

Strategies for Implementing a Comprehensive Cultural-Educational System at Farhangian University

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ABSTRACT

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Purpose: The objective of this study is to explore and identify effective strategies for implementing a comprehensive cultural-educational system at Farhangian University.

Methods and Materials: This qualitative research utilized semi-structured interviews with experienced faculty and administrative staff at Farhangian University. Participants were selected based on specific criteria, including their educational background, expertise in cultural and educational roles, and extensive professional experience. The data collection involved in-depth interviews, and the analysis was conducted using thematic analysis to identify key themes and strategies essential for the implementation of the cultural-educational system.

Findings: The findings revealed several key themes crucial for the successful implementation of the cultural-educational system. These included the need for clear communication of the comprehensive system plan to managers, the importance of employing experienced faculty and non-faculty members in managerial positions, and prioritizing the cultural unit with dedicated cultural experts. The study also highlighted the necessity of structured curriculum design, legal permissions for course credibility, and the creation of supportive infrastructure, including digital platforms and adequate facilities. Additionally, delegating part of the cultural programs to the provinces was found to foster creativity and innovation among students.

Conclusion: The study concludes that a comprehensive cultural-educational system requires clear communication, experienced leadership, structured curriculum design, legal credibility, and supportive infrastructure. By addressing these key areas, universities can create an inclusive and effective educational environment that supports the overall development of students.

Keywords: Cultural-educational system, higher education, Farhangian University, curriculum design, educational leadership, digital platforms, quality management, institutional culture.

1. Introduction

Today, implementing a comprehensive cultural-educational system at universities is essential for fostering an inclusive and effective educational environment. Integrating cultural and educational strategies aims to enhance both the quality of education and the overall development of students (Delghandi et al., 2024; Emami et al., 2024; Enayati Shabkolai et al., 2023; Esmaili et al., 2024; Karimi et al., 2023; Khosravi & Mehrmohammadi, 2023; Mahdian et al., 2021; Miri Rami et al., 2022; Mohammadi Fomani et al., 2024; Pourjaberi et al., 2023).

The importance of cultural-educational systems in higher education has been extensively studied, with numerous researchers emphasizing various aspects of quality management and institutional effectiveness. For instance, applying Total Quality Management (TQM) tools in higher education institutions can significantly improve educational outcomes (Al-Bashir, 2016). This approach is supported by studies that highlight the need for effective strategies to improve both efficiency and effectiveness in higher educational systems, particularly in developing countries (Al-Jaghoub et al., 2019). These insights are particularly relevant for Farhangian University, where integrating cultural and educational elements can address various institutional challenges.

Institutional culture plays a critical role in the successful implementation of new educational strategies. Changing the cultural dynamics within an institution is crucial, as highlighted by the concept of institutional culture change (Bopape, 2022). This perspective is echoed by the multi-models of quality in education proposed by Cheng and Tam (1997), who argue that a holistic approach is necessary to address the diverse needs of students and staff. The multi-model framework suggests that quality assurance in education should encompass various dimensions, including cultural and pedagogical aspects (Cheng & Wai Ming Frank 譚偉明, 1997). Creating a humanitarian-cultural environment for student youth, especially in technical universities, underscores the importance of addressing the cultural needs of students to foster a well-rounded educational experience (Chernikova, 2020). This aligns with findings that emphasize the importance of academic integrity in universities, which supports educational and cultural initiatives (Boyko & Dluhopolskyi, 2021).

Adapting to the evolving needs of students through flexible and adaptive educational models is crucial for implementing a comprehensive cultural-educational system. The potential of flexible educational models to meet these needs is illustrated by developments in New Zealand's educational system, which emphasizes mass-customization and self-reflective frameworks (Clayton, 2012). Continuous feedback and adaptation are essential for maintaining the relevance and effectiveness of cultural-educational systems (M. & Kalicharan, 2019). Additionally, the impact of digital technological platforms during the COVID-19 pandemic has facilitated the integration of cultural and educational elements, providing a flexible and accessible framework for students and educators (Fedotova et al., 2021).

Mentoring plays a significant role in fostering a supportive educational environment, which is critical for the success of cultural-educational initiatives (Golabchi et al., 2024; Shariati et al., 2024). Developing mentoring potential in technical universities is one example of how mentoring can bridge the gap between cultural and educational objectives (Guryanova et al., 2018). This perspective is supported by the design of tracer studies in higher education, which provide valuable insights into the effectiveness of educational programs and can help institutions assess the impact of their cultural-educational systems (Hapsari & Putra, 2022). Continuous improvement practices, such as Kaizen, can also enhance the implementation of cultural-educational systems by ensuring that institutions constantly refine their approaches to meet the evolving needs of their students (Hashim et al., 2022).

