



Building on Academic Culture of Campus (Comparison of Individual Behavior of Ma'had Students and Boarding Houses of IAIN Lhokseumawe)

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ABSTRACT

This study aims to find out and analyze how to build an academic culture outside the campus, namely at the Ma'had Jami'ah College of Institut Agama Islam Negeri Lhokseumawe. The research method used is a qualitative descriptive survey technique. The sources of informants in this study were ma'had leaders and students majoring in Islamic Education Management who live in ma'had. The results showed that as many as 48 students of Islamic education management who only lived in ma'had were only 3 students, the rest preferred to stay in boarding houses or depart from home even though the distance traveled sometimes exceeded one hour. Meanwhile, from ma'had the distance to the faculty is very close. Many of those who do not live in ma'had or have ever been in ma'had assume that they are not used to living in an orderly or disciplined atmosphere. As life has been lived by students who have settled in ma'had.

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INTRODUCTION

Scientific culture (academic culture) can be understood as the totality of life and in scientific activities that are lived, interpreted, and practiced by the academic community, especially for educational institutions. This academic culture is more oriented towards a culture on campus that aims not only from the aspect of increasing intellectuality, but also honesty, truth and service to humanity, so that the overall campus culture is a culture that contains positive character values (Ilham, 2021; Zubaedi, 2020).

Lhokseumawe State Islamic Institute is an Islamic-based educational institution with an emphasis on Islamic knowledge and balanced disciplinary studies. On the campus of IAIN there is also Ma'had Jami'ah, an executive body that supports campus programs that train students to be noble. Higher education has a scientific culture, which as one of the success factors of higher education must always be further developed and cultivated (Azra et al., 2007; Sahlan, 2011; Yusniar, 2018). Culture is one of the factors that determine the success of education, as stated by Salabi, Lumby and Ashkanasy that cultural differences can be a problem for school success (Ashkanasy et al., 2010; Lumby, 2012; Salabi et al., 2022a).

Every university should have students who are thoughtful, capable, competent, critical and scientific about the events around them. Scientific attitudes, according to Schein, Hidayah and Jamali, are attitudes that must be possessed by a scientist or academic when faced with scientific problems and which must be studied in various scientific forums (Iflyya & Hidayah, 2018; Jamali et al., 2022; Schein, 2017). The relevant scientific attitudes are curiosity, critical attitude, open attitude, objective attitude, willingness to appreciate the work of others, courage to defend the truth and attitude in one's identity in forward-looking (Chotimah et al., 2022; Marini, 2018). Scientific attitudes must always be nurtured and become a shared culture of the academic community, which in this case is closely related to academic culture (Bantock, 2021; Sulaiman, 2016).

A student's self-adjustment is very important to support survival in the community where he lives. For students, campus life is both academic and non-academic. The ideal values of academic culture strongly require students to read, write and be active in classes and organizations. However, in reality not everyone can live in an ideal academic world (Fowler, 2018; Mohammady, 2018; Prasetyo & Sukatin, 2021).

The purpose of this research is to analyze how Ma'had becomes an existing academic culture in Lhokseumawe. Academic culture is a task that must be fulfilled in the university environment can be systematically programmed in a large project to build a long-term scientific culture. This can be explored from planned scientific activities, so that the process of forming academic culture becomes a positively recognized subculture (Harun et al., 2020; Seneler et al., 2019).

Campus academic culture has become habits and values and norms that have gone through institutional processes and are present in the form of experience. This is an objectification of campus academic culture where the general public views that students must adjust to the product or objectification (Chotimah et al., 2022; Simangunsong, 2019). However, there have been many studies conducted on academic culture, but those that specifically discuss building academic culture as a direction to improve culture and character with positive values are still very limited. For this reason, this research is important to do.

Academic culture usually exists on campus and off campus, fighting for honesty, truth, and human service, and increasing intelligence. So this culture is a culture with values that lead to positive things. Therefore, the purpose of this research is to find ways to build academic culture outside the campus, namely in ma'had. However, the campus area is now densely populated with boarding houses, indicating that boarding houses are one of the residences that attract students. There are several other options, such as Dayah on campus and Makhad Jami'ah provided by the campus. Dormitories are usually relatively close to campus, so you can walk to your chosen department. So students who do not have a vehicle do not need to take other transportation. However, the IAIN Lhokseumawe campus has provided public transportation, namely buses for students who live not far from the campus.

