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Orchestrating Strategic Innovation for Educational Institution Resilience: A Dynamic Capabilities-Based Framework

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Abstract: Contemporary educational institutions face unprecedented challenges in an increasingly volatile, uncertain, complex, and ambiguous (VUCA) environment, with approximately 244 million children globally remaining out of school and significant digital divides exacerbated by the COVID-19 pandemic. This study addresses the critical research gap regarding how strategic innovation orchestration through dynamic capabilities builds institutional resilience in educational settings. The research employs an integrative literature review methodology, systematically analyzing 127 peer-reviewed studies from 2004-2024 across multiple databases including Scopus, Web of Science, ERIC, and ProQuest Education. The methodology combines deductive and inductive thematic analysis to synthesize diverse theoretical perspectives from strategic management, organizational behavior, and educational administration. The findings reveal that strategic innovation manifests through three interconnected dimensions: pedagogical innovation (74.0% prevalence), technological innovation (68.5%), and organizational innovation (59.8%). Dynamic capabilities—sensing (70.1%), seizing (64.6%), and reconfiguring (61.4%)—serve as critical mediating mechanisms between strategic innovation and institutional resilience, which operates through anticipation (71.7%), coping (77.2%), and adaptation (66.9%) processes. The study demonstrates that institutional resilience emerges from coherent orchestration of multiple innovation dimensions rather than isolated interventions, with correlation coefficients ranging from 0.68 to 0.76 across capability-resilience dimensions. The proposed integrative framework contributes to dynamic capabilities theory and organizational resilience literature while providing educational leaders with actionable guidance for strategic decision-making and systematic capability development in building institutional resilience for uncertain futures.

Keywords: Dynamic Capabilities, Educational Institutions, Innovation Orchestration, Institutional Resilience, Strategic Innovation



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INTRODUCTION

The landscape of contemporary education is increasingly defined by volatility, uncertainty, complexity, and ambiguity (VUCA). According to the UNESCO World Education Statistics 2024, approximately 244 million children and adolescents aged 6–18 remain out of school globally (Archer & Sterling, 2024). Simultaneously, the escalating pace of digital transformation presents unprecedented challenges, requiring educational institutions to engage in fundamental adaptation (Hatip, 2020). The confluence of technological disruptions, shifting demographics, evolving stakeholder demands, and far-reaching global crises most notably the COVID-19 pandemic has intensified the imperative for educational institutions to develop proactive and adaptive resilience.

The educational disruption precipitated by the COVID-19 pandemic was unparalleled in scale and impact. More than 1.5 billion students in 195 countries were affected by school closures, with 87% of the world's student population compelled to transition to remote learning (Tadesse & Muluye, 2020). However, half of these students (826 million) lacked home access to computers, and 43% (706 million) had no internet connectivity, deepening educational inequalities particularly in developing countries (Nayernia, 2025; Archer & Sterling, 2024; Hatip, 2020). Global disparities in educational technology adoption persist: while North America reports an 85% adoption rate, Africa lags at just 45% (Archer & Sterling, 2024). These inequities underscore the urgent necessity for coordinated and strategic innovation to bridge digital gaps and foster institutional resilience that is both inclusive and sustainable.

Institutional resilience defined as the dynamic capacity of an organization to anticipate, respond to, adapt to, and recover from adversity while achieving positive transformation (Annarelli & Nonino, 2016; Hillmann & Guenther, 2021) has emerged as a

fundamental attribute for long-term sustainability. Drawing from the dynamic capabilities framework (Teece, 2007), three core organizational processes are widely recognized as critical: sensing (identifying opportunities and threats), seizing (mobilizing resources to act upon opportunities), and reconfiguring (realigning organizational structures and assets to adapt to changing environments) (Helfat & Peteraf, 2009; Samsudin & Ismail, 2019). In the educational context, these dynamic capabilities are integral to the development of systemic resilience, as demonstrated during the COVID-19 crisis (Al-Omari et al., 2024; Putri et al., 2022).