Higher education institutions play a crucial role in shaping value systems, which is an integral part of cultural-educational initiatives (Amiri et al., 2023; Bezi et al., 2024; Golabchi et al., 2024). The role of universities in instilling values and cultural norms in students is essential for the success of these initiatives (Horban et al., 2022). International cooperation in higher education can provide valuable resources and insights for implementing comprehensive cultural-educational systems (Hudayberganov, 2023). This perspective is particularly relevant for institutions in developing countries, where cultural integration in education can address many challenges (Hui & Murtaza, 2021).

Inclusivity is another critical aspect of cultural-educational systems. Creating inclusive educational spaces in higher education institutions ensures that diverse needs are met, which is vital for the overall effectiveness of these systems (Ignatjeva et al., 2017). Mentorship models, such as the "educator-student-pupil" framework, emphasize the importance of mentorship in

supporting the integration of cultural and educational elements (Kamalova et al., 2019). Strategic frameworks for educational change, drawing on insights from works like Sun Tzu's "The Art of War," can inform the implementation of cultural-educational systems (Kempcke, 2002).

Quality control mechanisms are essential for ensuring the effectiveness of cultural-educational systems. Implementing robust quality control processes in higher education institutions, as discussed by several researchers, highlights the need for continuous quality improvement (Kolodii et al., 2022; Liew et al., 2021). The development of inclusive education models and the importance of administrative support for educational change are also critical components of effective cultural-educational systems (Kovtoniuk et al., 2022; Levina et al., 2015).

The strategic management of higher education institutions and the implementation of innovation policies are crucial for the success of cultural-educational systems (Maiorov, 2021). Digital platforms can support these efforts by providing flexible and accessible tools for students and educators (Maninoi, 2023). Addressing diversity in higher education and ensuring that institutional differentiation meets the diverse needs of students is also essential (Muftahu, 2020). Robust internal quality assurance systems, as seen in Indonesian higher education institutions, are necessary for the success of cultural-educational initiatives (Mursidi et al., 2020).

International collaboration and strategic planning are vital for implementing comprehensive cultural-educational systems. University agreements with organizations can provide valuable resources and insights for addressing the unique needs of students (Poalelungi, 2022; Popa & Knezevic, 2018). Ensuring that informal activities are systematized and aligned with cultural-educational goals is also critical for success (Piterska et al., 2019).

The integration of cultural and educational elements in higher education is a multifactor process that requires a comprehensive approach. By drawing on the insights from various researchers, this article aims to provide a detailed exploration of the strategies necessary for implementing a comprehensive cultural-educational system at Farhangian University.

2. Methods and Materials

2.1. Study Design and Participants

This qualitative research aims to explore strategies for implementing a comprehensive cultural-educational system at Farhangian University. The study employs a semi-structured interview approach to gather in-depth insights from participants. Theoretical saturation guided the sample size, ensuring a thorough exploration of the research topic.

The participants were selected based on specific criteria to ensure they possess relevant expertise and experience in the field. The criteria for selecting the managers included:

- Holding a PhD in Educational Sciences with specializations in Curriculum Planning or Philosophy of Education.
- Being recognized experts in the related research domain, evidenced by the authorship of books and scientific-research articles both domestically and internationally.
- Having experience and expertise in conducting research projects.
- A minimum of 15 years of service.
- Holding executive experience in managerial positions and cultural deputy roles at Farhangian University.
- Experience in managing cultural institutions.
- Adequate expertise from implementing cultural-educational projects.

2.2. Data Collection

Data was collected through semi-structured interviews with the selected participants. The interviews were designed to elicit detailed and nuanced responses about their experiences and perspectives on implementing a comprehensive cultural-educational system. Each interview lasted approximately 60 to 90 minutes and was conducted in a conducive environment to facilitate open and honest communication. The interview questions were designed to be flexible, allowing for follow-up questions based on participants' responses to gain deeper insights.

