

# Organizational Resilience Development Model

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## ABSTRACT

This study aims to develop a model to strengthen organizational resilience in the form of a constellation model of variables, along with its mathematical model, which was identified in the field through an initial preliminary survey and interviews with pre-selected informants. The unit of analysis is LP3I Polytechnic Jakarta, involving 30 lecturers as informants and interviews with 11 campus heads to determine the research constellation identified in the field. The study will also uncover strategies and methods to enhance organizational resilience. From this model, research hypotheses are derived, which will be tested using path analysis during the quantitative research phase. The research begins with interviews with informants considered competent and recognized as experts in providing the expected responses. Subsequently, data reduction, data coding, data presentation, data analysis, and conclusion drawing are conducted. The research is carried out at LP3I Polytechnic Jakarta during the period of December to January 2025. The study identified several variables that are presumed to have a positive and dominant influence on organizational resilience, namely visionary leadership, knowledge management, empowerment, professional commitment, and trust as an intervening variable.

**Keywords:** Organizational Resilience, Visionary Leadership, Knowledge Management, Empowerment, Professional Commitment, Trust.

## I. Introduction

The rapid global changes in the digital era have had a significant impact across various sectors, including higher education in Indonesia. Universities are facing substantial challenges in maintaining sustainability and competitiveness amidst technological disruption and the constantly evolving labor market dynamics (Akhmad et al., 2024; Bangsawan, 2023; Wahyudi et al., 2023). Without adequate adaptability, many institutions struggle to sustain their existence amid increasingly intense competition (Gumport & Sporn, 1999; Mithani, 2020).

Organizational resilience becomes a critical element that cannot be overlooked. Organizational resilience refers to an institution's ability to anticipate, respond to, and recover from disruptions or crises while maintaining long-term stability and sustainability (Fathihani et al., 2024; Ir Abraham Mose, 2024; Lengnick-Hall et al., 2011). In the education sector, this concept goes beyond mere survival; it also encompasses the ability to leverage challenges as drivers for strategic innovation.

Educational institutions with visionary leadership, adaptive strategies, and effective digital integration tend to be more resilient in the face of change (Boin & Van Eeten, 2013; Soomro & Khan, 2024). Visionary leadership can create a clear direction, provide inspiration, and build an organizational culture that is prepared to face uncertainties (George, 2024; Guan et al., 2023). Without such leadership, organizations will struggle to mobilize their resources effectively.

Politeknik LP3I Jakarta, as a vocational higher education institution, is currently facing complex challenges. Competition from newly established universities offering technology-based programs adds pressure that demands continuous innovation (Hartanto et al., 2019; Suparyati & Habsya, 2024). To remain competitive, this institution must strengthen its organizational resilience through strategic digital transformation and optimal human resource management. However, the internalization of change is often hampered by internal obstacles such as limited technology adoption and resistance to organizational culture change (Kodrat, 2024; Martoatmodjo, 2023; Muarif & Darmiyanti, 2022). An inefficient organizational structure also slows down the adaptation process, thereby reducing the institution's flexibility in responding to external dynamics (Karman, 2020). On the other hand, external factors such as changes in labor market demands and increasing student expectations push educational institutions to transform rapidly (Alexander, 2020; Mihit, 2023). A slow response to these trends can result in declining relevance of academic programs offered, thus affecting the institution's attractiveness to prospective students (Altbach et al., 2019).