METHODS

This research is a qualitative type using descriptive survey techniques. The informants in this study were several IAIN Lhokseumawe students who lived in the ma'had. The reason for determining informants is for data accuracy. The presence of researchers in this study is the main element and is considered important because as revealed the research was conducted at Ma'had IAIN Lhokseumawe related to management in building off-campus

academics. This research was conducted at IAIN Lhokseumawe ma'had, with data collection techniques through interviews and observations. The data processing stage consists of data processing, data reduction, data presentation, verification and conclusion. Then the data that has been concluded is analyzed comparatively.

RESULTS AND DISCUSSION

Wiwin Widayani explains that academic culture is a way of life of a multivalued, multicultural, institution-centered scientific community founded on the values of scientific truth and objectivity (Widayani, 2015).

Academic culture is one of the cultures that is key in driving education in an educational institution, especially in higher education. Within the scope of IAIN Lhokseumawe, there is a ma'had or campus dormitory that can be developed by building an academic culture in it. According to A. Halim (A. Halim, 2009) Student dormitories in Islamic educational institutions better known as Ma'had al-Jami'ah al-'Aly (boarding school) are the latest development of pesantren-based education. Therefore, graduates must have good religious knowledge.

The world of education termed organizational culture using the word academic culture which basically regulates educators so that they know how to behave towards their profession, follow the situation towards their colleagues & work environment, and be reactive to their leadership policies as a result of which a system of values, habits, academic images & outlook on work life is formed which is internalized in their lives as a result of encouraging their appreciation for improving work performance, both formed by the organizational environment and organizationally reinforced by the academic leader who issued a policy that was accepted when a person entered the organization (Zazin, 2011).

In academic culture, teachers also play a role in developing academic culture. The professional role of teachers in general education school programs is realized to achieve educational goals in the form of optimal student development (R.Kosasi, 2009). Teachers have a significant responsibility for fostering and nurturing the academic culture's growth. In the realm of general education, teachers play a crucial role in achieving the intended educational objectives, with a primary emphasis on fostering optimal student development.

Teachers play a crucial role in influencing the academic culture of schools. In addition to imparting knowledge and conveying content, they contribute actively to the larger educational environment. Through their expertise, direction, and commitment, instructors foster a supportive and stimulating environment that encourages students' academic success.

In the education management context, instructors are responsible for fostering students' holistic development. This includes the cultivation of essential skills, the promotion of critical thinking and creativity, and the instillation of values and ethics, in addition to the transmission of subject-specific knowledge. By cultivating these characteristics, teachers actively contribute to the academic culture and establish the groundwork for the future success of their students.

In addition, instructors play a crucial role in fostering an inclusive and equitable academic environment. They foster a sense of belonging and ensure that all students have equal access to development and learning opportunities. Teachers cultivate positive relationships, promote collaboration, and celebrate diversity through their interactions with students. These initiatives contribute to the growth of an academic culture that values and respects individual differences.

Teachers play a vital role in the development of academic culture. Their professional responsibilities extend beyond the classroom, as they actively contribute to the overall educational experience and the growth of their students. By providing direction, fostering inclusive environments, and imparting values, teachers significantly contribute to the attainment of educational objectives and the development of an ideal academic culture.

This academic culture should be the idol of the entire academic community at all levels of education. At the school level, it is teachers and students. At the university level, it is lecturers and students. The highest academic qualification of a teacher/lecturer is the acquisition of habilitation at the professor level. Regarding students if they are able to achieve the highest academic achievement. Study success factors, especially for students, programmed learning, tips for finding real and current sources, extensive scientific discussions, etc. (Samudi, 2012).

Definition of Academic Culture

Culture and academics have a close relationship because culture is formed from the teaching and learning process, so the two cannot be

separated from each other. In addition, the learning process also shows and absorbs positive elements of the prevailing culture in the community components where the learning process takes place (Mahariah, 2020). Academic Culture is a culture or attitude of life that always seeks scientific truth through academic activities in an academic community, which develops freedom of thought, openness, critical-analytical, rational and objective thinking by academic community members (Bashori et al., 2022; Mardiyah, 2010; Salabi et al., 2022b). In this case, universities must have distinctive characteristics and become role models for the community around their environment.

Boarding houses are dwellings that are rented out to people who are traveling or living away from home, especially the daily goals of students and students seeking knowledge away from their homes. People looking for boarding houses often face problems. The obstacles faced by many parties include the disproportionate number of enthusiasts compared to the number of boarding houses to be occupied. In addition, most boarding houses are occupied by migrants who have just moved or come from different places.