2.3. Data Analysis

The data analysis process involved several steps to ensure a thorough and systematic examination of the collected data. The interviews were transcribed verbatim, and the transcripts were then analysed using thematic analysis. Thematic analysis involved identifying, analysing, and reporting patterns (themes) within the data. The following steps were undertaken:

Familiarization with the Data: The researchers read and re-read the transcripts to become intimately familiar with the data.

Generating Initial Codes: The data were systematically coded to identify significant features relevant to the research questions.

Searching for Themes: The initial codes were then collated into potential themes.

Reviewing Themes: The themes were reviewed and refined to ensure they accurately represented the data.

Defining and Naming Themes: The final themes were defined and named to encapsulate their essence comprehensively.

Writing the Report: The themes were then integrated into a coherent narrative that addresses the research objectives and provides actionable insights.

3. Findings and Results

The participants in this study comprised individuals with diverse educational backgrounds and extensive professional experience, serving in various branches of Farhangian University. All participants had substantial experience ranging from 15 to 30 years in their respective fields. Among them, six participants held a PhD in disciplines such as Educational Management, Philosophy of Education, Islamic Mysticism, Sociology, Cultural Management and Planning, and Educational Psychology. These individuals were primarily based in the central organization of Farhangian University and specific campuses such as Shahid Bahonar Campus in Shiraz, Fatemeh Zahra Campus in Isfahan, and Shahid Motahari Campus in Zahedan.

In addition, four participants possessed a Master's degree in Theology and Islamic Teachings, Curriculum Planning, and Quranic Sciences and Hadith, serving at Shahid Modarres Campus in Sanandaj, Shahid Beheshti Campus in Mashhad, Ayatollah Kamalvand Campus in Lorestan, and Hazrat Masoumeh Campus in Qom.

Furthermore, four participants were PhD candidates specializing in Educational Technology, Curriculum Planning, and Counseling, with professional experience ranging from 15 to 20 years. These individuals were affiliated with Dr. Shariati Campus in Sari, Bentehoda Sadr Campus in Gilan, and Bentehoda Sadr Campus in Bushehr.

Overall, the demographic profile of the participants reflects a well-rounded representation of highly experienced and educated professionals across various branches and specializations within Farhangian University.

The findings from the semi-structured interviews revealed several key themes and strategies essential for the successful implementation of a comprehensive cultural-educational system at Farhangian University. The analysis of the interviews resulted in the identification of specific open and axial codes, which are summarized in

Table 1. These codes highlight the main areas of focus cultural-educational system within the university's and the necessary steps for effectively embedding the operations.

Table 1

The Results of Thematic Analysis

Axial Coding	Open Coding
Explaining the comprehensive system plan to managers after managerial position changes	Due to the numerous concerns of the university, the importance of the cultural sector should not be overlooked. Central organization officials should emphasize explaining the system in meetings. The university president emphasizes a process-oriented view of festivals. Cultural colleagues and students could not connect with the system. Space, credibility, and financial resources are effective in implementing the system. Managers' perspectives on system implementation should not differ. More integration between different university departments is needed to implement the system.
Employing experienced and expert faculty and non-faculty members in managerial positions	Faculty members without experience should not be used in managerial positions. Utilizing experienced and proficient non-faculty members in managerial positions.

