



Visionary Leadership and Knowledge Management in Strengthening Organizational Resilience: Evidence from Higher Education Institutions

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Abstract: This study aims to analyze the influence of visionary leadership and knowledge management on organizational resilience at Politeknik LP3I Jakarta in responding to the complex and uncertain dynamics of the vocational education environment. The study employed a quantitative approach using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS. The respondents consisted of 120 managerial personnel at Politeknik LP3I Jakarta, including top-level leaders, middle managers, and academic administrators, selected through proportionate random sampling. The research instrument used was a questionnaire. The results indicate that visionary leadership has a positive and significant effect on organizational resilience. Knowledge management also has a significant influence, although with a relatively small effect size. The coefficient of determination ($R^2 = 0.733$) suggests that 73.3% of the variation in organizational resilience at Politeknik LP3I Jakarta can be explained by these two independent variables, indicating a strong explanatory power of the model. These findings highlight the importance of future-oriented leadership and effective knowledge management in enhancing an institution's ability to sustain, adapt, and grow continuously in the face of dynamic environmental challenges.

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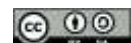
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Introduction

The higher education sector is currently facing increasingly complex global disruptions driven by rapid technological development, digital transformation, changes in labor market demands, and intense competition among educational institutions. Universities are required not only to maintain academic quality but also to demonstrate adaptive capacity in responding to uncertain environmental changes. In this context, organizational resilience has become an essential capability for higher education institutions to sustain their core functions during periods of disruption and uncertainty. Ducheck (2020) explains that organizational resilience involves the capabilities of anticipation, coping, and adaptation in responding to environmental pressures. Lengnick-Hall et al. (2011) further state that organizational resilience reflects an institution's ability to maintain the continuity of teaching, research, and academic services despite significant disruptions. Hillmann and Guenther (2021) emphasize that organizational resilience encompasses strategic, operational, and cultural dimensions that enable organizations to survive and remain competitive in turbulent conditions. In higher education, resilience therefore becomes a critical requirement for ensuring institutional sustainability amid technological disruption, policy changes, and global educational competition.

Visionary leadership and knowledge management are considered two strategic pillars that support organizational resilience in higher education institutions. Visionary leadership refers to the ability of institutional leaders to formulate and communicate a future-oriented vision that is adaptive to global changes and aligned with institutional goals. Napisah et al. (2024) emphasize that clarity of direction is essential in improving organizational effectiveness, while Anderson (2024) highlights the importance of communicating vision to build collective commitment among organizational members. Berson et al. (2015) further argue that visionary leaders influence organizational behavior and motivation through strategic vision communication. At the same time, knowledge management functions as a strategic organizational asset that supports decision-making, innovation, and institutional adaptability. Santoro et al. (2018) explain that knowledge management contributes to improving academic governance and organizational effectiveness through systematic knowledge processes. Donate and de Pablo (2015) state that knowledge management enhances organizational performance by utilizing relevant information effectively, while Hislop et al. (2018) emphasize its importance in supporting institutional learning, innovation, and digital transformation in higher education.

The integration of visionary leadership and knowledge management forms a dynamic capability that strengthens organizational resilience within higher education institutions. Teece (2018) explains that dynamic capability refers to the organization's ability to integrate, build, and reconfigure internal and external competencies in response to rapidly changing environments. In universities, this capability is reflected in the institution's ability to adapt curricula, implement technology-based learning systems, and continuously improve academic governance. Vogus and Sutcliffe (2007) emphasize that organizational resilience involves continuous collective learning processes, while Ruiz-Martin et al. (2018) argue that resilience is multidimensional and influenced by strategic and organizational factors. In this regard, visionary leadership provides strategic direction and institutional alignment, whereas knowledge management supports organizational learning, innovation, and information utilization. Yonata et al. (2025) further explain that the synergy between leadership and organizational knowledge significantly enhances adaptive capability, while Supriadi and Napitupulu (2026) state that organizational resilience requires the integration of strategic leadership and organizational learning systems. Therefore, the combination of visionary leadership and knowledge management can strengthen institutional resilience in facing technological disruption, policy changes, and increasing demands for educational quality.

Politeknik LP3I Jakarta, as a vocational higher education institution, faces increasing pressure from rapid technological development, digital transformation, and changing industrial competency standards. Vocational institutions in Indonesia frequently encounter challenges related to curriculum relevance, graduate employability, and institutional adaptability. Preliminary observations at Politeknik LP3I Jakarta indicate several organizational challenges, including uneven digital adoption, limited integration of institutional knowledge systems, and difficulties in aligning curriculum updates with industry demands. These conditions demonstrate the need for a resilience-oriented organizational model capable of supporting institutional sustainability in a highly dynamic educational environment.

