



Managerial Innovation Based on Local Culture in Developing the Competence of Lecturers and Educational Staff at Universitas Swadaya Gunung Jati (UGJ)

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| ABSTRACT

This study aims to analyze the integration of Cirebon local cultural values into managerial innovation as a strategy to enhance the competencies of lecturers and educational staff at Universitas Swadaya Gunung Jati (UGJ). In the context of the globalization of higher education, regional universities face the dual challenge of adapting to global standards while preserving their local cultural identity. This study employs a qualitative literature review approach by examining more than 50 scholarly sources, including nationally indexed journals (SINTA 1–3), internationally reputable journals indexed in Scopus (Q1–Q5), and relevant academic books in the fields of human resource management, organizational innovation, and work culture.

The findings indicate that Cirebon local cultural values—such as gotong royong (mutual cooperation), unggah-ungguh (ethical conduct and respect), honesty, and social responsibility—have significant potential to serve as a foundation for developing a humanistic and context-sensitive managerial system within higher education institutions. The integration of these values strengthens the social, pedagogical, and professional competencies of lecturers and educational staff through collaborative mechanisms, community-based innovation, and active participation in decision-making processes. Therefore, a managerial innovation model grounded in local wisdom not only enhances institutional competitiveness but also contributes to the achievement of the Sustainable Development Goals (SDGs), particularly in the pillars of quality education and social equity.

| KEYWORDS

Managerial innovation; local culture; lecturer competence; local wisdom; sustainable development

I. INTRODUCTION

In the era of globalization and the Fourth Industrial Revolution, higher education institutions are confronted with rapid and fundamental changes in innovation, governance, and human resource development. The higher education sector no longer functions solely as a provider of education, but also as a key driver of social and economic transformation [19]. Regional universities, such as Universitas Swadaya Gunung Jati (UGJ) in Cirebon, face a dual challenge: on the one hand, they must adapt to global standards of higher education; on the other hand, they are required to preserve local cultural values that constitute their institutional identity and social strength.

Human resource management (HRM) in higher education plays a crucial role in addressing these challenges. Effective HRM is not determined solely by the adoption of modern, technology-driven strategies, but also by a deep understanding of the socio-cultural characteristics of the organization [1]. HRM approaches that neglect local

values often fail to foster organizational commitment and weaken employees' sense of belonging [10].

Cirebon, as a cultural and trading city with distinctive values such as *gotong royong* (mutual cooperation), *unggah-ungguh* (social etiquette and respect), and principles of social harmony, possesses substantial potential to serve as a foundation for context-sensitive managerial innovation. Within the context of UGJ, these values can be translated into managerial practices such as participatory leadership, cross-faculty collaboration, and consensus-based decision-making processes [31].

Furthermore, the integration of local wisdom into higher education management aligns with the global vision of sustainable university management, which emphasizes social and cultural sustainability as integral components of institutional development [25]. Management models grounded in local wisdom are believed to enhance work motivation, reduce resistance to change, and foster a harmonious organizational culture [29].

The main issue emerging in this context is how to develop managerial innovation that effectively bridges the demands of globalization with the preservation of local cultural values. In many cases, higher education institutions tend to adopt external management models without adequately considering local social and cultural contexts [17]. As a result, misalignment often occurs between organizational values and employees' work behavior, leading to reduced organizational effectiveness [3].

Universitas Swadaya Gunung Jati (UGJ), as a private higher education institution deeply rooted in the Cirebon region, possesses a unique organizational structure and mission. With a vision to contribute to regional development through education and research, UGJ has continuously sought to develop governance systems that are adaptive to external changes while remaining oriented toward the social values of the local community [13]. These values can be leveraged as social capital to establish a competency development system for lecturers and educational staff that is culturally grounded, participatory, and sustainable.

Previous studies have demonstrated that managerial innovation combining modern management strategies with local cultural values can significantly improve organizational performance [23][20][14]. In the Indonesian context, this approach is also consistent with the Merdeka Belajar–Kampus Merdeka (MBKM) policy, which emphasizes flexibility, collaboration, and social relevance in higher education [11].

