



## Implementation of Academic Cultural Values in Student Campus Life: A Study

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### Abstract

*This study examines the implementation of academic cultural values in student campus life at the State Islamic Institute (IAIN) Takengon, Aceh Tengah, Indonesia. Academic culture plays an important role in shaping students' attitudes, behaviors, and intellectual development within higher education institutions. This research aims to analyze how academic norms, academic activities, and academic works are implemented among students in order to create a productive academic environment. The study employed a qualitative research design with a phenomenological approach. Data were collected through in-depth interviews, non-participant observations, and document analysis involving university leaders, faculty members, and students. The data were analyzed using the interactive model of Miles and Huberman, which includes data condensation, data display, and conclusion drawing. The findings reveal that the implementation of academic culture at IAIN Takengon is carried out through several strategies, including the socialization of academic regulations through student orientation programs, the role modeling of academic behavior by lecturers and university leaders, and the integration of academic norms in daily learning activities. In addition, the development of academic literacy, the ethical use of digital technology and social media, and the promotion of academic activities such as seminars, workshops, research collaboration, and student organizational involvement contribute to strengthening academic culture among students. Institutional support, adequate academic facilities, and active participation of lecturers and students were identified as key factors supporting the development of academic culture, although challenges related to student motivation and engagement remain.*

## Introduction

Higher education plays a strategic role in developing knowledgeable, ethical, and socially responsible human resources (Mainali, 2025; Rababah et al., 2021; Zaakiyyah, 2024). In the Indonesian context, education aims not only to enhance intellectual capacity but also to cultivate character, morality, and social responsibility as mandated by the national education system. Universities are expected to create an academic environment that supports the development of scientific knowledge, professional competence, and ethical values among students. Therefore, the effectiveness of higher education institutions is not solely determined by curriculum design and infrastructure but also by the strength of academic culture embedded within campus life (Vettriselvan & Ramya, 2025; Siswadi et al., 2025; Gadaza et al., 2025).

Academic culture refers to the system of values, norms, and practices that shape how members of the academic community think, interact, and produce knowledge within higher education institutions (Hasbi et al., 2025; Butac et al., 2025; Ramli et al., 2025). It encompasses various dimensions such as research ethics, scholarly communication, academic writing practices, and

commitment to the Tri Dharma of Higher Education—teaching, research, and community service—which serve as the fundamental pillars of academic quality and relevance (Abidin, 2022; Chotimah et al., 2022; Yusup & Halimah, 2025). Within organizational contexts, academic culture functions as a normative framework guiding the behavior of lecturers, students, and administrative staff in conducting responsible and ethical academic activities (Seroa et al., 2022; Widiantoro & Yodi, 2020). Thus, academic culture acts not only as an institutional guideline but also as a mechanism that ensures the sustainability of scientific traditions and the quality of higher education services.

A growing body of research indicates that strong academic culture contributes significantly to improving the quality of learning, research productivity, and scholarly collaboration in universities (Walid et al., 2025; Shalihati et al., 2025; Abulibdeh et al., 2025). Institutions that successfully foster academic values tend to produce more innovative research outputs and encourage active engagement in academic discourse among students and faculty members (Budiyanto et al., 2025; Rekarti et al., 2020). Moreover, the development of institutional academic culture has been associated with improved academic performance, increased research output, and stronger academic integrity across higher education institutions (Farida et al., 2022). For this reason, strengthening academic culture has become a critical strategy for enhancing the competitiveness and global reputation of universities.

From the perspective of student development, academic culture plays a crucial role in shaping students' scholarly character. Values such as intellectual honesty, critical thinking, academic discipline, and research ethics serve as the foundation for developing responsible and competent scholars (Emenike & Ogolo, 2025; Hasibuan et al., 2026; Nurdi & Cahyadi, 2026). These values are manifested in students' abilities to produce academic writing, conduct research, and participate in scholarly discussions within the academic community (Maulana et al., 2023; Zulfiana et al., 2025). Additionally, academic practices such as seminars, academic writing workshops, research collaborations, and literacy programs have been shown to strengthen students' scientific competencies while fostering a culture of academic literacy within universities (Hidayat et al., 2025; Masnun et al., 2025).

