

Enhancing Innovation and Creativity as Key Drivers of Organizational Culture among Private University Lecturers

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ABSTRACT

Private Higher Education Institutions (PTS) play a strategic role in developing superior human resources in Indonesia. However, the main challenge faced is the lack of integration of character values and multiculturalism in the organizational culture of lecturers, which impacts weak academic innovation and creativity. To address this challenge, the government issued Permendikbud No. 12 of 2022 as a regulation emphasizing the importance of character development and multicultural education in higher education environments. This study aims to analyze the implementation of this regulation in developing an organizational culture for lecturers in PTS that supports a collaborative, innovative, and integrative work climate. The study used a descriptive qualitative approach with data collection techniques including in-depth interviews, observations, and documentation studies conducted at Esa Unggul University. Data were analyzed using thematic analysis using the Miles & Huberman model. The results show that the implementation of Permendikbud No. 12 of 2022 still faces obstacles such as resistance to change, low lecturer understanding, and limited structural and leadership support. However, character values such as integrity and responsibility, as well as multicultural awareness, can act as catalysts for the formation of an organizational culture that encourages innovation and cross-cultural collaboration. An organizational culture built on a foundation of character values and multiculturalism has been shown to increase lecturers' motivation, productivity, and adaptability in facing global dynamics. These findings provide strategic recommendations for private university leaders to strengthen transformative leadership, design ongoing training, and develop internal policies based on national regulations.

1. INTRODUCTION

Private universities (PTS) in Indonesia play a crucial role in producing superior, highly competitive human resources. However, numerous challenges remain in designing an innovative and creative organizational culture for lecturers. One such challenge is the lack of integration of character and multiculturalism into higher education practices (Fadillah, 2021; Susanto, 2022; Mulyasa, 2020; Zubaedi, 2011; Tilaar, 2004). This situation is exacerbated by the suboptimal utilization of students' diverse cultural backgrounds and customs to enhance collaboration and innovation on campus (Aunurrahman, 2020; Suyanto, 2018; Muslich, 2008; Sallich, 2002; Hofstede, 2001).

Minister of Education and Culture Regulation No. 12 of 2022 is a solution, even in private universities (PTS), aimed at fostering multicultural character and values in the educational process. However, the implementation still faces various obstacles, including resistance to changes in organizational culture, limited understanding of regulatory entities among lecturers, and lack of assessment of the effectiveness of these values in lecturer employment practices (Kemendikbudristek, 2022; Nuryatno, 2023). This problem is related to the view that the success of educational transformation is greatly influenced by organizational culture and supports innovation and creativity (Deal & Kennedy, 1982; Robbins & Richter, 2013; Cameron & Quinn, 2011; Schein, 2010; Kreitner & Kinicki, 2014). In addition, the integration of character education and multiculturalism into organizational culture is still not optimal so that it can reduce the competitiveness of institutions and weaken a healthy and productive academic environment (Hargreaves, 2003; Fullan, 2006; Banks, Lickona, 1991; Santrock, 2011).

Innovation and creativity are determined not only by the individual skills of lecturers but also by the internal environment within the institution itself. These include the collective values and cultural

structures of the workforce within private universities. Therefore, it is crucial to examine how to effectively implement Permendikbud No. 12 of 2022 to enhance innovation and creativity as part of the organizational culture of instructors.

Organizational culture is a system of values, beliefs, and habits that develop within an institutional environment that influences the behavior of its members (Scheins, 2010; Robbins & Judge, 2013; Cameron & Quinn, 2011; Luthans, 2011; Hofstede, 2001). In the context of university formation, an organizational culture that encourages innovation motivates lecturers, explores new ideas, and works creatively. Deal & Kennedy (1982) emphasized that a strong and adaptive organizational culture is key to fostering innovation. Therefore, understanding organizational culture serves as an important basis for personality development and strategies for implementing multicultural education guidelines.

Character education is a process in which the actions of students, including lecturers as part of the academic community, are internalized into moral values, ethics, and wisdom (Lickona, 1991; Thomas, 1997; Berkowitz & Bier, 2005; Mulyasa, 2020; Koesoema, 2010). Regarding Permendikbud 12 of 2022, character education must be dignified not only for students but also for lecturers to live as agents of change. Values such as integrity, responsibility, and cooperation are crucial to forming a proactive and innovative organizational culture.

