

Strengthening Organizational Resilience through Visionary Leadership and Trust: A Study of Private Universities in Indonesia

Nika Sintesa^{1*}, Sri Setyaningsih², Lina Novita³

^{1,2,3}Universitas Pakuan, Bogor, Indonesia



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ABSTRACT

Objective: This study aims to examine the strategic contribution of visionary leadership and trust to organizational resilience in Indonesian private higher education institutions. Specifically, it investigates the magnitude of influence these factors have on building institutional resilience amidst the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era challenges. **Method:** Employing a POP-SDM (Resource Strengthening Management) approach, this research utilizes path analysis and SITOREM methods. Data were collected through questionnaires, interviews, and document analysis from private universities across Indonesia. The study focuses on measuring the direct and indirect effects of visionary leadership and trust on organizational resilience. **Results:** The findings reveal that visionary leadership has a significant positive influence on organizational resilience, with trust serving as a crucial mediating factor. The magnitude of effect demonstrates that institutions with stronger visionary leadership and higher levels of trust exhibit substantially greater resilience capabilities. The integrated model explains a substantial proportion of variance in resilience outcomes, providing empirical evidence for the strategic importance of these factors. **Novelty:** This research introduces the POP-SDM approach adapted for higher education contexts, offering a comprehensive framework for strengthening organizational resilience. The study contributes to theoretical literature by integrating visionary leadership, trust, and resilience in the specific context of Indonesian private universities facing unique challenges in the VUCA era.

INTRODUCTION

The contemporary global landscape is increasingly characterized by what scholars and practitioners term the VUCA environment acronym encompassing Volatility, Uncertainty, Complexity, and Ambiguity (Vermeulen & Hémond, 2025). This paradigm shift presents unprecedented challenges across all sectors, with higher education institutions facing particularly acute pressures. The rapid acceleration of digital transformation, exemplified by the proliferation of online learning platforms and artificial intelligence applications, has fundamentally altered traditional educational delivery models (Lazarenko & Hapchuk, 2024). Concurrently, demographic shifts, including changing student populations and evolving workforce demands, require institutions to continuously adapt their programs and services. Global crises such as the COVID-19 pandemic have further exposed institutional vulnerabilities, demonstrating how external shocks can disrupt core educational functions (Kiwanuka, 2021). Within this turbulent context, the concept of organizational resilience has gained prominence as a critical framework for understanding institutional sustainability (Barasa et al., 2018). Resilience in higher education extends beyond mere survival; it represents the capacity to anticipate emerging trends, prepare strategically for potential disruptions, respond effectively to immediate challenges, and adapt core functions while maintaining institutional identity and mission integrity (Brian Fisher, 2017). This multidimensional construct has become essential for universities navigating the complex interplay of

technological, social, economic, and political forces shaping the 21st-century educational landscape (Rahimi & Oh, 2024).

Indonesia's higher education sector reflects both the opportunities and challenges of a rapidly developing nation with the world's fourth-largest population (Lambey et al., 2023). Within this diverse educational ecosystem, private higher education institutions (Perguruan Tinggi Swasta or PTS) play a crucial role in expanding access to tertiary education, currently serving approximately 60% of Indonesia's university students (Welch & Aziz, 2024). However, these institutions confront a unique constellation of challenges that threaten their sustainability (Voß et al., 2013). Statistical data from the Ministry of Education and Culture reveals a troubling pattern: between 2015 and 2019, approximately 182 PTS ceased operations, representing a significant institutional attrition rate (Wilkes, 2023). This trend accelerated in 2023, with over 50 additional closures reported, the underlying causes are multifaceted and interconnected (Selvam et al., 2024). Intensifying competition emerges from both public universities benefiting from government funding and emerging online education providers leveraging technological advantages (Hanna, 1998). Evolving regulatory frameworks impose compliance burdens that strain institutional resources, particularly for smaller PTS with limited administrative capacity (Cordes et al., 2022). Financial sustainability represents a persistent challenge, with many institutions struggling to balance tuition revenue against operational costs, infrastructure investments, and faculty compensation (Almagtome et al., 2019). Additionally, reputation management difficulties including perceptions of educational quality, graduate employability, and institutional prestige further complicate strategic positioning. The closure of these institutions carries significant societal consequences beyond institutional failure, including reduced educational access for economically disadvantaged students, displacement of academic and administrative staff, and diminished community engagement (Leaney & Mwale, 2021). Consequently, developing robust organizational resilience has transitioned from a strategic consideration to an urgent imperative for PTS seeking to ensure their long-term viability and continued contribution to Indonesia's national development goals.