Despite its importance, the implementation of academic culture in higher education faces numerous challenges, particularly in the context of rapid technological advancement and social change. The expansion of digital technology has transformed the way students access information and interact with knowledge. While digitalization provides greater access to information resources, it also raises concerns about declining reading habits, superficial engagement with academic materials, and the increasing reliance on instant information sources rather than rigorous scholarly inquiry (Budiyanto et al., 2025; Fathurrahman et al., 2023). These developments highlight the need for universities to develop institutional strategies that integrate technological innovation with ethical academic practices in order to sustain a strong academic culture.

In Islamic higher education institutions, academic culture is closely linked with the integration of religious values, ethical scholarship, and local cultural traditions. The incorporation of Islamic values and religious moderation within academic practices aims to cultivate balanced intellectual development that combines scientific excellence with moral integrity (Azizah et al., 2025; Chotimah et al., 2022). Such integration is considered essential for developing graduates who possess both intellectual competence and ethical responsibility, particularly in institutions where education is closely connected to religious and cultural values.

IAIN Takengon, an Islamic higher education institution located in Aceh Tengah, Indonesia, has committed itself to fostering academic culture grounded in Islamic values and local

wisdom. However, preliminary observations indicate that the implementation of academic culture among students still faces several challenges, including limited reading habits, low participation in academic activities, and minimal involvement in research and scholarly discussions. These conditions suggest a gap between institutional academic norms and the actual academic practices observed in student campus life. Therefore, this study aims to examine the implementation of academic cultural values in student campus life at IAIN Takengon and to identify the factors that support and hinder the development of academic culture within the institution.

## Methods

This study employed a qualitative research design with a phenomenological approach to explore the implementation of academic cultural values in student campus life at IAIN Takengon, Aceh Tengah, Indonesia. This approach was considered appropriate because the study sought to understand how members of the academic community experience, interpret, and practice academic culture in their daily campus activities. The focus of the study included the implementation of academic norms, reading literacy, academic communication ethics, student discipline, the use of social media for academic purposes, and student participation in academic activities such as lectures, seminars, workshops, research activities, and student organizations.

The research was conducted at IAIN Takengon from July to September 2025. The researcher acted as the primary instrument in the research process, including designing the study, collecting data, interpreting field findings, and analyzing the meaning of academic cultural practices within the institutional context. The study focused on the academic community of IAIN Takengon because the institution has developed various academic policies, student orientation programs, communication guidelines, learning activities, and student development programs aimed at strengthening academic culture.

The data used in this study consisted of qualitative descriptive data in the form of interview statements, observed behaviors, institutional documents, and field notes related to the implementation of academic culture. Primary data were obtained from key informants, including university leaders, faculty deans, department heads, lecturers, and students. These informants were selected purposively because they were directly involved in planning, implementing, supervising, or experiencing academic cultural practices on campus. The selection of informants continued until data saturation was achieved, namely when the information obtained from interviews and observations no longer produced substantially new themes.

Secondary data were collected from institutional documents relevant to academic culture, including university profiles, student academic handbooks, academic regulations, student orientation materials, communication guidelines, policy documents, and records of academic activities. These documents were used to support and verify the interview and observation data, particularly regarding academic integrity, student discipline, lecturer–student communication ethics, learning facilities, student organizations, and academic activity programs.

Data were collected through three main techniques: in-depth interviews, non-participant observation, and document analysis. Semi-structured interviews were conducted to explore informants' perspectives on the implementation of academic norms, academic integrity, discipline in learning, reading literacy, ethical communication, social media use, and participation in academic activities. Non-participant observations were conducted in natural academic settings, including classrooms, faculty offices, library areas, student activity spaces,

and other campus environments. These observations focused on students' punctuality, classroom participation, use of library and digital resources, interaction with lecturers, use of social media for academic communication, and involvement in academic programs. Document analysis was carried out to examine formal institutional guidelines and policies that regulate and support academic cultural practices at IAIN Takengon.

To ensure the credibility and trustworthiness of the data, this study applied source triangulation and method triangulation. Source triangulation was conducted by comparing information obtained from university leaders, faculty leaders, lecturers, students, and institutional documents. Method triangulation was carried out by comparing findings from interviews, observations, and document analysis. In addition, prolonged engagement and careful observation were applied to obtain a deeper understanding of academic cultural practices in the campus environment.

