

# **Enhancing Communication Culture Across Academic and NonAcademicStaff: An Institutional Strategy for Achieving Asia-Level Service Quality**

Ade Irda Savitri<sup>1</sup>, Roni Setia Nugraha<sup>2</sup>  
<sup>1,2</sup> Public Relations and Digital Communications Politeknik Caltex Riau

Email Correspondence: roni.setia@pcr.ac.id

## **Abstract**

This study examines the institutional efforts of Politeknik Caltex Riau (PCR), a private vocational higher education institution in Indonesia, to enhance its internal communication culture as part of its strategic goal to achieve Asia-level service quality. Despite having established communication and service procedures, an internal institutional analysis revealed persistent gaps in message structuring, clarity of communication systems, problem-solving practices, documentation skills, body language, discipline, and service time management across academic and non-academic divisions. In response, PCR implemented comprehensive communication skill and hospitality training involving lecturers, administrative staff, janitors, and security personnel. Using a qualitative case study approach, this research explores how institution-wide training contributes to the development of a unified communication culture and improved service performance. Data were collected through in-depth interviews, document analysis, and observation of training activities. Findings show that the training strengthened cross-level communication alignment, improved consistency in service behavior, and enhanced professional communication standards across divisions. However, achieving Asia-level benchmarks requires ongoing reinforcement, formalized communication protocols, and systematic evaluation mechanisms. This study contributes to organizational communication literature by illustrating how holistic communication capacity-building can transform service culture in vocational higher education institutions.

**Keywords:** Organizational Communication; Communication Culture; Service Quality; Staff Training; Higher Education Institutions

## INTRODUCTION

Effective communication and service excellence have become essential indicators of institutional competitiveness among higher education institutions across Asia. As vocational education environments demand high levels of coordination, clarity, and responsive service, the ability of institutions to cultivate an integrated communication culture across all organizational units academic and non-academic has gained strategic significance (Dahlmans et al., 2023; Gürlesin, 2023; Matondang et al., 2025; Sappa et al., 2021). Higher education institutions that successfully develop communication competence among employees demonstrate improved organizational climate, stronger stakeholder trust, and enhanced institutional reputation (Anvari et al., 2023; C. M. A. Nguyen & Ha, 2023; Paredes-Saavedra et al., 2024).

Communication quality in universities is not only shaped by lecturers and academic staff but also by administrative teams, security personnel, maintenance units, and service-related staff. Research shows that internal service quality and communication behavior from non-academic staff directly influence students' institutional satisfaction and perceptions of professionalism (Bwachele et al., 2023; Cant et al., 2023). Moreover, cross-functional communication spanning horizontal and vertical interactions plays a pivotal role in ensuring consistent service delivery, conflict resolution, and aligned institutional messaging (Kezar et al., 2024). These findings underscore the importance of system-wide communication capacity, especially for institutions striving to meet regional or international service standards.

Politeknik Caltex Riau (PCR), as a leading private vocational institution in Riau Province, Indonesia, has positioned itself to advance toward Asia-level service quality. Several observed cases at PCR reveal that miscommunication occasionally occurs in both direct interactions and digital communication channels. These issues are often associated with messages that are not conveyed effectively, resulting in ambiguity and inconsistent interpretation among the parties involved. In addition, differences in understanding regarding divisional responsibilities, service objectives, and procedural boundaries have contributed to delays, inefficiencies, and variations in service delivery outcomes. Such conditions underscore the importance of structured message formulation, clear communication protocols, and shared awareness of service roles across institutional units. These dimensions align with recent studies highlighting communication clarity, professional demeanor, and response consistency as core elements of global service excellence in education environments (Nguyen et al., 2024).

To address these gaps, PCR has implemented institution-wide communication and hospitality training involving academic staff, administrative personnel, janitors, and security teams. Evidence from international research suggests that inclusive capacity-building programs covering all staff segments significantly enhance institutional cohesion, communication climate, and service satisfaction (Juckett et al., 2022). Inclusive

training not only builds skills but also reinforces shared values and strengthens organizational identity, which is crucial for institutions aspiring to regional competitiveness.

