

Bridging Generations: Exploring the Role of Organizational Culture in Shaping Generation Z's Identity in Higher Education

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Abstract:

This study aims to analyze the role of local wisdom-based organizational culture in shaping the identity of Generation Z in higher education so that they can adapt to digital challenges and rapid social change. This study uses a qualitative approach with in-depth interview techniques, observation, and documentation. Data were analyzed thematically by coding, pattern identification, triangulation, and member checking to ensure the accuracy of the research data. The study results indicate that organizational culture in higher education plays an important role in guiding values and norms, helping students internalize social values, actively engage in campus activities, develop social networks, and improve social skills. Students become resilient and adapt well, aligning traditional values with modern demands. The implications of this study indicate that a solid and inclusive organizational culture can support the formation of a strong, flexible, and principled student identity amidst rapid changes in the digital era. These findings can guide educational institutions in designing policies that support the development of student character and integrity development in the digital era.

Keywords: *Organizational Culture, Generation Z Identity, Digital Resilience*

Abstrak:

Penelitian ini bertujuan untuk menganalisis peran budaya organisasi berbasis kearifan lokal dalam membentuk identitas Generasi Z di perguruan tinggi, sehingga mereka dapat beradaptasi dengan tantangan digital dan perubahan sosial yang cepat. Penelitian ini menggunakan pendekatan kualitatif dengan teknik wawancara mendalam, observasi dan dokumentasi. Data dianalisis secara tematik dengan pengkodean, identifikasi pola, triangulasi, dan member checking untuk memastikan akurasi data penelitian. Hasil penelitian menunjukkan bahwa budaya organisasi di perguruan tinggi berperan sebagai panduan penting untuk nilai dan norma, membantu mahasiswa menginternalisasi nilai sosial, terlibat aktif dalam kegiatan kampus, mengembangkan jaringan sosial, dan meningkatkan keterampilan sosial. Mahasiswa menjadi tangguh dan mampu beradaptasi dengan baik, menyelaraskan nilai tradisional dengan tuntutan modern. Implikasi penelitian ini menunjukkan bahwa budaya organisasi yang solid dan inklusif dapat mendukung pembentukan identitas mahasiswa yang kuat, fleksibel, dan berprinsip di tengah perubahan cepat di era digital. Temuan ini dapat menjadi pedoman bagi institusi pendidikan dalam merancang kebijakan yang mendukung pengembangan karakter dan integritas mahasiswa di era digital.

Kata Kunci: *Budaya Organisasi, Identitas Generasi Z, Ketahanan Digital*

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INTRODUCTION

Generation Z are those born between the mid-1990s and early 2010s and dominate the population in higher education today (Cohen, 2022; Jayatissa, 2023). This generation grew up in an environment rich in digital technology, with access to information and social interactions integrated online (Düzenli, 2021; Janssen & Carradini, 2021). It must be understood that this generation has unique characteristics, such as dependence on technology, preferences for instant communication, and the search for meaning in every aspect of life (Bagdi et al., 2023; Quach et al., 2022; Riemer & Peter, 2024). This shows that these differences affect how they interact and form identities in the campus environment, challenging institutions to adjust their organizational culture. A deep understanding of the interaction between campus organizational culture and Gen Z characteristics is essential to support positive identity formation in the higher education environment.

According to Makola & Mulaudzi (2024) social identity theory, individual identity is formed through membership in certain social groups, where the norms and values of the group are internalized. The campus can be considered a significant social group for Gen Z students. Organizational culture theory explains that culture includes collective values and beliefs that influence the way members of an organization think, behave, and feel (Sihombing & Perangin-Angin, 2023; Veysel & Aras, 2024). Adjusting organizational culture in higher education by connecting identity theory with Gen Z characters is key in shaping student identities based on that generation's values. Organizational culture, which encompasses the norms, values, and practices adopted by an institution, plays a crucial role in shaping the identity of individuals within that environment (Boonlab & Pasitpakakul, 2023; Yang et al., 2024). Universities may need to revise their approaches to student engagement, ensuring they align with Generation Z's preference for digital interaction and greater inclusivity.