The data were analyzed using the interactive model of Miles and Huberman, which consists of data collection, data condensation, data display, and conclusion drawing and verification. Data condensation was conducted by selecting and organizing information related to the main themes of the study, including academic norms, reading literacy, social media use, academic communication ethics, student discipline, and academic activities. The data were then displayed in descriptive thematic categories to identify patterns in the implementation of academic culture. Finally, conclusions were drawn by interpreting the relationship between institutional policies, academic practices, and the lived experiences of students and lecturers in developing academic culture at IAIN Takengon.

## Results and Discussion

### Implementation of Academic Norms among Students at IAIN Takengon

Academic norms constitute a fundamental element in shaping the academic culture of higher education institutions. At IAIN Takengon, academic norms function as a set of ethical guidelines and behavioral standards that regulate students' conduct in academic activities, including learning processes, research activities, and interactions with members of the academic community. These norms emphasize academic honesty, discipline, ethical communication, and commitment to self-development. The implementation of these principles is intended to create a conducive academic environment that supports intellectual development and professional responsibility among students. As reflected in institutional policies, academic norms are integrated into the broader mission of developing graduates who are competent, ethical, and socially responsible.

One of the core components of academic norms implemented at IAIN Takengon is academic integrity. Students are required to avoid plagiarism, cheating, and any form of academic misconduct in assignments, examinations, or research activities. This emphasis on integrity reflects the institution's commitment to maintaining the credibility and authenticity of academic work. The rector of IAIN Takengon highlighted the importance of academic integrity in shaping students' character and academic responsibility. As stated during the interview:

*“A strong academic culture is an essential foundation for producing high-quality graduates. We emphasize honesty in every academic activity, including writing scientific papers, conducting research, and taking examinations.”*

This statement demonstrates that academic integrity is not only treated as a regulatory requirement but also as a moral value that must be internalized by students throughout their academic journey.

Another important aspect of academic norms is discipline in the learning process. Discipline is reflected in students' punctuality in attending classes, compliance with academic regulations, and active participation in classroom discussions. Academic discipline is considered essential because it cultivates responsibility and time management skills that are required in professional life. The Vice Rector for Student Affairs emphasized that discipline is closely linked to the institutional effort to develop a strong academic culture. He explained:

*“Academic norms are not merely written regulations, but a foundation for maintaining integrity, honesty, and the quality of knowledge produced in the university.”*

This perspective highlights that discipline is viewed as part of a broader ethical framework designed to strengthen academic culture within the institution.

Academic communication ethics also represent a key dimension of academic norms at IAIN Takengon. Students are expected to communicate respectfully with lecturers and university staff, both in face-to-face interactions and through digital communication platforms. Ethical communication includes the use of polite language, clear message structure, and respect for the professional boundaries between students and lecturers. According to one faculty dean, academic communication etiquette is systematically introduced to students through formal guidelines and institutional policies. During the interview, the dean stated:

*“We encourage students to communicate with lecturers in a polite and professional manner, both in direct interaction and through digital media. Clear communication ethics help maintain a healthy academic culture on campus.”*

This statement indicates that communication ethics are regarded as an important mechanism for maintaining mutual respect within the academic community.

The implementation of academic norms is also reinforced through institutional strategies such as orientation programs, academic regulations, and continuous supervision by faculty members. Academic regulations are introduced to students during the *Pengenalan Budaya Akademik dan Kemahasiswaan* (PBAK) orientation program for new students. Through this program, students receive information regarding academic rules, ethical conduct, and institutional expectations related to academic behavior. These activities aim to ensure that students understand their academic responsibilities from the beginning of their studies. The rector emphasized the importance of such early socialization by stating:

*“Academic regulations are introduced to students from the beginning, especially during the student orientation program, so they understand the academic norms that guide campus life.”*

This approach illustrates how institutional orientation programs function as an effective mechanism for internalizing academic values among new students.

The implementation of academic norms is further strengthened by the role of lecturers as role models for students. Lecturers are expected to demonstrate academic professionalism through punctuality, academic honesty, and openness to intellectual dialogue. According to several lecturers interviewed in this study, modeling appropriate academic behavior plays a crucial role in shaping students' attitudes toward academic norms. One lecturer explained:

*“Academic norms must start from the example set by lecturers and university leaders. In my teaching, I always remind students to be honest in completing assignments and to avoid copying other people's work.”*

This statement suggests that the implementation of academic norms is not only based on formal rules but also relies heavily on the daily practices demonstrated by lecturers.