Given this context, the present study examines PCR's strategy of enhancing its communication culture across diverse staff categories as a pathway to achieving Asia-level service quality. The effective intercultural communication requires individuals to engage and so having appropriate the strategy of communications. For communication culture asian preferences for harmony and consensus-building can lead to misunderstandings in diverse groups accustomed to more direct communication styles. **Asia International University** has been aligned with the imperatives set by the federal state educational standard of higher education's third generation, that delineates the objectives of training with a focus on shaping the professional communicative competence for the future of university graduates, considerable emphasis is currently placed on the speech development of bachelor students (Karamatovna, 2024). This attention is directed towards ensuring their mastery of all facets of speech within various learning activities By analyzing communication behaviors, training impacts, and institutional alignment, this research contributes to the broader discourse on communication culture development in higher education institutions within the Asian region.

## LITERATURE REVIEW

The development of a strong internal communication culture has become a strategic imperative for higher education institutions, particularly within vocational education environments where coordination, clarity, and service responsiveness are central to institutional performance. Recent studies emphasize that organizational communication extends beyond information exchange; it constitutes a multidimensional process through which shared meanings are constructed, collective identity is reinforced, and organizational cohesion is sustained. In this regard, (Sun et al., 2023; Wang et al., 2017) identifies communication as a key driver of institutional adaptability and internal alignment, underscoring the importance of structured messaging, effective documentation practices, and coherent inter-unit communication systems areas that have also been identified as ongoing challenges within Politeknik Caltex Riau (PCR).

The educational services include two services: the first is the leading service, and the second is the auxiliary service. The main services include (1) Teaching service personnel, consisting of people whose primary responsibility is teaching, both as classroom teachers, extracurricular activity teachers, tutors, and others; (2) Administrative service personnel, including those who direct, lead, and supervise other personnel in school operations and their parts (Abidin, et.al.,2025). As the two services are the fundamental point of

communication excellent and services, here we assume that educational institutions need to be aware of these points.

At another point of view, communication culture further plays a critical role in cultivating professional competence among higher education personnel. Lee et al., (2020) demonstrate that communication performance can be substantially enhanced through structured capacity-building initiatives incorporating interactive technologies, role-play, and reflective learning. These findings lend strong support to institutional strategy of implementing comprehensive communication and hospitality training across both academic and non-academic staff, including lecturers, administrative personnel, security staff, and janitorial staff.

Excellent service is the activity or sequence of activities that occur in direct interaction between a person and another person or a physical machine and provides customer satisfaction. But surely this is not just a discourse, the institution should arrange the application of topics of excellency for communication as well.

Furthermore Communication, as a concept, has attracted the interest of scholars and researchers of different scientific fields and backgrounds. It can have different interpretations and definitions depending on the approach followed (Brinia, et al., 2022) Beyond internal dynamics, the quality of communication culture also shapes how external stakeholders perceive institutional credibility and service reliability. N. X. Nguyen et al., (2021) argue that discrepancies between communicated values and enacted service practices can undermine trust and service satisfaction. This insight is particularly relevant for institutions pursuing advanced service benchmarks, such as the educational institution's aspiration to achieve Asia-level service quality, where consistency between communication norms and everyday service behavior becomes essential.

Cross-functional training emerges as a further critical mechanism for strengthening communication culture. Kuntoro et al., (2022) find that inclusive communication training enhances organizational synergy, fosters mutual understanding among staff groups, and reduces friction in service processes. So, the inclusive training model closely aligns with this perspective by integrating academic and non-academic personnel into a shared communication framework.