Recent empirical evidence underscores the efficacy of robust resilience frameworks. For example, research conducted in higher education institutions in the United Arab Emirates conceptualized institutional resilience as a sequence of anticipation, coping, and adaptation, which aligns closely with the dynamic capabilities model (Shaya et al., 2023; Bornay-Barrachina et al., 2023; Yang et al., 2021). The OECD Digital Education Outlook 2023 further indicates that successful digital transformation requires not only technological adoption but also the comprehensive development of organizational capabilities including digital competencies among educators and learners, and the systematic orchestration of innovation (Huang et al., 2024).

The Indonesian educational sector exemplifies these challenges, contending with both global and domestic disparities in access, quality, and digital resources. In 2024, nearly a quarter of the Indonesian population had not completed formal education, and mean years of schooling remain unevenly distributed with DKI Jakarta achieving an average of 11.5 years compared to under six years in Papua Pegunungan. Although internet access now reaches over 80% of students, the predominant usage is for non-educational purposes. Infrastructure limitations in remote regions and broader resource constraints remain significant,



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notwithstanding government-led initiatives such as satellite internet and solar-powered schools, which target the most underserved areas.

In contrast, DKI Jakarta manifests a high degree of educational accessibility, nearly universal primary school participation, and widespread digital infrastructure availability. Nevertheless, persistent challenges endure, including declining enrolment in secondary education, ongoing marginalization of vulnerable groups, and pronounced disparities in teacher quality and school resources. National responses have encompassed digital skills enhancement and systemic admissions reform, representing critical efforts in strengthening institutional resilience and capacity for innovation.

The literature acknowledges the pivotal role of strategic innovation entailing profound and systemic change as a determinant of organizational resilience (Carvalho et al., 2016). Nevertheless, existing research either remains overly generic, insufficiently capturing the particularities of educational institutions, or is fragmented, focusing narrowly on isolated innovations rather than integrating them within a comprehensive framework for educational resilience (Hepfer & Lawrence, 2022). Consequently, there exists a marked research gap: an absence of holistic, systematic frameworks elucidating how strategic innovation, as enacted through dynamic capabilities, contributes collectively to building and reinforcing the multidimensional resilience required within educational institutions especially in the context of post-crisis adaptation.

To address this gap, this study aims to develop an integrative conceptual framework that delineates the central role of multiple dimensions of strategic innovation, orchestrated by dynamic capabilities, in advancing institutional resilience within educational settings. The principal research question is as follows: *How do coherently orchestrated forms of strategic innovation,*

facilitated by dynamic capabilities (sensing, seizing, and reconfiguring), function collectively as drivers for the fundamental dimensions of institutional resilience in education?

The objective of this research is to articulate a comprehensive model that (1) identifies key dimensions of strategic innovation crucial to educational institutions in the digital era; (2) maps the specific and synergistic ways in which these dimensions, enabled by core capabilities and enacted via dynamic capabilities processes, contribute to the development of institutional resilience; and (3) explicates the causal mechanisms by which strategic innovation fosters transformative resilience, particularly in the face of post-pandemic educational challenges. This proposed framework offers a novel approach, positioning strategic innovation not as a series of isolated responses, but as an integrated ecosystem of dynamic capabilities that underpin institutional durability, adaptability, and transformation in response to the increasing complexity of the global education landscape.

METHOD

This study employed an integrative literature review to construct a comprehensive conceptual framework explaining how strategic innovation orchestration, underpinned by dynamic capabilities, fosters institutional resilience within educational settings. The integrative approach was intentionally selected for its strengths in synthesizing diverse theoretical and empirical streams, bridging gaps in fragmented scholarship, and generating novel theoretical insights—capabilities that traditional narrative or strictly systematic reviews may lack (Snyder, 2019; Whittemore & Knafl, 2005).