Observational data collected during the research also support these findings. Observations conducted in September 2025 revealed that academic norms are clearly outlined in the Student Academic Handbook, which contains detailed guidelines regarding academic conduct, academic integrity, and disciplinary regulations. Additionally, communication guidelines were displayed on notice boards around faculty offices to inform students about proper communication etiquette when contacting lecturers. These observations indicate that the institution actively promotes academic norms through both formal documentation and visible reminders within the campus environment.

### **Development of Reading Literacy and Academic Learning Culture**

Reading literacy represents a critical component of academic culture within higher education institutions. At IAIN Takengon, reading literacy is considered an essential foundation for developing students' intellectual capacity and critical thinking skills. The university encourages students to cultivate reading habits as part of their academic responsibilities. This emphasis on literacy reflects the broader institutional objective of producing graduates who are capable of conducting independent research and contributing to scholarly discourse. Reading activities are therefore integrated into classroom learning, research assignments, and independent study practices.

Lecturers play a central role in motivating students to develop reading habits. Through course assignments and academic discussions, lecturers encourage students to engage with academic literature from books, journals, and other scholarly sources. One lecturer explained how reading assignments are used as a strategy to improve students' academic literacy:

*"I encourage students to read regularly by assigning at least one academic article each week. This helps them develop critical thinking and become familiar with scholarly literature."*

This statement indicates that lecturers actively integrate reading activities into course requirements to strengthen students' academic engagement.

The university also supports reading literacy through the development of adequate learning facilities. Observational findings indicate that the university library provides a comfortable learning environment equipped with internet access, digital resources, and a wide range of academic books. The availability of such facilities is intended to encourage students to spend more time reading and conducting academic research. According to one faculty leader interviewed in the study:

*"Reading is essential for developing students' intellectual abilities. Therefore, we try to create a library environment that motivates students to come, read, and explore academic resources."*

This statement demonstrates the institutional recognition that physical learning environments play an important role in supporting students' academic literacy.

Observational data also revealed that students frequently utilize the library facilities to access digital academic resources, including e-books and online journals. The presence of dedicated Wi-Fi networks in the library allows students to access up-to-date academic materials that support their coursework and research activities. Such technological support enables students to combine traditional reading habits with modern digital learning resources. These findings

indicate that the university attempts to integrate digital literacy with conventional academic reading practices.

### **Utilization of Social Media in Academic Culture**

The rapid development of digital technology has significantly influenced the learning behavior and daily activities of university students. At IAIN Takengon, social media has become an integral part of students' lives, serving not only as a platform for entertainment but also as a potential medium for academic communication and knowledge exchange. The university recognizes that social media, if used properly, can support the development of academic culture by facilitating collaboration, information sharing, and digital learning. Therefore, institutional efforts have been directed toward guiding students to use social media productively in support of academic activities. This approach reflects the university's attempt to adapt academic culture to the realities of the digital era.

One of the main strategies implemented by the university leadership is to educate students about the positive and negative impacts of social media usage. The rector emphasized that although social media offers many opportunities for learning, excessive and uncontrolled use may disrupt students' concentration and academic performance. Therefore, the institution promotes awareness programs aimed at encouraging responsible digital behavior. During the interview, the rector stated:

*“Social media can be a positive source of information and entertainment, but if it is not managed wisely, it can interfere with students' learning focus. Therefore, we educate students about the positive and negative impacts of social media and encourage them to use it productively for academic purposes.”*

This statement highlights the institutional perspective that digital literacy is an essential component of modern academic culture.

In addition to digital literacy education, the university encourages students to utilize social media as a learning tool rather than merely a form of entertainment. Students are encouraged to use social media platforms to access educational content, participate in academic discussions, and collaborate on academic projects. The Vice Rector for Student Affairs emphasized that social media can function as an effective medium for sharing academic information among students. He explained:

*“We realize that social media has become part of students' daily lives. Instead of prohibiting it, we guide students to use it for positive activities such as sharing academic materials, collaborating in projects, and accessing digital learning resources.”*

This approach demonstrates that the institution adopts a constructive strategy by integrating social media into academic practices rather than restricting its use entirely.