Parzyck and Brown (2023) researched the impact of organizational culture on student engagement in higher education and found that an inclusive and supportive organizational culture can increase student engagement. Cohen (2022), in his research, explored the relationship between organizational culture and student learning motivation, finding that an organizational culture that is adaptive and responsive to student needs can increase motivation. Another relevant research is a study by (Seemiller et al., 2021), which examines how universities adapt their organizational culture to meet the digital needs of the younger generation, including Generation Z. Other versions of the study focus more on technological and infrastructure aspects than the social and psychological dynamics involved in identity formation (Alghamdi, 2023). These limitations suggest that although these studies provide valuable insight into the relationship between organizational culture and college students' experiences, they need to specifically examine how organizational culture influences Generation Z identity formation, creating a research gap that needs to be filled (Gilbert, 2021).

Based on a review of existing literature, it is clear that there is a significant research gap related to this topic. Previous studies tend to focus on aspects of involvement, motivation, and technological adaptation without examining the role of organizational culture in forming Generation Z's identity in higher education environments. Generation Z has unique characteristics that are different from previous generations, such as the tendency to seek meaning and purpose in their activities and expectations of inclusivity and flexibility in the social environment. However, how campus organizational culture facilitates or hinders their identity formation remains underexplored. This research will fill this gap by exploring how organizational culture in higher education influences Generation Z's identity formation, focusing on the interaction between organizational cultural values and norms and the unique characteristics of Generation Z. This is important because a deeper understanding of this relationship can provide critical insights for developing more inclusive and adaptive educational policies and campus management strategies, which can ultimately increase student engagement and academic success (Boonlab & Pasitpakakul, 2023).

The novelty of this research lies in its approach, which combines social identity theory and organizational culture in the context of Generation Z in higher education (Andriyanto et al., 2022). This research offers a new perspective by highlighting how elements of organizational culture, such as values, norms, and institutional practices, interact with Generation Z's unique characteristics in forming their identity. This focus on interaction is significant, considering that Generation Z brings new perspectives and values different from previous generations. Therefore, organizational culture must be understood and reconstructed to support identity development (Kazazoglu & Bilir, 2021). This research will contribute significantly to the literature on organizational culture and generational identity by exploring these dynamics. However, it will also provide practical guidance for higher education institutions in adapting their culture to support better positive identity development for Generation Z. The novelty of this research is high because it connects two fields of study that were previously less explicitly connected, namely organizational culture and generational identity formation in the context of higher education.

The main objective of this research is to identify and analyze how organizational culture in higher education influences the identity formation of Generation Z. By understanding the interaction between organizational culture and identity formation, this research seeks to provide insights that can be used by educators and managers of higher education institutions in creating an environment campus that supports the development of a positive identity for Generation Z (Nabaho et al., 2022). This research assumes that an appropriate organizational culture can be an effective tool in forming a solid and positive student identity, which will increase their academic engagement and success (Beke & Tick, 2024; Lokarieva & Chorna, 2022).

This research will focus on the role of organizational culture in shaping Generation Z's identity at IAIN Ternate in the digital era, such as dependence on technology, search for meaning, and preference for inclusivity. Thus, it is hoped that this research can make a significant contribution not only to the theoretical

understanding of the relationship between organizational culture and identity but also to higher education practices that are more inclusive and adaptive to the needs of Generation Z. The results of this research can help higher education institutions develop more effective strategies for managing and adapting their organizational culture to make it more relevant to the current generation of students.

RESEARCH METHOD

This research uses qualitative methods with a phenomenological approach to deeply understand how the organizational culture at IAIN Ternate influences the formation of Generation Z identity in the context of the digital era. The phenomenological approach was chosen because of its deep focus on individual subjective experiences, which aligns with the research objective of exploring how Generation Z students feel, understand, and internalize the values and norms of organizational culture on their campus. Through this approach, researchers can explore students' views, perceptions, and interpretations of existing organizational culture and how this shapes their identity.