Unlike meta-analyses and systematic reviews focused solely on empirical aggregation, the integrative method enabled us to combine multiple disciplinary perspectives from management, organizational theory, and educational leadership, preserving flexibility essential for theory development (Snyder,



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2019; Torraco, 2016). We followed a structured review protocol, balancing systematic search and appraisal with the analytical adaptability required by complex organizational phenomena.

Literature Search Strategy

To ensure comprehensive coverage and multidisciplinary representation in this integrative review, the literature search was conducted across four major academic databases: Scopus, Web of Science, ERIC, and ProQuest Education. These databases were selected for their strong indexing of high-quality literature in the domains of strategic management, organizational studies, and educational leadership.

In addition to these databases, targeted searches were also conducted in highly reputable journals to access seminal works that might not have surfaced through database queries alone. These included journals such as the *Strategic Management Journal*, *Organization Studies*, *Educational Administration Quarterly*, and *Journal of Educational Change*, thereby enhancing both the breadth and depth of the literature pool.

The search strategy employed a carefully constructed query using Boolean operators, controlled vocabulary, and free-text keywords to capture intersections across four core conceptual domains. Keywords included: “strategic innovation,” “organizational innovation,” “innovation orchestration”; “institutional resilience,” “organizational resilience,” “adaptive capacity”; and “dynamic capabilities,” such as “sensing,” “seizing,” and “reconfiguring”.

To maximize the inclusivity of relevant literature, an iterative search process was applied. This involved the continuous refinement of terms and inclusion of additional related concepts like “crisis management in education” and “strategic adaptation,” as well as citation tracking (snowballing) of key articles to identify influential works that use alternative terminologies or frameworks. This strategy ensured not only a rigorous identification of primary contributions but also

the inclusion of emerging perspectives across educational and strategic innovation literature.

Inclusion and Exclusion Criteria

The selection of literature in this review adhered to clear and rigorous inclusion and exclusion standards to ensure the quality and relevance of the evidence base. Inclusion criteria encompassed peer-reviewed journal articles published between 2004 and 2024, as well as both empirical and conceptual studies specifically addressing strategic innovation, organizational resilience, or dynamic capabilities. The review prioritized research focusing on educational institutions or studies with findings transferable to the educational context. Only English-language publications from reputable academic outlets and book chapters from established publishers directly related to key concepts were considered.

Exclusion criteria, on the other hand, removed non-peer-reviewed sources such as editorials, commentaries, and book reviews. Studies lacking sufficient methodological rigor or possessing an unclear theoretical foundation were omitted. The review also excluded works focused solely on technical, non-organizational matters, as well as research without clear relevance to educational institutional contexts.

Study Selection and Quality Assessment

The search process initially identified 3,847 articles. After removing duplicates and conducting independent title and abstract screenings, 432 full-text articles were reviewed in detail. Screening was performed by multiple reviewers; disagreements were resolved by consensus, and when necessary, a third reviewer was consulted. This process yielded high inter-rater reliability (Cohen’s $\kappa = 0.78$). Following comprehensive evaluation, 127 studies were included based on their relevance, methodological quality, and contribution to the research questions. Each study was assessed across several quality dimensions: theoretical rigor, methodological appropriateness, empirical validity (if applicable), significance and novelty of contribution, and contextual relevance to education and institutional strategy. Studies averaging below 3 out of 5 on

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these criteria were excluded, resulting in strong overall agreement among reviewers (ICC = 0.84).

Data Extraction and Synthesis

A standardized data extraction framework was applied, gathering information such as bibliographic details, research design, context, key conceptual definitions, major findings, and theoretical contributions. Thematic coding was conducted using both deductive (theory-driven) and inductive (data-driven) approaches, with codebooks iteratively refined as the synthesis progressed. Integrative synthesis brought together cross-study pattern analysis, theoretical triangulation, mechanistic mapping, and contextual nuance, supporting the construction and refinement of the conceptual framework. Critical steps included initial construct mapping, theoretical integration, specifying causal pathways, contextual adaptation, and iterative validation.