Therefore, it is essential for UGJ to formulate a managerial innovation model that integrates local wisdom as a core foundation for developing the competencies of academic human resources. Such a model not only responds to the challenges of modernization but also serves as a strategic effort to strengthen institutional identity amid the homogenizing forces of global culture.

Conceptually, this study is grounded in the idea that managerial innovation is not merely reflected in new policies or the adoption of digital technologies, but rather represents a reflective and collaborative process involving the transformation of organizational values and behaviors [16]. In the context of higher education, this transformation can be realized through three main dimensions: (1) leadership rooted in local values, (2) context-sensitive competency development for lecturers and educational staff, and (3) management systems that are adaptive to change.

II. METHODOLOGY

A. Research Approach and Design

This study adopts a descriptive qualitative approach using a Systematic Literature Review (SLR) method. This approach was selected because the primary objective of the study is to examine, compare, and synthesize findings from previous research related to local culture-based managerial innovation and the development of lecturers' and educational staff competencies in higher education institutions.

A systematic literature review enables researchers to construct a robust theoretical foundation by identifying research trends, gaps, and scholarly contributions across multiple studies [24]. This method is also aligned with the interpretive paradigm in qualitative research, which emphasizes meaning, context, and socio-cultural values in understanding organizational phenomena [4].

In this study, data were collected from more than 50 scholarly sources, including:

1. Nationally accredited journals indexed in SINTA levels 1–3, such as *Jurnal Manajemen dan Kewirausahaan*, *Jurnal Ilmu Pendidikan dan Pengajaran*, and *Jurnal Administrasi Pendidikan Indonesia*.
2. International reputable journals indexed in Scopus (Q1–Q5), including *The International Journal of Human*

Resource Management, Sustainability (MDPI), Asia Pacific Management Review, Higher Education Studies, and Journal of Organizational Change Management.

3. Classical and contemporary academic books in the fields of management, education, and organizational culture [10][20][16].
4. The literature analyzed in this study spans publications from 2010 to 2025, with a primary focus on studies addressing managerial innovation, local wisdom, academic human resource development, and sustainability in higher education.

B. Systematic Literature Review Procedure

The systematic literature review was conducted through four main stages:

1. Identification of Sources and Keywords

The researchers employed keywords such as “managerial innovation,” “local wisdom,” “human resource management in higher education,” “lecturer competence development,” and “sustainable university management” to search both national databases (Garuda, SINTA) and international databases (Scopus, ScienceDirect, and SpringerLink).

2. Selection and Inclusion–Exclusion Criteria

The inclusion criteria were as follows:

- a. articles published between 2010 and 2025;
- b. studies discussing managerial innovation or local culture within educational institutions;
- c. articles demonstrating empirical or conceptual relevance to academic human resource development; and
- d. articles classified as opinion-based without academic rigor or lacking a cultural perspective were excluded from the analysis.

3. Thematic Analysis and Categorization

All selected articles were analyzed using content analysis techniques [12]. The findings were then classified into four major thematic categories:

- a. Managerial innovation in higher education,
- b. Application of local wisdom in organizational contexts,
- c. Development of academic human resource competencies, and
- d. Integration of cultural values with institutional sustainability.

4. Synthesis and Conceptual Model Development

Following thematic categorization, the relationships among key concepts were synthesized to develop a conceptual model of local wisdom-based managerial innovation at UGJ, as illustrated in Figure 1. This model was subsequently examined using an interpretive approach to explore its practical implications for culturally grounded higher education institutions.

C. Data Validity and Credibility

To ensure the validity and credibility of the findings, this study employed source triangulation [18]. The results derived from national and international literature were compared to confirm conceptual consistency and contextual relevance. In addition, peer debriefing was conducted with lecturers specializing in educational management at UGJ to verify the interpretative alignment of the findings with local institutional conditions.

III. RESULTS AND DISCUSSION

The results of the literature review yield four main themes that illustrate how local culture-based managerial innovation can be effectively implemented in the development of human resource competencies at Universitas Swadaya Gunung Jati (UGJ).