Data was collected through in-depth interviews, participant observation, and document analysis at the research location, namely at IAIN Ternate, Ternate, North Maluku, Indonesia. In-depth interviews were conducted with Generation Z students registered at IAIN Ternate, lecturers, and administrative Staff to gain a comprehensive perspective on campus organizational culture and its influence on student identity formation. Participatory observations were carried out for one semester in various campus activities such as lectures, extracurricular activities, and campus events to understand how students implement and feel organizational culture. This text needs to explain in detail how the document analysis was conducted, such as selecting, analyzing, and integrating other findings, which may reduce the strength of data triangulation (Köhler, 2024). In addition, related documents such as academic guidelines, institutional vision and mission, and campus activity records were analyzed to understand the organizational culture contextually by selecting relevant documents and identifying key themes that support the interview and observation findings.

The data obtained were analyzed using thematic analysis techniques, where data from interviews, observations, and documents were systematically analyzed to identify key themes related to organizational culture and the formation of Generation Z identity. The thematic analysis process was carried out through several stages, starting with initial coding to identify patterns that emerged in the data. After that, thematic categories were developed based on these patterns. Validation of the findings was carried out using triangulation techniques, which involved comparing data from various sources (interviews, observations, and documents) to ensure the accuracy and consistency of the analysis results. In addition, member checking was also carried out by asking for confirmation from informants to ensure that the findings were interpreted based on their experiences. This analysis process involves stages such as initial coding, pattern identification, and in-depth interpretation of the data obtained (Williams, 2021). The results of this thematic analysis are then linked to theories of social identity and organizational culture to understand how elements of organizational culture

contribute to the formation of Generation Z identity at IAIN Ternate. This technique allows researchers to explore the complex dynamics between organizational culture and generational identity in the context of higher education in the digital era.

RESULT AND DISCUSSION

Result

Organizational Culture as a Driver of Values and Norms

This research found that the organizational culture at IAIN Ternate plays a central role in guiding the values and norms adhered to by Generation Z students. Organizational culture on this campus is determined not only by formal rules and institutional policies but also by daily practices and interactions—social events occur between students, lecturers, and Staff. One of Firdaus' student informants stated, "Here, we are taught to respect each other and work together; that is what I felt from the start of college. "All the rules on this campus seem to lead to how we can live in harmony and support each other." This statement reflects how norms related to respect and cooperation are integral to the student experience at IAIN Ternate. Another informant, Iwan, added, "Every school activity always emphasizes the importance of Islamic values and how they must be applied in everyday life. This made me understand more about integrity and responsibility in academic and social life." From this statement, it is clear that Islamic values are not only part of the curriculum but are also internalized by students through various campus activities, indicating that campus organizational culture plays a role in shaping student morals and ethics.

A senior lecturer, Andy, confirmed these findings by stating, "We always try to ensure that the values taught in the classroom are also reflected in activities outside the classroom. This is important because students need to see how theory can be applied in real life." Thus, the interview results show that the organizational culture at IAIN Ternate functions as a guide to values and norms, shaping how students think, behave, and interact in the campus environment. Values such as respect, cooperation, integrity, and responsibility are taught formally, lived, and applied daily, creating an environment that supports students' personal and social development.

These findings show that the organizational culture at IAIN Ternate is a guide to the values and norms that shape the way Generation Z students think and act. Values such as respect, cooperation, integrity, and responsibility are taught through the formal curriculum and internalized through daily practices and social interactions in the campus environment. An organizational culture consistent and applied in various aspects of campus life ensures that students learn theoretically and live and use these values. This forms a solid moral and ethical foundation, which functions in academic contexts and their social and personal lives. Thus, the organizational culture at IAIN Ternate plays a crucial role in shaping the character and identity of students, making them moral and responsible individuals.