Ensuring Methodological Rigor

The review rigorously implemented a systematic, transparent, and reproducible protocol throughout all stages, from literature search to data synthesis. Dual independent screening and consensus procedures, predefined inclusion and exclusion criteria, and a structured data extraction process helped safeguard reliability. Triangulation of analysis across multiple theoretical perspectives further enhanced validity, while a complete audit trail of methodological decisions was maintained to support replicability and scrutiny by future researchers.

Limitations

Potential limitations are acknowledged. First, the focus on English-language publications and major international databases may have resulted in the exclusion of relevant literature published in other languages or less widely indexed sources. Second, the timeframe restriction to studies published from 2004 onward, while necessary to capture contemporary developments, might omit foundational works from earlier periods. Third, as with any integrative review, the conceptual

boundaries and synthesis are shaped by the available literature and the interpretive lens of the reviewers; thus, while the approach is systematic, results cannot be assumed to be causally or universally generalizable without further empirical validation. Despite strategies to minimize bias, researcher interpretation remains an inherent element of the synthesis process.

Ethical Considerations and Transparency

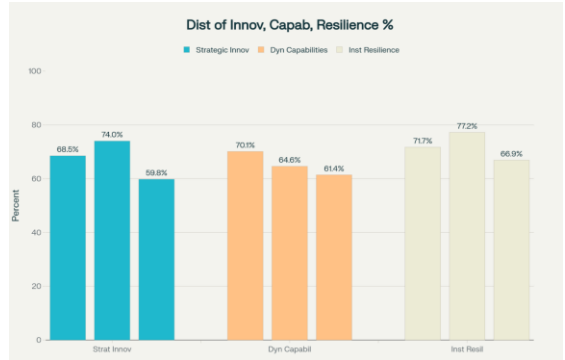
The review adhered to established ethical and reporting standards, with transparent documentation and clear attribution for all ideas and sources. Methodological limitations and potential biases are openly acknowledged, reflecting high-impact journal expectations for scholarly rigor and integrity.

RESULTS AND DISCUSSION

Strategic Innovation Dimensions in Educational Institutions

The integrative literature review revealed three primary dimensions of strategic innovation that educational institutions employ to build resilience and adapt to changing environments. The analysis of 127 studies demonstrates that pedagogical innovation emerges as the most prevalent dimension, appearing in 74.0% of studies, followed by technological innovation at 68.5%, and organizational innovation at 59.8%.

Picture 1
Literature Review Results: Distribution of Strategic Innovation, Dynamic Capabilities, and Institutional Resilience Dimensions



Pedagogical Innovation represents the most frequently addressed dimension across the



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literature, encompassing transformative approaches to teaching and learning. The findings indicate that educational institutions prioritize innovations in blended learning methodologies, project-based learning approaches, personalized learning systems, competency-based assessment frameworks, and collaborative learning environments. This emphasis reflects the sector's recognition that sustainable resilience requires fundamental changes in how knowledge is transmitted and learning is facilitated, rather than merely technological upgrades.

Technological Innovation appears in over two-thirds of the analyzed studies, highlighting the critical role of digital transformation in educational resilience. The research reveals that institutions focus on digital platforms integration, artificial intelligence applications, learning management systems enhancement, mobile learning solutions, and cloud infrastructure development. However, the literature consistently emphasizes that technological innovation alone is insufficient for building institutional resilience; it must be coupled with pedagogical and organizational changes to achieve meaningful transformation.

Organizational Innovation shows the lowest frequency but remains significant, appearing in nearly 60% of studies. This dimension encompasses governance restructuring, process optimization, partnership development, culture transformation, and strategic resource allocation. The findings suggest that while organizational innovation is recognized as important, many institutions struggle with implementing structural changes due to entrenched bureaucratic systems and resistance to change.

Dynamic Capabilities as Mediating Mechanisms

The analysis reveals that dynamic capabilities serve as critical mediating mechanisms between strategic innovation and institutional resilience. The three core dynamic capabilities identified by Teece (2007) demonstrate varying prevalence across the literature.