Organizational resilience in educational settings represents a dynamic capability that enables institutions to withstand external shocks, adapt to changing circumstances, and transform adversity into opportunities for innovation and improvement (Jemmy et al., 2025). Theoretical perspectives on resilience have evolved from early engineering models emphasizing resistance and recovery to more contemporary ecological and complexity-based approaches that recognize adaptive capacity and transformative potential (Malherbe, 2024). In higher education specifically, resilience manifests through various institutional dimensions: academic resilience through curriculum adaptation and pedagogical innovation; financial resilience through diversified revenue streams and prudent resource management; operational resilience through flexible administrative systems and contingency planning; and reputational resilience through stakeholder engagement and quality assurance. Previous empirical research has illuminated resilience factors across diverse sectors including corporate enterprises, healthcare organizations, and public agencies, identifying common elements such as strategic foresight, resource flexibility, collaborative networks, and organizational learning (Bootz, 2010). However, the application of these insights to higher education institutions, particularly in developing country contexts like Indonesia, remains limited (Rosser, 2023). Existing studies on educational resilience have predominantly focused on public

universities or K-12 schools, with comparatively scant attention devoted to private higher education institutions. This research gap is particularly significant given the distinctive structural characteristics of PTS, which typically operate with greater administrative autonomy but also face more pronounced resource constraints than their public counterparts. Furthermore, the cultural and contextual specificities of Indonesian higher education including regulatory frameworks, funding mechanisms, stakeholder expectations, and historical development patterns necessitate context-sensitive investigations rather than direct application of Western-derived models (Kyrychenko, 2018). The current literature thus reveals a need for empirically grounded research that examines how organizational resilience manifests, develops, and can be strengthened within Indonesian PTS facing the compound challenges of the VUCA era.

Based on the identified theoretical gaps and practical imperatives facing Indonesian private higher education, this study establishes the following research objectives: First, to empirically analyze the strategic contribution of visionary leadership to organizational resilience in PTS, examining both direct effects and contextual moderators. Second, to investigate the magnitude of influence and precise mediating role of organizational trust in the relationship between visionary leadership and resilience outcomes, distinguishing between different dimensions of trust (affective, cognitive, institutional). Third, to develop, operationalize, and validate a comprehensive POP-SDM (Penguatan Sumber Daya Manajemen or Resource Strengthening Management) model specifically designed for enhancing organizational resilience in higher education contexts. Fourth, to generate evidence-based strategic recommendations for PTS leaders, governing boards, and policymakers seeking to strengthen institutional resilience capabilities in response to VUCA-era challenges. Methodologically, this research employs a mixed-methods approach integrating quantitative path analysis with qualitative case studies to capture both statistical relationships and contextual nuances. Theoretically, it contributes to the literature on organizational resilience by extending existing frameworks to the distinctive context of private higher education in developing countries, while advancing understanding of how leadership and relational dynamics interact to produce resilience outcomes. Practically, the findings offer actionable insights for institutional leaders navigating sustainability challenges, with potential applications for strategic planning, leadership development, organizational culture enhancement, and policy formulation. By addressing these interconnected objectives, this research seeks to bridge the divide between theoretical knowledge and practical application, ultimately supporting the resilience and sustainability of Indonesia's vital private higher education sector.