Prioritizing the cultural unit and employing cultural experts	The cultural expert at Farhangian University should be an elite and strong individual. The presence of a cultural expert alongside the dormitory supervisor to carry out cultural activities. University officials should prioritize the cultural unit.
The implementation time and method of teaching the system's courses should be specified	The system's program should be similar to the educational program. The longitudinal sequence of courses should be considered. The duration for implementing specific topics should be determined. A specific method should be considered for implementing specific topics. Two cultural hours should be included in the educational program. Cultural hours should be dedicated to implementing cultural programs. Cultural hours should be revised, and obstacles removed.
Issuing legal permission for courses and defining the system's course units	The system's courses should have value and credibility. The title and content of courses and their implementation time should be specified. The titles of mandatory courses for each term should be determined. Cultural-educational activities should be semesterized over 8 terms. The system should be approved by the university's cultural-social council and communicated for implementation.
Legalizing the system's courses and ensuring consistent implementation	The system's course syllabus or skills should be entered into the Golestan system for mandatory implementation. When the plan is legal, managerial changes do not affect it. Cultural assessment scores should be recorded in the system after the end of the term. Cultural-educational classes should be held at specific times and numbers during the term.
Creating the infrastructure for all students to attend full-time for the system's implementation	Solving class and dormitory issues using the available space in Azad and Payam Noor universities. Infrastructure should be established first for the system's implementation guarantee. It is a mistake to spend without establishing the infrastructure for the system's implementation. Solving dormitory and welfare issues can help the cultural sector. Removing content and infrastructural barriers to implement the system and achieve goals.
Delegating part of the cultural programs to the provinces	Diverse and attractive cultural programs activate students. Considering a specific format for implementing the system to create student enthusiasm.
Conducting entrance and final exams in skill training	Delegating authority in cultural programs fosters creativity and innovation. Evaluating student-teachers' cultural skills. Initial assessment to determine skill training levels. The method of evaluating cultural-educational skills should be specified. Evaluating student-teachers' cultural skills should not be merely quantitative.
Using the system's certificate in the Ministry of Education ranking	Previous cultural activities had points and affected service location determination. Impact of academic average and cultural activity report card on students' ranking and service location determination. Priority of high academic and cultural average in choosing service location. Impact of cultural certificate on service location division. Participating in mandatory cultural classes has points and affects division.
Ministry of Education ranking helps implement the system	Sending the ranking form from the Ministry of Education to various university units. Ministry of Education ranking helps implement the system.
Graduation and official employment depend on passing the system's courses	Impact of the system on graduation. Graduation depends on passing skill courses. Official employment of students depends on passing the system's courses. Instead of paying students, the budget should be spent on welfare and implementation facilities.
Issuing cultural report cards and professional qualifications for student-teachers	Creating motivational factors to increase students' desire to participate in classes. All students should participate in the courses and receive feedback.
Implementing cultural portfolios and creating guarantees for the system's implementation	Developing report cards for unofficial university activities. Recording course grades and attendance to include in cultural portfolios. Assigning grades for participation in cultural activities like the Ziyafat Andisheh plan. Importance of official university activities due to attendance, grades, report cards. Graduation with the issuance of cultural report cards.
Explaining and motivating students to acquire job skills	If there is no portfolio, students should be explained the importance of the courses to make them effective. The cultural expert should explain the value of elective courses to students. The value of the system's skill courses should be explained to students.
Inviting experienced professors to teach the system's courses	Using professors and faculty members to teach the system's courses. Inviting knowledgeable professors who are culturally aware, not just faculty members. Using students with specific skills as course instructors.
Timely and sufficient budget allocation for the comprehensive cultural-educational system implementation	Allocating a specific budget from the central organization for the system's implementation. Budget for paying professors. More cultural budget for deprived and border provinces. Allocating budget and legal support for the system's implementation over 8 terms. Establishing a financial float attracts better professors and saves time and cost.
Evaluating the system to remove obstacles and problems	Reviewing and revising the system's educational content in the commission. Removing repetitive courses and replacing them with the system's courses. Documenting and conveying implementation problems from the field to the central office to remove obstacles. Reviewing all aspects, including skills, attitudes, and knowledge to achieve the system.
Replacing the system's courses in the main curriculum planning	Courses should be chosen based on students' needs. One solution is to replace the system's courses in the main curriculum planning.
University agreements with organizations to remove obstacles to system implementation	Another solution is to stipulate free course implementation in the contract. University agreements with organizations to remove obstacles to system implementation. Agreement with the University of Medical Sciences for culture and health courses. Agreement with the Red Crescent for theoretical and practical rescue courses. Agreement with the Ministry of Culture and Islamic Guidance and Technical and Vocational Organization.
Coordinating the system with all cultural activities and festivals	Informal activities at the university should be systematized and completed. Coordinating the system with all cultural activities and festivals. Parallel work in the university's cultural and student unit. The relationship between cultural activities of centers, associations, festivals, and the system should be specified.
Clarifying the scope of sectioned activities and festivals	It should be clarified which sectioned activities and festivals are included in the scope of the system.

Explaining the Comprehensive System Plan to Managers after Managerial Position Changes: The analysis revealed

that, due to the numerous concerns of the university, the importance of the cultural sector should not be overlooked.

Central organization officials should emphasize explaining the system in meetings. One interviewee noted, "The university president emphasizes a process-oriented view of festivals," highlighting the need for a unified approach. Cultural colleagues and students often could not connect with the system, and factors such as space, credibility, and financial resources were found to be effective in implementing the system. It was also noted that managers' perspectives on system implementation should not differ, and more integration between different university departments is needed to implement the system effectively.

