

The Influence Of Academic Innovation Capability, Organizational Innovation And Leadership Adaptability On Institutional Sustainability Performance Of Educational Institutions

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<https://doi.org/10.31004/jerkin.v4i2.3582>

ARTICLE INFO

Article history

Received: 20 October 2025

Revised: 25 October 2025

Accepted: 17 November 2025

Kata kunci:

kemampuan inovasi akademis, inovasi organisasi, kemampuan adaptasi kepemimpinan, kinerja keberlanjutan

Keywords:

academic innovation capability, organizational innovation, leadership adaptability, sustainability performance



ABSTRACT

Studi yang sedang dilakukan ini bertujuan untuk mengukur bagaimana kemampuan berinovasi secara akademis, inovasi organisasi, dan kepemimpinan yang mampu beradaptasi terhadap perubahan akan memengaruhi kinerja berkelanjutan lembaga pendidikan. Sebanyak 120 peserta survei terdiri dari pendidik dan staf administrasi perguruan tinggi, dan metode analisis data menggunakan metode penjelasan kuantitatif. Hasil analisis menunjukkan bahwa kapabilitas inovasi akademik, inovasi organisasi, dan adaptabilitas kepemimpinan merupakan variabel independen yang memiliki pengaruh positif signifikan terhadap kinerja keberlanjutan lembaga. Oleh karena itu, studi ini tidak hanya memperkaya pengetahuan yang ada dalam literatur manajemen pendidikan dan inovasi kelembagaan, tetapi juga memberikan kiat praktis bagi lembaga pendidikan tentang cara meningkatkan keberlanjutan dengan mengembangkan inovasi akademik, inovasi organisasi, dan kepemimpinan yang adaptif terhadap perubahan.

The study that is now being conducted wants to measure how the ability to innovate academically, the organizational innovation, and the leadership that can adapt to change will affect the sustainability performance of educational institutions. Educators and administrative staff of higher education institutions made up the sample of 120 participants for the survey and the quantitative explanatory method was used to analyze the data. The analysis result showed that academic innovation capability, organizational innovation, and leadership adaptability were the independent variables, which had a significant positive effect on the sustainability performance of the institutions. As a result, the study not only augments the existing knowledge in educational management and institutional innovation literature but also gives practical tips to educational institutions on how to get better at sustainability by developing academic innovations, organizational innovations, and change-adaptive leadership.



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How to Cite: Lazuardy Alief, et al (2025). The Influence Of Academic Innovation Capability, Organizational Innovation And Leadership Adaptability On Institutional Sustainability Performance Of Educational Institutions 4(2) 10106- 10110 <https://doi.org/10.31004/jerkin.v4i2.3582>

INTRODUCTION

The complexities that educational institutions are presently facing are greatly influenced by the external environment, the changes in students' skills, the rapidly increasing pace of technology, and the public accountability requirements. The institutions will have to conduct the learning process and to develop the sustainability of their performance if they focus just on these listed issues. The term 'institutional sustainability' refers to the ability of schools, universities, and vocational training to remain relevant, to win in the competition, to be flexible, and to make their contribution for the long term. Sustainability performance has already shown itself, though it has been very negative regarding digital disruption, rapid curriculum changes, and tough competition among institutions, as a strategic indicator to determine whether an institution can just survive, or not only survive but also thrive and, importantly, deliver value to society. Furthermore, the different stakeholders such as government, parents, students, and industry, are expecting the highest levels of transparency and sustainable service quality from educational institutions like never before. Thus it is very important to know the factors that affect and build the performance of institutional sustainability, particularly when dealing with modern education which is rapidly transforming in all operations and academia.