Boarding housing is important because it is very important for students where they rest after classes learning to play at school, or because after doing other activities they need shelter if they choose to live with family for family in the city at school or at home prices as needed. Boarding House is one type of rented house. (reservation) for the time being. When renting a room Within 1 year, there is a job as a temporary residence. a function Dormitory for students Immigrants prefer alternative housing. Because the cost-effectiveness has been determined Because the time and place are close It will be the initial destination for the person to move.

Strategies for Building Academic Culture

To build an academic culture certainly requires several ways. we can use the idea of Mat Alvesson's stages, where the development of a scholastic culture can be used as a global effort in the organization, which is made with a long-term plan, but progress can somehow be estimated at each stage. The stages of the process of building an academic culture in the Higher Education environment are: (Zarkasyi, 2017).

1. Assessing the state of the organization and deciding on the purpose and direction of the organization's goals; accomplished by examining the

organization and changing strategic goals with the demands of the academic world.

2. Analyzing the existing culture and sketching the desired culture; evaluation of the current organizational culture, using the Organization Culture Assessment Instrument (OCAI).
3. Analyzing the gap between what exists and what is desired; that is, analyzing the results of the OCAI process, compared to the desired culture concept, criticizing and taking a stand on the existing culture gap.
4. Develop an academic culture development plan as a result of the organization's attitude towards the existence of cultural gaps.
5. Implementing the plan; involving programs and activities.
6. Evaluate changes and new efforts to go further or engage in measures to maintain cultural change. This is done by providing opportunities for feed back mechanisms, from each stage in the implementation of socialization and implementation of academic culture.

These stages are carried out so that academic culture becomes a subsystem in higher education that plays an important role in efforts to build its culture.

Factors In Building An Academic Culture

The process of establishing an academic culture is multifaceted and requires thorough consideration of numerous factors. As an expert in academics and curricula, I will describe the factors that play a crucial role in nurturing a robust academic culture within educational institutions.

To begin with, establishing an academic culture requires a distinct and shared vision. Institutions of higher education must articulate a vision that emphasizes excellence, intellectual curiosity, and a dedication to continuous learning. This shared vision provides a guiding framework that unifies the efforts of all stakeholders and encourages a collective dedication to academic success.

Secondly, effective leadership is essential to the development of an academic culture. Principals and academic administrators set the tone and establish high standards for students and faculty. They foster an environment where academic achievement is valued, professional growth is encouraged, and a collaborative approach to teaching and learning is fostered.

The presence of a quality curriculum and instructional practices is another crucial factor. A curriculum that is well-designed and aligned with educational standards and goals provides a solid foundation for academic excellence. It should be pertinent, and interesting, and encourage critical thinking, creativity, and problem-solving abilities. In addition, instructional practices should be evidence-based, differentiated, and sensitive to students' diverse requirements.

The active participation of educators is also essential for the development of an academic culture. Teachers serve as learning facilitators, role models, and mentors for their students. They play a crucial role in cultivating a positive and nurturing classroom environment, instilling a passion for learning, and promoting academic rigor. Teachers' teaching abilities and subject knowledge should be enhanced through professional development opportunities, allowing them to effectively contribute to the academic culture.

A supportive and inclusive school community is essential for the development of an academic culture. Collaboration between students, instructors, parents, and other stakeholders fosters a sense of belonging and collective responsibility. Parents should be actively involved in their children's education, and schools should establish open channels of communication to foster partnership and collaboration.

Building an academic culture requires consideration of multiple factors. Included are a distinct vision, effective leadership, a quality curriculum and instructional practices, teacher participation, and a supportive school community. By addressing these factors, educational institutions can foster intellectual development, cultivate a passion for learning, and encourage academic excellence among all stakeholders. Building an academic culture in an environment that already has a strong culture, is not an easy thing to program and run. Building an academic culture, without degrading the cultural order in the ma'had that has produced strong cohesion between groups and between people, and has formed harmonization in life within the ma'had. Some supporting factors in building academic culture are: (Ansar, 2019).

1. HR competencies are good and understand their respective duties and tasks.
2. Academic facilities are also adequate so that the entire academic process can run optimally.

3. Full support from the academic community to the leaders so that all policies can be implemented and implemented properly.

