

The Influence Of Digital Work Culture, Team Collaboration And Psychological Capital Of Teaching Staff On Organizational Agility In Higher Education Institutions

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ABSTRACT

Institusi pendidikan perlu membangun adaptabilitas operasional melalui transformasi ruang yang terjadi secara berkelanjutan. Penelitian ini menyelidiki bagaimana budaya kerja digital dan kolaborasi tim bersama dengan modal psikologis anggota fakultas memengaruhi kemampuan institusi pendidikan tinggi untuk mencapai ketangkasan organisasi. Peneliti menggunakan metode penelitian kuantitatif bersama dengan kerangka penelitian penjelasan sebagai pendekatan studi mereka. Penelitian ini mengumpulkan data melalui survei yang menggunakan kuesioner terstruktur untuk mengumpulkan informasi dari 180 anggota fakultas yang bekerja di berbagai institusi pendidikan tinggi di Indonesia. Peneliti melakukan analisis data melalui regresi linier berganda setelah menetapkan validitas dan reliabilitas bersama dengan uji asumsi klasik. Penelitian ini menunjukkan bahwa budaya kerja digital dan kolaborasi tim bersama dengan modal psikologis anggota fakultas menciptakan dampak positif yang mengarah pada peningkatan ketangkasan organisasi. Temuan penelitian menunjukkan bahwa institusi akademik mengembangkan ketangkasan organisasi mereka melalui tiga elemen yang meliputi elemen budaya, elemen sosial, dan faktor psikologis. Hasil strategis menunjukkan kepada para pemimpin pendidikan tinggi cara untuk mengembangkan kebijakan pengembangan organisasi yang memungkinkan institusi mereka menjadi adaptif sekaligus menciptakan kemajuan berkelanjutan.

Educational institutions need to establish operational adaptability through their educational space transformations which occur on a continuous basis. The research investigates how digital work culture and team collaboration together with faculty members' psychological capital impact higher education institutions' ability to achieve organizational agility. The researchers employed quantitative research methods together with an explanatory research framework as their study approach. The research collected data through a survey which used a structured questionnaire to gather information from 180 faculty members who worked at various Indonesian higher education institutions. The researchers performed data analysis through multiple linear regression after establishing both validity and reliability together with the classical assumption tests. The research demonstrates that digital work culture and team collaboration together with faculty members' psychological capital create a positive impact which leads to improved organizational agility. The research finding shows that academic institutions develop their organizational agility through three elements which include cultural elements social elements and psychological factors. The strategic results show higher education leaders the way to develop organizational development policies which enable their institutions to become adaptive while creating sustainable progress



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INTRODUCTION

Higher education institutions need to develop organizational agility as their fundamental strategic capability which enables them to adapt to fast-changing external circumstances. The development of digital technology and the changing job market needs and accreditation demands and global competition create requirements which force universities to develop new operational methods that help them address upcoming challenges (Hariyadi et al, 2023). Higher education institutions use organizational agility to create flexible systems which include their academic and non-academic operations and all their institutional activities while they still pursue their institutional goals. Agile universities implement effective responses to curriculum changes and learning method modifications and stakeholder requirements (Mohzana et al., 2023). Organizations lose their institutional relevance while their competitors gain advantages because their organizational agility problems create operational challenges (Riyanti et al., 2023). Higher education institutions require organizational agility development as an essential needs because they require this ability to achieve sustainable success in the digital transformation and educational disruption which currently exists (Prayitno et al., 2026; Riyanti et al., 2025).

Organizations build their digital work culture through their foundational values which create their operational standards and their daily practices that allow workers to use their digital tools for their professional duties (Ulimaz et al., 2024). Higher education institutions need a digital work culture that establishes flexible work methods which enable people to work together while creating new solutions. The use of digital technologies in work environments provides workers with the tools they need to perform their tasks which enables organizations to make data-based decisions more rapidly (Dacholfany et al., 2022). The academic community develops an attitude towards change through digital work culture which encourages them to pursue continuous educational development. Digital work methods create an essential base which helps organizations achieve their agility goals because they practice work methods that use digital technologies (Wicaksono et al., 2021). Organizations which support teamwork among their employees become more adaptable because their employees can quickly create solutions through joint decision-making (Juwita et al., 2024). Team collaboration serves as an essential strategy which organizations use to achieve organizational agility because it enables different business units to synchronize their work while minimizing operational challenges (Ulimaz et al., 2024). Low collaboration rates at organizations lead their employees to create operational silos which block their organization from achieving its complete potential. Team collaboration serves as an essential element which helps higher education institutions achieve organizational agility through its social impact on organizations (Demmanggasa et al., 2023). The teaching staff possesses psychological capital which demonstrates a positive psychological state through their self-confidence and optimism and hope and resilience capacity to face work difficulties. Higher education faculty who possess high psychological capital demonstrate greater adaptability to change and take initiative and handle new requirements (Darmawan et al., 2023). Faculty members with high psychological capital will create new learning methods because they will transform their teaching approaches and participate in organizational development (Qurtubi et al., 2023). Faculty psychological capital serves as essential human resource in organizational agility because it enables employees to prepare themselves for forthcoming changes (Ramli et al., 2023).

The research investigates how digital work environments impact teamwork in educational institutions while examining how teaching staff members use their psychological capital to drive organizational flexibility in higher education institutions. The study will contribute to educational management and organizational behavior research through its examination of factors that drive organizational agility in higher education institutions. The research study combines organizational culture and team dynamics together with positive psychology to explain how organizations achieve agility. Higher education leaders will use research findings to establish organizational development strategies that enable their institutions to handle upcoming challenges. The study results will assist

higher education institutions to achieve better adaptability and innovation and sustainable competitiveness in complex educational environments.