Although previous studies have demonstrated the importance of visionary leadership and knowledge management in improving organizational effectiveness, existing research remains largely fragmented and has not comprehensively integrated these variables into a unified organizational resilience model within the context of vocational higher education. Subni et al. (2024) explain that visionary leadership contributes significantly to

organizational performance through innovation and commitment enhancement, while Kamil and Susyanti (2025) emphasize the role of knowledge management in strengthening organizational learning processes. However, Ramadhan et al. (2025) state that organizational resilience is influenced by multidimensional factors, indicating that existing models are still insufficient in explaining resilience comprehensively within higher education institutions. Moreover, previous studies have predominantly focused on general organizational contexts rather than vocational higher education institutions in Indonesia, which face distinctive challenges related to curriculum relevance, industrial alignment, technological adaptation, and institutional competitiveness. Therefore, this study offers novelty by developing an integrated organizational resilience model based on visionary leadership and knowledge management specifically within the context of vocational higher education.

This study aims to analyze the effect of visionary leadership on organizational resilience and the effect of knowledge management on organizational resilience at Politeknik LP3I Jakarta. Furthermore, the study develops an organizational resilience model based on the integration of visionary leadership and knowledge management as a strategic framework for strengthening institutional adaptability and sustainability. The proposed model is expected to provide a more comprehensive understanding of the determinants of organizational resilience in vocational higher education institutions, particularly in responding to technological disruption, industrial transformation, and the increasing complexity of educational governance. In addition, this study is expected to contribute theoretically to the development of organizational resilience studies in higher education management and practically to provide strategic recommendations for vocational education institutions in Indonesia.

Research Method

This study employs a quantitative approach aimed at empirically and measurably testing causal relationships among variables within the organizational resilience model. The analytical method used is Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SMART-PLS 4.0 software, which is capable of accommodating complex and predictive models. This approach is selected due to its high flexibility in processing data with non-normal distributions and its ability to operate without requiring a large sample size. In addition, PLS-SEM is considered effective in analyzing simultaneous relationships among latent constructs with multidimensional indicators.

The population of this study consisted of 168 managerial personnel at Politeknik LP3I Jakarta. Using proportional random sampling, 120 respondents were selected as research participants. The respondents included top-level leaders, middle-level managers, heads of study programs, and academic administrators who were directly involved in institutional decision-making and organizational governance processes. The visionary leadership instrument was adapted from Stam et al. (2010) and Anderson (2024), while the knowledge management instrument referred to Hislop et al. (2018) and Soto-Acosta et al. (2018). The organizational resilience instrument was adapted from Duchek (2020) and Hillmann and Guenther (2021).

The data analysis technique utilizes a Partial Least Squares Structural Equation Modeling approach based on SmartPLS to ensure the accuracy of both the measurement model and the structural model. The evaluation of the outer model includes convergent validity through loading factor values above 0.70 and an Average Variance Extracted (AVE) exceeding 0.50 as evidence of the indicators' ability to represent latent constructs. Discriminant validity testing employs the Fornell-Larcker criterion by comparing the square

root of AVE with inter-construct correlations, ensuring that each variable has empirically distinct characteristics. Construct reliability is analyzed using Composite Reliability with a minimum value of 0.70 to indicate stable internal consistency. The evaluation of the inner model includes path coefficient analysis to determine the direction and strength of relationships among variables, testing of the Variance Inflation Factor (VIF) below 5.00 to ensure the absence of multicollinearity, and measurement of R-square to assess the ability of exogenous variables to explain endogenous variables comprehensively.