In addition, digital communication competence has become an increasingly salient dimension of service quality in higher education. Munir and Yulianingsih (2023) highlight that digital literacy, documentation accuracy, and communication transparency significantly contribute to internal service efficiency and stakeholder satisfaction. The communication gaps identified at the educational institution, particularly the university in documentation practices and protocol adherence further underscore the need to embed digital communication competencies within institutional training and governance structures.

The literature consistently indicates that service quality in higher education is closely linked to communication effectiveness, especially in relation to procedural clarity, timeliness of information flows, and organizational discipline. Humairoh and Kuncoro (2023) emphasize that disciplined internal communication forms the backbone of organizational effectiveness, reinforcing the importance of formalized protocols and systematic evaluation mechanisms. These should be insights align with the institution recognition that sustainable improvement requires ongoing assessment and institutionalized communication standards.

Taken together, the reviewed literature supports a conceptual framework in which internal communication culture is strengthened through four interrelated strategies: (1) alignment of organizational communication values and norms, (2) cross-functional capacity-building initiatives, (3) integration of digital communication and documentation practices, and (4) formalized communication governance and evaluation systems. This framework provides a coherent theoretical basis for examining the institutional efforts to enhance communication culture as a pathway toward achieving Asia-level service quality.

## RESEARCH METHOD

This study adopts a qualitative descriptive approach to examine how Politeknik Caltex Riau (PCR) strengthens its internal communication culture as an institutional strategy to achieve Asia-level service quality. This approach is appropriate because it enables a detailed yet contextual exploration of everyday communication processes, shared meanings, and interaction dynamics among academic and non-academic staff within a higher education organizational setting. By focusing on naturally occurring practices rather than abstract variables, the qualitative descriptive design allows the study to capture how communication norms are enacted, coordinated, and interpreted across different staff roles, thereby providing a grounded understanding of institutional communication culture and its role in shaping service quality.

The analytical framework of this study is grounded in organizational communication theory and internal service quality perspectives, positioning communication culture as a strategic mechanism for enhancing institutional service performance. The framework conceptualizes internal communication culture at Politeknik Caltex Riau (PCR) as a dynamic system shaped by daily interaction practices, shared meanings, and coordination patterns among academic and non-academic staff. The framework further integrates the notion of communication climate, emphasizing openness, mutual understanding, and role clarity as enabling conditions for effective service delivery. Institutional communication and hospitality training is positioned as an intervention that influences communication behaviors, aligns service objectives across divisions, and reinforces shared responsibility for service

outcomes. Through this lens, improvements in service quality are understood not as isolated outcomes but as the cumulative result of strengthened communication practices embedded within organizational routines.

Empirical data from interviews, observations, and documents are interpreted within this framework to trace how communication practices evolve following training implementation and how these changes contribute to more consistent, coordinated, and professional service interactions at both internal and external levels.

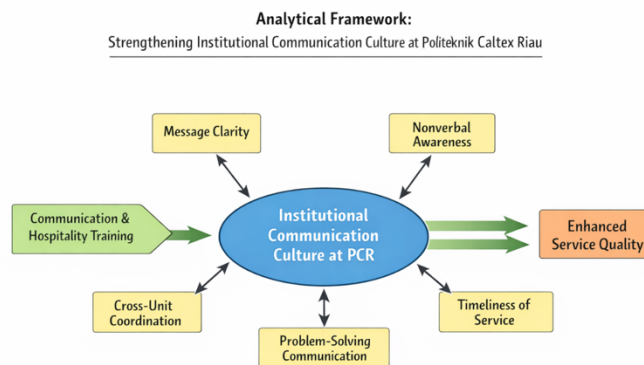
This study employed a qualitative case study design, focusing on Politeknik Caltex Riau. (PCR) as a single institutional case. This design enabled an in-depth examination of communication practices, training experiences, and changes in service behavior following the implementation of institution-wide communication and hospitality training. The analytical framework was guided by key concepts in organizational communication, communication climate, and internal service practices, which informed the interpretation of empirical data.