Faculty leaders also play an important role in directing students toward productive digital engagement. According to the deans of the Faculty of Tarbiyah and the Faculty of Sharia, Da'wah, and Ushuluddin, social media can be integrated into academic learning activities when used responsibly. They explained that students are encouraged to use social media platforms for educational purposes such as accessing digital books, participating in online seminars, and sharing academic ideas. One of the deans stated during the interview:

*“We encourage students to use technology in ways that support learning. For example, they can use social media to access digital books, join academic forums, or share educational content related to their field of study.”*

This perspective indicates that social media is increasingly viewed as an extension of the academic learning environment.

Lecturers also incorporate social media into their teaching strategies to increase student engagement and digital literacy. Several lecturers reported that they allow students to use social media platforms during learning activities under appropriate supervision. Social media is often used to search for references, share presentation materials, and discuss academic topics. One lecturer explained the approach used in the classroom:

*“I allow students to use social media during class as long as it is related to academic activities. Sometimes I ask them to search for academic materials or share discussion results through online platforms.”*

This strategy helps students develop digital skills while ensuring that social media remains aligned with academic objectives.

Another lecturer emphasized the importance of educating students about ethical social media behavior. The lecturer explained that students must understand that digital communication also requires responsibility and professionalism. According to the lecturer:

*“I always remind students that social media should be used wisely. It can be a powerful tool for learning, but it must be used responsibly and ethically.”*

This statement indicates that the integration of social media into academic culture is accompanied by efforts to strengthen students’ awareness of digital ethics.

Observational findings during the research further support the integration of social media into academic activities. Observations conducted in September 2025 showed that students frequently use digital platforms to share lecture materials, coordinate group assignments, and access academic information. Social media groups created for each course serve as communication channels between lecturers and students. These platforms facilitate the distribution of learning materials, announcements, and discussion topics related to coursework. Such practices demonstrate how social media can function as an effective medium for academic interaction and collaborative learning.

In addition to classroom learning, social media is also utilized to promote institutional activities and student achievements. Students are encouraged to create digital content related to campus activities, which is then shared through official university social media accounts. One initiative implemented by the university involves organizing video competitions that encourage students to produce creative content promoting the university. The content produced by students is often published on the official Instagram account of IAIN Takengon, which helps strengthen students’ sense of belonging to the institution while promoting positive academic engagement.

### **Academic Communication Ethics between Students and Lecturers**

Academic communication ethics represent an important component in establishing a respectful and professional academic environment at IAIN Takengon. Communication between students and lecturers is not limited to the transfer of knowledge but also reflects academic values such as respect, responsibility, and professionalism. Based on interview findings, faculty leaders emphasized the importance of teaching students appropriate communication etiquette when interacting with lecturers, both directly and through digital platforms. One faculty dean

explained that clear communication guidelines are provided to ensure that students communicate politely and professionally. As stated in the interview:

*“We encourage students to communicate with lecturers politely and professionally, both in face-to-face interactions and through digital media. For that reason, the faculty provides simple communication guidelines that include how to greet lecturers, introduce themselves, and clearly explain the purpose of the message.”*

This statement demonstrates that academic communication ethics are intentionally institutionalized through formal guidance and faculty initiatives to cultivate a respectful academic culture.

Lecturers also play a significant role in modeling appropriate communication practices for students. Several lecturers interviewed in this study stated that they consistently emphasize respectful communication as part of classroom interaction and digital correspondence. They explained that communication ethics are usually introduced at the beginning of the semester through course agreements and reinforced throughout the learning process. One lecturer explained:

*“My strategy is to set an example of polite communication, agree on communication etiquette from the beginning of the semester, and use social media professionally only for academic purposes. If a student communicates in an inappropriate way, I usually remind them in an educational manner.”*

This finding indicates that communication ethics are reinforced through both formal instruction and everyday interaction between lecturers and students, allowing students to gradually internalize professional communication practices.

Observational data collected during the research further confirm the implementation of communication ethics within the campus environment. Observations conducted around faculty offices revealed that written communication guidelines were displayed on notice boards to remind students about proper ways of contacting lecturers. These guidelines included instructions such as greeting lecturers politely, introducing one’s name and study program, and clearly stating the purpose of the communication. Such visual reminders help students develop awareness of professional communication standards in academic settings.