Multicultural education prioritizes the recognition and appreciation of cultural diversity as a foundation for learning and collaboration (Banks, 2008; Nieto, 2002; Grant & Sleeter, 2007; Tilaar, 2004; Sleeter & Grant, 2009). Lecturers who are aware of multiculturalism are open to innovation and the creation of an integrated academic environment. Multicultural education is also an important strategy for building social harmony in organizations that exist for various cultural and identity reasons.

The implementation of educational policies such as Permendikbud No. 12 of 2022 requires a strategic approach that takes into account the structural, cultural, and individual aspects of the institution (Fulhan, 2006; Anderson, 2011; Cheung & Cheng, 1997; Ball, 1994; Yamin, 2019). Successful implementation depends heavily on the extent to which educators understand, accept, and implement these guidelines in their work practices. In this regard, lecturers play a central role as the vanguard of implementation, ensuring that work culture policies become part of the daily work culture. Innovation and creativity are key factors in improving the quality of higher education. These two aspects reflect the ability of individuals and organizations to generate new ideas, solve problems effectively, and adapt to change (Amabile, 1996; Sternberg, 2003; Printer, 1985; Robinson, 2011; Hargreaves, 2003). In the context of private university lecturers, innovation and creativity refer not only to education but also to research development and community service. Multicultural character and values can enrich the innovation process through integrated collaboration.

Based on the background and theoretical study above, it can be seen that the implementation of Permendikbud 12 of 2022 plays a strategic role in shaping the organizational culture of lecturers that supports innovation and creativity. Multicultural character and education must be embedded in the behavior and interactions of lecturers, not only as formal regulatory values but also as a core component of higher education organizations. This effort aligns with the importance of creating an academic environment capable of responding to global and local challenges. This article aims to analyze how the implementation of Permendikbud 1222 can contribute to strengthening the organizational culture of lecturers in private universities through multicultural character and approaches. This study serves not only as a theoretical contribution but also as a practical guide for higher education administrators in designing strategies to improve institutional quality through a collaborative, innovative, and integrated work culture.

2. METHOD

This study uses a descriptive qualitative approach with the aim of understanding the implementation process of Permendikbud No. 12 of 2022 concerning multicultural character and educational development in designing organizational culture for lecturers at private universities (PTS). This approach is considered relevant because it can reveal social realities and participants' experiences related to the overall context (Creswell, 2014; Denzin & Lincoln, 2018). The focus of this study is to interpret the importance of institutional management actions and strategies in integrating character

values and multiculturalism into campus organizational practices. This study also considers aspects of organizational culture that influence lecturer innovation and creativity (Schein, 2010; Cameron & Quinn, 2011).

Data collection was conducted through in-depth interviews with lecturers and managers of private universities (PTS) from the western region, namely Esa Unggul University, by adopting guidelines, with documented observations and in-depth interviews. Target sampling techniques were used to select informants related to the implementation of guidelines and the development of organizational culture (Miles, Huberman & Saldaña, 2014). Data were analyzed using thematic analysis techniques using Miles & Huberman Shack (1994). This includes three main stages: data reduction, data presentation, and conclusion drawing. Data validity was enhanced by triangulation of sources and methods and member reviews with key people to test the validity of interpretations (Patton, 2002). The purpose of this study is to show the range of values of Permendikbud No. 12 of 2022 in the organizational life of lecturers, and how the values of character and multiculturalism act as catalysts to increase innovation and creativity. It is hoped that the findings of this study can become the basis for strategic recommendations for PTS managers in designing a collaborative, adaptive and integrative organizational culture in accordance with the challenges of the times (Fulhan, 2006; Hargreaves, 2003).

3. RESULTS AND DISCUSSION

Implementation of Minister of Education and Culture Regulation No. 12 of 2022 in Organizational Culture

The implementation of Minister of Education and Culture Regulation No. 12 of 2022 in Private Higher Education Institutions (PTS) demonstrates a paradigm shift in shaping an organizational culture that emphasizes character values and multiculturalism. This regulation serves not only as a normative guideline but also as a systemic effort to create an academic environment that is adaptive to global and local challenges. In practice, this policy still faces various obstacles, particularly in terms of understanding and implementation among lecturers, the primary actors in campus life.