Participants comprised four staff categories directly involved in service interactions and internal communication flows: lecturers, administrative personnel, security staff, and janitorial staff. Participants were selected through purposive sampling based on their involvement in the training program and the intensity of their cross-unit communication roles. Data collection continued until information-rich insights were obtained and thematic saturation was reached.

Data were collected using triangulated techniques, including semi-structured interviews, limited participant observation, and document analysis, to enhance credibility and trustworthiness. Interviews explored participants' perceptions, experiences, and perceived changes in communication behavior, with particular attention to message clarity, cross-unit coordination, service consistency, nonverbal communication, and adherence to institutional communication ethics. Observations were conducted during training sessions and routine service interactions to capture real-time communication patterns, information flows, and horizontal and vertical interaction dynamics. In addition, institutional documents such as service SOPs, training modules, evaluation reports, and meeting records were analyzed to assess the alignment between formal communication structures and everyday communicative practices.

Data analysis followed a thematic analysis approach involving open coding, axial coding, and thematic categorization. The analysis focused on identifying communication patterns, shifts in service behavior, and emerging forms of communication culture enhancement following the training program. Interpretations were informed by organizational communication perspectives, particularly those related to cross-unit communication, functional communication, and institutional service culture. To ensure trustworthiness, the study applied source and method triangulation, member checking with selected participants, and document audits to confirm

consistency between empirical findings and institutional policies. Given the single-case design, the findings are not intended for broad generalization; however, they offer analytical insights that may be transferable to similar higher education institutions seeking to strengthen communication culture and internal service quality.



**Figure 1** Analytical Framework

## FINDINGS

The qualitative analysis of interviews, document reviews, and observations of training activities at Politeknik Caltex Riau (PCR) reveals three major thematic findings related to the institution's efforts to enhance its internal communication culture as a strategy for achieving Asia-level service quality. These themes include: (1) strengthened cross-level communication alignment, (2) increased consistency in service behavior and professional communication standards, and (3) emerging institutional needs for formalized communication protocols and systematic evaluation mechanisms.

### Strengthened Cross-Level Communication Alignment

Across all staff categories, the communication and hospitality training resulted in noticeable improvements in both horizontal and vertical communication alignment. Participants reported a clearer understanding of message structuring, more disciplined adherence to established communication channels, and a greater willingness to engage in collaborative problem-solving across units. These improvements were evident in several operational contexts, including front-office service interactions, classroom support procedures, and coordination processes between administrative staff and lecturers.

These findings resonate with broader theoretical insights emphasizing the role of communication in constructing shared meaning and strengthening

organizational identity. Within the context of Politeknik Caltex Riau (PCR), the training contributed to the development of a more integrated communication culture by reducing perceptual and hierarchical gaps between academic and non-academic units. This shift was particularly apparent in service-oriented divisions such as Security and Cleaning Services, where staff reported increased confidence when interacting with lecturers, students, and visitors, supported by more structured, courteous, and context-appropriate communication practices.

Beyond immediate behavioral improvements, the analysis reveals an emerging institutional awareness of the need to formalize communication governance structures. Participants consistently highlighted the absence of standardized communication protocols and systematic evaluation mechanisms as a remaining limitation. This recognition signals a maturation of institutional understanding, wherein communication is no longer treated as an informal skill but as a strategic asset requiring policy-level reinforcement.

Consistent with Lewis's (2024) argument that addressing message fragmentation enhances institutional efficiency, PCR's training initiative directly targeted long-standing issues related to ambiguous instructions, inconsistent information relay, and unclear service responses. As a result, interdepartmental communication became more coherent, with staff demonstrating improved coordination and greater consistency in service-related communication across organizational levels.