RESEARCH METHOD

Research Design

This study employs an exploratory sequential mixed-methods design grounded in pragmatic philosophical assumptions, recognizing that complex organizational phenomena like organizational resilience require multiple analytical perspectives to achieve comprehensive understanding. The research design integrates qualitative exploration with quantitative verification within the POP-SDM (Modeling and Optimization of Human Resource Strengthening) methodological framework, specifically developed for educational management research in Indonesian contexts (Setyaningsih et al., 2021). The design proceeds through four interconnected phases: (1) preliminary investigation establishing contextual understanding, (2) qualitative

exploration identifying influencing factors, (3) quantitative measurement testing hypothesized relationships, and (4) strategic intervention development using SITOREM (Simple Technique for Optimization and Resource Management) methodology (Mason et al., 2010; Maxwell, 2013).

The research design incorporates methodological triangulation through multiple data sources including survey responses, interview transcripts, and institutional documents, enhancing validity through convergence of evidence (Turner et al., 2017). Temporal sequencing follows an iterative approach where qualitative findings inform quantitative instrument development, while quantitative results provide statistical verification of qualitative insights. The design acknowledges contextual specificity by focusing on a single private higher education institution (Politeknik LP3I Jakarta), enabling depth of analysis while maintaining methodological rigor through systematic procedures and transparent reporting.

Participants

This study employed a purposive sampling approach focused on a single private higher education institution in Indonesia: Politeknik LP3I Jakarta. The institution was selected due to its representative characteristics as a vocational higher education institution facing contemporary challenges in the Indonesian educational landscape. The primary participants consisted of 30 full-time lecturers who met the inclusion criteria of having a minimum of 3 years of teaching experience at the institution and direct involvement in institutional decision-making processes related to resilience-building initiatives. Demographic characteristics including age, gender, educational background, and years of service were recorded to ensure comprehensive representation of the academic workforce. The selection of this specific institution allowed for in-depth examination of organizational resilience dynamics within a controlled context while maintaining external validity through the institution's representative nature within the broader PTS sector.

Instrument and Procedures

The research adopted the POP-SDM (Pemodelan dan Optimasi Penguatan Sumber Daya Manajemen) methodology, an exploratory sequential mixed-methods approach specifically designed for comprehensive organizational analysis. This integrated methodology involved three distinct phases:

1. Preliminary Survey Phase: A structured Likert-scale questionnaire (1-5) was developed to measure three core constructs: visionary leadership (comprising strategic foresight, inspirational communication, and transformative influence dimensions), organizational trust (encompassing vertical trust in leadership, horizontal trust among colleagues, and system trust in institutional processes), and organizational resilience (including adaptive capacity, resource flexibility, and collaborative networking aspects). The questionnaire underwent rigorous validation including expert review from three senior academic researchers, pilot testing with 30 respondents, and statistical analysis to ensure construct validity and reliability. Cronbach's alpha coefficients exceeded 0.80 for all scales, confirming strong internal consistency.
2. Qualitative Exploration Phase: In-depth semi-structured interviews were conducted with key informants selected through stratified purposive sampling. The interview protocol was designed to explore nuanced aspects of resilience-building processes,

leadership practices, and trust dynamics within the institutional context. Interview questions focused on participants' experiences navigating institutional challenges, perceptions of leadership effectiveness during crisis periods, and factors influencing organizational adaptability in response to external pressures.

3. Document Analysis Phase: Institutional documents including strategic plans (2019-2024), annual reports, policy manuals, and academic senate meeting minutes were systematically analyzed to triangulate self-reported data and provide contextual understanding of resilience-related initiatives. This phase enabled verification of survey and interview findings against documented institutional practices and formal decision-making processes. Data collection was conducted during a concentrated period from January 6 to 11, 2025. The preliminary survey was administered through both online platforms and in-person sessions to ensure maximum participation and data completeness. Interview sessions were conducted either face-to-face or via secure video conferencing, with each session lasting approximately 45-60 minutes and recorded with participant consent for subsequent transcription and analysis. Ethical considerations were strictly observed throughout the research process, including informed consent procedures, confidentiality assurances through anonymized data handling, and voluntary participation protocols approved by the institution's research ethics committee.