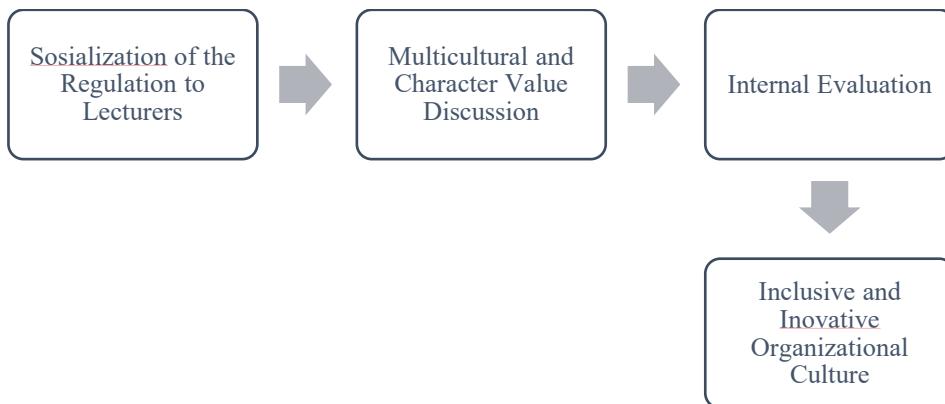


Fig 1. Ideal Flowchart for Implementing Ministerial Regulation No. 12 of 2022 at the Institutional Level

The organizational culture of lecturers in private universities plays a crucial role in supporting the successful implementation of this policy. A strong and positive organizational culture fosters collective values that foster collaboration, innovation, and creativity. However, many private universities have not systematically developed an organizational culture based on multicultural principles and character. Resistance to change remains, particularly among lecturers who have long been embedded in a system that tends to be rigid and bureaucratic.

