

The Influence Of Crisis Leadership, Knowledge Management And Innovation Culture On Organizational Resilience In Higher Education Institutions

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 <https://doi.org/10.31004/jerkin.v4i3.4526>

ARTICLE INFO

Article history

Received: 24 Jan 2026

Revised: 28 Jan 2026

Accepted: 13 Feb 2026

Kata Kunci:

kepemimpinan krisis,
manajemen
pengetahuan, budaya
inovasi, ketahanan
organisasi

Keywords:

*crisis leadership,
knowledge management,
innovation culture,
organizational resilience*



ABSTRACT

Institusi pendidikan tinggi perlu membangun ketahanan organisasi yang kuat karena sistem pendidikan mereka harus beradaptasi dengan perubahan mendadak dan tak terduga yang terjadi di lingkungan dinamis mereka. Penelitian ini menyelidiki hubungan antara manajemen pengetahuan kepemimpinan krisis dan lingkungan kerja inovatif serta dampaknya terhadap ketahanan institusional di institusi pendidikan tinggi. Peneliti melakukan studi mereka melalui metode penelitian kuantitatif yang menggunakan desain penelitian eksploratif. Studi ini mengumpulkan data melalui kuesioner terstruktur yang mensurvei 180 partisipan yang bekerja sebagai ketua unit dan dosen serta anggota staf pendidikan dari berbagai institusi pendidikan tinggi di Indonesia yang dipilih peneliti melalui metode purposive sampling. Peneliti menggunakan regresi linier berganda untuk menganalisis data setelah mereka menyelesaikan pengujian validitas dan reliabilitas serta asumsi klasik. Studi ini menunjukkan bahwa organisasi mencapai ketahanan melalui kombinasi aktivitas kepemimpinan krisis dan praktik manajemen pengetahuan serta implementasi lingkungan kerja inovatif. Penelitian ini menunjukkan bahwa atribut kepemimpinan dan elemen kognitif serta komponen budaya bekerja bersama untuk membangun ketahanan organisasi di institusi pendidikan tinggi. Temuan penelitian menunjukkan bahwa praktik ketahanan organisasi yang berkelanjutan memungkinkan para pemimpin pendidikan tinggi untuk menciptakan kebijakan yang meningkatkan kemampuan adaptasi institusional.

Higher education institutions need to establish strong organizational resilience because their educational systems must adapt to sudden unpredictable changes that occur in their dynamic environments. The research investigates the relationship between crisis leadership knowledge management and innovative work environments and their impact on institutional resilience at higher education institutions. The researchers conducted their study through a quantitative research method which used an explanatory research design. The study collected data through a structured questionnaire which surveyed 180 participants who worked as unit leaders and lecturers and educational staff members from different Indonesian higher education institutions that the researchers selected through purposive sampling method. The researchers used multiple linear regression to analyze data after they finished testing validity and reliability and classical assumptions. The study demonstrates that organizations achieve resilience through the combination of crisis leadership activities and knowledge management practices and innovation work environment implementation. The research demonstrates that leadership attributes and cognitive elements and cultural components work together to establish organizational resilience in higher education institutions. The research findings show that sustainable organizational

resilience practices enable higher education leaders to create policies which enhance institutional adaptability.



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How to Cite: Ardiyanto Maksimilianus Gai et al (2026) *The Influence Of Crisis Leadership, Knowledge Management And Innovation Culture On Organizational Resilience In Higher Education Institutions.* <https://doi.org/10.31004/jerkin.v4i3.4526>

INTRODUCTION

Higher education institutions require organizational resilience as their primary strategic capacity to handle emergency situations and unpredictable environmental conditions. Higher education institutions experience vulnerabilities from educational policy changes and technological disruptions and the global health emergency and financial challenges and public accountability requirements for educational excellence (Daga et al., 2024). Organizations achieve operational resilience through their ability to sustain essential operations when facing disruptive events that require them to change core functions and primary objectives (Juwita et al., 2024). Academic institutions which possess strong organizational resilience for their educational operations and stakeholder trust according to their performance standards (Anwar, 2025). Organizations that lack organizational resilience will find it hard to adapt to new environments which causes their performance to decline while their ability to compete diminishes. Higher education institutions need to improve their organizational resilience because they must deal with more difficult and unpredictable environmental conditions that are emerging (Harahap et al., 2025).