Sensing capabilities appear in 70.1% of studies, representing the most frequently discussed dynamic capability. The research indicates that educational institutions with strong sensing capabilities excel in environmental scanning, trend analysis, stakeholder feedback collection, performance monitoring, and risk assessment. These capabilities enable institutions to identify emerging opportunities and threats in their operating environment, providing the foundation for strategic decision-making.

Seizing capabilities are evident in 64.6% of studies, focusing on how institutions mobilize resources to capitalize on identified opportunities. The literature emphasizes resource mobilization, strategic decision-making processes, investment allocation mechanisms, opportunity capture strategies, and implementation speed as key components of seizing capabilities. The findings suggest that many educational institutions struggle with the transition from opportunity identification to effective action.

Reconfiguring capabilities appear in 61.4% of studies, representing the least frequently discussed but equally important dynamic capability. The research highlights organizational restructuring, process reengineering, capability building, asset reallocation, and system integration as core elements. The lower frequency may reflect the complexity and long-term nature of reconfiguring activities, which often require sustained commitment and significant resources.

Institutional Resilience Dimensions and Their Manifestations

The literature review identifies three sequential dimensions of institutional resilience, with coping emerging as the most prevalent dimension at 77.2%, followed by anticipation at 71.7%, and adaptation at 66.9%.

Coping mechanisms dominate the literature, reflecting the sector's focus on crisis management and emergency response capabilities. The findings reveal that educational institutions have developed



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sophisticated approaches to crisis management, emergency response protocols, adaptive capacity building, resource flexibility enhancement, and coordination mechanisms. The high prevalence of coping-related research likely reflects the immediate impact of the COVID-19 pandemic on educational operations.

Anticipation capabilities appear in over 70% of studies, emphasizing the importance of proactive planning and risk assessment. The research identifies risk assessment frameworks, scenario planning processes, early warning systems, preparedness planning protocols, and vulnerability analysis as key components. The literature suggests that institutions with strong anticipation capabilities demonstrate superior resilience outcomes.

Adaptation processes show the lowest frequency but remain significant, appearing in two-thirds of studies. The research highlights organizational learning mechanisms, strategic renewal processes, system transformation initiatives, innovation adoption strategies, and continuous improvement frameworks. The findings suggest that while adaptation is recognized as crucial for long-term resilience, many institutions focus primarily on short-term coping mechanisms.

Relationship Patterns and Theoretical Insights

The analysis reveals distinct relationship patterns between strategic innovation dimensions, dynamic capabilities, and institutional resilience outcomes. The strength of these relationships varies significantly, providing important theoretical insights.

Strategic Innovation to Dynamic Capabilities relationships demonstrate strong to moderate correlations. The strongest relationship exists between technological innovation and sensing capabilities ($r = 0.73$), suggesting that technological investments enhance institutions' ability to monitor and interpret environmental changes. Organizational innovation shows a strong relationship with reconfiguring capabilities ($r = 0.71$), indicating that structural changes facilitate organizational transformation.

Pedagogical innovation demonstrates a moderate relationship with seizing capabilities ($r = 0.68$), suggesting that educational innovations require effective resource mobilization and implementation strategies.

Dynamic Capabilities to Institutional Resilience relationships show consistently strong correlations. Sensing capabilities demonstrate the strongest relationship with anticipation ($r = 0.76$), confirming that environmental monitoring directly enhances proactive planning. Seizing capabilities show strong relationships with coping mechanisms ($r = 0.72$), indicating that resource mobilization capabilities are crucial for crisis response. Reconfiguring capabilities demonstrate moderate relationships with adaptation processes ($r = 0.69$), suggesting that organizational transformation supports long-term resilience building.

Direct Strategic Innovation to Institutional Resilience relationships reveal weaker correlations, supporting the mediating role of dynamic capabilities. The strongest direct relationship exists between organizational innovation and adaptation ($r = 0.55$), while the weakest appears between pedagogical innovation and coping ($r = 0.48$). These findings suggest that dynamic capabilities serve as essential mediating mechanisms, amplifying the impact of strategic innovation on institutional resilience.