### **Increased Consistency in Service Behavior and Professional Communication Standards**

Observations of post-training service interactions revealed marked improvements in participants' nonverbal communication, tone management, greeting protocols, documentation routines, and responsiveness during service delivery. Staff demonstrated heightened awareness of body language, eye contact, and professional demeanor, indicating a shift toward more intentional and standardized communication practices. These observed changes are consistent with Dorozhkin et al. (2020), who argue that communication competence can be strategically developed through structured capacity-building initiatives that emphasize experiential learning and reflective practice.

Administrative personnel, in particular, reported improvements in their ability to document student inquiries, manage email correspondence with greater clarity, and communicate follow-up procedures in a more systematic manner. Similarly, security and janitorial staff described enhanced verbal politeness, clearer articulation when providing directions or assistance, and greater consistency in applying institutional hospitality norms across service encounters.

Collectively, these behavioral changes contributed to a more unified internal service climate, reinforcing shared expectations of professional communication across staff categories. This finding aligns with Hayat, Yuhdi,

and Sari (2022), who emphasize the role of inclusive training in strengthening organizational synergy and reducing fragmentation in service practices. At PCR, the cross-role training model helped ensure that service behavior was no longer differentiated by staff category, but rather guided by common institutional communication standards.

### **Emerging Need for Formalized Communication Protocols and Systematic Evaluation**

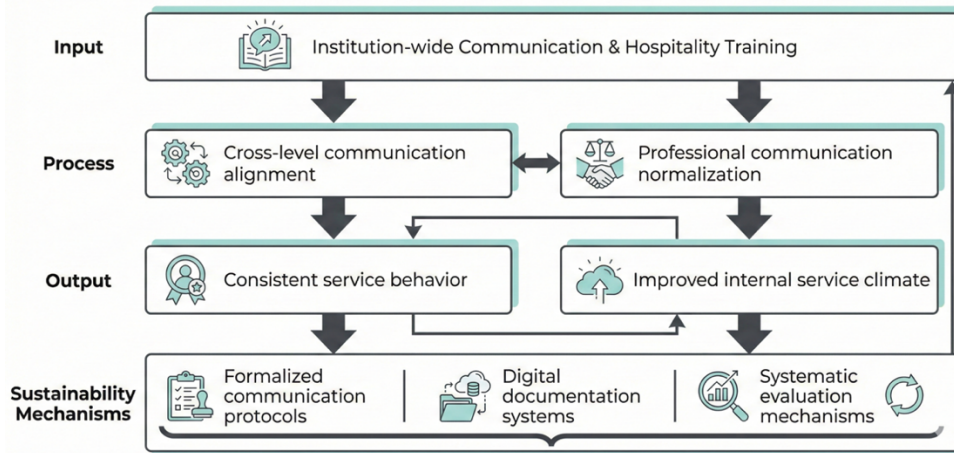
Although the training program generated notable improvements in communication practices, the data also indicate that achieving sustainable transformation requires the presence of formal institutional mechanisms. Participants consistently emphasized the need for written communication manuals, standardized documentation templates, and structured feedback loops to ensure that improved communication practices are maintained over time rather than remaining dependent on individual initiative. These insights align with Kauppinen-Räsänen and Juurakko (2021), who caution that discrepancies between articulated communication values and actual service performance may weaken institutional credibility.

Document analysis further revealed that several communication-related standard operating procedures (SOPs) at Politeknik Caltex Riau (PCR) are either outdated or insufficiently detailed in terms of explicit behavioral guidelines. This condition underscores the importance of institutionalizing communication protocols to support continuity and consistency, particularly in the context of staff turnover, role transitions, and intervals between training cycles.

In addition, digital communication practices including email etiquette, documentation systems, and report-writing procedures were found to require stronger integration into everyday institutional workflows. This finding resonates with Munir and Yulianingsih (2023), who argue that communication effectiveness in contemporary educational organizations increasingly depends on digital literacy, clarity, and transparency in message transmission.

Finally, consistent with the observations of Humairoh and Kuncoro (2023), the study indicates that organizational discipline in communication remains uneven across departments. Despite overall improvement, some units continued to experience delays in information relay and inconsistencies in adhering to service timelines, highlighting the need for clearly defined performance indicators and periodic evaluation mechanisms to reinforce communication discipline.