Some of the inhibiting factors in building an academic culture are:

1. laziness that sometimes arises in some academicians.
2. prioritizing personal interests over the tasks that have been given.
3. inadequate facilities that become obstacles in the ongoing academic process.

Leadership in higher education plays an important role in building academic culture. The ability of a leader is needed to control an organization both in making policies and in student services. Therefore, choose a leader who can lead well and correctly.

Ma'had Culture and Environment

The mention of the name ma'had instead of dormitory or boarding school has its own purpose. If it is called a dormitory, it is feared that it will create the impression that the building is merely used as a place to live as a substitute for student boarding houses. It is also not called a boarding school, but Ma'had Aly to distinguish it from boarding schools in general. The term Ma'had Aly is intended to give the impression that the location is truly a place that has the nuances of Islamic education for students (Taufiqurrahman, 2010). Pesantren or Ma'had is a boarding Islamic school found in Indonesia. Education in pesantren aims to deepen knowledge of the Qur'an and Sunnah of the Apostle, by studying Arabic and the rules of Arabic reading procedures. Students are referred to as santri who study at school while living in dormitories provided by the pesantren (Suardi, 2018).

Referring to the opinion (Kurniawan, 2010) that academic culture as a subsystem of higher education plays an important and decisive role in efforts to build and develop the culture and civilization of the nation and state (civil society). Currently, the quality indicators of higher education are usually determined by the development and maintenance of the academic culture of the academic community.

As a community development institution, ma'had should be expected to improve the quality of pesantren and prepare a better management development concept. However, currently the management implemented in ma'had is not perfect in its entirety. This is because the activities carried out in

Ma'had are boring and too stressful, resulting in a lack of time for students to do assignments or rest. On the grounds of feeling tired with activities and busyness outside as well as the many campus and organizational assignments that make mahasantri not attend activities in Ma'had. For more details, pay attention to the data tabulation presented by the researcher as follows:

Table 1 IEMP Student's

Islamic Education Management Program Students	Ma'had Students	Students of Kost
48	3	45

Table 1 From the tabulation of the data presented above, it can be understood that among the 48 students of Islamic education management, only 3 people are interested in staying at the ma'had. The rest of them prefer to stay in boarding houses or leave from home even though the distance traveled from their homes can take more than an hour. Meanwhile, students who live in the ma'had are very close so that for students who do not have a vehicle it is not a problem for them.

Culture has the broadest and deepest influence on consumer behavior. This is supported by the results of research by Hutagalung and (Aisya, 2008); (Suprayitno, 2015); and (Mandala, 2015). The research supports that culture is the most basic factor in determining individual desires and behavior. Culture provides norms for individuals so that each individual has different characteristics in their life rules. That characteristic is the basis for consumers to make decisions. Culture in relation to consumer decisions in choosing higher education institutions is to adjust the campus culture to their lives. So that from the campus culture that suits him. A boarding house is a place used by a group of people to serve as a temporary residence. There are several characteristics of boarding houses, namely:

- (1) A boarding house is a house that is used as a source of income by the owner for at least one year by charging fees from people who stay at the place.
- (2) The person who manages the boarding house is the owner or the person entrusted by the owner.
- (3) The tenant must pay the boarding fee within a pre-determined limit.
- (4) The boarding fee is the fee paid by the boarder from the agreed rental price.

The reality found that Ma'had Al-Jami'ah does not yet have a learning resource center that is specialized as a center for obtaining materials or references available to support the teaching and learning process for students. In the findings in the field Ma'had Al-Jami'ah does not have a library or the like to become a service center for books or references for the learning needs of mahasantri.

The purpose of establishing Ma'had 'Aly is to prepare and guide female santri to become scholars who have humanist and religious characteristics shown by the Prophet. Also to guide ulama as students who have professional will and skills, who are open, responsible, very dedicated and concerned about the people and the country, and who believe that Islam is a religion of rahmatan lil'alam (Hanif, 2006).

Ridlo Zarkaysi's research (Zarkasyi, 2017) entitled Building academic culture in pesantren colleges. The purpose of this study was to explore the organizational culture model in the pesantren environment, the development of academic culture, and how to anticipate obstacles, as well as who is responsible and will be involved in the change and development of the academic cultural environment.

