.5 (Small) shows that the academic culture in PTKKI institutions has a small power gap. This means that the hierarchy within the organization is not very prominent and the difference between leaders and staff is low [48]. This has implications for educational institutions. Leaders and employees tend to interact egalitarianly, with little difference between someone who has power and someone who doesn't. Decision-making can be more participatory and tends to value individual autonomy at work. However, the low power gap can lead to confusion or ambiguity in hierarchy and decision-making. Unclear role boundaries can give rise to situations where leadership authority is in doubt, or staff may feel entitled to be involved too much in the decision-making process, which can slow down the administrative process. Unclear rules can lead to interpersonal conflicts or weaknesses in leadership.

- Individualism vs Collectivism with a score of 36.8 (Collectivism) shows that there is a tendency towards collectivist culture. PTKKI institutions have the possibility of emphasizing the interests of the group more than the interests of individuals. This has implications for the institution. Teamwork and harmony in a group are valued more than personal achievements. Members of the organization tend to support each other with the values of solidarity and group loyalty. Decisions are often taken for the common good rather than the individual interest, in line with Christian values that emphasize togetherness and social care. The potential challenge is that it can limit individual creativity or reduce the appreciation of personal initiative. Lecturers who have innovative or different ideas may feel hampered if the relationship focuses more on consensus and togetherness than on rewarding inducible innovation. This can affect the institution's ability to adapt to change or innovation, as well as make the environment less dynamic and encourage excessive conformity.

- Masculinity vs Feminity (MAS) with a score of 60.4 (Masculine) shows that the academic culture in PTKKI institutions tends to be more masculine, which means that it focuses on achievements, competitions, and material successes [49]. This has implications for the institution, namely the emphasis on achieving goals and success, which may encourage a competitive atmosphere. Lecturers are expected to work hard to achieve achievements and awards. There is a strong focus on performance, productivity, and professional excellence that may create pressure to achieve optimal results. The potential challenge of masculine orientation that emphasizes competition can create pressure to achieve and compete, thereby burdening excessive stress. This can encourage a great focus on material or academic achievement, while aspects of character development, spirituality, and emotional well-being may be overlooked. Work-life balance can be disrupted leading to dissatisfaction or burnout.

- The Uncertainty Avoidance Index (UAI) with a score of 54.6 (Weak) shows that the level of uncertainty avoidance in PTKKI institutions is classified as moderate to weak. This means that people in the organization are less worried about uncertainty or ambiguity, even though there are still structures and rules that help reduce risk. The implication is that institutions may have a balance between flexibility and formal structures. There are regulations that are followed, but they may not be as strict as those of organizations with high UAI scores. The organization's ability to adapt and innovate is quite good, but it still needs procedures to reduce uncertainty in some situations. However, the potential challenge is that institutions can limit their courage to try new approaches or adapt to radical changes in education and technology. In the fast-changing world of education, weakness in the face of uncertainty can mean that institutions are slow

to innovate. Resistance to change can hinder the process of modernization, technological innovation, or the adoption of new teaching methods that are more effective [50].

- Long-term vs Short-term Orientation (LTO) with a score of 44.8 (Short-term Orientation) shows that the organization has a culture of short-term orientation. PTKKI institutions focus more on traditions, current values, and the achievement of short-term goals than long-term planning. The implication is that institutions tend to emphasize the discovery of goals that are quick, such as the direct results of education or programs, rather than focusing on long-term investments for future development. Decisions are more pragmatic and oriented towards direct profit, with respect to traditions and norms that are already in place. The potential challenge is that because institutions focus on short-term orientation, they tend to ignore long-term strategies or innovations that take time to produce something bigger. This can cause institutions to focus more on immediate success such as graduates, academic outcomes, rather than preparing students for long-term challenges in the world of work or life. The lack of a long-term vision can lead to an inability to adapt in the face of global changes that require strategic planning and continuous innovation.
- Indulgence vs Restraint (IVR) with a score of 7 (Restraint) shows that the organizational culture is very adhered to restraint. This means that self-control and discipline are highly valued, and the expression of personal freedom may be restricted. The implication is that PTKKI institutions may apply strict rules to behavior and morality in accordance with the values adhered to. This can create a conservative environment and more restraint from change or innovation that is considered too liberal or free. Freedom of expression or deviation from social norms may be less acceptable. Although it creates an orderly environment, there is a risk that excessive control can limit creativity, personal expression, and innovation. This kind of environment causes lecturers and students to feel constrained or less motivated. This can impact an organization's ability to drive innovation and generate fresh ideas.

