



THE INFLUENCE OF INSTITUTIONAL AGILITY, ORGANIZATIONAL COMMITMENT, AND DIGITAL RESOURCE CAPABILITY ON THE EDUCATIONAL ORGANIZATIONAL RESILIENCE OF HIGHER EDUCATION INSTITUTIONS IN INDONESIA

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ABSTRACT

This research aims to examine the effect of Institutional Agility, Organizational Commitment and Digital Resource Capability on Educational Organizational Resilience of Higher Education Institutions in Indonesia. The quantitative approach was performed thru a questionnaire applied to professors and administrative staff of higher education institutions throughout the country. The sampling method was purposive sampling. The data were collected thru online survey via google forms and analyzed thru multiple linear regression. The results show that Institutional Agility, Organizational Commitment and Digital Resource Capability have a positive and significant effect on Educational Organizational Resilience. The most visible effect of the three factors is Institutional Agility. These findings mean that the ability of the higher education institution to adapt to change in a timely and flexible manner with the support of the commitment of organizational members and the required digital resource capabilities is an important aspect for strengthening institutional resilience. The study indicates that higher education institutions should improve Institutional Agility by enhancing organizational flexibility, speeding up decision-making, improving coordination across units, and enhancing the ability to identify and respond to environmental changes.

Keywords: *Institutional Agility; Organizational Commitment; Digital Resource Capability; Educational Organizational Resilience*

INTRODUCTION

The changing environment of higher education has made the “Educational Organizational Resilience” a strategic competence which is very important for the higher education institutions in Indonesia. Today these institutions are faced with different types of uncertainty due to advances in digital technology, changing student needs, competition among institutions, regulatory changes, accrediting requirements, changing models of learning, and increasing public expectations about the quality of education (Harahap et al., 2025). Higher education institutions can no longer depend on the stability of current procedures and resources but must be able to foresee disturbances, adapt to change, ensure continuity of service and recover quickly when faced with environmental or standard issues. Here, Educational Organizational Resilience is defined as the ability of an institution to maintain essential functions, modify organizational strategies and procedures, and build new capabilities in the face of change or disaster (Baskoro et al., 2025). Resilience is critical because any break in academic activities, technology, human resources, financing or governance could directly impact quality of learning and the long-term stability of the institution. Resilient institutions don't just survive pressure, they see change as a chance to learn and regenerate the business. This potential opens up the possibility to preserve the quality of academic services, the confidence of stakeholders and the continuity of educational processes in different situations (Judijanto et al., 2024; Anggraini & Khairunnisa, 2025).

This study assumes that institutional agility is one of the factors that affect the educational organizational resilience of higher education institutions in Indonesia. It is the capacity of an organization to sense changes in the environment, to make decisions quickly, to reconfigure assets and to change its norms and processes according to the demands of the situation (Xiaoying & Yusuf, 2026). Agility can assist institutions to adapt appropriately in a rapidly changing higher education environment of technology, legislation, student needs and competitiveness without losing operational stability (Tarba et al., 2023). Agile universities might sense change early and use it as a basis for changing strategy, curriculum, academic services, learning systems and organizational governance. This competency is also critical when disruptions require immediate judgments and coordinated responses across institutional units (Tenggono et al., 2025). Organizational commitment is also seen as an important factor to foster resilience and institutional adaptability in the setting of Indonesian higher education institutions. Organizational commitment is the degree to which an employee identifies with and participates in the organization (Nur et al., 2020).

It includes loyalty, sense of belonging and willingness to contribute to the achievement of institutional objectives. The strength of an educational organization is not only in formal structures and norms, but in the willingness of academics, administrative staff, leadership and other members to sustain the institution in hard times. Those who are highly committed to the organization are more likely to go above and beyond, work with others to solve problems and help implement changes in the organization they consider necessary (Dunda et al., 2020; Mufassir et al., 2024). Digital resource competency is another factor that is expected to influence the educational organizational resilience of higher education institutions in

Indonesia. It concerns the capacity of an institution to acquire, combine, manage and apply digital resources in a way that is able to competently serve academic and administrative functions (Djunaedi et al., 2025). These resources can include IT infrastructure, academic information systems, learning management systems, digital communication systems, databases, cloud technologies, digital capabilities of human resources and the ability to integrate diverse organizational systems (Damanik et al., 2025; Estede et al., 2025). In a higher education setting increasingly dependent on technology, digital resource competency is a necessary foundation for institutional continuity in the event of a stoppage of traditional work processes (Mulyadi et al., 2024).