The organizational culture at IAIN Ternate serves as a vital instrument in shaping Generation Z students' identity by embedding core values such as respect, cooperation, and integrity into daily practices and institutional norms. This cultural framework supports academic success and fosters personal development

by integrating Islamic values into formal and informal activities, as evidenced by student testimonials and faculty observations. Drawing from organizational culture theory, it is clear that such an approach goes beyond knowledge transfer, promoting holistic education where values are lived and internalized. This dynamic interaction between institutional culture and student identity formation underscores the importance of a values-driven educational environment in cultivating morally responsible and socially engaged individuals. Thus, IAIN Ternate's organizational culture not only enhances academic achievement but also plays a critical role in character development, positioning students to thrive professionally and personally.

Identity Formation through Social Interaction

Social interactions between students, faculty, and Staff in higher education significantly shape Generation Z's identity. An organizational culture that encourages collaboration, inclusivity, and open communication allows students to develop more diverse and inclusive identities. These social interactions occur spontaneously and are influenced by various campus initiatives that actively facilitate or organize social interactions. Programs such as new student orientation, extracurricular activities, or campus-organized training contribute significantly to building effective social interactions. Through these initiatives, students learn to understand their societal role, influencing how they see themselves and others. Further explaining how these programs support the formation of these social interactions can provide a more complete picture of how campuses support the process of student identity formation.

Social interaction at IAIN Ternate plays a vital role in forming the identity of Generation Z students by providing them with space to learn, reflect, and develop in an environment rich in values and experiences. This finding aligns with social identity theory, which states that individual identities are formed and developed through relationships with others and their social environment. On this campus, students not only passively accept the organizational cultural values but also actively participate in interaction processes that strengthen their identity. Through discussion, collaboration, and involvement in campus activities, they develop a deeper understanding of themselves and how they relate to the world around them. This interaction not only strengthens their academic identity but also their social and personal identity, which is formed through mutual understanding and respect for differences, as well as building solidarity in Diversity. Thus, social interaction at IAIN Ternate is a medium for academic learning and an essential vehicle for forming a more complex and mature identity for the younger generation.

Table 1. Interview Result Data

Interview Data	Coding	Resources
"Our students demonstrate a deep understanding of the values taught on campus by applying them in their daily lives, such as demonstrating integrity in every aspect of their activities."	Internalization of Social Values	Lecturer in Social Psychology
"I feel that the values such as cooperation and responsibility we learn in class benefit our social life. It makes us more	Internalization	Education Department

aware of the importance of applying these values in various situations."	of Social Values	Student
"Through active participation in campus organizations, many students are increasingly committed to our values, which positively influence their identity formation."	Involvement in Campus Activities	Student Activities Coordinator
"Through active participation in campus organizations, I see that many students are increasingly committed to the values we espouse, which clearly influences the formation of their identities in a positive way."	Involvement in Campus Activities	Chairman of the Student Organization
"Developing social networks on campus greatly helps students broaden their horizons and build their identity. The networks they form often contribute to their professional and personal development."	Social Network Development	Career Development Lecturer
"The social network I built while on campus was precious. My identity has become more precise and focused through meeting and collaborating with friends from various backgrounds."	Social Network Development	Final Year Students
"Improving social skills through campus activities is vital in forming students' identities. These skills help them communicate and interact more effectively with other people."	Improved Social Skills	Student Leadership Development Expert
"Participating in the debate club has improved my communication skills significantly. It has helped me interact with others and shaped my identity as a confident leader."	Improved Social Skills	Debate Club Member

Social interactions at IAIN Ternate Table 1 are pivotal in shaping Generation Z students' identities, fostering a sense of belonging, and promoting the internalization of core values such as cooperation, integrity, and responsibility. These interactions, facilitated through various campus initiatives like student organizations, extracurricular activities, and social networks, serve as platforms for students to engage, reflect, and develop personally and professionally. According to social identity theory, identity formation is a dynamic process influenced by relationships and the social environment. The data collected underscores that active participation in these activities enhances students' social skills, broadens their perspectives, and strengthens their commitment to institutional values, contributing to the holistic development of their academic and social identities. Thus, IAIN Ternate's emphasis on inclusive and collaborative social interactions supports academic excellence and nurtures well-rounded individuals prepared for diverse societal roles.