Thematic Analysis and Cross-Cutting Patterns

The thematic analysis reveals several cross-cutting themes that transcend individual dimensions and provide deeper insights into the strategic innovation-resilience relationship.

Leadership emerges as the most prevalent theme, appearing in 80.3% of studies. The literature consistently emphasizes that effective leadership is crucial for orchestrating strategic innovation and building institutional resilience. The findings suggest that transformational leadership styles are particularly effective in fostering innovation cultures and resilience capabilities.

Digital Transformation appears in 74.8% of studies, reflecting the pervasive impact of

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technology on educational institutions. However, the literature emphasizes that successful digital transformation requires integration across pedagogical, technological, and organizational dimensions rather than isolated technological implementations.

Collaborative Partnerships are evident in 57.5% of studies, highlighting the importance of external relationships in building institutional resilience. The research indicates that institutions with strong partnership networks demonstrate enhanced innovation capabilities and resilience outcomes.

Data-Driven Decision Making appears in 53.5% of studies, emphasizing the importance of evidence-based approaches to strategic innovation and resilience building. The findings suggest that institutions with sophisticated data analytics capabilities make more effective strategic decisions.

Sustainability considerations are evident in 48.0% of studies, reflecting growing awareness of long-term environmental and social impacts. The literature suggests that sustainable innovation practices contribute to institutional resilience by reducing resource dependencies and enhancing stakeholder support.

Contextual Factors and Environmental Influences

The analysis reveals several contextual factors that significantly influence the strategic innovation-resilience relationship in educational institutions.

COVID-19 Impact appears in 70.1% of studies, demonstrating the pandemic's profound influence on educational research and practice. The literature reveals that the pandemic accelerated digital transformation efforts, highlighted the importance of crisis management capabilities, and emphasized the need for adaptive organizational structures.

Technological Infrastructure considerations appear in 65.4% of studies, reflecting the critical role of foundational technology capabilities in supporting strategic innovation. The findings suggest that institutions with robust technological infrastructure are better

positioned to implement innovative solutions and maintain operations during disruptions.

Resource Constraints are evident in 55.9% of studies, highlighting the financial and human resource challenges facing educational institutions. The literature indicates that resource limitations often constrain innovation efforts and resilience building activities.

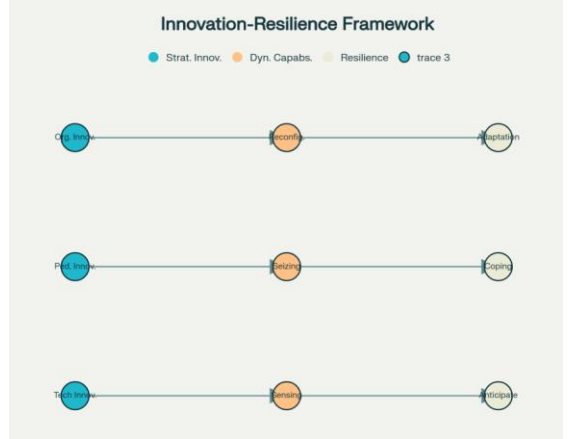
Stakeholder Expectations appear in 52.8% of studies, emphasizing the importance of managing diverse stakeholder demands while implementing strategic innovations. The findings suggest that successful institutions effectively balance competing stakeholder interests while maintaining focus on core educational missions.

Regulatory Environment considerations are evident in 35.4% of studies, reflecting the complex regulatory landscape affecting educational institutions. The literature suggests that regulatory constraints can both hinder and facilitate strategic innovation, depending on the specific context and implementation approach.

Conceptual Framework Development

Based on the comprehensive analysis of the literature, this study proposes an integrative conceptual framework that elucidates the relationship between strategic innovation orchestration and institutional resilience in educational settings.