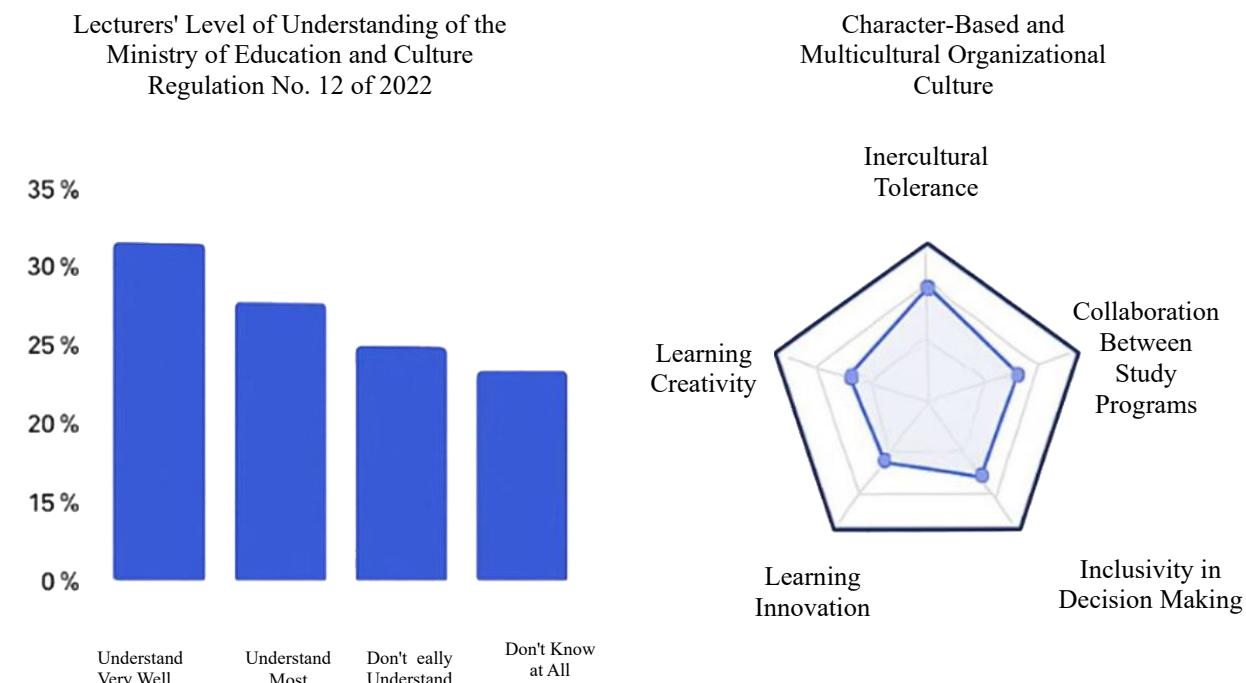


Fig 2. Indicators of Organizational Culture Based on Character and Multiculturalism and Research Results on Lecturers at Esa Unggul University Private Universities

The internal environment of a university is also a determining factor in fostering a culture of innovation. Lecturers supported by a flexible organizational structure, participatory leadership, and a fair reward system are more motivated to be creative. Unfortunately, not all private universities have such support systems. A lack of institutional support and ongoing training are obstacles to building a sustainable culture of innovation.

The Role of Character and Multiculturalism in Innovation of Private University Lecturers

Character education in the context of higher education is not only aimed at students, but also at lecturers as role models and drivers of change. Values such as integrity, responsibility, and work ethic are essential to building a healthy academic environment. When character becomes part of the organizational culture, all lecturer activities, whether in teaching, research, or community service, will have a deeper direction and meaning as part of the process of developing a holistic academic person.

On the other hand, multicultural education is a key strategy for building social harmony and leveraging diversity on campus. Lecturers who recognize the importance of multicultural values tend to be more open to differences and encourage the creation of spaces for cross-cultural discussion and collaboration. Within the context of organizational culture, this acceptance of diversity can enrich campus dynamics and open up space for new, innovative ideas.

In the context of innovation and creativity, character and multiculturalism can be effective catalysts. Character values encourage responsibility and honesty in producing scientific work, while multicultural awareness opens up opportunities for collaboration across backgrounds, broadening horizons. The combination of the two provides a solid foundation for developing lecturers who are not only academically productive but also contribute to the development of an inclusive society.

Furthermore, the successful implementation of Minister of Education and Culture Regulation No. 12 of 2022 depends heavily on the consistency and exemplary behavior of institutional leaders. Visionary and inclusive leadership will facilitate the transformation of lecturers' work culture and create a climate conducive to the growth of creativity and innovation. Furthermore, leaders who are able to translate regulations into applicable internal campus policies will increase lecturers' trust and participation in implementing those policies.

Ultimately, a lecturer organizational culture that is characterized by multiculturalism not only contributes to improving educational quality but also to strengthening institutional competitiveness. In an increasingly complex and diverse era, universities are required to produce not only intellectually intelligent graduates but also socially and morally mature ones. Therefore, this study emphasizes the importance of a collaborative, adaptive, and integrative organizational culture in responding to the challenges of the times through a holistic and transformative policy approach.

Discussion

The research results indicate that the implementation of Minister of Education and Culture Regulation No. 12 of 2022 in Private Higher Education Institutions (PTS) has not yet reached an optimal level of institutionalization. As reflected in Figure 1, the ideal implementation flow—from policy dissemination, value internalization, institutional support, to the formation of an innovative organizational culture—has not been fully achieved. Empirical findings show that this gap is mainly caused by limited lecturer understanding of the regulation, resistance to cultural change, and uneven leadership support. This confirms recent studies which argue that policy effectiveness in higher education is strongly influenced by organizational readiness and cultural alignment rather than formal compliance alone (Wahyudi, 2022; Nuryatno, 2023).

The findings presented in Figure 2 further demonstrate that character values such as integrity and responsibility have begun to emerge among lecturers, but their application remains inconsistent across academic activities. This indicates that character education, as mandated in Permendikbud No. 12 of 2022, is still perceived more as an individual moral attribute rather than a shared organizational norm. Recent research emphasizes that character values only contribute to innovation when they are embedded in institutional culture and reinforced through leadership and policy mechanisms (Mulyasa, 2020; Wahyudi, 2022). Without such reinforcement, character development tends to remain fragmented and informal.