PTKKI institutions face a risk of stagnation due to a combination of collectivism, high uncertainty avoidance, and short-term orientation, which can make them overly traditional and less responsive to the rapidly evolving global education landscape. A rigid emphasis on discipline and compliance may hinder innovation and limit the exploration of new ideas in educational methodologies, reducing institutional competitiveness in the face of globalization and digitalization. Additionally, the intense pressure to excel can create a stressful academic environment, leading to burnout, frustration, and ethical compromises among faculty and students. To remain competitive, PTKKI institutions must foster a balanced academic culture that promotes innovation, flexibility, and well-being while staying true to the core values of integrity and faith-based education [51].

5. MANAGERIAL IMPLICATIONS

The findings of this study emphasize the need for strategic reforms in PTKKI institutions to enhance adaptability, innovation, and global competitiveness. Given the strong collectivist culture and high uncertainty avoidance, university leadership must promote a more dynamic decision-making process, encouraging collaboration between faculty, students, and administrators. This can be achieved by revising governance structures, fostering interdisciplinary research, and integrating digital transformation strategies into institutional policies. Additionally, curriculum innovation should be a priority, ensuring that technopreneurship, digital literacy, and global competencies are embedded in academic programs to better prepare students for evolving industry demands.

To mitigate the risks associated with excessive performance pressure and institutional rigidity, a balanced academic culture must be cultivated, one that values both excellence and well-being. Implementing mental health support systems, ethical leadership training, and a more holistic performance evaluation framework can prevent burnout and unethical academic behaviors [52]. Furthermore, enhancing reward systems to recognize creativity, innovation, and contributions beyond academic performance can foster a more inclusive and sustainable learning environment. By adopting these measures, PTKKI institutions can ensure long-term institutional relevance, enhance their competitiveness in the global education landscape, and align with Sustainable Development Goal (SDG) 4 on Quality Education while maintaining their core faith-based values.

6. CONCLUSION

This study provides insights into the academic culture of Christian universities in Indonesia (PTKKI) using Hofstede's Value Survey Model (VSM) 2013. The findings indicate that PTKKI institutions exhibit a collectivist academic culture with high uncertainty avoidance and significant power distance. These cultural dimensions influence institutional governance, leadership approaches, and student-teacher interactions, affecting the institutions ability to foster innovation, academic freedom, and technopreneurial development. While the long-term orientation and masculinity indices reflect a moderate emphasis on achievement and strategic planning, a strong tendency toward restraint limits creative expression and adaptability in academic settings.

The implications of this study suggest the need for PTKKI institutions to embrace a more flexible and innovation-driven academic culture. Leadership reforms, policy enhancements, and curriculum adaptations are crucial to aligning academic values with global technopreneurship trends. Strengthening interdisciplinary collaboration, digital transformation, and research autonomy can help institutions become more competitive in the higher education landscape. Additionally, aligning institutional strategies with Sustainable Development Goal (SDG) 4 on Quality Education can ensure that academic environments promote inclusivity, lifelong learning, and the integration of technology in education.

Future research should explore a broader range of higher education institutions beyond PTKKI to provide a more comprehensive understanding of academic culture in Indonesia. Comparative studies between religious and non-religious institutions could offer valuable insights into cultural differences affecting educational outcomes. Further, examining the impact of government policies, leadership models, and external funding on institutional innovation could provide actionable strategies for fostering a more dynamic and competitive academic environment.

7. DECLARATIONS

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Conceptualization: KK; Methodology: HY; Software: SE; Validation: IZ and KK; Formal Analysis: KK and HY; Investigation: IZ; Resources: SE; Data Curation: HY; Writing Original Draft Preparation: KK and HY; Writing Review and Editing: IZ and SE; Visualization: KK; All authors, KK, HY, IZ, and SE, have read and agreed to the published version of the manuscript.

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The authors declare that they have no conflicts of interest, known competing financial interests, or personal relationships that could have influenced the work reported in this paper.

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