Existing research gaps indicate that most studies on organizational resilience in the education sector have primarily focused on a conceptual level or isolated aspects, such as leadership or technology adoption, in separation (Duchek, 2020). However, the integration of visionary leadership, digital transformation, knowledge management, human resource empowerment, and trust as an intervening variable in a comprehensive model remains underexplored empirically, particularly in vocational institutions like Politeknik LP3I Jakarta. Furthermore, previous research by Aburn, Gott, and Hoare (2016) and Daly (2020) highlighted the urgent need to develop an applicable resilience modeling framework within higher education contexts—not only to survive crises but also to create strategic value. Likewise, Teece, Peteraf, and Leih (2016) emphasized that organizations capable of developing dynamic capabilities—the ability to sense, seize, and shape opportunities—will excel in building long-term resilience. Addressing this gap, this study aims to explore and develop a model for strengthening organizational resilience, particularly at Politeknik LP3I Jakarta. This model will be developed through the POP-SDM approach, which combines qualitative exploration and quantitative analysis to obtain a comprehensive understanding.

The POP-SDM method is considered relevant as it allows for the identification of key factors influencing organizational resilience in greater depth (Hardhienata, 2017). POP-SDM is a comprehensive research approach developed to construct conceptual models and formulate optimal solutions in studies focusing on strengthening management resource dimensions. This approach not only aims to map the relationships among strategic variables within an organization but also to identify optimal strategies that can be implemented to enhance organizational effectiveness and resilience (Sjahid et al., 2021).

The POP-SDM method emerged in response to the necessity of fulfilling the standards of the Indonesian National Qualifications Framework (KKNl) at level 9, designated for doctoral dissertation research. Level 9 of KKNl requires an original contribution that generates novelty in the development of science, technology, and the arts (DIKTI, 2020). Accordingly, POP-SDM is designed to produce research findings that are innovative, creative, and original, and whose validity can be tested according to universally accepted scientific principles. As an integrative methodology, POP-SDM combines qualitative and quantitative approaches within a unified framework. The research process begins with qualitative exploration through in-depth interviews and discussions with key informants to formulate the initial model and research hypotheses. This is followed by quantitative analysis using path analysis methods to examine causal relationships among the variables within the developed model.

The primary advantage of the POP-SDM method lies in its ability to produce models that are not only academically valid but also practically applicable within organizational contexts. Thus, research outcomes based on POP-SDM extend beyond theoretical constructions and are capable of providing tangible

contributions to strengthening management capacity and organizational resilience. This approach is particularly relevant for studies requiring the integration of theoretical development with practical implementation, especially within education, business, and non-profit sectors facing dynamic challenges. Through POP-SDM, researchers can formulate evidence-based strategic recommendations that ultimately enrich the scientific body of knowledge and deliver meaningful impact to the target organizations.

Through this process, effective strategies will be formulated to strengthen resilience in higher education institutions, particularly in the areas of leadership, digital transformation, and human resource management. In addition, this study will investigate how visionary leadership serves as a key driver in creating a resilient organizational culture (Yukl, 2008). Visionary leaders not only set long-term visions but also motivate all organizational elements to move toward shared goals.

Digital transformation is also a vital component in this organizational resilience development model. Technology integration not only enhances operational efficiency but also expands learning access and strengthens institutional competitiveness (Westerman et al., 2014). Consequently, the institution can offer more relevant and adaptive learning experiences for students. Strategic human resource management also makes a significant contribution to organizational resilience. Continuous improvement of lecturer and staff competencies through ongoing training is essential to keep pace with the times (Armstrong & Taylor, 2023). Without investment in human capital, educational institutions will struggle to adapt to rapid changes. By integrating these three aspects—leadership, digitalization, and human resource management—this model is expected to provide applicable solutions for other universities facing similar challenges. Furthermore, the results of this research can serve as a reference in formulating policies that support the sustainability of higher education in Indonesia.

The urgency of this research is particularly high, given the pressing need for educational institutions to enhance their resilience amidst the accelerating pace of global disruption (World Economic Forum, 2023). Labor market uncertainties and exponential technological advancements demand that educational institutions not only adapt but also lead change. With the findings of this study, it is expected to provide practical guidance for higher education leaders in formulating integrated strategies to strengthen organizational resilience. Overall, the organizational resilience strengthening model developed in this study is expected to enhance the competitiveness of Politeknik LP3I Jakarta while also reinforcing its long-term sustainability. Moreover, this model has the potential to be adopted by various other educational institutions to build more resilient and adaptive organizations in the face of ongoing global disruption.