In relation to innovation and creativity, the results show that lecturers who demonstrate stronger character orientation are more proactive in adapting teaching methods and engaging in academic development. This supports recent findings that ethical awareness and professional responsibility enhance intrinsic motivation, which is a key driver of creativity in higher education environments (Susanto, 2022). However, the absence of structured incentives and continuous capacity-building programs limits the sustainability of these innovative behaviors, as also reflected in the weak institutional support stage illustrated in Figure 1.

Multicultural awareness, as shown in Figure 2, varies significantly among lecturers. While some lecturers actively leverage cultural diversity for collaboration and inclusive learning, others show minimal engagement with multicultural practices. This variation indicates that multicultural education has not yet been fully integrated into the organizational culture of lecturers. Recent studies highlight that multicultural competence strengthens collaboration and creativity only when supported by inclusive policies and shared institutional values (Nuryatno, 2023; Susanto, 2022). In this study, the lack of structured forums for cross-cultural interaction and reflection reduces the potential of diversity as a source of innovation.

Leadership emerges as a critical connecting factor between the empirical results and the ideal implementation model. The research findings suggest that leadership commitment remains uneven, affecting the consistency of policy implementation. Recent literature emphasizes that transformational and participatory leadership is essential for embedding character and multicultural values into organizational culture and reducing resistance to change (Wahyudi, 2022; Nuryatno, 2023). Where leaders actively model these values, lecturers demonstrate higher engagement and openness to innovation.

Overall, the discussion of Figures 1 and 2 confirms that innovation and creativity among PTS lecturers are not solely individual capabilities but are the outcomes of an integrated system involving character values, multicultural awareness, leadership practices, and institutional structures. The findings reinforce recent scholarly arguments that educational regulations such as Permendikbud No. 12 of 2022 will only be effective when translated into consistent organizational practices and supported by a culture

that values ethics, diversity, and continuous improvement (Mulyasa, 2020; Susanto, 2022; Nuryatno, 2023).

4. CONCLUSION

The implementation of Minister of Education and Culture Regulation No. 12 of 2022 is a strategic step in building an organizational culture for lecturers at Private Higher Education Institutions (PTS) based on character values and multiculturalism. This policy emphasizes the importance of transforming work culture to support lecturer innovation and creativity, through the integration of moral values, ethics, and respect for diversity into every aspect of campus life. However, its implementation still faces structural, cultural, and individual obstacles, such as resistance to change and a lack of understanding among lecturers regarding the essence of the regulation. Therefore, the successful implementation of this policy is crucially determined by the active role of institutional leaders in creating a conducive support system and building collective awareness among lecturers.

This research confirms that a collaborative, adaptive, and integrative organizational culture is the primary foundation for enhancing the competitiveness of higher education institutions amidst global challenges. Strong character and multicultural attitudes not only reflect the noble values of education but also serve as catalysts for the creation of relevant and transformative knowledge. As agents of change, lecturers have a responsibility to incorporate these values into their daily professional practices. Therefore, Minister of Education and Culture Regulation No. 12 of 2022 serves not only as a policy document but also as a driver of real change toward an inclusive, innovative, and future-oriented academic culture.

Based on findings regarding the implementation of Minister of Education and Culture Regulation No. 12 of 2022, it is recommended that private universities (PTS) increase the intensity of internal outreach and training, focusing on a deeper understanding of character values and multiculturalism. Structured training activities, such as workshops and seminars, can serve as a platform for lecturers to understand the essence of the regulation and consistently apply it in their learning, research, and community service processes. Furthermore, a regular evaluation and monitoring mechanism involving all relevant parties is needed to identify implementation obstacles and find appropriate solutions to increase the effectiveness of developing an adaptive and innovative organizational culture.

Furthermore, another recommendation is the need to strengthen institutional structures and provide visionary leadership within private universities. Institutional leaders should be more proactive in creating a fair reward system and incentives for lecturers who successfully integrate character and multicultural values into academic practices. A participatory approach involving lecturers in strategic decision-making is also expected to reduce resistance to change and encourage a collaborative work culture. Synergy between government policies, institutional leaders, and the entire academic community is key to creating a globally competitive academic environment.

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