The ability of academic innovation still plays a major role in determining the sustainability of the institution. Specifically, academic innovation capability of the institution. The capability of the institution to innovate through its academic activities in a sustainable manner coexist with adaptive curriculum development, new learning methods, educational technology, and programmatic development based on the needs of the future. Moreover, the institution's capability to innovate is associated with its ability to establish a conducive learning environment, and support research and collaboration on a larger scale. Organizational innovation besides academic innovation is another strategic factor determining the sustainability of educational institutions. One reason is that organizations able to innovate at the conceptual level are usually more enlightened by the environmental changes, faster in decision-making and easier in resource allocation. Also, by reform, the concept of innovation is rooted in meeting the needs of the stakeholders, which can, in turn, boost the effectiveness of the educational services rendered. Another important factor is the flexibility of the leadership which is the capability of the leaders in the learning institution to accurately perceive environmental changes, manage and stimulate transformations, and develop strategies that are aligned with the current education dynamics of today. In the case of educational institutions, adaptive leadership is critical in the process of cultural shifts, the rapid implementation of innovations, and the full support of technology and curriculum changes in terms of ownership and practices.

Based on the previously mentioned description, the study aims to explore and evaluate the impact of academic innovation ability, organizational innovation, and leadership adaptability on the sustainability performance of educational institutions. Theoretically, this study could be a major contribution to the fields of educational management and institutional sustainability literature, particularly concerning modern education where the two prerequisites are continuous innovation and adaptive leadership. Moreover, it is a study that highlights the interconnectedness of academic innovation, organizational innovation, and adaptive leadership in the sustainability performance of educational institutions. The practical consequences of the study's results can be interpreted as a guide for the government, top management in institutions, and education practitioners to develop the innovation and leadership strategies that are more relevant, responsive, and sustainable. The researchers are intending to help the educational sector to build its competitive advantage, service quality, and operational sustainability in the wake of global challenges and rapid technological changes.

METHOD

The current study is based on an explanatory quantitative method. This method is described as one that through statistical analysis solves the issue of unveiling the correlation of variables in a theoretical model. The group of teachers, educational administrators, and academic staff of schools, universities, and training centers are the population of the study. The sampling method was purposive sampling, which means the respondents were selected according to certain criteria that were relevant to the research aims. The criteria for the selection of respondents were: (1) being in an institution for at least two years, (2) involvement in academic development or institutional administration activities, and (3) having good knowledge of the innovation process in their organization. The total number of

respondents was 120 sourced from different educational organizations according to the laid down criteria. The online questionnaire that was employed for data collection was based on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). For the validity test, the item-total correlation was subjected to t-test, and an item was deemed valid if its correlation coefficient was > 0.30 and the p-value was < 0.05 . On the other hand, reliability testing was done through the Cronbach's Alpha process, and it was that a measure was reliable when the α value was not less than 0.70; this signifies that the indicators for one variable not only measure the same thing but also do so with a good deal of consistency. Additionally, one of the contexts in which the current research was conducted was an assumption testing of the classical regression model that was based on a normality test for checking if the data distribution was normal, a heteroscedasticity test for proving that the variability of the residuals was not dependent on the level of the independent variable, and a multicollinearity test for asserting that the corresponding independent variables were not highly correlated by means of the tolerance value (>0.10) and VIF (<10) analysis. Next, multiple linear regression analysis was performed to determine the impact of each independent variable on the dependent variable to a certain degree.

RESULT AND DISCUSSION

Based on regression analysis, it was found that the research model is significantly simultaneous at the F test, as the computed F value of 58.92 is greater than the F table value of 3.05 with the significance level of $0.000 < 0.05$. Thus, academic innovation capability, organizational innovation, and leadership adaptability together have a positive influence on the sustainability performance of the institutions. The R^2 of 0.71 further validates that the combination of three independent variables accounts for 71% of educational institutions' sustainability performance variance. The t-test indicates that all the three variables are significant since their t-values are greater than the t-table value (1.97) and their significance levels are < 0.05 . As a consequence, the model proposed can be reformulated as a robust, durable, and simple-to-grasp one which very clearly illustrates the key factors that are responsible for the sustainability of educational institutions during the contemporary educational transformation process.