Results and Discussion

Outer Model of Visionary Leadership, Knowledge Management and Organizational Resilience, Knowledge Management and

The results of the outer model for the Visionary Leadership variable (X1) using the algorithm iteration in smartPLS 4 are as follows:

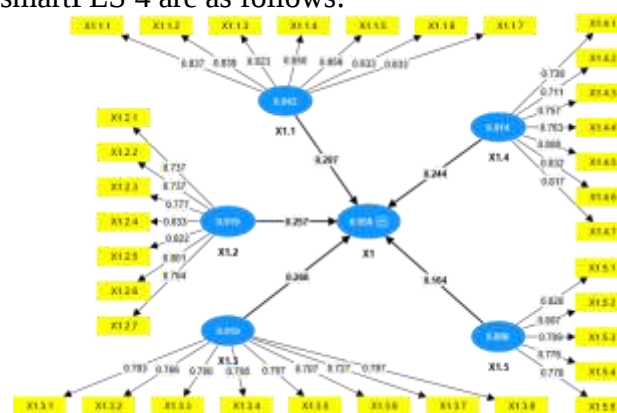


Figure 1. CFA Model of the Visionary Leadership Variable

Based on the figure above, it can be seen that all factor loadings are above 0.7 (>0.7), meaning that the measurement items meet the criterion of a factor loading > 0.7 . As the factor loadings meet the criterion all measurement items having a value greater than 0.7 there is no need to carry out the reduction process. The results of the outer model for the Knowledge Management variable (X2) using the algorithm iteration in smartPLS 4 are as follows:

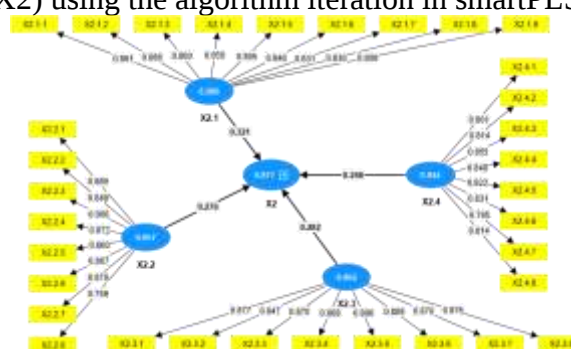


Figure 2. CFA Model for the Knowledge Management Variable

As can be seen from the figure above, all factor loadings are above 0.7 (>0.7), meaning that the measurement items meet the criterion of a factor loading > 0.7 . Since the factor loadings meet the criterion all measurement items having a value greater than 0.7 there is no need to carry out the reduction process. Further, the results of the outer model for Organizational Resilience (Y) using the algorithm iteration in smartPLS 4 are as follows:

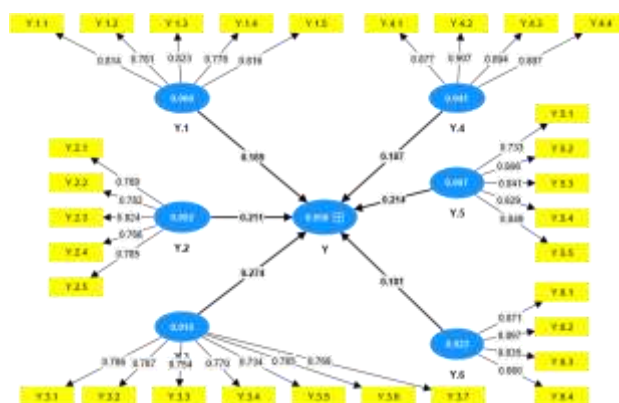


Figure 3. CFA Model Of The Organizational Resilience Variable

Based on the figure above, it can be observed that all factor loadings exceed 0.70 (>0.70), indicating that the measurement items satisfy the required criterion for factor loadings. Since all measurement items have values greater than 0.70, no item reduction process is necessary. The following presents a summary of the Loading Factor values, Composite Reliability (CR), and Average Variance Extracted (AVE), as well as the discriminant validity assessment using the Fornell-Larcker criterion for the Organizational Resilience (Y) variable.

Inner VIF Values

The analysis of inner VIF values aims to assess whether there is multicollinearity between latent variables within the structural model (inner model). The VIF (Variance Inflation Factor) indicates the extent to which the variance of a regression coefficient increases due to correlation with other variables. The results of the analysis of inner VIF values are as follows:

Table 1. Variance Inflation Factor Values of Exogenous Variables Relative to Endogenous Variables

Influence	VIF
$X1 \rightarrow Y$	2.103
$X2 \rightarrow Y$	1.818

Based on the analysis of the VIF values, the results of the multicollinearity test using the Variance Inflation Factor (VIF) indicate that the effect of Visionary Leadership (X1) on Organizational Resilience (Y) has a value of 2.103, whilst that of Knowledge Management (X2) on Organizational Resilience (Y) is 1.818. Both values are below the general threshold of 5, and indeed fall within the ideal category of below 3, thus indicating the absence of serious multicollinearity in the model. This means that each exogenous variable makes an independent contribution to explaining the endogenous variable without excessive correlation. Consequently, the structural model constructed can be considered stable and unbiased due to the relationships between the independent variables. This finding reinforces the notion that the results of further analysis can be interpreted more accurately and reliably.