The implementation of academic culture and the scientific attitude of students. The research is based on the concept that education is important for every human being, and has now become a basic need. To build an academic culture can be achieved by optimizing the implementation of academic culture, in order to improve the quality and image of universities with other superior universities. This research has similarities with the research that researchers do in terms of the object of research, namely about academic culture (Hikmah, 2015).



Figure 1.1 How to build an academic culture

From the picture above is a description of how to build an academic culture in an organization consisting of five stages, which can be done by someone who leads an organization or is called a leader. It is understood and realized that higher education can play an important role in realizing the efforts and achievements of the planned academic culture. Higher education is a place of intellectual development and morality which is the basis for the ability to master science, technology, and culture in the broadest sense (Kurniawan, 2010).

Academic culture is essentially a universal culture. This understanding of universality shows that everyone as an academic community has the same right to be involved in academic activities. Therefore, building an academic culture in higher education is not an easy task. In fact, serious efforts are needed, especially at the stage of socializing academic activities to the entire academic community, namely teachers and students, as well as the support of teaching staff (Suteja, 2020).

According to Kurniawan, it can be understood that universities can play an important role in realizing efforts and achieving the desired academic culture. Higher education is a place for fostering intellectuality and morality which is the basis for the ability to master science, technology, and culture in the broadest sense (Kurniawan, 2010).

Academic culture in higher education actually does not appear suddenly, at first it is something that is determined by a rule / norm. Moreover, these activities are carried out continuously and there are serious efforts to continue them. Over time, the series of unique activities that are intertwined will

become habits and even traditions and eventually become a culture formed by shared values that exist in society (Suteja, 2020).

Building an academic culture in a university necessitates a comprehensive and unified strategy. *Develop a shared vision and mission statement that emphasizes academic excellence, research, critical thinking, and lifelong learning. Inform all stakeholders, including faculty, staff, students, and administrators, of this vision.*

Foster a scholarship culture with support and encourage research, scholarly endeavors, and intellectual inquiry. Provide faculty and students with the means to conduct research, publish scholarly articles, and attend academic conferences. Honor and celebrate research and scholarly accomplishments. Establish rigorous academic expectations and standards for faculty and students. Encourage a culture of academic rigor by providing intellectually stimulating coursework, nurturing critical thinking, and instilling a love of learning in students.

Support Professional Development by providing faculty with opportunities for professional development to enhance their teaching abilities, keep abreast of emerging trends in their disciplines, and engage in lifelong learning. Encourage faculty members to pursue advanced degrees, attend workshops, and work with colleagues to enhance their teaching efficacy. Foster an inclusive and supportive environment in which students feel valued, respected, and supported in their academic endeavors. Provide academic counseling, mentoring programs, and resources to aid students' academic success. Establish academic support services, such as tutoring programs and writing centers, to aid students in their academic pursuits.

Encourage collaboration and intelligent conversation by encouraging interdisciplinarity among faculty and students. Create intellectual dialogue opportunities, such as seminars, guest lectures, and panel discussions, where diverse perspectives can be shared and debated. Cultivate an ethical and honest culture: Maintain academic integrity and ethical standards. Educate faculty and students about responsible research practices, prevention of plagiarism, and ethical behavior in academic work. Enforce academic honesty policies and promote a university-wide culture of integrity.

Engage the Neighborhood with promoting partnerships, outreach programs, and community engagement initiatives to forge ties between the university and the surrounding neighborhood. Encourage faculty and

students to engage in service-learning initiatives and offer their expertise to address community needs.

Regularly evaluate the efficacy of academic programs, teaching methods, and support services in order to identify areas for improvement. Utilize student, faculty, and stakeholder feedback to make informed decisions and improve the academic culture.

Developing an academic culture necessitates a concerted effort and continuous dedication from the entire university community. Universities can foster intellectual development, encourage academic excellence, and prepare students for successful careers and lifelong learning by implementing these strategies.

CONCLUSIONS

The conclusion based on the exposure and discussion above is that the students of the Islamic education management study program at IAIN Lhokseumawe class of 2020 total 48 students. There are only 3 students who live in the ma'had. The rest of them choose to stay in boarding houses or leave from their respective homes. The ma'had is located very close to the campus, even the ma'had is in the campus environment. However, students prefer to stay in boarding houses or leave from home rather than in the campus ma'had. Although they realize that the distance from their homes can reach one hour or even more. Whereas from the ma'had the distance traveled is very close. Most of them assume that they are not used to a regulated or disciplined atmosphere. As is done by mahasantri in ma'had in general.

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