Previous studies have generally examined organizational resilience from separate perspectives, such as organizational agility, employee-related factors, or digital capabilities. For example, Xiaoying and Yusuf (2026) examined the relationship between leadership agility and institutional resilience through digital readiness and strategic adaptation in the context of higher education. However, limited studies, particularly in Indonesia, have simultaneously examined Institutional Agility, Organizational Commitment, and Digital Resource Capability as complementary determinants of Educational Organizational Resilience. This integration is important because institutional resilience depends not only on the ability to respond quickly to environmental changes, but also on the commitment of organizational members to support adaptation and the availability of digital capabilities to maintain institutional operations. Therefore, the novelty of this study lies in integrating these three dimensions—organizational adaptability, human commitment, and digital capability—within a single model to provide a more comprehensive explanation of Educational Organizational Resilience in Indonesian higher education institutions.

This study aims to investigate the effect of institutional agility, organizational commitment, and digital resource capabilities on the educational organizations resilience of higher education institutions in Indonesia. This study is important because resilience in higher education in an increasingly dynamic educational environment requires not only an organization's ability to adapt to change but also the support of its members and appropriate digital resource capabilities . The theoretical contribution of this paper is to enrich the literature of Educational Management, Organizational Resilience, Organizational Behavior and Digital Transformation providing empirical data about the variables that influences resilience in higher education institutions. Moreover, the study aims to contribute to the understanding of educational organizational resilience by integrating the perspective of organizational adaptive capacity thru institutional agility with human resource behavioral and engagement aspects thru organizational commitment and technological capabilities thru digital resource capability in a single research model.

2METHODS

The research used quantitative method with survey method. The population of this research is the lecturer and education staff working at the institution of higher education in Indonesia. The respondents were selected using the purposive sampling method based on the following criteria: being an active lecturer or educational staff; having worked at higher education institutions for at least one year;

understanding the processes and policies of higher education institutions; and having used digital resources and systems at higher education institutions. Data were collected using an online questionnaire distributed thru Google Forms. All items were rated on a 5-point Likert scale (1 = "strongly disagree" to 5 = "strongly agree"). Institutional Agility variable was measured by the attributes of Environment Responsiveness, Decision Making Speed, Organizational Flexibility, Resource Reconfiguration and Adaptive Capability. The variable of Organizational Commitment is measured thru the aspects of emotional commitment, continuous commitment, normative commitment, organizational attachment and readiness to participate. The variable of digital resource capability was measured using the dimensions of digital resource capability: digital infrastructure capability, digital human resource capability, system integration capacity, data management capability, and digital utilization of resources. The Educational Organizational Resilience variable was measured by dimensions of anticipatory capability, adaptive capacity, continuity capability, recovery capability, and organizational learning from disturbance. Data study with multiple linear regression to measure partial and simultaneous effects of Institutional Agility, Organizational Commitment and Digital Resource Capability on Educational Organizational Resilience. Partial hypotheses were tested by t-test at the level of significance of 5% ($\alpha = 0.05$) and joint effect of three independent variables was examined by F-test. In addition, the coefficient of determination (R^2) was used to determine the extent to which the variance in Educational Organizational Resilience could be explained by the three independent variables of the study model.

RESULT AND DISCUSSION

The results of the data analysis of respondents consisting of lecturers and educational staff in higher education institutions in Indonesia shows that simultaneously, Institutional Agility, Organizational Commitment and Digital Resource Capability have a positive and significant effect on Educational Organizational Resilience. Partial tests also show that each of the independent variabels has a positive and significant effect on the Educational Organizational Resilience. Therefore, all the hypotheses of the study are accepted. R^2 – Coefficient of Determination The coefficient of determination is 0.436 indicating that 43.6% of the variance of Educational Organizational Resilience can be explained by Institutional Agility, Organizational Commitment and Digital Resource Capability, while the rest is influenced by other variables outside the study model. The regression coefficient reveals that Institutional Agility has the greatest impact on Educational Organizational Resilience than Organizational Commitment and Digital Resource Capability.

