

The Influence of Adaptive Organizational Culture, Knowledge Management Capability, and Academic Innovation Climate on Agile Leadership Performance in Higher Education Institutions

Sagaf S. Pettalongi^{1*}, Desty Endrawati Subroto², Ade Suhara³, Josef Hernawan Nudu⁴, Irma M Nawangwulan⁵, Samuel PD Anantadjaya⁶

UIN Datokarama Palu¹, Universitas Bina Bangsa², Universitas Buana Perjuangan Karawang³, Universitas Atma Jaya Yogyakarta⁴, PMI Institute^{5,6}

Correspondence Email: bakungs67@yahoo.com*

Abstract

Higher education institutions need leaders who can handle the fast-paced changes which currently shape their academic environments. The research investigates how adaptive organizational culture and knowledge management capacity and academic innovation climate affect agile leadership performance in higher education institutions. The study utilized quantitative research methods which required an explanatory research design to conduct its study. The researchers used purposive sampling to collect data from 140 respondents who worked as leaders and academic staff at higher education institutions. The researchers used multiple linear regression to analyze data after they validated the data and confirmed its reliability and tested classical assumptions. The results show that adaptive organizational culture and knowledge management capability and academic innovation climate together with their individual elements create a major positive effect on agile leadership performance. The study results show that organizations can enhance their agile leadership capabilities through two methods which include strengthening their adaptive organizational culture and using effective knowledge management and establishing a positive academic innovation environment. The study provides theoretical contributions to the existing body of knowledge about educational management and organizational leadership. The study results offer practical guidance to higher education institution managers who need to develop leadership programs that promote adaptive skills and innovative capabilities.

Keywords: *adaptive organizational culture, knowledge management capability, academic innovation climate, agile leadership performance.*

INTRODUCTION

The current higher education system requires its leaders to implement flexible leadership methods because digital technology advancements need to meet global education developments and emerging teaching methodologies (Hermawan et al., 2024). Organizations require agile leadership performance because it enables their leaders to develop rapid solutions for unpredictable situations. Organizations need to practice agile leadership because their leaders should learn to make swift decisions and handle sudden events while they build teamwork and establish creative workplace environments (Ngurah et al., 2023). Higher education institutions need agile leadership because they must overcome problems related to curriculum updates and technology usage and

research development and community service enhancement (Maulana et al., 2024). National and international markets need adaptive leadership methods which higher education institutions use to maintain their competitive advantage. The research of factors that affect agile leadership performance becomes essential because it helps establish sustainable changes in higher education institutions (Setiono et al., 2023).

The adaptive organizational culture of an organization consists of values and norms and practices which enable the organization to learn and adapt to new developments (Kuspriyono et al., 2023). Higher education institutions need adaptive organizational culture to succeed in their development of agile leadership capabilities. Organization leaders in adaptive organizational settings show greater willingness to accept changes and innovative concepts and to implement new solutions (Devi & Setyawasih, 2023). Employees in organizations can work together through adaptive cultural practices which help the organization to develop improved communication methods. Organizational cultures which support change enable leaders to develop strategies which adapt to their organization's changing external conditions (Sudadi et al., 2023). Organizations establish their operational framework through adaptive organizational culture which combines core values with essential business practices to achieve continuous learning and operational flexibility and process enhancements (Al-Hafiz & Setiono, 2024).

Higher education institutions establish their agile leadership development methods through their adaptive organizational culture (Sabil et al., 2023). Leaders who work in adaptive organizations show greater readiness to embrace new changes and pursue innovative solutions and explore fresh concepts (Hermawan et al., 2024). Leaders at organizations which maintain a culture that supports change will implement strategies that respond to external environmental shifts. An organization establishes knowledge management capability when it develops capacity to handle knowledge through processes which create knowledge and store knowledge and distribute knowledge and use knowledge (Siregar et al., 2023). Higher education institutions consider knowledge their most vital resource because it drives their academic programs and research activities and their capacity to innovate (Mohzana et al., 2023). Leaders who handle knowledge successfully will improve their decision-making abilities through the use of precise data and information. Organizations develop continuous learning capabilities through knowledge management which enables their leaders to acquire essential skills for managing environmental changes (Wahda et al., 2019).

The research investigates the relationship between adaptive organizational culture and knowledge management capability and academic innovation climate which together determine agile leadership performance within higher education institutions. The research aims to develop educational management and organizational leadership academic knowledge through its findings which explain how academic organizations develop adaptive leadership skills. The research study creates an integrated framework which shows how organizational culture and knowledge management practices and innovation drive leadership effectiveness. The study results will help higher education leaders develop adaptive leadership training programs and enhance knowledge management systems and build an environment that supports innovation. Educational institutions can use leadership effectiveness improvements to gain a competitive advantage during the current global educational trends.