The ability of leaders to manage emergency situations through their implementation of rapid and effective reaction methods which reduce organizational damage constitutes crisis leadership. The higher education sector needs crisis leadership to maintain institutional stability during critical times that arise from unexpected policy changes and outside crises (Tawil et al., 2025). Crisis leaders who succeed in their roles establish their capacity to lead organizations through emergencies by directing its processes and fostering trust while using resources efficiently. Organizational members develop their attitudes toward change through the process of crisis leadership which develops their understanding of organizational transformation (Riyanti et al., 2025). Organizations achieve better crisis recovery through leaders who practice assertiveness and empathy and maintain transparent communication. Organizations achieve resilience through their ability to manage organizational knowledge which serves as an essential element for crisis management and uncertain situation handling (Prayitno et al., 2026). The robust knowledge management systems at universities enable students and staff to access information and learning resources which leads to faster adaptation (Ulimaz et al., 2024). Organizations face learning difficulties because knowledge management systems are nonexistent which prevents them from developing their abilities to handle future challenges. Knowledge management serves as a cognitive-organizational element which determines the operational capacity of higher education institutions during times of crisis (Wicaksono et al., 2021). The organizational environment requires its existing values and operational procedures to create new methods which will lead to innovative solutions and creative work development. Higher education institutions require an innovative culture because their operations face unpredictable environmental changes (Demmanggasa et al., 2023). Organizations that establish a robust innovation culture develop better capabilities to handle unanticipated challenges which occur during their operational activities. The organization needs an innovative culture which promotes experimentation and teamwork and continuous learning because it enables the organization to adjust to emerging circumstances (Darmawan et al., 2023).

The research investigates how university crisis leadership impacts their operational ability through knowledge management and innovation culture development. The study investigates organizational resilience in higher education institutions through its findings which determine educational management and organizational behavior research development. The study links leadership knowledge together with organizational culture elements to demonstrate their effects on organizational resilience. The research

findings will help higher education administrators develop policies and strategies which will enhance their institutions' capacity to maintain organizational resilience. The study results will assist higher education institutions to develop better adaptability skills and organizational resilience and sustain their performance during different environmental challenges and crises.

METHOD

The researchers implemented quantitative research techniques to study crisis leadership and knowledge management and innovation culture as factors which determine organizational resilience in higher education institutions through their explanatory research method. The research gathered data by using a structured survey that contained a five-point Likert-scale questionnaire which researchers distributed to unit leaders and lecturers and educational staff members at multiple Indonesian higher education institutions. The researchers chose their respondents through purposive sampling which required research staff members at higher education institutions to complete two years of work experience at their current institution while having active roles in decision-making processes and institutional policy establishment and crisis management activities. The total number of respondents who qualified for multiple linear regression analysis reached 180 which satisfied the minimum requirements for validation. The researchers evaluated instrument quality through validity testing which required item-total correlation values to exceed 0.30 with a significance threshold of 0.05 and through reliability testing which required Cronbach's Alpha to exceed 0.70. The researchers conducted classical assumption tests to analyze data suitability for regression testing through normality assessment and multicollinearity assessment and heteroscedasticity assessment before proceeding to hypothesis testing. The next step in data analysis involved multiple linear regression which tested how independent variables affected organizational resilience through both partial and simultaneous assessment methods.