The research findings indicate that Institutional Agility has a positive and significant effect on Educational Organizational Resilience of higher education institutions in Indonesia. The findings indicate that the faster, more flexible, and more effective an institution is in adapting to change, the more likely it is to ensure organizational continuity when faced with a range of disruptions. Institutional Agility allows higher education institutions to timely identify environmental changes, assess the impact of the changes on institutional operations and timely adjust policies, academic processes, organizational structures and

resource allocations . This is of growing importance in a context of technological change, legislative change, shifting student demands, inter-university competition and the changing pedagogical paradigms within which higher education institutions operate. Agile institutions can not only respond when a disruption arrives, but also have the foresight to generate other courses of action before the changes have a large impact on the firm. The decision making processes are flexible, thus enabling the leadership to allocate assets in an alternative manner and explore other solutions without the weight of too rigid organizational procedures. The result that institutional agility is the most important variable underlines the importance of the ability of the higher education institutions to turn external stressors into rapid coordinated organizational actions for resilience. Therefore, higher education institutions need to develop more flexible structures and procedures for decision making; increase their capacity for environmental scanning; improve coordination across units; and provide flexibility for academic and administrative units to make changes in the face of change. In the long run, institutional agility enables these institutions not only to survive crises but to learn and adapt and hence to become more resilient.

The research results show that there is a significant and positive influence of organizational commitment on the educational organizational resilience of higher education institutions in Indonesia. The findings imply that resilience in educational institutions is not only about structural and technical capacities but also about the attachment and desire of organizational members to preserve the institution in the face of uncertainty. Highly committed people to an organization tend to feel more connected and devoted to the institution and are more likely to go the extra mile when the company is under stress or going thru change. They are necessary for resilience because adaptation and recovery processes often require teamwork beyond regular duties, capacity to take on changing responsibilities and willingness to adopt new institutional policies. Organizational commitment may also increase trust and solidarity among members and thus increase the effectiveness of the cooperation in case of interruptions. The strong commitment of teachers and staff to the goals of the institution makes it possible to see organizational changes as a common cause for the continuation of the institution and not as a personal hardship. In addition, with a high level of commitment, members may be more willing to share expertise, help colleagues and engage in problem solving, leading to less resistance to change. Thus, the organizational commitment generates the social and psychological capital thru which higher education institutions can keep their academic and administrative functions in times of change. It is recommended that institutions should improve organizational commitment by using participative leadership style, open communication, appreciating the contribution of members, career growth and creating work environment that foster institutional attachment. more nimble institutions, continuity and resilience in a crisis, more buy-in on the part of faculty and staff.

The study results indicate that digital resource competency has a positive and significant effect on the educational organizational resilience of higher education institutions in Indonesia. The results show that the ability of an institution to create, combine and use digital resources is important for the continuity of its operations when faced with changes and disturbances. The capacity of a digital resource is not limited to the availability of technological infrastructure but also includes human resource expertise in the use of

technology, systems integration, data management and ability of the institution to leverage digital resources to support academic and administrative functions. In case of interruption of conventional processes, universities with strong digital capabilities can continue their procedures such as learning management system, academic information system, digital communication system, online administrative services and data management system. The integration of digital resources also provides quicker access to information across units giving leadership a more up-to-date evaluation of the organization's condition and make more educated decisions in the face of uncertainty. The digital capabilities allow an institution not only to ensure the operational continuity but also to adapt its instructional methodologies, service models, coordination mechanisms and procedures to environmental requirements. But these benefits can only be realized if the business successfully integrates digital infrastructure with human competence, data governance, system integration and adequate technical security. Digital Resource Capability is a strategic asset that enables higher education institutions to sustain essential services, accelerate adaptation and recover from disruption. Institutions need to invest continuously in their technology infrastructure, improve the digital skills of faculty and administrative staff, integrate information systems, improve data security and governance, and align digital investments to increase organizational agility. The development of Digital Resource Capability can ultimately help higher education institutions develop higher levels of and more enduring Educational Organizational Resilience.

CONCLUSION

The findings of this research show that Institutional Agility, Organizational Commitment and Digital Resource Capability positively and significantly affect the Educational Organizational Resilience of Indonesian higher education institutions. The results show that the ability of an institution to develop organizational resilience is a function of not only change management but also of human resource deployment and the ability to create and leverage digital resources. Institutional Agility has the most dominant effect on Educational Organizational Resilience among the three independent variables. One of the key elements in creating resilience in higher education institutions is fast reaction and change ability. In practice, the higher education institutions in Indonesia are expected to improve the Institution Agility by establishing more fast and flexible decision-making mechanisms, improving the ability to detect the changes in the environment, improving the coordination among the units, and enabling academic and administrative units to adapt to the changing conditions. Change could be a vehicle for continuing learning, transformation and organizational capacity building in higher education institutions.

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