Testing the Hypothesis of Visionary Leadership (X1) and Knowledge Management on Organizational Resilience

Table 2. Hypothesis Testing (Path Coefficient) Of Visionary Leadership and Knowledge Management On Organizational Resilience

Influence	Coefficient	T-Statistik	P-Value	Note
$X1 \rightarrow Y$	0.165	2.219	0.027	Significant
$X2 \rightarrow Y$	0.162	2.236	0.025	Significant

The results of the hypothesis test indicate that Visionary Leadership (X1) has a positive and significant effect on Organizational Resilience (Y). This is evidenced by a T-

statistic value of 2.219, which exceeds 1.96, and a p-value of 0.027, which is lower than 0.05, confirming that the relationship between the variables is statistically significant. The path coefficient of 0.165 suggests that an improvement in the quality of visionary leadership is associated with an increase in the level of organizational resilience, although the magnitude of the effect is relatively moderate. These findings highlight that a leader's ability to formulate, communicate, and direct a clear vision plays a meaningful role in strengthening an organization's capacity to withstand change and uncertainty. Therefore, the hypothesis stating that Visionary Leadership has an effect on Organizational Resilience is accepted and supported by empirical evidence.

Further, the results of the hypothesis testing indicate that Knowledge Management (X2) has a positive and significant effect on Organizational Resilience (Y). This is evidenced by a T-statistic value of 2.236, which exceeds the critical threshold of 1.96, and a p-value of 0.025, which is below the 0.05 significance level, confirming that the relationship between the variables is statistically significant. The path coefficient of 0.162 suggests that improvements in knowledge management practices are associated with an increase in the organization's ability to adapt and withstand environmental dynamics. Although the magnitude of the effect is relatively small, these findings still demonstrate a meaningful contribution of Knowledge Management in strengthening organizational resilience. Therefore, the hypothesis stating that Knowledge Management influences Organizational Resilience is accepted and supported by empirical analysis results.

Coefficient of Determination (R^2)

Table 3. Results of R Square and Adjusted R Square Values

Dependent Variable	R Square	R Square Adjusted
Organizational Resilience	0.733	0.721

The results of the coefficient of determination (R^2) test show that the R Square value for the Organizational Resilience (Y) variable is 0.733, while the Adjusted R Square value is 0.721. These values indicate that Visionary Leadership (X1) and Knowledge Management (X2) simultaneously explain 72.1% of the variance in Organizational Resilience, while the remaining 27.9% is influenced by other factors outside the research model. The relatively small difference between the R Square and Adjusted R Square values suggests that the model demonstrates good stability and does not suffer from overfitting. Substantively, this value reflects that the model's explanatory power falls within a moderate to strong category. Therefore, the research model can be considered to have high explanatory capability and is appropriate for further analysis and empirical conclusion drawing.

Effect Size

Table 4. Effect Size (f^2) of Exogenous Variables on Endogenous Variables

Variable	f^2 on Y	Category
X1	0.048	Small
X2	0.054	Small

The results of the effect size (f^2) analysis show that the influence of Visionary Leadership (X1) on Organizational Resilience (Y) is 0.048, while Knowledge Management (X2) has a value of 0.054. Both values fall within the range of 0.02 to 0.15, indicating that each exogenous variable has a small effect size on the endogenous variable. Nevertheless, these findings demonstrate that both variables contribute to shaping organizational resilience, although their individual effects are not dominant. This suggests that improvements in each variable, when considered separately, do not produce a substantial impact, yet they remain meaningful within the overall model context. Therefore, the relatively small effect sizes

highlight the importance of considering additional factors beyond the model to enhance the explanatory power of organizational resilience more comprehensively.

Discussion

The Influence of Visionary Leadership on Organizational Resilience at Poliktenik LP3I Jakarta

The findings of this study indicate that visionary leadership plays an important role in strengthening organizational resilience at Politeknik LP3I Jakarta. In the context of vocational higher education, visionary leadership becomes increasingly relevant because educational institutions are required to respond rapidly to industrial transformation, technological disruption, and changing labor market demands. Leaders in vocational institutions are not only responsible for administrative management but also for directing institutional adaptation toward industry-oriented education systems. This condition aligns with the perspective of Duchek (2020), who explains that organizational resilience depends on the organization's ability to anticipate, cope with, and adapt to environmental change. At Politeknik LP3I Jakarta, visionary leadership contributes to creating organizational direction, encouraging institutional alignment, and strengthening collective readiness in facing increasingly competitive vocational education dynamics.