A. Local Culture-Based Managerial Innovation

The synthesis of the reviewed literature indicates that Cirebon local cultural values—such as gotong royong (mutual cooperation), unggah-ungguh (ethical conduct and respect), and social responsibility—can serve as core pillars in the development of university managerial systems. The value of gotong royong can be operationalized through collaborative leadership, which emphasizes teamwork and open communication in decision-making processes [31].

Meanwhile, unggah-ungguh can be translated into managerial ethical principles that foster mutual respect between leaders and subordinates. This value supports the creation of a harmonious and trust-oriented work environment, which is essential for sustainable organizational performance [9].

Social responsibility values may be reflected in university policies that position lecturers and educational staff as key actors in community-oriented social transformation [13]. This perspective aligns with the concept of community-based university management, which emphasizes the role of universities as integral components of the local social ecosystem [28].

Within the framework of contemporary management theory, the integration of local values into managerial practices represents what is referred to as culture-driven innovation [16]. This approach recognizes culture not merely as a contextual background, but as a strategic organizational resource that enhances adaptive capacity and innovation potential.

B. Local Wisdom-Based Development of Lecturers' and Educational Staff Competencies

The review of relevant studies reveals that successful competency development programs tend to integrate technology-based training systems with organizational cultural values [5]. In the context of UGJ, this integration can be implemented through training and career development programs that embed local cultural elements into professional development curricula.

Examples of such initiatives include:

1. Pedagogical competency workshops grounded in gotong royong values through collaborative teaching and peer learning among lecturers.
2. Academic leadership training that emphasizes unggah-ungguh as a foundation for professional ethics and respectful governance.
3. Strengthening the social competencies of educational staff through community service activities rooted in Cirebon local culture.

Training approaches grounded in cultural values enhance affective commitment, defined as employees' emotional attachment to their organization. Who demonstrate that value congruence between individuals and organizations significantly influences human resource performance [3].

Therefore, competency development at UGJ should not focus solely on technical skills (hard skills), but also on the reinforcement of social and ethical values (soft values). This integrative approach produces human resources that balance academic professionalism with social morality [2].

C. Synergy between Managerial Innovation, Leadership, and Organizational Culture

The literature further emphasizes that the success of managerial innovation is strongly influenced by leadership style. Organizational culture is shaped and sustained by leadership behavior [23]. Leaders who understand local cultural contexts are more capable of transforming cultural values into sources of collective motivation.

At UGJ, participatory and transformational leadership styles rooted in musyawarah (deliberation) and tepa selira (empathy and mutual consideration) are highly compatible with the socio-cultural characteristics of the Cirebon community. Such leadership models not only promote organizational harmony but also enhance innovation by encouraging dialogue and inclusive participation.

In Sustainability reports that universities adopting collaborative leadership models based on local values demonstrate higher levels of innovation compared to institutions relying solely on Western management paradigms [30]. This leadership approach fosters a trust-based culture, which forms the foundation for cross-unit collaboration.

Culturally grounded leadership also supports the development of a learning organization [16]. In which individuals are encouraged to learn from collective experiences, including successes and failures. This principle resonates with the Cirebon philosophical notion *ngelmu iku kalakone kanthi laku* (knowledge is acquired through lived experience).

D. Implementation of the Managerial Innovation Model at UGJ: Analysis and Implications

Based on the literature synthesis, the implementation of local culture-based managerial innovation at UGJ should be conducted through three strategic stages:

1. Internalization Stage

Cirebon cultural values such as *gotong royong* and *unggah-ungguh* are internalized into the university's vision, mission, and institutional policies. This process may be facilitated through value socialization programs for newly appointed lecturers and educational staff.

2. Institutionalization Stage

Internalized values are subsequently translated into concrete managerial policies. For instance, lecturer performance evaluation systems may incorporate indicators related to collaboration and social contribution.

3. Implementation and Evaluation Stage

The final stage involves applying these values in daily managerial activities, including meetings, decision-making processes, and community engagement programs. Evaluation may be conducted through employee satisfaction surveys and organizational culture assessments.