## Summary of Findings



**Figure 2** institution communication culture transformation model

Overall, the findings demonstrate that Politeknik Caltex Riau’s (PCR) institution-wide communication and hospitality training has generated substantive and sustained shifts in both communication culture and service performance across academic and non-academic units. These improvements are not treated as ad hoc outcomes; rather, they are systematically monitored through regular evaluation cycles, supported by structured assessment instruments and cross-functional feedback mechanisms. Such mechanisms enable reciprocal evaluation among divisions, allowing staff to both receive and provide feedback across hierarchical and functional boundaries, thereby reinforcing shared accountability for communication quality.

The incorporation of periodic assessments and cross-feedback practices strengthens the institutionalization of communication standards by ensuring that improvements are continuously measured, reflected upon, and refined. This evaluative approach contributes to greater consistency in service behavior, clearer role articulation, and more responsive inter-unit coordination. Importantly, the presence of formal assessment and feedback loops positions PCR beyond short-term training effectiveness and toward a sustainable communication governance model aligned with organizational learning principles.

While the observed improvements align with regional and international benchmarks for higher education service quality, the findings also indicate that the full realization of Asia-level service standards requires ongoing reinforcement through formalized communication systems, deeper integration of digital communication practices, and the continued application of periodic, evidence-based evaluations. From a theoretical standpoint, these findings support the argument that holistic communication capacity-building—when coupled with systematic assessment and cross-feedback mechanisms—can effectively transform internal service culture and institutional performance within vocational higher education settings. This discussion interprets the study’s findings in light of the research goal

understanding how institution-wide communication and hospitality training at Politeknik Caltex Riau (PCR) contributes to building a unified communication culture and advancing service quality toward Asia-level benchmarks. The analysis remains tightly focused on three linked issues that emerged from the findings: (1) alignment across levels and roles, (2) conversion of training gains into consistent service practice, and (3) the institutional mechanisms required for durable change.

#### **Alignment across levels and roles: training as catalyst, not cure**

The evidence indicates that the training program functioned effectively as a catalyst for cross-level communication alignment, as staff reported clearer message structuring, more disciplined use of communication channels, and a greater willingness to coordinate across units (see Findings §1). This outcome is consistent with theoretical perspectives that position internal communication as a mechanism for constructing shared meaning and reinforcing organizational identity (Casero-Ripollés, 2023). It also supports empirical claims that inclusive, cross-role interventions can reduce fragmentation and strengthen both horizontal and vertical coordination within organizations (Hayat et al., 2022).

However, alignment generated through episodic training remains inherently fragile. As Lewis (2024) cautions, training-induced improvements are likely to dissipate in the absence of systemic change, as message flows tend to re-fragment over time. Within the context of Politeknik Caltex Riau (PCR), communication improvements were visible in everyday interactions but unevenly distributed across units, a pattern characteristic of training-driven cultural shifts that have not yet been fully institutionalized.

These findings suggest that while training is both necessary and effective for initiating cultural alignment, it must be explicitly connected to structural supports such as clearly defined roles, routinized communication practices, and accountability mechanisms in order to achieve stability and sustainability.