Resilience and Adaptation in Organizational Culture

Generation Z faces challenges in adapting to the rapid and dynamic changes of the digital era. However, an organizational culture that is flexible and responsive to change is crucial in helping Generation Z students develop a resilient and adaptive identity. Institutions that offer targeted programs such as digital training, technological literacy workshops, and emotional support initiatives provide essential interventions to help students navigate these digital challenges. These efforts enable students to tackle academic and non-academic challenges effectively and efficiently.

One of the critical findings from this research is how Generation Z students at IAIN Ternate show resilience and adaptability in navigating campus organizational culture. In an environment influenced by rapid technological change, this generation of students can integrate traditional values existing in organizational culture with the modern demands faced. Ranai, one of the female students, explained, “At first, I found it difficult to balance the traditional values of this campus with the ever-changing digital world. However, over time, I learned that the two can go hand in hand, and that strengthened me in my studies and social life.” This statement reflects students’ ability to adapt quickly to two seemingly different worlds: the traditional world represented by campus organizational culture and the digital world they face daily.

Gamar and Rahdi Anwar, one of the MAN 1 Ternate teachers, said, “The culture on this campus teaches me to stick to principles, but at the same time, I also have to be flexible in facing change. This makes me more resilient and ready to face challenges.” These findings show that the organizational culture at IAIN Ternate has succeeded in forming students into resilient and adaptive individuals who can maintain their core values while remaining open to change and innovation. Deputy Dean Makbul added, “This generation of students has an extraordinary ability to adapt. They can integrate positive things from our organizational culture with existing technological developments without losing their identity.” The interview results show that the organizational culture at IAIN Ternate functions as a framework of values and norms and as a means of developing resilience and adaptation among Generation Z students. In this way, students can face the challenges brought by the digital era while still maintaining their identity, which is shaped by the cultural values of campus organizations.

These findings show that Generation Z students at IAIN Ternate can show high resilience and adaptation in facing the challenges posed by the digital era while maintaining the values taught through the campus organizational culture. They can align traditional values with modern demands, demonstrating that a strong organizational culture can support individual adaptability and resilience. These students learn to survive in a rapidly changing environment and thrive by leveraging new technologies without compromising their core principles. These findings underline the critical role of organizational culture in preparing students to become resilient, flexible, and principled individuals amidst rapid changes.