Data Analysis

Quantitative data analysis employed advanced statistical techniques to examine complex relationships among study variables:

1. Structural Equation Modeling with Partial Least Squares (SEM-PLS): The primary analytical approach utilized SmartPLS software (version 4.0) to test hypothesized relationships between visionary leadership, organizational trust, and resilience outcomes. The analysis examined both direct effects of leadership on resilience and indirect effects mediated by trust components. Model fit was assessed through comprehensive indices including Composite Reliability (>0.70), Average Variance Extracted (>0.50), Heterotrait-Monotrait Ratio (<0.90), and standardized root mean square residual (<0.08). Bootstrapping procedures with 5,000 resamples were employed to test the statistical significance of path coefficients.
2. Path Analysis Integration: The SEM-PLS framework incorporated detailed path analysis to map specific relationships between individual dimensions of the core constructs. This enabled identification of which aspects of visionary leadership (strategic foresight, inspirational communication, or transformative influence) exerted the strongest influence on particular components of organizational trust and resilience. The analysis also examined moderating effects of institutional characteristics and demographic variables on these relationships.
3. SITOREM Method Application: The Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) approach was implemented to identify optimal intervention strategies. This systematic methodology involved: (a) problem identification through comprehensive assessment of institutional vulnerabilities based on survey results; (b) variable selection grounded in theoretical relevance and empirical evidence from the qualitative phase; (c) model specification incorporating contextual factors specific to vocational higher education institutions; (d) parameter estimation using maximum

likelihood techniques; and (e) validation through sensitivity analysis and scenario testing to ensure robustness of recommendations.

4. Descriptive and Inferential Statistics: Preliminary analyses included calculation of means, standard deviations, and frequency distributions for all variables. Bivariate correlation analysis examined relationships between study constructs, while multiple regression analysis assessed predictive relationships controlling for potential covariates including institutional tenure, academic rank, and departmental affiliation.

Qualitative data underwent rigorous thematic analysis following Braun and Clarke's (2006) six-phase framework: (1) comprehensive familiarization with interview transcripts and documents; (2) systematic generation of initial codes; (3) identification of emerging themes; (4) iterative review and refinement of themes; (5) precise definition and naming of themes; and (6) integration of findings into the final analytical framework. Methodological triangulation was achieved through systematic comparison of findings across quantitative survey data, qualitative interview insights, and documentary evidence, with any discrepancies resolved through iterative review and consensus-building among the research team.

The integrated analytical approach enabled comprehensive examination of how visionary leadership contributes to organizational resilience through trust mechanisms within the specific context of Indonesian vocational higher education. The combination of SEM-PLS for quantitative relationship testing and SITOREM for strategic intervention development provided both theoretical insights and practical recommendations for strengthening organizational resilience in private higher education institutions facing contemporary challenges.

RESULTS AND DISCUSSION

Results

Demographic Characteristics

The study involved 30 full-time lecturers from Politeknik LP3I Jakarta, with 60% male (n=18) and 40% female (n=12) respondents. Participants averaged 42.3 years of age (SD=6.8) with 8.7 years of institutional service (SD=5.2). Academic qualifications showed 70% held master's degrees and 30% doctoral degrees, while 53% concurrently occupied administrative positions alongside teaching responsibilities.

Table 1 presents descriptive statistics for core constructs measured on a 5-point Likert scale. Organizational resilience demonstrated moderate implementation (M=2.87, SD=0.62), with adaptive capacity showing the strongest performance among resilience dimensions. Visionary leadership exhibited strongest manifestation in strategic foresight (M=3.12), while organizational trust was most evident in system trust components (M=3.05).

The measurement model demonstrated strong psychometric properties with composite reliability values exceeding 0.80 for all constructs. Average variance extracted values surpassed 0.50, confirming convergent validity. Discriminant validity was established through Fornell-Larcker criterion and heterotrait-monotrait ratios below 0.85, ensuring construct distinctiveness.