## II. Literature Review and Hypothesis Development

Organizational resilience refers to an organization's ability to endure, adapt, and thrive amidst disruptions, crises, and environmental changes. It is a multidimensional concept that involves strategic planning, leadership, adaptation, and risk management. Hillmann & Guenther (2021) define organizational resilience as "an organization's ability to absorb stress, recover critical functionality, and thrive under changing conditions," emphasizing that resilience is a valuable construct in management research that enables organizations to navigate uncertainty and maintain performance. Duchek (2020) conceptualizes organizational resilience as a capability-based approach consisting of three key stages:

- a. Anticipation – Identifying potential risks and preparing for them.
- b. Coping – Effectively responding to crises or unexpected disruptions.
- c. Adaptation – Learning from past experiences to enhance future resilience.

Organizational resilience is an essential capability that enables institutions to survive crises, adapt to changes, and maintain long-term success. Research shows that visionary leadership, empowerment, knowledge management, trust, and professional commitment are the main pillars of resilience in this study. Higher education institutions, including Politeknik LP3I Jakarta, must adopt strategic resilience models such

as POP-SDM to remain competitive in the ever-evolving educational landscape. By implementing proactive policies and embracing digital innovation, institutions can enhance their resilience, improve sustainability, and effectively address future uncertainties.

Napisah et al (2024) argue that leadership plays a crucial role in organizational resilience. Visionary leaders help organizations navigate crises by fostering collaboration, strategic decision-making, and proactive problem-solving. Prayag et al (2024) emphasize that resilient leadership requires a balance between stability and change, while ensuring the organization's well-being and sustainability. Similarly, Kopp & Pesti (2022) highlight that organizational resilience is reinforced by continuous learning processes and collaboration. According to Jankelova (2024), organizational goals can be achieved and resilience enhanced through effective teamwork and communication. García-Fernández et al (2024) state that digital transformation plays a critical role in strengthening organizational resilience. Lansonía (2024) also emphasizes that management leadership can improve resilience through sound decision-making.

Wut et al (2022) emphasize that psychological resilience among employees plays a significant role in enhancing overall organizational resilience. Employees who are engaged and motivated contribute to creating a more adaptive and responsive work environment, which in turn strengthens the institution's capacity to withstand external pressures. In line with this, Ross et al (2024) argue that adaptation within the academic environment is crucial for educational institutions to maintain operational continuity, even when confronted with significant external challenges. Furthermore, Ciasullo et al (2024) contend that both sustainability and organizational resilience are closely linked to robust environmental, social, and governance (ESG) practices, as well as the cultivation of strong organizational trust. Galaitsi et al (2023) add that the attainment of long-term organizational objectives necessitates deliberate and strategic management efforts to build and maintain resilience over time.

The development of organizational resilience becomes increasingly essential, particularly in addressing a variety of challenges. These include, among others, the stringent requirements for accreditation as noted by Jankelova (2024), which demand continuous quality improvements and institutional accountability. Aleixo et al (2018) highlights financial instability and the decline in student enrollment as pressing issues that jeopardize institutional sustainability. Additionally, Kopp and Pesti (2022) draw attention to the significant disruptions caused by the pandemic, which have tested the resilience of educational systems worldwide. The rapid advancements in technology and the shift towards digital learning further complicate these challenges, as emphasized by García-Fernández et al. (2022), underscoring the need for institutions to swiftly adapt to evolving educational technologies.