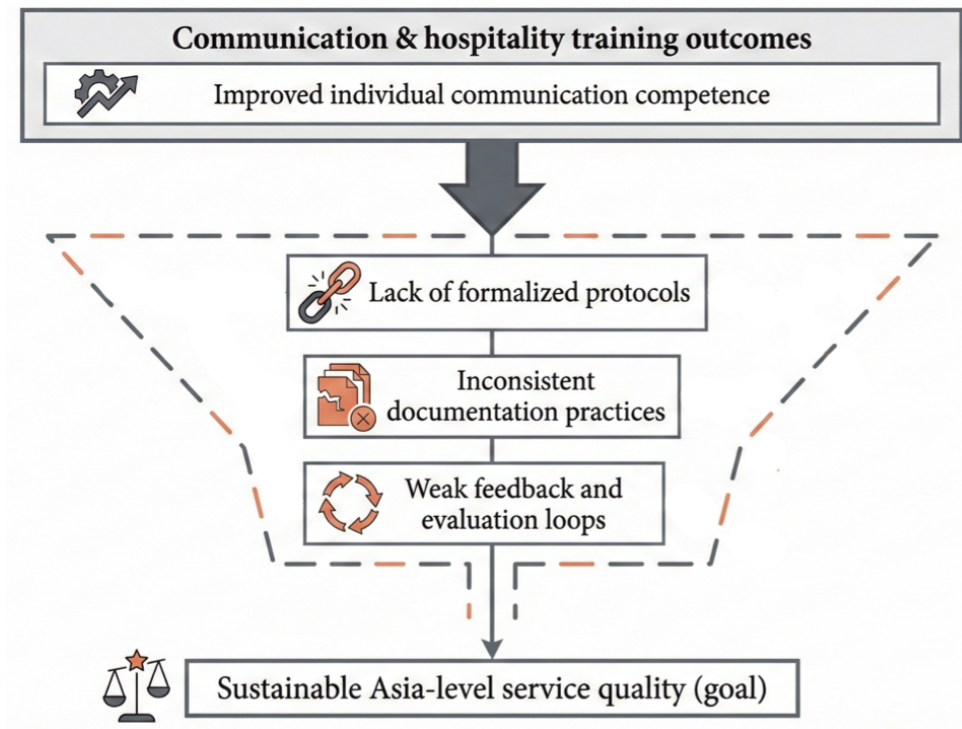
#### **From competence to consistent service behavior: gaps in translational mechanisms**

Observed gains in communication competence improved nonverbal behavior, documentation habits, and responsiveness support the literature that practical, experiential methods raise communicative skills (Dorozhkin et al., 2020). These behavioral shifts are the proximate drivers of better internal service climate and client perceptions. Yet the study demonstrates a secondary problem: translating individual competence into organization-wide, consistent service delivery remains incomplete.

Two mechanisms explain this gap. First, SOPs and templates were often generic or outdated, so staff were unsure how to apply newly learned behaviors to formal processes. Second, measurement and feedback loops were weak; units that received regular, structured feedback maintained gains better than those without. This finding echoes Kauppinen-Räsänen and Juurakko's

(2021) warning that promotional messaging or one-off programs will not sustain service credibility unless internal practice matches stated values.

While the training program clearly enhanced individual communication competence and short-term service consistency, the findings also reveal a structural gap between training-induced improvements and the institutionalization of sustainable service practices.



**Figure 3** Training-Institutionalization Gap Model

Figure 3 visualizes this training–institutionalization gap by illustrating how the absence of formalized communication protocols, standardized documentation systems, and systematic evaluation mechanisms constrains the sustainability of training outcomes. The figure highlights that, without institutional reinforcement, improvements in individual communication competence tend to remain situational and uneven rather than becoming embedded organizational practices.

These findings imply that organizations must deliberately design explicit translational pathways that convert individual skill gains into standardized and observable practices. Such pathways may include the use of communication templates, operational checklists, and behavior-based rubrics, supported by continuous feedback mechanisms and recognition systems that reinforce desired communication norms.

### **Digital practices, documentation, and organizational discipline as enabling conditions**

The training initiative increased staff awareness of digital documentation standards and communication norms; however, gaps in digital literacy and information management constrained the overall benefits of these

efforts (see Findings 3). As Munir and Yulianingsih (2023) argue, digital competence and transparent documentation have become essential components of internal service quality in contemporary educational organizations, a position that is strongly reinforced by the evidence from PCR. Despite heightened awareness, inconsistencies in the use of digital tools and documentation practices limited the full institutionalization of improved communication behaviors.