Employing Experienced and Expert Faculty and Non-Faculty Members in Managerial Positions: The data indicated that faculty members without experience should not be used in managerial positions. Instead, experienced and proficient non-faculty members should be utilized in these roles. One participant shared, "Utilizing experienced and proficient non-faculty members in managerial positions can significantly enhance the implementation process."

Prioritizing the Cultural Unit and Employing Cultural Experts: The importance of the cultural expert at Farhangian University being an elite and strong individual was emphasized. Additionally, the presence of a cultural expert alongside the dormitory supervisor to carry out cultural activities was considered crucial. University officials should prioritize the cultural unit to ensure effective implementation of the system.

Specifying the Implementation Time and Method of Teaching the System's Courses: The system's program should be similar to the educational program, with the longitudinal sequence of courses considered. The duration for implementing specific topics should be determined, and a specific method for implementing these topics should be established. Two cultural hours should be included in the educational program, dedicated to implementing cultural programs. Cultural hours should also be revised, and any obstacles removed to ensure smooth execution.

Issuing Legal Permission for Courses and Defining the System's Course Units: The system's courses should have value and credibility, with the title and content of courses and their implementation time specified. The titles of mandatory courses for each term should be determined, and cultural-educational activities should be semesterized over eight terms. The system should be approved by the university's cultural-social council and communicated for implementation. One interviewee mentioned, "The system's course syllabus or skills should be entered into the Golestan system for mandatory implementation."

Legalizing the System's Courses and Ensuring Consistent Implementation: The system's course syllabus or skills should be entered into the Golestan system for mandatory implementation. When the plan is legal, managerial changes do not affect it, and cultural assessment scores should be recorded in the system after the end of the term. Cultural-educational classes should be held at specific times and numbers during the term.

Creating the Infrastructure for All Students to Attend Full-Time for the System's Implementation: Solving class and dormitory issues using the available space in Azad and Payam Noor universities was identified as a priority. Infrastructure should be established first to guarantee the system's implementation, and it was considered a mistake to spend without establishing the necessary infrastructure. Solving dormitory and welfare issues can help the cultural sector, and removing content and infrastructural barriers is essential to implement the system and achieve its goals.

Delegating Part of the Cultural Programs to the Provinces: Diverse and attractive cultural programs can activate students, and considering a specific format for implementing the system to create student enthusiasm was emphasized. As one participant stated, "Delegating part of the cultural programs to the provinces allows for more tailored and effective cultural activities."

Conducting Entrance and Final Exams in Skill Training: Delegating authority in cultural programs fosters creativity and innovation. Evaluating student-teachers' cultural skills, conducting initial assessments to determine skill training levels, and specifying the method of evaluating cultural-educational skills were all highlighted. Evaluating student-teachers' cultural skills should not be merely quantitative.

Using the System's Certificate in the Ministry of Education Ranking: Previous cultural activities had points and affected service location determination. The impact of the academic average and cultural activity report card on students' ranking and service location determination was noted. Priority should be given to students with high academic and cultural averages in choosing service locations. The impact of cultural certificates on service location division and the points gained from participating in mandatory cultural classes were also emphasized.

Ministry of Education Ranking Helps Implement the System: Sending the ranking form from the Ministry of Education to various university units and the role of the Ministry of Education ranking in implementing the system were noted as critical steps.

Graduation and Official Employment Depend on Passing the System's Courses: The impact of the system on graduation was significant. Graduation depends on passing skill courses, and official employment of students depends on passing the system's courses. Instead of paying students, the budget should be spent on welfare and implementation facilities.

Issuing Cultural Report Cards and Professional Qualifications for Student-Teachers: Creating motivational factors to increase students' desire to participate in classes was highlighted. All students should participate in the courses and receive feedback. One interviewee suggested, "Issuing cultural report cards and professional qualifications for student-teachers can enhance the system's credibility and effectiveness."

Implementing Cultural Portfolios and Creating Guarantees for the System's Implementation: Developing report cards for unofficial university activities, recording course grades and attendance to include in cultural portfolios, and assigning grades for participation in cultural activities like the Ziyafat Andisheh plan were all identified as essential steps. The importance of official university activities due to attendance, grades, and report cards was also noted. Graduation should be accompanied by the issuance of cultural report cards.

Explaining and Motivating Students to Acquire Job Skills: If there is no portfolio, students should be explained the importance of the courses to make them effective. The cultural expert should explain the value of elective courses to students, and the value of the system's skill courses should be highlighted.