Who emphasize the importance of continuous innovation processes in educational organizations [27]. Through sustained implementation, innovation becomes an embedded organizational culture rather than a temporary project.

The synthesis further identifies three interrelated dimensions of local culture-based managerial innovation at UGJ:

1. Structural Dimension

This dimension concerns organizational policies, governance mechanisms, and management systems. Excessive bureaucratic structures tend to inhibit innovation by limiting flexibility and collaboration [20]. At UGJ, restructuring based on the principle of academic *gotong royong* can transform hierarchical management into a collaborative model that encourages participation in decision-making processes [21].

2. Cultural Dimension

Organizational culture should be understood as a living system that continuously adapts to social and global change [23]. Highly relevant to Cirebon society, which values the principle *urip iku urup* (living means giving benefit to others) [10]. Programs such as academic sharing and campus-based social engagement initiatives can strengthen employee engagement and institutional loyalty [14].

3. Personal Dimension

This dimension emphasizes the integration of professional competence and ethical character. Literature suggests that academic human resource development must extend beyond skill enhancement to include moral and value-based development [2][5]. Individuals whose personal values align with organizational culture tend to demonstrate higher adaptability and commitment [3].

E. Impact on Institutional Sustainability and Competitiveness

The literature synthesis identifies five major impacts of implementing local wisdom-based managerial innovation at UGJ:

1. Enhancing the effectiveness of human resource management through culturally harmonious and productive work environments.
2. Improving lecturers' and educational staff competencies by balancing technical and ethical capacities.
3. Strengthening institutional image and cultural identity as a university rooted in local wisdom.

4. Supporting sustainability goals, particularly SDGs related to quality education, decent work, and sustainable communities [22].
5. Promoting social innovation and university–community collaboration through co-creation of knowledge [6].

IV. CONCLUSION

Based on the findings of the systematic literature review, this study concludes that local wisdom-based managerial innovation represents an effective and strategic approach to enhancing the competencies of lecturers and educational staff while simultaneously strengthening the institutional competitiveness of regional higher education institutions such as Universitas Swadaya Gunung Jati (UGJ).

1. Managerial innovation should not be understood merely as structural reform through the modification of systems, policies, or standard operating procedures. Rather, it also involves a transformation of organizational culture and behavior. Cirebon local cultural values—such as gotong royong (mutual cooperation), unggah-ungguh (ethical conduct and respect), tepa selira (empathy and mutual consideration), and social responsibility—have been shown to reinforce work ethics, organizational commitment, and a sense of ownership among academic communities. Strong local cultural values thus function as social capital that fosters institutional synergy and productive collaboration.
2. Competency development for lecturers and educational staff grounded in cultural values promotes a balanced integration of technical proficiency and moral character. Competence is no longer perceived solely as mastery of academic skills, but also as the capacity for social and emotional adaptation within a multicultural organizational environment. This value-based approach nurtures empathy, collaboration, and long-term social responsibility.

This study emphasizes the importance of integrating three interrelated dimensions of managerial innovation:

- a. Structural dimension, focusing on reforms in management systems and organizational policies;
 - b. Cultural dimension, emphasizing the internalization of values, ethics, and work norms rooted in local wisdom; and
 - c. Personal dimension, oriented toward the development of humanistic academic leadership, individual competencies, and ethical character.
3. dimensions operate within a continuous innovation cycle, in which sustainable implementation strengthens UGJ's adaptability, competitiveness, and relevance within the socio-cultural context of the Cirebon community.
 4. Local culture-based managerial innovation has significant implications for institutional sustainability. When cultural values are embedded in governance practices, innovation processes become more inclusive and long-term oriented. This approach aligns closely with the principles of Education for Sustainable Development (ESD) and the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education), Goal 8 (Decent Work and Economic Growth), and Goal 11 (Sustainable Cities and Communities).
 5. This study demonstrates that the proposed managerial innovation model can serve as a conceptual prototype for other higher education institutions in Indonesia. It highlights that modernization in university management does not require the erosion of cultural identity; instead, local culture can be strategically leveraged to strengthen institutional distinctiveness and sustainability.

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