

## The Effect Of Organizational Learning Culture, Technology Readiness And Institutional Support On Educational Organizational Resilience In Higher Education Institutions

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### ABSTRACT

Tujuan penelitian ini adalah untuk mengetahui bagaimana Budaya Pembelajaran Organisasi, Kesiapan Teknologi, dan Dukungan Keterlambatan dapat memengaruhi Ketahanan Organisasi di lembaga pendidikan tinggi Indonesia. Penelitian kuantitatif akan dilakukan melalui survei, dengan tanggapan pertanyaan yang dikumpulkan dari 190 responden yang terdiri dari dosen dan personel pendidikan lainnya menggunakan pengambilan sampel bertujuan (hanya mereka yang dipilih sebagai bagian dari kelompok ini). Kriteria inklusi dalam sampel ini adalah sebagai berikut, semua yang termasuk harus telah bekerja di posisi mereka saat ini setidaknya selama dua tahun, bekerja di bidang Akademik dan Administrasi, dan memiliki beberapa pengalaman menggunakan sistem Digital di tempat kerja. Oleh karena itu, metode yang dipilih untuk menganalisis data ini adalah dengan menggunakan teknik Regresi Linier Berganda. Analisis data akan diuji terlebih dahulu setelah selesai, termasuk uji Validitas dan Reliabilitas, serta uji Normalitas, Heteroskedastisitas, dan Multikolinearitas. Penelitian ini menghasilkan bukti yang menunjukkan hubungan positif yang signifikan antara Budaya Pembelajaran Organisasi, Kesiapan Teknologi, dan Dukungan Kelembagaan terhadap Ketahanan Organisasi. Oleh karena itu, dapat dikatakan bahwa peningkatan ketahanan suatu organisasi bergantung pada peningkatan budaya pembelajaran organisasi, peningkatan kesiapan teknologi, dan peningkatan dukungan institusional. Penelitian ini bertujuan untuk mendukung terciptanya model manajemen berkelanjutan bagi lembaga pendidikan tinggi yang lebih adaptif di masa kini dan masa depan.

The objective of this research is to find out how the Organizational Learning Culture, Technology Readiness, and Late Support can affect the Organizational Resilience in Indonesia's higher education institutions. Quantitative research will be conducted through surveys, with question responses collected from 190 respondents consisting of lecturers and other educational personnel using purposive sampling (only those picked as part of this group). Criteria for inclusion in this sample are as follows, all included must have been employed in their current position for at least two years, work in both Academic and Administrative areas and have some experience using Digital systems at work Therefore the chosen method to analyse this data will be by employing Multiple Linear Regression techniques. The data analysis will be tempered by conducting preliminary testing upon completion including Validity and Reliability tests, as well as tests for Normality, Heteroscedasticity and Multicollinearity assumptions. The research produced evidence that showed a significant,



positive relationship between Organizational Learning Culture, Technology Readiness, and Institutional Support with respect to Organizational Resilience. Therefore, one could say that enhancing the resilient nature of an organisation is dependent upon enhancing an organization's learning culture, increasing technology readiness, and enhancing Institutional Support. This research seeks to support the creation of sustainable management models for higher education institutions that are more adaptable in the present and future.



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## INTRODUCTION

The current dynamic nature of higher education resulting from technological changes, a globalized higher education system and higher levels of uncertainty about the future, presents a number of new challenges for higher education institutions (Kruger & Tomasello, 2023). In addition to providing graduates with high quality education, universities must also ensure that they are able to withstand and adjust to the rapid changes taking place around them. Rapid changes such as new technologies for learning, changes in government regulation, competition between institutions, changes in demand from employers, and unforeseen circumstances such as natural disasters, or pandemics, will continue to challenge our institutions (Xie, 2019). Therefore, developing organizational resilience is critical for higher education institutions. Organizational resilience is the ability of organizations to proactively anticipate, positively respond, adapt and recover effectively from various changes and challenges (Hilmann & Guenther, 2021; Ma et al., 2018).