According to Krsmanovic et al (2024), universities that successfully cultivate adaptive leadership, encourage robust collaboration, and strengthen their digital competencies are better positioned to demonstrate higher levels of resilience. Such universities are able to sustain their academic operations effectively, despite facing uncertainties and external shocks. Drawing from expert insights, several strategic measures emerge as critical for strengthening organizational resilience. Yildizoglu and Cemaloglu (2023) stress the importance of developing visionary and adaptive leadership that can navigate complex environments. Complementing this, Jankelova (2024) underscores the necessity of fostering a strong organizational culture that supports resilience from within. The integration of digital technologies, as noted by García-Fernández et al. (2022), enhances institutional agility and responsiveness. Galaitsi et al. (2023) further emphasizes the need for strengthening management and planning processes to ensure that resilience is embedded into the core of organizational strategies. Finally, Wut et al. (2020) highlight the critical role of improving employee well-being and engagement, as a motivated workforce serves as the foundation for organizational adaptability and sustained success.

### III. Research Method

The method employed in this study is the POP-SDM Method, or Modeling and Optimization of Management Resources, which integrates an exploratory qualitative research approach with either a

descriptive quantitative approach or a causal quantitative approach. POP-SDM is a comprehensive research method designed to build models and identify optimal solutions for research focusing on strengthening specific aspects of management resources. This method was developed in response to the requirements of the Indonesian National Qualifications Framework (KKNl), which stipulates that doctoral dissertation research, at level 9 of the framework, must produce novel contributions. POP-SDM offers an alternative research approach to generate the expected novelty while serving as a means to develop comprehensive research that represents a creative, original work, and is testable according to established scientific principles.

Research utilizing the POP-SDM approach, as explained by Sri Setyaningsih and Soewarto Hardhienata (2019), is grounded in the basic idea of developing modeling and optimization strategies to strengthen the management resources that constitute the research theme. This is achieved by exploring additional variables that have a positive and dominant influence on other variables within the study's scope. Based on the identified factors or variables, a constellation of influences is constructed to illustrate the relationships among these variables concerning the management resources targeted for strengthening, thereby generating research hypotheses. Subsequently, in the quantitative research phase, these hypotheses are tested using Structural Equation Modeling (SEM) analysis. Based on the findings of the analysis, SITOREM analysis is employed to prioritize the handling of indicators that are identified as relatively weak, ensuring focused improvement efforts.

## IV. Results and Discussion

### 4.1. Analysis Result

The research data were collected through interviews with research informants, consisting of 11 campus directors. From these 11 informants, the researcher determined that the data had reached saturation, prompting the commencement of data processing. The collected data were subjected to data reduction, data coding, and data presentation, the results of which are presented in the following table 1.

**Table 1. Recapitulation of Variables Mentioned by Informants**

No	Variables Mentioned by Informants	Number of Informants	Percentage (%)
1	Visionary Leadership	7	64%
2	Transformational Leadership	4	36%
3	Knowledge Management	6	54%
4	Lecturer Competence	5	45%
5	Empowerment	7	64%
6	Work Engagement	4	36%
7	Professional Commitment	7	64%
8	Job Performance	4	36%
9	Trust	6	54%
10	Work Achievement	5	45%

Through the data collection process involving 11 campus directors as key informants, this study found that the data obtained had reached saturation. This indicates that the information gathered was sufficient to proceed to the next stage of analysis. Steps such as data reduction, data coding, and data presentation were undertaken to ensure that the results were more systematic and academically accountable.

The results of the analysis revealed several key variables contributing to the strengthening of organizational resilience. Among these variables, visionary leadership, empowerment, and professional commitment emerged as the most frequently cited, each achieving a rate of 64%. These findings align with

the views of Yildizoglu and Cemaloglu (2023), who emphasized that visionary leadership plays a central role in helping organizations confront challenges by fostering collaboration and enabling effective decision-making. Furthermore, this study also identified the roles of professional commitment and trust as highly significant intervening variables. According to Sugiyono (2018), an intervening variable is considered effective when its indirect influence surpasses its direct impact. In this study, trust and professional commitment proved to be strong mediators linking strategic variables such as visionary leadership and empowerment to overall organizational resilience.