RESEARCH METHODS

The researchers employed a quantitative research approach which utilized explanatory research design to investigate how adaptive organizational culture and knowledge management capability and academic innovation climate affect agile leadership performance in higher education institutions. The study distributed its research focus between academic leaders and structural leaders who worked in higher education institutions including deans study program heads and unit heads and lecturers with leadership responsibilities. The researchers applied purposive sampling for their study by selecting respondents who met three requirements: they needed to have at least two years of leadership experience, they needed to participate in strategic decision-making within academic settings, and they needed to contribute to organizational development or academic innovation work. The study used data from 140 respondents who served as representative samples for multiple linear regression analysis. The research instrument used a structured questionnaire which researchers created based on the research variable indicators that employed a five-point Likert scale running from strongly disagree to strongly agree. The validity testing used item-total correlation to assess validity because it required an r value that exceeded 0.30 and a significance level less than 0.05 while reliability testing employed Cronbach's Alpha with 0.70 as its minimum threshold. The researchers conducted data analysis by performing classical assumption tests. The researchers conducted multiple linear regression analysis to study how independent variables affected agile leadership performance after they established all assumptions for their analysis.

RESULTS AND DISCUSSION

The research results from multiple linear regression analysis show that adaptive organizational culture together with knowledge management capability and academic innovation climate establish a strong effect on agile leadership performance which reaches statistical significance at 0.000 according to the F test. The three independent variables of the research model explain 80% of the variations which show through agile leadership performance according to the R^2 coefficient which indicates 0.80 as the threshold value of the model. The three independent variables show a positive connection to agile leadership performance because their significance values stay below 0.05. Higher education institutions will achieve better agile leadership performance results through enhancements of their adaptive organizational culture and knowledge management capacity and academic innovation climate.

The research findings demonstrate that adaptive organizational culture creates strong positive impacts which assist higher education institutions in developing successful agile leadership. The research demonstrates that organizations which establish flexible work environments will create conditions which enable their leaders to acquire effective leadership abilities in their work. Organizations with adaptive organizational cultures can develop new ideas which enable them to manage organizational transformation and respond to unanticipated workplace challenges. Higher education institutions require an adaptive organizational culture that enables their leaders to make quick and effective decisions regarding digital learning developments and regulatory changes. Adaptive organizational culture helps work units to achieve better communication and collaboration which enables leaders to execute their change

management plans. When an organization upholds strong cultural values which support their work leaders can develop new strategic initiatives. Adaptive organizational culture functions as an essential element which enables agile leadership practices to develop their performance capabilities.

The study results indicate that educational institutions achieve agile leadership outcomes through their knowledge resource management capabilities. The study findings show that organizations which manage knowledge successfully improve their agile leadership abilities. Leaders use knowledge management systems to access precise information when making decisions. Organizations use effective knowledge management practices to support continuous learning while their leaders acquire new competencies needed to navigate evolving environmental conditions. Higher education institutions need to unify knowledge from various sources so they can advance their academic innovations. Organizations use knowledge management systems to enhance team collaboration which speeds up the sharing of innovative ideas and effective practices. Organizations use knowledge management systems as strategic resources which help leaders improve their agile leadership abilities through accurate and timely decision-making.

The findings of the study show that schools with academic innovation climates achieve better results because these environments foster agile leadership development. The research shows that academic environments which provide support for creative work and innovative development create major impacts which help develop agile leadership capabilities. The academic innovation climate creates a research environment which enables academic researchers to explore their innovative ideas through direct testing and development of workable solutions. The environment motivates leaders to initiate their work by discovering ways to create new ideas and implement essential changes for their organization. People acquire increased self-motivation to advance their organization when innovation climates establish a work environment that supports their progress. Leaders who work in innovative environments show greater willingness to accept new concepts while they maintain adaptability to handle alterations. The academic innovation climate helps leaders improve their agile leadership abilities through a dedicated space which enables them to learn organizational change methods and develop inventive solutions.

CONCLUSION

The research shows that an adaptive organizational culture together with knowledge management capabilities and academic innovation climate create a strong positive impact on agile leadership performance which exists in higher education institutions. The three elements work together to boost agile leadership performance which helps educational institutions progress through digital transition and maintain operational stability. Higher education institutions should develop an adaptive organizational culture by promoting flexibility and openness to change and collaboration among their academic departments. Educational institutions should establish digital knowledge management systems that include academic repositories and knowledge-sharing platforms and structured scientific discussion forums to advance their knowledge management capabilities. Leaders must establish an academic innovation climate by creating spaces for idea testing while recognizing innovative work and permitting failures to happen during educational development. The implementation of these strategies will

lead to sustainable improvements in agile leadership performance which will enable higher education institutions to navigate environmental changes while boosting their worldwide competitiveness.