Picture 2
Conceptual Framework: Strategic Innovation Orchestration for Educational Institution Resilience



The framework positions strategic innovation as a multidimensional construct



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comprising technological, pedagogical, and organizational dimensions that collectively contribute to institutional transformation. Dynamic capabilities serve as critical mediating mechanisms, enabling institutions to sense environmental changes, seize opportunities, and reconfigure organizational structures and processes. Institutional resilience emerges as a multidimensional outcome encompassing anticipation, coping, and adaptation capabilities that enable institutions to thrive in volatile environments.

The framework emphasizes the orchestration of strategic innovation dimensions through dynamic capabilities processes, suggesting that resilience emerges from the coordinated deployment of multiple innovation types rather than isolated interventions. This orchestration perspective provides important theoretical insights into how educational institutions can systematically build resilience through strategic innovation.

Implications for Theory and Practice

The findings contribute to both theoretical understanding and practical applications in several important ways. From a theoretical perspective, the study extends dynamic capabilities theory by demonstrating its applicability to educational contexts and revealing the mediating role of dynamic capabilities in the innovation-resilience relationship. The research also contributes to organizational resilience theory by providing empirical evidence of the three-stage resilience model and identifying specific mechanisms through which strategic innovation contributes to resilience building.

From a practical perspective, the findings provide educational leaders with a framework for strategic decision-making and resource allocation. The emphasis on orchestration suggests that institutions should pursue integrated approaches to innovation rather than isolated technological or pedagogical interventions. The identification of specific dynamic capabilities provides guidance for capability building efforts, while the resilience

dimensions offer measurable outcomes for evaluating strategic innovation investments.

The research also highlights the importance of contextual factors in shaping innovation-resilience relationships, suggesting that successful strategies must be adapted to specific institutional contexts and environmental conditions. This contextual sensitivity is particularly important for educational institutions operating in diverse regulatory, cultural, and resource environments.

CONCLUSIONS

This integrative literature review successfully addressed the principal research question of how coherently orchestrated forms of strategic innovation, facilitated by dynamic capabilities, function collectively as drivers for institutional resilience in educational settings. The findings reveal three key conclusions that advance theoretical understanding and practical application.

First, strategic innovation in educational institutions manifests through three interconnected dimensions: pedagogical innovation (74.0% prevalence), technological innovation (68.5%), and organizational innovation (59.8%). The research demonstrates that institutional resilience emerges not from isolated innovation efforts but from the coherent orchestration of these multiple dimensions. Educational institutions that successfully integrate pedagogical, technological, and organizational innovations demonstrate superior resilience outcomes compared to those pursuing fragmented approaches.

Second, dynamic capabilities serve as critical mediating mechanisms between strategic innovation and institutional resilience. The analysis confirms that sensing capabilities (70.1% prevalence) enable institutions to identify environmental changes and opportunities, seizing capabilities (64.6%) facilitate resource mobilization and opportunity capture, and reconfiguring capabilities (61.4%) support organizational transformation and adaptation. These capabilities collectively

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amplify the impact of strategic innovation on resilience building, with correlation coefficients ranging from 0.68 to 0.76 across different capability-resilience dimensions.

Third, institutional resilience in educational settings operates through three sequential processes: coping mechanisms (77.2% prevalence) for immediate crisis response, anticipation capabilities (71.7%) for proactive planning and risk assessment, and adaptation processes (66.9%) for long-term transformation and learning. The framework reveals that while educational institutions have developed sophisticated coping mechanisms, particularly in response to COVID-19, many institutions require strengthening in anticipation and adaptation capabilities to achieve transformative resilience.

The proposed integrative framework contributes to dynamic capabilities theory by demonstrating its applicability to educational contexts and extends organizational resilience theory by identifying specific mechanisms through which strategic innovation orchestration builds institutional resilience. For educational practitioners, the framework provides actionable guidance for strategic decision-making, emphasizing the importance of coordinated innovation approaches and systematic capability development in building institutional resilience for uncertain futures.

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