The findings from the research confirm that the academic institution's ability to innovate academic-ally has a great and positive effect on the sustainability of the institution's performance in the educational sector. It suggests that if an academic institution is able to generate new academic ideas and offer solutions, then it will be positioned as both relevant and sustainable for the long term. Academic innovation is a broad term encompassing activities such as curriculum revisions, learning through digital technology, changing teaching methods and introduction of academic programs that meet the contemporary needs. Educational institutions which regularly introduce academic innovations do not only elevate learning levels but also boost student satisfaction, thus, they become more luring and competitive in the market. Academic innovation also contributes significantly to the establishment of a modern learning environment and to the research and invention movement as a cultural practice. Through the process of ongoing academic innovation, educational institutions can, not only draw in more students but also earn a better image among the stakeholders. The research findings support the notion that academic innovation capability is a strategic factor that contributes to institutional sustainability directly as it makes an institution very adaptive and responsive to the changes in the external environment.

The research results indicate that institutional sustainability performance is positively and significantly impacted by the organizational innovation. The term "organizational innovation" refers to the ability of the institution to enhance its management systems and operations, besides the service digitization and the development of more flexible work systems. Moreover, it has been noted that the educational institutions which can effectively implement organizational innovations are the ones that are most adaptive to the changes in educational policies, the demand for technological equipment, and the fluctuations in the education market. This situation is a result of organizational innovation as it enables more efficient, measurable, and interlinked work processes; consequently, the quality of both academic and administrative services is improved. Besides, at the organizational level, innovation brings about a more dynamic and cooperative work environment which in turn stimulates and nurtures the productivity and creativity of both teachers and non-teachers. These findings lend weight to the view that the sustainability of the institution is a function of both its academic side and its ability to modernize

its internal systems in order to be aligned with the current trends. Thus, the more organizational innovation is, the stronger the institution's capability to achieve long-term sustainability and public trust is.

Through research, it was discovered that the adaptability of an organization's top management is the main determinant of the institutional sustainability's positive and significant performance. Adaptive leadership is the term that defines the ability of a leader who is fast in response to changes, controls the uncertainties, and takes the lead for transformation needed to keep up the quality of the institution. Such leaders would not only recognize the opportunity but also manage the threats and determine the most appropriate action based on the current trends in the modern educational environment. Adaptive leadership is indeed, a necessity in the education sector since the latter is largely influenced by the former in terms of new courses, new learning technologies, and the changing society's and students' expectation. The adaptive leaders will usually be the ones who will nurture an innovative climate, empower the teachers, and thus develop a co-operative and adaptable workplace. The findings of the research point out that a leader's change management and strategic decision making are among the key factors that determine the sustainability of educational institutions. The adaptive leaders' presence is their response by the growth of companies, constant innovation, and maintenance of operations and services quality even in the long run.

CONCLUSION

The research results showed an academic innovation capability, organizational innovation and leadership adaptability to be the positive and significant factors in the educational institutions' sustainability performance. The implication of the research was that an educational institution's sustainability depends on a combination of these three factors- academic innovation, organizational innovation and leadership adaptability, with each of them being supportive of the other. State-of-the-art academic capability brings about new curriculum, learning modernization and the quality of graduates. Management change may influence the institution's operations efficiency, service quality and its ability to survive educational dynamics. Besides, leadership being adaptive strengthens the institution's capacity to react to change, handle uncertainty and be assured of transformation's sustainability. The research results have pointed out that these three factors were the essential ones for the educational institutions in the competition and sustainability race for the long term. Hence, the institutions should fortify their capability of academic innovation by means of investments in learning technology, development of educators' skills, and curriculum updating that is in line with the future industry demands. Furthermore, the leaders of the institution should also raise organizational innovation to a higher level through the automation of administration services, streamlining of operational processes, and creating a collaborative and adaptive organizational culture. To create leadership adaptability it is essential to carry out transformational leadership training, improve management skills and make leaders more aware of the environmental changes.

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