The influence of visionary leadership on organizational resilience occurs because leaders with a clear future orientation are able to encourage organizational members to adapt to institutional changes more effectively. In vocational higher education institutions, leadership vision becomes particularly important due to the rapid changes in industrial competency standards, digital learning systems, and workforce expectations. This finding supports the argument of Stam et al. (2010) that visionary leadership shapes strategic organizational orientation, while Berson et al. (2015) emphasize that vision communication influences the attitudes and behaviors of organizational members. Within Politeknik LP3I Jakarta, the ability of leaders to communicate institutional goals and future directions contributes to stronger engagement among lecturers, administrators, and academic staff in responding to organizational changes.

However, the relatively small effect size indicates that visionary leadership alone is insufficient to fully explain organizational resilience at Politeknik LP3I Jakarta. This condition reflects the reality that organizational resilience in vocational higher education institutions is multidimensional and influenced by various structural, cultural, and technological factors. One possible explanation is the bureaucratic structure commonly found in higher education institutions, where organizational decision-making processes tend to be hierarchical and require coordination across multiple administrative levels. As a result, even though institutional leaders possess a strong vision, the implementation of organizational change may still encounter resistance, slow adaptation, and limitations in institutional flexibility. This finding is consistent with Ruiz-Martin et al. (2018), who argue that organizational resilience is shaped by interconnected strategic and operational dimensions rather than by leadership factors alone.

Another explanation for the small effect size is the possibility that several important variables influencing organizational resilience were not included in the current research model. In the context of vocational education in Indonesia, organizational resilience is also closely associated with organizational culture, digital readiness, employee engagement, innovation climate, institutional governance, and the quality of industry collaboration. Vocational institutions frequently face challenges related to rapidly outdated curricula, uneven technology adoption, and limited integration between academic systems and industrial needs. Consequently, leadership vision may not produce optimal organizational



resilience unless supported by effective organizational systems and institutional learning mechanisms. This perspective aligns with Teece (2018), who emphasizes that organizational adaptability depends on broader dynamic capabilities involving resource integration, organizational learning, and innovation processes.

The findings also reflect the practical realities faced by vocational higher education institutions in Indonesia, including Politeknik LP3I Jakarta, where educational institutions are under pressure to continuously update learning methods, strengthen digital transformation, and maintain graduate competitiveness. In many cases, vocational institutions still encounter resource limitations, uneven technological infrastructure, and difficulties in aligning educational programs with rapidly evolving labor market demands. Under these conditions, visionary leadership becomes an important strategic driver, but institutional resilience ultimately depends on the organization's collective ability to translate strategic vision into adaptive institutional practices. Vogus and Sutcliffe (2007) emphasize that resilience is closely related to continuous collective learning processes, meaning that institutional resilience can only be sustained when organizational members actively participate in adaptation and innovation processes.

The Influence of Knowledge Management on Organizational Resilience at Poliktenik LP3I Jakarta

The findings of this study demonstrate that knowledge management plays an important role in strengthening organizational resilience at Politeknik LP3I Jakarta. In the context of vocational higher education, knowledge management is increasingly essential because educational institutions are required to continuously adapt to industrial transformation, technological advancement, and rapidly changing competency standards. Vocational institutions depend heavily on the ability to manage academic knowledge, industrial information, curriculum development, and institutional learning processes in order to remain relevant and competitive. This finding supports the perspective of Hislop et al. (2018), who emphasize that knowledge management functions as an integrated strategic system supporting organizational effectiveness and institutional learning. At Politeknik LP3I Jakarta, the utilization of academic information, institutional experience, and organizational knowledge contributes to improving institutional responsiveness and adaptive decision-making in facing educational and industrial challenges.

The influence of knowledge management on organizational resilience occurs because effective knowledge processes enable organizations to respond more quickly and accurately to environmental change. In vocational higher education institutions, the availability of updated knowledge regarding industry trends, labor market needs, and technological development is crucial for maintaining curriculum relevance and educational quality. This condition aligns with the view of Abubakar et al. (2019), who state that knowledge management enhances the quality of organizational decision-making through access to relevant information. In the context of Politeknik LP3I Jakarta, knowledge management supports institutional adaptation by facilitating the dissemination of academic information, encouraging collaboration, and improving organizational learning processes.