### **Student Discipline in the Learning Process**

Student discipline is a fundamental element in supporting the effectiveness of the learning process and strengthening academic culture in higher education. At IAIN Takengon, discipline is reflected in students’ punctuality in attending classes, their compliance with academic regulations, and their responsibility in completing assignments on time. Based on interview findings, lecturers emphasized that discipline must be introduced clearly from the beginning of the semester through course agreements and academic regulations. One lecturer explained that discipline is built through consistent communication of expectations at the start of each course. As stated during the interview:

*“At the beginning of the semester, I always explain the course contract, including rules about attendance, punctuality, and assignment deadlines. Students need to understand that discipline is an important part of academic culture.”*

This statement indicates that the establishment of discipline begins with clear academic guidelines and mutual agreements between lecturers and students.

In addition to formal regulations, lecturers also emphasize the importance of role modeling in shaping students' disciplinary behavior. Several lecturers stated that they attempt to demonstrate discipline by arriving on time, preparing learning materials thoroughly, and consistently enforcing classroom rules. Such practices are expected to encourage students to adopt similar attitudes toward their academic responsibilities. One lecturer described this approach in the interview:

*"I try to set an example by coming to class on time, preparing the materials well, and applying the same rules to all students. When lecturers are disciplined, students usually follow the same behavior."*

This finding suggests that lecturers' personal conduct plays a significant role in influencing students' attitudes toward discipline within the learning process.

Observational findings also support the importance of discipline in the classroom environment. Observations conducted during several lecture sessions showed that students tended to arrive on time when lecturers began the class punctually. This indicates that lecturer behavior strongly influences student discipline. Furthermore, classroom participation was observed to be more active when students had been informed about course expectations in advance.

### **Implementation of Academic Activities (Lectures, Research, and Student Organizations)**

Academic activities constitute a core component of student development in higher education, encompassing classroom learning, research participation, and involvement in student organizations. At IAIN Takengon, academic activities are designed to support both intellectual development and character formation among students. Based on interview findings, university leadership emphasized that the implementation of academic activities requires institutional support in the form of facilities, academic guidance, and opportunities for student participation. The rector explained the institutional commitment to strengthening academic activities as follows:

*"We provide facilities such as comfortable learning spaces, libraries, and access to digital technology. We also encourage students to think critically, participate in discussions, and actively engage in academic activities."*

This statement illustrates that the university seeks to create an academic environment that encourages active learning and intellectual engagement among students.

Research activities are also promoted as an important element of students' academic development. Faculty leaders explained that students are encouraged to participate in research projects, academic seminars, and scientific discussions under the guidance of lecturers. Through these activities, students develop critical thinking skills and gain experience in conducting scientific research. One faculty dean emphasized the importance of such academic engagement during the interview:

*"We encourage students to participate in seminars, workshops, and research activities. Academic supervisors guide them in developing research ideas and improving their scientific writing skills."*

This finding demonstrates that research activities are considered essential in cultivating students' academic competencies and preparing them for professional and scholarly careers.

Student organizations also play a significant role in supporting academic activities by providing opportunities for leadership development and collaborative learning. According to the Vice Rector for Student Affairs, the university actively supports student organizations by providing

financial resources and facilities for their programs. These organizations organize academic discussions, seminars, and community engagement activities that complement formal learning experiences. As stated in the interview:

*“We support student organizations by providing funding and facilities so that they can organize academic programs, discussions, and other activities that develop students’ leadership and intellectual skills.”*

Observational data confirmed that student organizations frequently organize academic events such as seminars, workshops, and discussion forums involving both students and lecturers.

The findings of this study demonstrate that the implementation of academic culture at IAIN Takengon is closely related to the institutionalization of academic norms, academic activities, and academic works within the university environment. Academic culture represents a system of values, attitudes, and behavioral patterns shared by members of the academic community that shape how teaching, research, and scholarly interactions are conducted. According to previous research, academic culture reflects the educational processes and values practiced by the academic community in higher education institutions to develop knowledgeable and responsible citizens (Dzimińska et al., 2020; Fitzgerald et al., 2023; Jones et al., 2021; Tierney, 2023; Wright et al., 2022; Žalėnienė & Pereira, 2021). In this context, the implementation of academic norms such as honesty, discipline, and respect for academic regulations at IAIN Takengon illustrates how academic culture functions as the foundation of all academic activities within the institution. These findings are consistent with the view that universities must cultivate strong academic values to build a productive scholarly environment and maintain the credibility of academic institutions.