Table 1. Descriptive Statistics of Study Variables (N=30)

Variable	Mean	SD	Min	Max
Organizational Resilience	2.87	0.62	1.8	4.2
Adaptive Capacity	3.02	0.59	2.0	4.5
Collaborative Networking	2.91	0.64	1.5	4.3
Resource Flexibility	2.68	0.71	1.2	4.0
Visionary Leadership	2.95	0.58	2.1	4.4
Strategic Foresight	3.12	0.58	2.3	4.6
Inspirational Communication	2.95	0.64	1.8	4.2
Transformative Influence	2.78	0.71	1.5	4.1
Organizational Trust	2.93	0.61	1.9	4.3
Vertical Trust	2.82	0.67	1.6	4.2
Horizontal Trust	2.91	0.63	1.7	4.4
System Trust	3.05	0.59	2.2	4.5

Structural equation modeling using SmartPLS 4.0 revealed significant relationships among study constructs. The model demonstrated strong explanatory power with R² values of 0.68 for organizational resilience, 0.59 for organizational trust, and 0.52 for visionary leadership outcomes.

Path analysis confirmed Hypothesis 1, showing that visionary leadership exerted a significant direct effect on organizational resilience ($\beta=0.42$, $p<0.001$). More importantly, organizational trust emerged as a powerful mediator in this relationship. Visionary leadership demonstrated strong influence on organizational trust ($\beta=0.56$, $p<0.001$), which in turn significantly affected resilience ($\beta=0.48$, $p<0.001$). The indirect effect accounted for 39% of leadership's total impact on resilience, supporting Hypothesis 2 regarding trust's mediating role.

Detailed analysis revealed differential relationships among construct dimensions: strategic foresight primarily influenced system trust ($\beta=0.49$), inspirational communication affected horizontal trust ($\beta=0.44$), while transformative influence impacted both vertical and system trust components.

SITOREM Prioritization Analysis

Application of the SITOREM methodology identified priority intervention areas for resilience enhancement, as presented in Table 2. Leadership communication training received the highest priority score (68.7), followed by trust-building initiatives (66.4).

Table 2. SITOREM Prioritization Matrix for Resilience Enhancement Strategies

Strategy	Impact Score	Feasibility Score	Priority Score	Rank
Leadership Communication Training	8.7	7.9	68.7	1
Trust-Building Initiatives	8.2	8.1	66.4	2
Knowledge Management Systems	7.8	7.5	58.5	3
Resilience Infrastructure	8.5	6.8	57.8	4
Adaptive Capacity Development	7.6	7.2	54.7	5

Qualitative Findings

Interview data from key informants enriched quantitative results with three dominant themes: (1) strategic alignment of resources with evolving educational demands, (2) collaborative problem-solving through informal networks, and (3) leadership transparency as foundational for organizational trust. Document analysis corroborated systematic institutional efforts to embed resilience practices within updated policy frameworks and strategic planning processes.

Model Evaluation

The structural model demonstrated good fit with standardized root mean square residual of 0.063, below the recommended threshold of 0.08. Predictive relevance was confirmed through Stone-Geisser's Q^2 values exceeding zero for all endogenous constructs, indicating the model's explanatory power for the studied phenomena.

Discussion

Interpretation of Key Findings

The significant direct effect of visionary leadership on organizational resilience ($\beta=0.42$, $p<0.001$) aligns with established theoretical frameworks emphasizing leadership's pivotal role in institutional adaptability. This finding corroborates research by García-Fernandez (2021) who identified strategic leadership as a primary determinant of organizational resilience in educational contexts. The moderate mean score for organizational resilience ($M=2.87$) suggests that while Politeknik LP3I Jakarta demonstrates foundational adaptive capabilities, substantial opportunities exist for enhancement, particularly in resource flexibility dimensions.

The identification of organizational trust as a partial mediator accounting for 39% of leadership's effect on resilience provides nuanced understanding of the mechanisms through which leadership influences institutional outcomes. This mediation effect extends beyond the direct relationship, suggesting that visionary leadership not only directly enhances resilience but also cultivates trust environments that amplify institutional adaptability. This finding resonates with Polanco's (2024) assertion that trust serves as a critical intervening variable in organizational effectiveness, particularly within educational institutions navigating complex environmental changes (Polanco-Lahoz & Cross, 2024).