RESULT AND DISCUSSION

The results of the multiple linear regression analysis show that the research model has multiple significant components which achieve statistical significance at the 0.000 level through its F-test value. Higher education institutions develop their organizational capacity to handle challenges through the combination of crisis leadership and knowledge management and their innovative organizational culture. The research model explains 70% of organizational resilience variation through its independent variables while remaining organizational resilience determinants operate outside the established model. The t-test results show that all independent variables have positive regression coefficients which reach 95% confidence level significance, thus supporting all research hypotheses.

The research results show that crisis leadership has a positive and significant impact on organizational resilience in higher education institutions. The results show that leaders who can effectively handle crises through their abilities to respond and adapt and communicate with others will help their organizations build resilience. Higher education institutions experience their most critical challenges when they encounter unanticipated policy shifts and face financial difficulties and technological disruptions and public health crises. Organizations achieve operational stability through effective crisis leadership which enables them to adjust their strategies in a flexible manner. Leaders create psychological safety through their precise instructions which help team members build trust while they demonstrate understanding of their needs. The practice of crisis leadership enhances interunit collaboration while it accelerates strategic decision-making processes. The leaders of organizations need to demonstrate effective communication skills together with strong leadership abilities to help their organizations navigate through crises. The organization will suffer more damage from the crisis when its leadership during the crisis fails to handle the situation properly.

The research findings show that institutions of higher education gain improved organizational resilience through their implementation of knowledge management systems. Organizations depend on proper knowledge management systems because these systems enable them to manage crises while they work through their operational challenges. Higher education institutions that have established efficient knowledge management systems can better learn from their past experiences while they work to identify potential future dangers. Organizations use knowledge management systems to create a repository of institutional knowledge which they can access during situations that resemble previous incidents. Organizations can use accurate and relevant information to make quick decisions during emergencies

while they reduce their uncertainty about the situation. Knowledge sharing between individuals and work units enables the organization to establish a better adaptive capacity because it leads to increased knowledge development. Organizations that have poor knowledge management systems face two major risks which include losing their institutional knowledge and experiencing worse effects from a crisis situation. The finding shows that knowledge management functions as a cognitive-organizational factor which helps to improve institutional resilience in higher education institutions.

The research findings demonstrate that higher education institutions develop superior organizational resilience through their implementation of innovative cultural practices. The study shows that organizational values which support creative work and innovative development together with experimentation-based courage act as vital components that boost organizational resilience. Organizations which adopt an innovative culture will develop an atmosphere that supports change while they use crises as chances to transform their business operations. The innovative culture of higher education institutions enables them to create new learning methods which lead to curriculum development and the implementation of new educational technologies. Organizations that develop a strong innovative culture gain the capability to handle all external environmental changes. Organizations that follow their predefined processes with full commitment will encounter challenges during their transformation journey which will hinder their ability to stay resilient. The research demonstrates that higher education institutions require innovative cultural elements as vital components which help them establish enduring institutional resilience.

CONCLUSION

The research shows that higher education institutions develop organizational resilience through three factors which include crisis leadership and knowledge management and their capacity to create an innovative environment. The study shows that higher education institutions need effective crisis leadership together with functional knowledge management systems and their ability to create an innovative culture in order to succeed during difficult times. Organizations use crisis leadership as their strategic framework which helps them maintain operational continuity during their unpredictable operational challenges. Knowledge management functions as the core element which enables organizations to establish learning operations that help them respond better to developing situations through their existing knowledge base. Organizations use innovative culture as their foundation for implementing essential organizational transformations because they need to adjust to new challenges. The three components of the study create sustainable organizational resilience capacity which helps higher education institutions maintain their operational stability. The research results show that higher education institution leaders need to build their crisis leadership skills through developing adaptive leadership competencies and crisis communication abilities and strategic decision-making knowledge. The organization needs to create a complete knowledge management system which will help them achieve maximum learning potential to tackle their organizational issues. The organization should establish innovation as a strategic priority by developing an environment which will foster creative work and team cooperation and scholarly experimentation.

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