However, the relatively small effect size indicates that knowledge management alone is insufficient to fully explain organizational resilience at Politeknik LP3I Jakarta. One possible explanation is that knowledge management practices within vocational higher education institutions often remain administrative and fragmented rather than fully integrated into strategic institutional governance. In many higher education institutions in Indonesia, knowledge is still concentrated within specific units or individuals, making organizational learning and information sharing less optimal. As a result, although knowledge resources are



available, the institutional capability to transform knowledge into adaptive organizational action may remain limited. This finding supports the perspective of Ruiz-Martin et al. (2018), who argue that organizational resilience is influenced by multiple interconnected organizational dimensions rather than by a single factor.

Another factor contributing to the small effect size is the broader structural and technological challenges faced by vocational education institutions in Indonesia. Vocational higher education institutions frequently encounter rapidly changing industry competency requirements, curriculum obsolescence, uneven digital infrastructure, and limited institutional readiness for digital transformation. Under such conditions, knowledge management systems may not yet operate optimally because institutional adaptation also depends on leadership support, organizational culture, technological capability, and employee readiness. Teece (2018) explains that dynamic capability is formed not only through knowledge ownership but also through the organization's ability to integrate, reconfigure, and utilize resources strategically. Therefore, the effectiveness of knowledge management at Politeknik LP3I Jakarta may still depend on the institution's broader capacity to develop collaborative learning systems and adaptive organizational structures.

The findings also reflect the practical realities of vocational higher education in Indonesia, where institutions are increasingly pressured to produce graduates who are aligned with industrial needs while simultaneously maintaining academic quality and institutional competitiveness. In this environment, knowledge management becomes highly important because vocational institutions must continuously update learning materials, strengthen industry collaboration, and utilize digital technology to support academic processes. Soto-Acosta et al. (2018) emphasize that knowledge management supports innovation and organizational transformation, while Shujahat et al. (2019) explain that knowledge management enhances organizational responsiveness toward environmental change. Nevertheless, the implementation of knowledge management in vocational institutions often faces obstacles such as limited digital literacy, inadequate technological infrastructure, and resistance to organizational change. Consequently, knowledge management contributes positively to organizational resilience, but its impact may remain limited without broader institutional transformation.

Conclusion

Based on the research findings and discussion, it can be concluded that organizational resilience at Politeknik LP3I Jakarta is strengthened through the integration of visionary leadership and knowledge management. In the context of vocational higher education, institutional resilience is not solely determined by the ability to respond to crises, but also by the capacity of institutional leaders to formulate adaptive strategic directions and by the effectiveness of organizational knowledge processes in supporting institutional learning, innovation, and decision-making. Visionary leadership contributes to building institutional alignment, collective commitment, and organizational readiness in facing rapid environmental change, while knowledge management supports institutional adaptability through the utilization of academic information, organizational learning, and collaborative knowledge-sharing processes.

The findings indicate that organizational resilience in vocational higher education institutions is multidimensional and influenced by broader institutional conditions, including organizational culture, digital readiness, technological infrastructure, and adaptive governance systems. This reflects the realities faced by vocational education institutions in Indonesia, where rapid industrial transformation, changing competency standards, and

technological disruption continuously pressure institutions to remain adaptive and competitive. This study contributes to the development of vocational education management theory by proposing an integrated organizational resilience framework that combines visionary leadership and knowledge management within the context of vocational higher education institutions. The findings imply that vocational higher education institutions need to strengthen leadership development programs, digital knowledge management systems, and adaptive organizational governance to improve institutional sustainability and competitiveness.

Recommendation

Based on the findings of this study, the recommendation for the leadership and management of Politeknik LP3I Jakarta, it is recommended to strengthen visionary leadership capacity through leadership development programs that emphasize strategic thinking, adaptive decision-making, and effective vision communication. Institutional leaders are also encouraged to foster a more collaborative and innovation-oriented organizational culture to improve institutional responsiveness toward technological and industrial changes.

For future researchers, it is recommended to examine additional variables beyond visionary leadership and knowledge management, such as organizational culture, digital readiness, innovation climate, employee engagement, and institutional governance, in order to develop a more comprehensive understanding of organizational resilience in vocational higher education institutions. Future studies are also encouraged to involve broader research settings and comparative institutional contexts to enrich the development of organizational resilience models in higher education.

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