Inviting Experienced Professors to Teach the System's Courses: Using professors and faculty members to teach the system's courses, inviting knowledgeable professors who are culturally aware, and using students with specific skills as course instructors were all recommended.

Timely and Sufficient Budget Allocation for the Comprehensive Cultural-Educational System Implementation: Allocating a specific budget from the central organization for the system's implementation, budgeting for paying professors, allocating more cultural budget for deprived and border provinces, and ensuring budget and legal support for the system's implementation over eight terms were considered critical. Establishing a financial float can attract better professors and save time and cost.

Evaluating the System to Remove Obstacles and Problems: Reviewing and revising the system's educational

content in the commission, removing repetitive courses and replacing them with the system's courses, documenting and conveying implementation problems from the field to the central office to remove obstacles, and reviewing all aspects, including skills, attitudes, and knowledge, were all identified as essential steps.

Replacing the System's Courses in the Main Curriculum Planning: Courses should be chosen based on students' needs, and one solution is to replace the system's courses in the main curriculum planning.

University Agreements with Organizations to Remove Obstacles to System Implementation: Another solution is to stipulate free course implementation in the contract. University agreements with organizations such as the University of Medical Sciences for culture and health courses, the Red Crescent for theoretical and practical rescue courses, and the Ministry of Culture and Islamic Guidance and Technical and Vocational Organization were noted as effective strategies.

Coordinating the System with All Cultural Activities and Festivals: Informal activities at the university should be systematized and completed. Coordinating the system with all cultural activities and festivals and addressing parallel work in the university's cultural and student units were emphasized. The relationship between cultural activities of centers, associations, festivals, and the system should be specified.

Clarifying the Scope of Sectioned Activities and Festivals: It should be clarified which sectioned activities and festivals are included in the scope of the system to ensure proper implementation and coherence.

4. Discussion and Conclusion

The findings from the semi-structured interviews revealed several key themes essential for the successful implementation of a comprehensive cultural-educational system at Farhangian University. The results highlighted the need for a clear explanation of the comprehensive system plan to managers after managerial position changes. Participants emphasized that due to the numerous concerns of the university, the importance of the cultural sector should not be overlooked. This finding aligns with previous studies emphasizing the critical role of cultural integration in educational settings (Al-Bashir, 2016; Chernikova, 2020).

The study also underscored the necessity of employing experienced and expert faculty and non-faculty members in managerial positions. This approach ensures that those in

leadership roles have the necessary background and expertise to support the implementation of the cultural-educational system effectively. Such findings resonate with the work of Boyko and Dluhopolskyi (2021), who highlighted the importance of academic integrity and expertise in university management (Boyko & Dluhopolskyi, 2021).

Additionally, the importance of prioritizing the cultural unit and employing cultural experts was emphasized. Participants pointed out that the presence of a cultural expert alongside the dormitory supervisor is crucial for carrying out cultural activities, echoing the need for dedicated cultural leadership within educational institutions (Bopape, 2022).

The implementation time and method of teaching the system's courses should be specified, with participants advocating for a structure similar to the educational program. This includes considering the longitudinal sequence of courses and dedicating specific cultural hours within the curriculum. Such structured approaches to curriculum design are supported by prior studies (Bezi et al., 2024; Cheng & Wai Ming Frank 譚偉明, 1997; Golabchi et al., 2024).

The necessity for issuing legal permission for courses and defining the system's course units was another critical finding. Participants stressed the importance of ensuring the system's courses have value and credibility, a sentiment that aligns with Al-Bashir's (2016) advocacy for Total Quality Management tools in higher education (Al-Bashir, 2016).

The results also highlighted the need for creating infrastructure to support the system's implementation, including solving class and dormitory issues and establishing robust digital platforms. This finding is consistent with the impact of digital technological platforms on higher education, as discussed by prior researchers (Fedotova et al., 2021; Golabchi et al., 2024; M. & Kalicharan, 2019).

Moreover, the study revealed that delegating part of the cultural programs to the provinces could foster creativity and innovation. Participants noted that diverse and attractive cultural programs activate students, a perspective supported by Hapsari and Putra (2022) in their study on the design of tracer studies in higher education.

The emphasis on explaining the comprehensive system plan to managers reflects a broader understanding that institutional change requires clear communication and buy-in from leadership. This aligns with the findings of Clayton (2012), who emphasized the importance of adaptable

educational models in meeting the evolving needs of students and staff (Clayton, 2012). Clear communication ensures that all stakeholders understand the goals and methodologies of the new system, facilitating smoother implementation.