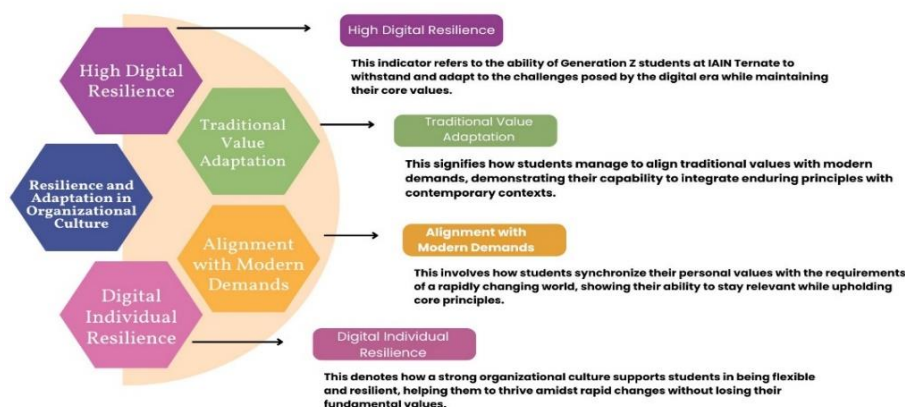


Figure 1. Resilience and Adaptation in Organizational Culture

Figure 1 shows the resilience and adaptation of Generation Z students at IAIN Ternate in navigating campus organizational culture amidst the challenges of the digital era, which shows how dynamic organizational culture shapes an individual's ability to adapt. In this context, organizational culture not only functions as a guide to fundamental values but also as a mechanism that facilitates students' ability to face and integrate changes outside the campus environment (Torres, 2022). These findings underscore the importance of flexibility in organizational culture, where traditional values remain valued but adapt to changing times' demands. This successful adaptation shows students' resilience in facing challenges and their ability to utilize technology and innovation without losing the core principles that the organizational culture has instilled (Nguyen et al., 2023). Thus, the organizational culture at IAIN Ternate plays an essential role in shaping students into individuals who are rigid, flexible, and ready to face change, making them better prepared to contribute to an increasingly complex and digitally connected world.

Collective Identity: Harmony in Diversity

Apart from individual identity, organizational culture in higher education also plays a role in shaping the collective identity of this generation. For example, values such as diversity, equality, and sustainability that institutions uphold can be reflected in students' collective identity. They not only identify themselves as individuals but also as part of a community that has a shared vision and mission.

The organizational culture at IAIN Ternate shows how a strong and inclusive collective identity can be formed in a multicultural and multireligious environment. These findings strengthen the collective identity theory, which states that shared identity can be formed through shared values and experiences experienced by individuals in a social group. Ternate, an organizational culture that emphasizes inclusivity and togetherness, has created harmony in diversity, where students from various backgrounds feel valued and have equal opportunities to contribute. This culture creates a harmonious environment and encourages solidarity and mutual respect among students, strengthening their collective identity as one community, even though they come from different backgrounds. Thus, the organizational culture at IAIN Ternate Table 2, functions not only as a guide to norms and values but also as an agent for forming a collective identity that can accommodate and celebrate diversity, making it one of the main strengths of this institution in educating a tolerant, inclusive and inclusive young generation strong sense of togetherness.

Table 2. Interview Results Data

Interview Data	Coding	Resources
"Our students show a deep understanding of recognizing cultural differences in the campus environment. This can be seen from their active participation in our cross-cultural discussions."	Recognition of Diversity	Lecturer in Anthropology
"I feel lucky to be in an environment that values diversity. We are often involved in activities that make us understand more about the backgrounds of our friends from various ethnicities and religions."	Recognition of Diversity	Second Year Student

"Student involvement in cross-cultural activities such as international festivals and multicultural discussions is very high. This shows their commitment to being involved in diverse communities."	Involvement in Cross-Cultural Activities	Chair of Student Organizations
"The cross-cultural activities we participated in allowed me to meet many people from different backgrounds and learn about their cultures. This made me feel more connected to the campus community."	Involvement in Cross-Cultural Activities	Active Member in Cultural Club
"Forming a collective identity is very effective, as seen through student involvement in discussion groups and joint projects. This builds a strong sense of solidarity among them."	Collective Identity Development	Educational Psychologist
"Through activities involving students from various majors, we see an increased sense of togetherness and collective identity among students."	Collective Identity Development	Chair of the Campus Events Committee
"Students demonstrate significant effort in aligning their values with the values of the campus community, which manifests in various group initiatives and collaborations."	Harmonization of Shared Values	Academic counsellors
"We strive to align our views and values with common goals during organizational activities. This helps strengthen our relationships and create a harmonious campus atmosphere."	Harmonization of Shared Values	Student

Discussion

Organizational culture at IAIN Ternate is a central force in shaping student values and norms through formal instruction and daily interactions. Student informants indicate that respect, cooperation, and integrity are consistently reinforced in academic and non-academic activities. A student informant emphasized how respect and collaboration are foundational in campus life, while others highlighted the integration of Islamic values into everyday practices. The institution's cultural framework extends beyond classroom learning, permeating all aspects of campus life. This phenomenon aligns with organizational culture theory (Abdullah et al., 2024), which posits that an institution's culture shapes academic outcomes and its members' moral and ethical development (Behrens et al., 2021). This integration ensures that students acquire knowledge and internalize values critical to their identity formation.