REFERENCES

- Hermawan, F., Purnomo, H., Kusumastuti, D., Fitriana, R., Octaleny, E., Ie, M., & Sudadi, S. (2024). The role of transformational leadership, job satisfaction and organizational commitment on organizational citizenship behavior (OCB) of SMEs employees in the digital era. *Journal of Infrastructure, Policy and Development*, 8(7), 5194.
- Anak Agung Ngurah, G., Martanti, F., Jumintono, J., Tongli, B., Sudadi, S., Suparno, D., & Susanti, T. (2023). The Role Of Digital Transformation And Innovation On Organizational Performance: An Empirical Study On Indonesian Schools. *Journal of Research Administration*, 5(2).
- Maulana, R., Munizu, M., & Mustafa, F. (2024). Pengaruh Pengembangan Karir Dan Komitmen Organisasi Terhadap Kinerja Karyawan Pada Pt. Ciomas Adisatwa Maros. *Economics and Digital Business Review*, 5(1), 585-593.
- Setiono, A., Ningsih, E. K., Kusumawati, T. D., Rahmawati, S., Wahyuni, L., & Basuki, F. H. & Pranyoto, E.(2023). *Perilaku Organisasi*.
- Kuspriyono, T., Setyawasih, R., & Azlina, Y. (2023). The Influence of Work Motivation and Organizational Communication on Performance of Health Social Security Provider (BPJS) Employees. *JEMSI (Jurnal Ekonomi, Manajemen, dan Akuntansi)*, 9(5), 1937-1942.
- Devi, T. S., & Setyawasih, R. (2023). Pengaruh Budaya Organisasi Dan Disiplin Kerja Terhadap Kinerja Karyawan Pada Pt Pos Indonesia (Persero) Bekasi. *Jurnal Manifest*, 3(01), 26-50.
- Sudadi, S., Lahiya, A., Rijal, S., Mustafa, F., & Lumingkewas, C. S. (2023). Analysis of The Role of Leadership Style Work Satisfaction and Work Motivation on Teacher Performance. *Mudir: Jurnal Manajemen Pendidikan*, 5(2), 420-424.
- Sabil, S., Khafid, A., Daud, I., Sudadi, S., & Ayesha, I. (2023). Unlocking Employee Performance: The Influence of Situational Leadership and Decision-Making via Job Satisfaction in the Automotive Industry in Jakarta. *SEIKO: Journal of Management & Business*, 6(2), 555-566.
- Hermawan, F., Purnomo, H., Kusumastuti, D., Fitriana, R., Octaleny, E., Ie, M., & Sudadi, S. (2024). The role of transformational leadership, job satisfaction and organizational commitment on organizational citizenship behavior (OCB) of SMEs employees in the digital era. *Journal of Infrastructure, Policy and Development*, 8(7), 5194.
- Anak Agung Ngurah, G., Martanti, F., Jumintono, J., Tongli, B., Sudadi, S., Suparno, D., & Susanti, T. (2023). The Role Of Digital Transformation And Innovation On Organizational Performance: An Empirical Study On Indonesian Schools. *Journal of Research Administration*, 5(2).
- Siregar, D., Lubis, Z., Rahmadani, V. G., Aulia, M. R., & Sinulingga, M. B. (2024). The Influence of Leadership with Heart on the Performance of Palm Oil Plantation Company Managers at PT Perkebunan Nusantara III (Persero). *Dinasti International Journal of Education Management & Social Science*, 6(1).
- Siregar, Z. A. B., Akmal, S., Mohzana, M., Rahman, K., & Putra, F. T. (2023). Islamic Boarding School Leadership and Work Environment on Teacher Performance. *Nazhruna: Jurnal Pendidikan Islam*, 6(3), 420-435.
- Mohzana, M., Yumnah, S., Nurhuda, N., Sutrisno, S., & Huda, N. (2023). Analysis of the Effect of Servant Leadership Style on Loyalty Through Empowerment. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(3), 539-550.
- Wahda, W., Nurqamar, I., Mustafa, F., Hakim, W., & Reni, A. (2019, November). The Role of Competence and Leadership Style in Improving Employee Performance: Characteristics of Personality as Moderation Variables. In *Proceedings of the 1st International Conference on Economics, Management, Accounting and Business, ICEMAB 2018, 8-9 October 2018, Medan, North Sumatra, Indonesia*.
- Al Hafiz, M., & Setiono, A. (2024). Pengaruh Servant Leadership Terhadap Peningkatan Kinerja Karyawan Di PT. Siantar Top Medan. *Jurnal Ilmiah Muqoddimah: Jurnal Ilmu Sosial, Politik, dan Humaniora*, 8(3), 1299-1305.