The implementation of academic norms in this study also highlights the significant role of leadership and lecturers in shaping students’ academic behavior. The findings reveal that lecturers and university leaders act as role models by demonstrating discipline, professionalism, and commitment to academic integrity. This result aligns with previous research indicating that academic culture is transmitted through daily interactions within the academic community. According to previous research emphasize that academic culture is reflected in shared values, communication practices, and behavioral norms among lecturers, researchers, and students in higher education institutions (Akanji et al., 2020; Alzoraiki et al., 2024; Burhanuddin et al., 2024; Fuad et al., 2022; Virkus & Salman, 2021). When lecturers consistently demonstrate ethical academic behavior, students are more likely to internalize similar values in their own academic practices. Therefore, the role of lecturers as academic role models is crucial in strengthening the implementation of academic norms among students.

Another important aspect highlighted in the findings is the development of reading literacy and intellectual engagement among students. The study shows that lecturers encourage students to read academic books and journal articles, assign reading-based tasks, and guide students in accessing credible academic resources. These strategies aim to strengthen students’ analytical thinking and academic writing skills. Previous research suggests that reading literacy plays a vital role in shaping students’ academic competence and intellectual development. The provision of adequate academic facilities, such as libraries and digital learning resources, further supports the development of reading culture among students. Observational findings in this study also confirmed that the availability of comfortable library facilities and internet access encourages students to utilize academic resources more effectively, which contributes to strengthening academic literacy within the university environment.

The findings also demonstrate that digital technology and social media have become important elements in contemporary academic culture. Students frequently use digital platforms to share learning materials, access academic resources, and communicate with lecturers. However, excessive use of social media may also create challenges for students' academic focus. Previous studies indicate that excessive engagement with short-form video applications can negatively affect students' academic engagement and increase academic anxiety (Li et al., 2024). Therefore, universities need to guide students in using digital technology responsibly. In the context of IAIN Takengon, initiatives such as social media-based academic communication and video competitions for campus promotion represent innovative strategies for transforming social media from a source of distraction into a productive academic tool. Furthermore, research by Hulu & Farmasi (2025) suggests that social media can serve as an effective academic learning medium when used for collaborative discussions, sharing educational information, and supporting group learning activities.

The implementation of academic activities such as lectures, research participation, seminars, workshops, and student organizational involvement plays a significant role in strengthening academic culture. The findings indicate that active participation of both lecturers and students contributes to creating a dynamic academic environment characterized by intellectual dialogue and collaborative learning. Research by Feihong & Parwati (2025) emphasizes that direct support and encouragement from lecturers significantly increase students' academic confidence and engagement in learning activities. This interaction fosters a dialogic academic environment where students feel encouraged to express ideas, participate in discussions, and develop critical thinking skills. Consequently, the implementation of academic culture at IAIN Takengon reflects a comprehensive approach that integrates academic norms, digital literacy, academic activities, and lecturer–student interaction to create a productive and sustainable academic environment.

## Conclusion

This study concludes that the implementation of academic culture among students at IAIN Takengon is carried out through the integration of academic norms, academic activities, and academic works within the university environment. The findings indicate that academic norms are implemented through the socialization of academic regulations, role modeling by university leaders and lecturers, and the habituation of ethical academic behavior in daily academic interactions. Orientation programs, academic handbooks, and communication guidelines serve as important instruments in introducing these norms to students. In addition, discipline in the learning process, ethical communication between students and lecturers, and responsible use of social media contribute to the development of a conducive academic environment that supports students' intellectual and character development.

Furthermore, the implementation of academic activities and academic works plays a significant role in strengthening the academic culture at IAIN Takengon. Various institutional initiatives such as seminars, workshops, academic mentoring, research collaboration between lecturers and students, and the provision of library resources encourage students to develop critical thinking and scientific writing skills. Active participation of lecturers and students in academic discussions and scholarly activities also contributes to creating a dynamic and collaborative learning environment. Overall, the successful implementation of academic culture at IAIN Takengon is supported by institutional commitment, adequate academic facilities, and active engagement from both lecturers and students, although challenges such as students' motivation and adaptation to academic standards remain areas that require continuous improvement.

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