In terms of Organizational Resilience, the culture for learning is considered to be one of the most significant factors affecting the ability of higher education institutions to be adaptive and resilient. The term organizational learning culture means an organization's culture or values promote processes, activities, and behaviors that encourage the acquisition of knowledge; share knowledge; develop competence; and provide opportunities to improve continuously in the organization (Kruger & Tomasello, 2023). Because higher education institutions are knowledge-based organizations, they must have a strong culture for learning in order to respond quickly to change and become more resilient. An academic climate that promotes Organizational Learning creates opportunities for individuals and teams to acquire new knowledge which enables them to be more effective in responding to challenges (Xie, 2019; Rebelo & Duarte Gomes, 2011). Technology Readiness is another important factor thought to affect higher education institutions' Organizational Resilience. Technology readiness refers to how well organizations or individuals are prepared to adopt, use and implement technology (for both operational and instructional purposes) (Blut & Wang, 2020). In the era of digitalization in higher education, the use of technology has become an inseparable aspect of the learning process, academic administration, research, and institutional management. Higher education institutions that have a high degree of technology readiness will likely be better at quickly adopting new technologies and adjusting rapidly to digital change (Shonubi, 2024). Another area believed to impact Organizational Resilience within Higher Education Institutions is called Institutional Support. This term refers to the type of support provided by an organization for employees or work units through resources, policies, facilities, training, and management to assist in completing tasks and achieving organizational objectives (Oladele, 2024). Sufficient levels of Institutional Support may allow an organization to more effectively modify its operations to environmental changes (Kosasih et al., 2019; Vogus & Sutcliffe, 2007). Examples of what may be included in the term "Institutional Support" found in Higher Education Institutions include: providing a component of educational technology; providing training for competency development; providing administrative support; and providing policy systems that drive innovation and change (Ruiz-Martin et al., 2018).

This study analyzes how Organizational Learning Culture, Technology Readiness, and Institutional Support affect Organizational Resilience at Higher Education Institutions (HEIs). Theoretically, this study is expected to contribute to literature regarding Educational Management and Organizational Behavior, particularly concerning the organisation's capacity for coping with external

changes e.g. changing environmental circumstances. Additionally, this study is expected to continue examining what factors influence the concept of Organizational Resilience in HEIs. It is expected that the results of this study will provide a reference for further studies with similar topics. Practically, this study is expected to help higher education administrators develop stronger adaptive & sustainable strategic plans for developing organisations.

## **METHOD**

The purpose of this study is to assess the impact of three variables on organizational resilience in higher education: Organizational Learning Culture, Technological Readiness, and Support from Institutions. A quantitative research design was chosen for this study and was utilized through online surveys utilizing a structured questionnaire based upon the indicators of each of the aforementioned variables, measured via a Likert scale of 1 – 5. The research population included teaching faculty and educational professionals working in both public and private higher education institutions. A purposive sampling approach was utilized in this study; the sampling criteria included: teaching faculty or educational personnel, two years of prior employment, involvement in either an administrative role or faculty member in higher education, and usage of digital initiatives, platforms, or technologies while performing their job duties. The number of samples in this study was set at 190 respondents. Questionnaires were distributed to potential respondents through both direct and online (digital) distribution methods. The validity of each item was evaluated using the t-test method in which; if the t-calculated is greater than the t-table at the 5% alpha level ( $p < 0.05$ ), then the item is considered valid. Reliability testing was performed with the Cronbach's alpha method, which must be greater than or equal to 0.70. Prior to the data analysis, classical assumptions tests were conducted including normality, homoscedasticity, and multicollinearity tests to ensure the regression analysis met criteria. The primary techniques used to analyze the data included the multiple linear regression method to test both partial and simultaneous impacts of independent variables on dependent variables.

## **RESULT AND DISCUSSION**

All instrumentation for the sample of 190 educators at various levels who participated in this research was found to be reliable and valid based on the results of the data analysis performed on 190 responses given by educators and education support personnel. The results of conducting validity tests indicated that each of the statement items collected within the four independent variables (e.g., organizational learning culture, technological readiness, institutional support, and organizational resilience) produced t-scores greater than the minimum t-score as specified at the 0.05 probability level. Therefore, the items used in the independent variables were deemed to be valid and appropriate to utilise in this study. Each of the Cronbach's Alpha ( $\alpha$ ) statistics was greater than the 0.70 threshold limit, indicating that instrumentation was highly consistent across all 4 independent variable domains. The findings from a multiple linear regression analysis indicated that Organizational Learning Culture, Technology Readiness, and Institutional Support had a statistically significant effect on Organizational Resilience as indicated by the F test ( $p < 0.05$ ). Each independent variable had a statistically positive and significant association with Organizational Resilience based on the results from t tests conducted. Furthermore, the coefficient of determination ( $R^2$ ) indicates that there was a large amount of variability in Organizational Resilience that could be accounted for by the three independent variables; the remaining amount of variability was due to other variables not measured in this study.