METHOD

The study employed quantitative research methods together with explanatory research design to examine the influence of digital work culture and team collaboration together with faculty members psychological capital on organizational agility in higher education institutions. The researchers conducted a survey to gather data which included a structured questionnaire that used a five-point Likert scale to assess faculty member responses from multiple higher education institutions throughout Indonesia. The researchers used purposive sampling to select participants because this method required respondents to fulfill specific criteria which included being permanent teaching staff who had worked at the institution for two years while participating in academic duties and institutional activities and having experience with digital technology used in higher education tridharma activities. The study included 180 respondents who fulfilled all essential criteria needed for multiple linear regression testing. The researchers evaluated instrument quality through two processes which included validity testing that used item-total correlation to determine coefficients above 0.30 with significance levels below 0.05 and reliability testing that used Cronbach's Alpha to establish values above 0.70. The researchers conducted classical assumption tests to assess data normality together with multicollinearity and heteroscedasticity before proceeding to hypothesis testing because these tests needed to establish whether the regression model could continue. The researchers employed multiple linear regression analysis to investigate how independent variables affected organizational agility through two testing methods which included partial testing and simultaneous testing.

RESULT AND DISCUSSION

The multiple linear regression analysis results demonstrate that the research model shows simultaneous significance through its F-test which achieved a significance level of 0.000. The digital work culture and team collaboration and the psychological capital of teaching staff members create a substantial impact on the organizational agility of higher education institutions. The research model shows three independent variables which predict 68% of organizational agility changes according to the coefficient of determination R^2 value which shows 0.68. The t-test results show that each independent variable has a positive regression coefficient and a significance value below 0.05 so all research hypotheses are declared accepted.

The research findings show that digital work environments bring substantial benefits which help higher education institutions achieve their organizational agility goals. Organizations meet their requirement for quick and flexible environmental adaptations through digital values and norms which they implement in their operational activities. The digital work environment of an organization allows its staff members to utilize information technology for their administrative tasks and decision-making and communication activities and management of academic functions. A digital work environment enables higher education institutions to establish better responses toward changes in curriculum development and learning method implementation and student needs together with requirements from other stakeholders. The academic community adopts this culture because it supports their pursuit of innovative teaching methods and their development of new skills through continuous learning. The implementation of digital work environments enables organizations to establish more adaptable working arrangements because these environments eliminate the requirement for strict bureaucratic processes. Educational institutions will start using new educational technologies and integrated academic systems and flexible work options when they develop a strong digital culture. The process enables higher education institutions to handle unexpected external circumstances. Organizations which maintain traditional work environments will find it harder to innovate because these environments create challenges for them to adapt their operations to new circumstances. The discovery shows that digital work culture functions as a technological component which transforms organizational values into a complete system that enhances agility for organizations.

The research results prove that team collaboration creates positive outcomes which enable higher education institutions to develop better organizational agility. The research outcome demonstrates that effective collaborative work between individuals and work units leads to better organizational flexibility and adaptive capacity. Teams use their collaborative work to share knowledge and create common

understanding which helps them work together with different departments to reach decisions more quickly. Higher education institutions use team collaboration to help their organizations adapt to changes in policies and academic requirements and technological advancements yet maintain their operational efficiency. Organizations use strong collaboration to keep their teams together while they remove internal divisions which stop them from working efficiently. Faculty members and educational staff and organizational leaders can develop better adaptive capabilities and innovative solutions through open collaboration. Team collaboration enables groups to create shared ownership of organizational objectives which motivates team members to participate actively in implementation of organizational changes. Different teams who work together create obstacles which prevent organizations from sharing information and make it difficult for them to adapt to changes in their environment. The research outcomes demonstrate that team collaboration serves as a social element which functions as a strategic tool to enhance institutional agility in higher education institutions.

The research findings demonstrate that faculty members' psychological capital directly influences their ability to adapt to changing conditions within higher education institutions. The research demonstrates that organizations will successfully manage future developments when their members possess positive psychological attributes which include self-confidence and optimism and hope and resilience. Faculty members who demonstrate high psychological capital will accept innovative concepts while making advantageous choices during their challenging experiences. Employees must establish their personal readiness before organizations can achieve complete transformation through organizational agility. Faculty members who maintain high psychological capital actively participate in developing new curricula while testing educational technologies and implementing different teaching approaches. People who possess high psychological capital show positive views about change and they effectively handle work-related stress. Organizations face challenges because employees with low psychological capital resist change which creates obstacles to organizational change. Faculty members who develop their psychological capital will help organizations achieve better organizational agility according to this research study. Higher education institutions will benefit from developing their faculty members psychological health because it helps them adapt to contemporary educational changes.

CONCLUSION

The research found that digital work culture and team collaboration together with faculty members' psychological capital lead to better organizational agility in higher education institutions. The institutions require digital culture readiness and interindividual cooperation and positive psychological well-being of their faculty members to succeed in adapting to environmental changes. Organizations can develop a digital work culture which enables them to implement flexible technological solutions that support their operations. Team collaboration enables different units to work together more effectively while making decisions faster. Faculty members' psychological capital functions as the basic element which helps them prepare for change and new ideas. The three components of this system work together to create organizational capabilities which support universities in managing their dynamic environments. The research findings show that higher education institution leaders should develop digital work culture through policy implementation and training programs and technological infrastructure development. Institutions need to establish collaborative workspaces and open communication channels to promote team collaboration between different faculties and work units. The development of faculty psychological capital should become a strategic priority through self-development initiatives and welfare assistance and supportive leadership.

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