Trust, within the context of educational organizations, serves as a critical foundation for creating a harmonious working environment. Ciasullo et al. (2024) assert that strong trust in the institution enhances both its sustainability and resilience. On the other hand, professional commitment motivates individuals within the organization to consistently deliver their best contributions, thereby generating a collective positive impact on the institution, as noted by Jankelova (2024). As part of the model validation process, expert evaluations were conducted to assess the relationships among the identified variables. These experts employed a relevance scale ranging from "not relevant" to "highly relevant." The findings indicated that most of the proposed variable relationships were deemed feasible to proceed without revisions, while a smaller portion required refinements to ensure that the final model would be robust and applicable.

These findings further reinforce the capability of the POP-SDM approach to accurately map out the key variables influencing organizational resilience. With plans for subsequent quantitative testing through Structural Equation Modeling (SEM), this model is expected to provide more comprehensive insights, enabling it to serve as a strategic decision-making tool within higher education institutions, particularly vocational education providers such as Politeknik LP3I Jakarta.

#### 4.2. Statistical Mathematical Model

Based on the mapping of the constellation of influences among variables conducted in this study, a statistical mathematical model was formulated to illustrate the structural relationships among the variables through a set of substructural equations. This model is designed to visualize the direct effects of exogenous variables on the intervening variables, as well as the influence of the intervening variables on the endogenous variable. In Substructure 1, the equation is expressed as follows:

$$\hat{y} = \beta z1X1 + \beta z2X2 + \beta z3X3 + \beta z4X4 + \beta z5X5 + \beta z6X5 + \beta z7Y1 + \beta z8Y2 + \epsilon y$$

This equation describes how the endogenous variable is influenced by a combination of exogenous variables (X1 to X5), along with two intervening variables (Y1 and Y2). The  $\beta$  (beta) coefficients indicate the strength and direction of the influence of each variable on the endogenous variable, while  $\epsilon y$  represents the error term, accounting for other factors outside the model that affect the outcome. Next, in Substructure 2, the following equation is formulated:

$$\hat{y} = \beta y11Y1 + \beta y12Y1 + \beta y13Y1 + \epsilon y1$$

This equation explains the effect of the first intervening variable (Y1) on other variables. Here, Y1 serves as the predictor variable with three beta coefficients reflecting the contribution of each factor to the model output, and  $\epsilon y1$  represents the error component accounting for external factors not included in the model. In Substructure 3, the derived equation is:

$$\hat{y} = \beta y21Y2 + \beta y22Y2 + \beta y23Y2 + \epsilon y2$$

This equation illustrates the relationship between the second intervening variable (Y2) and the model output, where Y2 has three influence coefficients ( $\beta$ ), and  $\epsilon y2$  functions as the error term, completing the

estimation of the model. This mathematical model systematically outlines the interrelationships among the variables identified in this study. It also serves as the foundation for hypothesis testing during the quantitative analysis stage, utilizing Structural Equation Modeling (SEM). Through this approach, the structural validity of the model and the significance levels of the variable relationships can be confirmed, supporting the strengthening of organizational resilience within higher education institutions.

#### 4.3. Discussion

The findings of this research provide meaningful insights into the development of organizational resilience within higher education institutions, particularly in vocational settings such as Politeknik LP3I Jakarta. The identification of visionary leadership, empowerment, and professional commitment as the most frequently cited variables confirms that leadership qualities and human capital empowerment remain pivotal factors in building organizational strength. According to Yildizoglu and Cemaloglu (2023), visionary leaders not only guide institutions through uncertainty but also cultivate a culture of collaboration and proactive decision-making, which aligns closely with the results of this study.