The findings of this study show a positive and significant relationship between Organizational Learning Culture and Organizational Resilience in higher education institutions, meaning that institutions will have greater levels of resilience when they possess strong organizational learning cultures and will thus be more able to respond to environmental change and challenges. Because higher education institutions are organizations that create knowledge, their ability to be knowledge producers (or to continue producing knowledge) is heavily dependent on how well individuals within these organizations can continuously acquire, share, and develop knowledge. By fostering an organizational learning culture, organizations create an environment of continuous improvement among both their members and the work units that make up the organization; individuals and units will regularly evaluate their competencies and create innovative ways to solve the problems they face. Organizations with strong learning cultures will consistently recognize when changes occur in their external environment and will be able to effectively adjust their strategy in response to these changes. On the other hand,

companies that do not have a strong culture of learning struggle to adapt to changes, making them more susceptible to disruption in their operations. This research supports the theory of organizational learning, where an organization's ability to learn continually increases its ability to adapt successfully and be resilient. Numerous studies support that a culture of organizational learning positively impacts an organization's agility, innovation, and overall resilience. Increased collaboration, competency development, and ongoing sharing of knowledge will create a learning culture that Higher Education Institutions must develop further.

According to the findings, there is a positive relationship between Technology Readiness and Organizational Resilience in higher education institutions, meaning that there is a positive influence on the resiliency of an organization as the technological readiness of an organization and its members increase. Thus, the higher the level of technological readiness in an institution, the more efficiently the institution will respond to changes in its environment and be prepared for digital challenges. To meet the demands of the current transformation in higher education, institutions must implement technologies into all aspects of their operations, including learning, administration, research and academic services. Institutions that demonstrate a high level of technological readiness are typically able to adapt more quickly to digital transformation, and, therefore, maintain the ongoing operations of the organization. On the other hand, institutions that demonstrate low levels of technological readiness have difficulty implementing new organizational change initiatives and are slower to adapt to the dynamic nature of their environment. Technological readiness improves efficiencies within organizational processes and the quality of the educational services provided by institutions. These study findings support the "technology adoption" theory of increased organizational adaptability through individual's/organization's readiness for technology. Prior research has demonstrated that technology readiness influences digital transformation, organizational agility, and resiliency. Consequently, colleges and universities should enhance their organizational technology readiness by developing their digital infrastructures and increasing the technological capabilities of all individuals within the institution.

Research results show that providing support to its members helps higher education institutions develop resilience. The more support provided by an institution to its employees, the better equipped that institution will be to adapt to new challenges and change. Institutions can provide support through policies, resources, facilities, training, and management. All of these can help individuals and work units effectively perform their job duties. The need for organizational support is particularly important in a rapidly changing higher education environment where having the resources necessary to prepare for uncertain environments is critical to an institution's success. Members of an organization are more likely to be willing to negotiate when they believe there is sufficient client support. People will also feel more competent and prepared to deal with new and challenging circumstances when they sense there is enough incidental support available. Therefore, if people feel that they do not have enough incidental workplace support, they will be more likely to resist change, and the overall effectiveness of the organization will be reduced. The findings of this study are consistent with the theory of workplace support, which states that the workplace support employees receive from their employer directly affects how they feel and behave in the workplace. There is also a history of previous research supporting employee commitment, employee satisfaction and employee resilience, which also have a strong correlation to institutional support. Higher education institutions must continue to provide sufficient incidental support in order to enhance their organizational resilience through the continual growth of their institutional support.

## **CONCLUSION**

Research proves that Organizational Learning Culture, Technology Readiness and Institutional Support have a strong positive effect on improving the Organizational Resilience of Higher Education Institutions on both the Partial & Combined levels. The effects of Organizational Learning Culture, as identified in this research study, are important for improving an institution's capabilities to learn, share knowledge, and continuously improve their responses to changes within their environment, simply by utilizing various sources (i.e., People, Information, Systems, etc.) of knowledge to develop and improve an institution's ability to adapt in response to changes in their environment. Additionally, Technology Readiness has been determined to significantly contribute to improving the ability to build resilience in an organization's ability to support their academic and operational activities by providing individual

people and the organizations they work with, with the ability to accept and use digital technology for these purposes. Moreover, support from institutions has been found to have an impact on organizational resilience by providing several types of resources, including policies, resource development, physical space, training, and other forms of assistance. These provide the organisation with the tools to deal with adversity and uncertainty. Thus, these three factors are strategically important in developing organisational resilience at institutions of higher education, which will continue to face rapidly changing environments. Based on this, higher education leaders must strengthen their organisational learning culture, increase their readiness for technology through improving digital and human resource infrastructure, and enhance their institutional support for organisations to adapt.

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