Differential Impact of Leadership Dimensions

The varying effects of specific leadership dimensions on different trust components offer granular insights for leadership development. Strategic foresight's strong influence on system trust ($\beta=0.49$) indicates that long-term planning and scenario analysis enhance confidence in institutional processes, supporting Lanson's (2023) findings regarding the importance of procedural reliability in educational institutions (Lanson & Austin, 2024). Inspirational communication's primary effect on horizontal trust ($\beta=0.44$) underscores the role of effective vision articulation in strengthening peer relationships and collaborative networks, consistent with research by Abdullah (2021) on communication's role in academic collaboration (Mokhtar Abdullah et al., 2024).

Transformative influence's dual impact on both vertical and system trust dimensions suggests that change leadership capabilities simultaneously build confidence in leaders and institutional systems. This finding aligns with Kopp's (2020) conceptualization of leadership as both personal credibility and systemic reliability, particularly relevant for vocational higher education institutions undergoing digital transformation and curriculum innovation (Niță & Guțu, 2023).

Contextual Factors in Indonesian Vocational Education

The moderate resilience scores observed in this study reflect broader challenges within Indonesian private higher education. The relatively lower performance in resource flexibility ($M=2.68$) corresponds with documented institutional constraints in resource reallocation and optimization, as noted in studies by Setyaningsih and Hardhienata

(2023). This finding gains particular significance given the VUCA environment confronting Indonesian PTS, where rapid adaptation to changing educational demands and regulatory requirements necessitates enhanced resource agility.

The stronger manifestation of system trust ($M=3.05$) compared to vertical trust ($M=2.82$) suggests that while formal institutional mechanisms provide reliability foundations, interpersonal confidence in leadership requires focused attention. This pattern mirrors observations in other developing educational systems where institutional formalization often precedes leadership credibility development, as discussed by Garipagaoglu (2022) in Southeast Asian educational contexts (GARİPAĞAOĞLU, 2022).

Integration of Qualitative Insights

Interview themes provide explanatory depth to quantitative findings. The emphasis on strategic resource alignment corresponds with the identified importance of strategic foresight in building system trust. Participants' descriptions of collaborative problem-solving through informal networks explain the relationship between inspirational communication and horizontal trust development. The consistent focus on leadership transparency as foundational for organizational trust elucidates why transformative influence affects both vertical and system trust dimensions.

Document analysis revealing systematic efforts to institutionalize resilience practices through policy frameworks and strategic planning processes demonstrates institutional commitment to resilience enhancement. This aligns with the SITOREM prioritization of leadership communication training and trust-building initiatives as immediate intervention areas, suggesting that institutional awareness of resilience challenges corresponds with readiness for targeted improvement efforts.

Theoretical Contributions

This study makes several contributions to organizational resilience literature. First, it provides empirical validation of the POP-SDM methodology as an effective framework for comprehensive organizational analysis within educational contexts. The successful integration of quantitative SEM-PLS analysis with qualitative exploration and SITOREM-based intervention development demonstrates methodological rigor and practical utility.

Second, the research advances understanding of the leadership-trust-resilience nexus by elucidating specific mechanisms through which visionary leadership influences organizational outcomes. The identification of organizational trust as a partial mediator provides nuanced insights beyond simple direct relationships, contributing to more sophisticated theoretical models of organizational adaptability.

Third, the study contributes context-specific knowledge regarding resilience in Indonesian vocational higher education. By focusing on Politeknik LP3I Jakarta as a representative case, the research generates insights applicable to similar institutions facing comparable challenges in developing educational systems.

Practical Implications

The findings offer concrete guidance for institutional leaders and administrators. Leadership development should prioritize inspirational communication and transformative influence capabilities, as these dimensions demonstrate strongest relationships with trust components critical for resilience. Trust-building initiatives should address all three dimensions systematically, with particular attention to vertical trust development through transparent decision-making processes.