Senior lecturers underscore the importance of linking classroom teachings with real-life applications, demonstrating the holistic role of organizational culture (Putri et al., 2024). Data from interviews show that faculty members actively promote the practical implementation of values such as integrity and responsibility through extracurricular and social activities (Lokarjeva & Chorna, 2022). Restating this, the campus environment at IAIN Ternate fosters a learning culture where students can see theory in action, reinforcing their moral and social development. This supports the findings by Halim (2024), who states that a consistent and values-driven organizational culture helps students develop into ethical individuals prepared for societal roles. Thus, the organizational culture at IAIN Ternate functions as a transformative tool, shaping students into morally grounded and socially responsible individuals echoing broader educational theories on the impact of institutional culture on character building (Urrea-Solano et al., 2021).

The organizational culture at IAIN Ternate effectively functions as a foundation of values and norms that guide students in forming their character and identity. This reflects organizational culture theory, which suggests that culture in an educational institution is not only limited to classroom teaching but also extends to various aspects of campus life, including social interactions, extracurricular activities, and institutional policies (Behrens et al., 2021; Tabatabaei et al., 2024). Values such as respect, cooperation, and responsibility instilled consistently in the campus environment shape students into individuals who excel academically and are moral and responsible in their social lives (Halim, 2024). The guidance provided by this organizational culture allows students to internalize positive norms, creating an identity aligned with the values valued by the institution (Sanjani, 2024; Urrea-Solano et al., 2021). Thus, the organizational culture at IAIN Ternate functions as a robust mechanism for directing behavior and shaping the identity of the younger generation, ensuring that they develop into ethical and integrity members of society.

Identity formation through social interaction at IAIN Ternate shows several vital indicators. First, the Internalization of Social Values refers to how students can absorb and apply organizational cultural values in their daily lives (Commission et al., 2021). This can be seen in how students practice values such as cooperation and responsibility in their social interactions on campus (Jardim et al., 2021). Second, Involvement in Campus Activities assesses how actively students participate in campus activities that support identity formation, such as student organizations and social events (Nguyen et al., 2023). Third, Social Network Development describes how students build relationships and networks that support forming their identity through interactions with various parties in the campus environment. By paying attention to these indicators, we can assess how social interactions on campus effectively contribute to student identity formation.

Furthermore, the findings show the positive impact of social interaction on forming student identity at IAIN Ternate. Social Identity Adaptation describes how students adapt their identities based on interactions with various social groups on campus (Kumar & Raman, 2020). Enhanced Social Skills shows how social interactions help students develop communication and collaboration skills crucial in identity formation (Champadaeng et al., 2023). Moreover, Strengthening Support Networks describes how students build social networks that support their identity formation process. Thus, these indicators provide a comprehensive picture of how social interaction at IAIN Ternate shapes student identity dynamically and profoundly. The contribution of this research lies in updating the perspective regarding the role of organizational culture in higher education, especially in forming student identity in the digital era. In addition, the methods used in this research, which focus on in-depth interviews and qualitative analysis, provide a more comprehensive view of the internal dynamics in higher education environments.

CONCLUSION

The conclusion of this study shows that the organizational culture at IAIN Ternate has a significant role in shaping the identity of Generation Z in the digital era. This study found that organizational culture factors, such as local wisdom

values, social norms, and involvement in campus activities, play a significant role in helping students internalize social values and adapt to social change and digital challenges. An inclusive and local wisdom-based organizational culture has proven to be the most influential factor in shaping the character of resilient and adaptive students amidst the dynamics of the digital era. Through its influence on values and norms, the organizational culture has successfully directed students to internalize ethical and moral principles, which are the basis for forming their character.

Social interactions on campus also function as an essential medium in identity development, where students learn to adapt and show resilience amidst the challenges of the digital era. This study has limitations, especially regarding the coverage of locations and participant variations limited to one institution in one region. This study also does not pay enough attention to gender and age dimensions, which can affect the findings. Therefore, further research is needed to accommodate gender and age variations and to use broader survey methods, such as quantitative surveys, to obtain a more comprehensive picture.

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