In addition, discipline related to communication timelines and adherence to established protocols varied across departments, reflecting uneven organizational compliance. This pattern mirrors the findings of Humairoh and Kuncoro (2023), who identify communication discipline as a core determinant of administrative effectiveness. Collectively, these findings suggest that investments in accessible digital tools, standardized document repositories, and clearly defined, enforceable timelines such as service-level agreement (SLA)-style expectations are critical for enhancing the durability and consistency of training outcomes.

### **Practical priorities for PCR to move toward Asia-level service quality**

Based on the focused linkage between the study's findings and the relevant literature, four actionable and feasible priorities emerge as central to strengthening the institutionalization of communication culture. First, communication protocols need to be institutionalized through the development of concise, role-specific standard operating procedures (SOPs) and documentation templates that translate training content into routinized organizational practices (Kauppinen-Räsänen & Juurakko, 2021).

Second, the sustainability of communication improvements requires the operationalization of continuous feedback mechanisms. This may be achieved through brief, regular "communication huddles" complemented by lightweight audit processes such as monthly checklists and quarterly peer reviews to reinforce desired behaviors over time (Hayat et al., 2022).

Third, the integration of digital documentation should be prioritized by establishing a single, accessible repository for standard responses, forms, and escalation pathways, supported by foundational digital-skills modules for staff. Such integration is essential for ensuring consistency, transparency, and efficiency in internal communication practices (Munir & Yulianingsih, 2023).

Finally, accountability and recognition mechanisms should be embedded within institutional governance structures. Linking communication-related key performance indicators (KPIs) to unit-level performance evaluations, alongside public recognition of exemplary service behavior, can reinforce shared communication norms and strengthen organizational commitment (Casero-Ripollés, 2023).

Collectively, these priorities address the core translational challenges identified in this study by converting individual communication competence into consistent organizational practice, reinforcing discipline through formal mechanisms, and supporting staff with appropriate digital infrastructure.

### **Limitations (focused) and implications for future research**

This case study was intentionally bounded to Politeknik Caltex Riau (PCR) in order to achieve analytical depth; consequently, the findings are not intended for broad statistical generalization. In addition, the qualitative design captures participants' perceptions and observed communication behaviors within a relatively short period following the training intervention. As such, the longer-term durability of training effects and their measurable impact on external service indicators such as student satisfaction levels or time-to-service performance remain beyond the scope of the present study.

Future research would benefit from adopting a mixed-methods longitudinal design to examine the persistence of communication improvements over time. Combining qualitative insights with quantitative service metrics would enable a more robust assessment of training effectiveness and allow researchers to identify which institutional mechanisms such as digital documentation repositories, formalized standard operating procedures, and structured feedback cycles most strongly predict sustained improvements in internal service quality.

### **CONCLUSION**

This study shows that institution-wide communication and hospitality training can serve as an effective catalyst for strengthening internal communication culture and improving service-related communication practices across academic and non-academic staff within a vocational higher education institution. At Politeknik Caltex Riau (PCR), the training initiative enhanced message clarity, cross-level coordination, and professional communication behavior, contributing to a more integrated internal service climate aligned with the institution's aspiration to achieve Asia-level service quality. At the same time, the findings demonstrate that training alone is insufficient to generate sustainable organizational transformation, as the durability of communication improvements remains constrained by the absence of fully institutionalized mechanisms, including formalized communication protocols, standardized documentation systems, digital integration, and systematic evaluation structures. By connecting empirical insights with organizational communication theory, this study highlights the distinction between individual communication competence and organizational communication culture, emphasizing that lasting service quality enhancement depends on the translation of training outcomes into routinized, accountable, and digitally supported institutional practices. As such, this research contributes conceptually and practically by clarifying how communication culture development in higher education requires the strategic integration of capacity-building initiatives with institutional governance to achieve advanced service quality benchmarks.

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