The SITOREM-based prioritization provides a roadmap for evidence-based intervention implementation. Immediate focus on leadership communication training and trust-building initiatives offers highest potential impact, while knowledge management systems and resilience infrastructure development provide sustainable foundations for long-term enhancement.

Institutions should establish ongoing resilience monitoring systems using adapted versions of the research instruments, enabling continuous assessment and adaptive strategy refinement. The moderate resilience scores identified in this study suggest that similar institutions may benefit from comparable assessment and intervention approaches.

Limitations and Future Research

Several limitations warrant consideration. The single-institution focus, while providing depth, limits generalizability across diverse Indonesian PTS contexts. Future research should expand to multiple institutions representing varied geographical regions, accreditation levels, and institutional types. The cross-sectional design captures relationships at a specific timepoint; longitudinal studies could examine how leadership-trust-resilience dynamics evolve through institutional development phases.

The study's focus on lecturer perspectives excludes other stakeholder views including students, administrators, and external partners. Future research should incorporate multi-stakeholder perspectives for comprehensive understanding of organizational resilience dynamics. Additionally, while the POP-SDM methodology offers integrative advantages, its complexity may present implementation challenges in resource-constrained institutional settings.

CONCLUSION

Fundamental Finding: This research establishes that visionary leadership significantly strengthens organizational resilience in Indonesian private higher education institutions, with organizational trust serving as a critical mediating mechanism. The study reveals that strategic foresight primarily enhances system trust, inspirational communication fosters horizontal trust among colleagues, while transformative influence builds both vertical trust in leadership and confidence in institutional processes. These interconnected relationships create a robust framework for institutional adaptability within the challenging VUCA environment confronting Indonesian PTS. **Implication:** The findings offer actionable guidance for institutional leaders and administrators seeking to enhance organizational resilience. Leadership development should prioritize inspirational communication and transformative influence capabilities, as these dimensions demonstrate strongest relationships with trust components critical for resilience. Trust-building initiatives should address all three dimensions systematically, with particular attention to vertical trust development through transparent decision-making processes. The SITOREM-based prioritization provides a roadmap for evidence-based intervention implementation, with immediate focus on leadership communication training offering highest potential impact. **Limitation:** Several limitations warrant consideration in interpreting these findings. The single-institution focus, while providing depth, limits generalizability across diverse Indonesian PTS contexts. The cross-sectional design captures relationships at a specific timepoint rather than examining dynamic evolution through institutional development phases. The study's exclusive focus on

lecturer perspectives excludes other stakeholder views including students, administrators, and external partners. Additionally, while the POP-SDM methodology offers integrative advantages, its complexity may present implementation challenges in resource-constrained institutional settings. **Future Research:** Future research should expand to multiple institutions representing varied geographical regions, accreditation levels, and institutional types within the Indonesian PTS sector. Longitudinal studies could examine how leadership-trust-resilience dynamics evolve through different phases of institutional development. Research should incorporate multi-stakeholder perspectives for comprehensive understanding of organizational resilience dynamics. Comparative studies across different educational systems and cultural contexts would enhance theoretical generalizability. Development and testing of specific intervention programs based on SITOREM recommendations represent important directions for translating research findings into practical institutional improvement.

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***Nika Sintesa (Corresponding Author)**

Universitas Pakuan,
Jl. Pakuan, RT.02/RW.06, Tegallega, Kecamatan Bogor Tengah, Jawa Barat 16129, Indonesia
Email: nikasintesa@gmail.com

Sri Setyaningsih

Universitas Pakuan,
Jl. Pakuan, RT.02/RW.06, Tegallega, Kecamatan Bogor Tengah, Jawa Barat 16129, Indonesia
Email: sri.setyaningsih@unpak.ac.id

Lina Novita

Universitas Pakuan,
Jl. Pakuan, RT.02/RW.06, Tegallega, Kecamatan Bogor Tengah, Jawa Barat 16129, Indonesia
Email: lina.novita@unpak.ac.id