The need for experienced faculty in managerial positions highlights the importance of expertise and leadership in driving institutional change. Boyko and Dluhopolskyi (2021) stressed that academic integrity and knowledgeable leadership are crucial for the success of educational initiatives (Boyko & Dluhopolskyi, 2021). Experienced leaders are better equipped to navigate the complexities of implementing a new system and can provide valuable guidance to their teams.

Prioritizing the cultural unit and employing cultural experts underscore the role of dedicated leadership in fostering a supportive educational environment. Bopape (2022) and Chernikova (2020) both highlighted the importance of creating a cultural and humanitarian environment within educational institutions (Bopape, 2022; Chernikova, 2020). Cultural experts can bridge the gap between cultural and educational objectives, ensuring that both aspects are integrated seamlessly into the university's operations.

The structured approach to curriculum design, including the specification of implementation time and the method of teaching courses, reflects a need for clarity and organization in educational programs. Cheng and Tam's (1997) multi-models of quality in education suggest that a well-organized curriculum is essential for maintaining high educational standards and ensuring that students receive a comprehensive education (Cheng & Wai Ming Frank 譚偉明, 1997).

The importance of legal permission and the credibility of courses are critical for maintaining the quality and integrity of the educational system. Al-Bashir (2016) emphasized the role of Total Quality Management in higher education, highlighting the need for rigorous standards and clear guidelines to ensure that educational programs meet the necessary quality benchmarks (Al-Bashir, 2016).

Creating the necessary infrastructure, including solving class and dormitory issues and establishing digital platforms, is essential for supporting the comprehensive cultural-educational system. Fedotova et al. (2021) demonstrated the significant impact of digital technological platforms on higher education, suggesting that such infrastructure is vital

for facilitating flexible and accessible educational experiences (Fedotova et al., 2021).

Delegating cultural programs to the provinces to foster creativity and innovation reflects a broader trend towards decentralization in education. Hapsari and Putra (2022) noted that tracer studies and localized educational initiatives can provide valuable insights and foster innovation (Hapsari & Putra, 2022). By allowing local units to tailor programs to their specific contexts, universities can create more engaging and relevant cultural experiences for students.

This study's findings are based on semi-structured interviews, which, while providing in-depth insights, also come with certain limitations. The sample size was relatively small, and the participants were selected based on specific criteria related to their expertise and experience in cultural and educational roles. As a result, the findings may not be generalizable to all universities or educational contexts. Additionally, the study relied on self-reported data, which can be subject to biases such as social desirability bias. The focus on a single university limits the ability to compare findings across different institutional settings, potentially reducing the broader applicability of the results.

Future research should aim to address the limitations identified in this study by including larger and more diverse samples across multiple institutions. Comparative studies involving different universities, both within and outside of the region, could provide a more comprehensive understanding of the strategies and challenges associated with implementing cultural-educational systems. Longitudinal studies would be beneficial to assess the long-term impact and sustainability of these systems. Additionally, incorporating quantitative methods alongside qualitative interviews could provide a more robust analysis of the effectiveness of the implemented strategies. Future research should also explore the role of digital technologies in greater depth, particularly how they can be leveraged to enhance cultural and educational integration.

For practitioners, several key recommendations emerge from this study. Firstly, it is crucial to ensure that the comprehensive system plan is clearly communicated to all stakeholders, particularly managers who play a pivotal role in its implementation. Training and development programs should be established to equip leaders with the necessary skills and knowledge to support the system effectively. Secondly, employing experienced and expert faculty and non-faculty members in managerial positions is essential to provide the leadership needed for successful implementation. Universities should prioritize the cultural

unit and ensure that cultural experts are involved in decision-making processes. Thirdly, the curriculum should be structured to include dedicated cultural hours and follow a well-organized sequence to maintain high educational standards. Legal permissions and quality assurance mechanisms should be established to ensure the credibility of courses. Finally, investing in the necessary infrastructure, including digital platforms and adequate facilities, is vital to support the comprehensive cultural-educational system. By implementing these recommendations, universities can create a more inclusive and effective educational environment that supports the overall development of students.

Authors' Contributions

The first author was responsible for conducting the interview and collecting data, and the other authors were responsible for analyzing the data and writing the article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethics Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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