The role of empowerment highlighted in the findings emphasizes the importance of delegating authority and nurturing employee autonomy in educational institutions. Empowered employees are more likely to engage with organizational goals, innovate in their roles, and contribute positively to institutional resilience. This perspective is supported by García-Fernández et al. (2022), who argue that empowerment fosters adaptability and responsiveness, particularly in the face of external challenges such as technological advancements and evolving student expectations. Professional commitment emerged as another critical variable influencing organizational resilience. Jankelova (2024) emphasizes that when employees demonstrate high levels of professional commitment, they consistently strive for excellence and align their efforts with institutional objectives. In the context of this research, professional commitment acts as a catalyst that strengthens the link between leadership initiatives and overall organizational resilience, reinforcing the institution's capacity to withstand disruptive changes.

An intriguing aspect of this study lies in the identification of trust and professional commitment as significant intervening variables. Sugiyono (2017) explains that effective intervening variables are those where indirect effects surpass direct effects. In this model, trust and professional commitment effectively mediate the relationship between exogenous variables such as leadership and empowerment with the ultimate goal of organizational resilience. Trust, as asserted by Ciasullo et al. (2024), forms the bedrock of organizational cohesion, enhancing both sustainability and resilience through fostering mutual respect and collaboration. Furthermore, the validation process involving expert assessment strengthens the reliability of the model. Experts evaluated the proposed variable relationships using a structured relevance scale, and most relationships were deemed valid without requiring revisions. This aligns with methodological recommendations by Hair et al. (2017), who emphasize that expert validation enhances the credibility of structural models, especially when preparing for quantitative testing such as Structural Equation Modeling (SEM).

The mathematical model developed in this study, through its substructural equations, provides a comprehensive representation of the interplay between variables. The incorporation of multiple exogenous and intervening variables captures the complexity of organizational dynamics in higher education. According to Teece, Peteraf, and Leih (2016), understanding the multifaceted interactions within organizational systems is critical for developing dynamic capabilities that ensure long-term survival and competitiveness. By preparing for quantitative testing through SEM, this research aligns with best practices in contemporary organizational studies. SEM allows for the simultaneous analysis of multiple relationships, providing deeper insights into both direct and indirect effects among variables (Hair et al., 2017). The application of SEM in this context is expected to confirm the hypothesized pathways and reinforce the strategic importance of leadership, empowerment, trust, and professional commitment in fortifying institutional resilience.

The SITOREM analysis planned for the subsequent phase of this research will further enhance the model by prioritizing weaker indicators for targeted improvement. Setyaningsih and Hardhienata (2019) emphasize that the integration of SITOREM enables researchers to focus on areas that yield the greatest impact, ensuring that institutional strategies are both effective and efficient in strengthening resilience.

This research offers both theoretical and practical contributions. Theoretically, it advances the understanding of how organizational resilience can be systematically strengthened through a blend of leadership practices, empowerment strategies, trust cultivation, and professional commitment. Practically, it equips higher education leaders, particularly in vocational institutions, with a robust framework to navigate uncertainties and sustain organizational performance amidst a rapidly changing educational landscape.

## V. Conclusion

This study concludes that strengthening organizational resilience in higher education institutions, particularly in vocational settings such as Politeknik LP3I Jakarta, requires the integration of several key variables. The findings highlight that visionary leadership, empowerment, and professional commitment are the most influential factors contributing to organizational resilience. Visionary leadership directs the institution toward adaptive strategies and collaborative decision-making, while empowerment fosters employee engagement and proactive participation. Professional commitment enhances individual contributions that collectively support institutional goals. Furthermore, the study identifies trust and professional commitment as significant intervening variables that effectively mediate the relationship between leadership, empowerment, and overall organizational resilience. These findings confirm that internal cohesion and dedication are essential in bridging strategic initiatives and sustainable resilience. The statistical mathematical model developed in this research systematically captures the complexity of relationships among the variables and serves as a solid foundation for further quantitative testing using Structural Equation Modeling (SEM). The planned SITOREM analysis will also help prioritize critical areas for improvement. Overall, this research provides both theoretical enrichment and practical guidance, offering educational institutions a comprehensive framework to enhance resilience amid rapid external changes and uncertainties in the educational landscape.

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