STRATEGY FOR INCREASING ORGANIZATIONAL RESILIENCE THROUGH STRENGTHENING VISIONARY LEADERSHIP, KNOWLEDGE MANAGEMENT, ORGANIZATIONAL CULTURE, AND EMPOWERMENT OF LECTURERS AT PRIVATE UNIVERSITIES IN EAST JAKARTA

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Abstract. *Purpose* – This study aims to develop optimal strategies, methods, and solutions to enhance organizational resilience by strengthening visionary leadership as an independent variable and knowledge management, organizational culture, and empowerment as intervening variables.

Research methodology – A sample of 191 participants was selected through multistage random sampling at 10 PTS in East Jakarta. This study used a survey method with a path analysis approach and SITOREM analysis.

Findings – The results of this study can be concluded: 1) There is a significant positive direct effect between visionary leadership, knowledge management, organizational culture and empowerment on organizational resilience, 2) There is a significant positive direct effect between visionary leadership on knowledge management, 3) There is a significant positive direct effect between visionary leadership on organizational culture, 4) There is a significant positive direct effect between visionary leadership, knowledge management and on empowerment, 5) There is a significant positive indirect effect of visionary leadership and organizational resilience on organizational resilience through knowledge management, 6) There is a significant positive indirect effect between visionary leadership and organizational resilience through empowerment.

Research limitations – This research was conducted at a Private College in the LLDIKTI 3 Jakarta area, so the generalizability of the findings is lacking.

Practical implications – Policy-making institutions, namely the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the LLDIKTI Region 3, are expected to provide input, study materials, and evaluations to higher education institutions to improve their organizational resilience, thereby improving the quality of higher education institutions and for Educational institutions are expected to provide information on important aspects that can enhance organizational resilience, thereby improving the quantity and quality of education.

Originality/Value – Strategies to increase organizational resilience can be found through strengthening visionary leadership, knowledge management, organizational culture, and empowerment.

Keywords (3–5): Organizational Resilience, Visionary Leadership, Knowledge Management, Organizational Culture, Empowerment, and SITOREM Analysis

Introduction

Rapid changes in technology, communications, and transportation have revolutionized the way organizations, including higher education institutions, operate. These three aspects are now key driving forces reshaping the strategic landscape, both nationally and globally. The pace of this transformation has significantly impacted the dynamics of organizational needs,

creating new challenges that demand rapid and precise adjustments. This phenomenon reflects the reality that changes in the external environment are no longer gradual but occur in disruptive waves that directly and indirectly influence the direction of national development.

The effects of this change are dualistic. On the one hand, it can act as a catalyst for strengthening the national vision and mission through accelerated innovation and cross-sector collaboration. On the other hand, it also opens the door to the emergence of new threats that have the potential to disrupt national and international stability. Therefore, higher education institutions, as centers for scientific development and producers of superior human resources, are required to be adaptive actors in the face of strategic environmental turbulence.

The evolving role of organizations is now increasingly dynamic and progressive, as noted by Karpova & Proskurina (2021), with the COVID-19 pandemic accelerating innovation and digital transformation processes across various sectors (Polanco-Lahoz & Cross, 2023). The concept of Society 5.0, introduced by Sá (2021), emphasizes the central role of humans as the link between technological progress and the quality of social life. Within this framework, higher education institutions are faced with the necessity to strategically navigate changes in information systems and technology to remain relevant and competitive.

One crucial aspect in this context is the development of resilience, or what is scientifically known as adversity resilience. This term describes an organization's capacity to remain resilient in the face of shocks, crises, or sudden transitions. Although it has been explored by several academics, such as Chen (2021), the understanding of adversity resilience in the context of educational organizations remains relatively limited (Bartusevičienė, 2021). In addition to its lack of measurable multidimensional analysis, there are also few studies specifically linking the impact of sudden digital transformations on the sustainability of educational institutions.

Duchek (2021) explains that organizational resilience encompasses the ability to anticipate risks, respond adaptively to unexpected events, and engage in continuous learning to drive institutional transformation. Amid the global pandemic, Abdullah (2021) asserts that the rational mechanisms of organizations and governance systems are undergoing a significant long-term reorientation. Within this framework, resilience acts as a positive psychological force that sustains organizations and individuals, as argued by Ojo (2021) and reinforced by the urgency of Shaya's (2023) study.

If not taken seriously, organizational entities that fail to develop internal resilience can become trapped in the complexities of an uncontrollable crisis, potentially leading to existential degradation (Abdullah, 2021). Therefore, the ability to operationalize the concept of resilience concretely and systemically is no longer an option but a strategic imperative. Only by adopting an adaptive, reflective, and agile attitude can higher education organizations transform threats into opportunities and turbulence into drivers of sustainable progress.

To enhance organizational resilience, management, organizational members, and the organization need to be supported by the development of innovation. The degree to which individuals or communities adopt new ideas varies from one individual or society to another. This depends on the situation, conditions, and personal qualities of the individual or society. As Ristiani (2021) stated, "Something new that someone tries is not necessarily the first, and likewise, if someone sets aside something old, it doesn't necessarily mean it's obsolete." This statement shows us that something can be considered an innovation for one individual or society, while for another, it may be common place or commonplace.

Having the right technology for organizational resilience is a key component of building a resilient organization. This can be complex; however, since more is not better, there is no one-size-fits-all approach to choosing which solutions to use. Technology that drives resilience must build efficiency while being scalable to meet the organization's needs now and in the years to come. Having a technology stack that enhances business continuity, disaster

recovery, and risk management is a good start. These tools should work seamlessly together, if not entirely on the same platform, and be intuitive enough that anyone can use them when a disaster strikes. With the right technology, organizations can also optimize their operations, increase efficiency, and reduce costs. By investing in solutions that build a resilient organization, businesses can be more resilient to disruption and adapt to changing market conditions.

Resilient organizations are more likely to experiment with new business models, products, or services because they are agile enough to adapt to unexpected challenges and opportunities. This means more time spent developing new products or refining existing ones, rather than wasting time on risk mitigation. By prioritizing resilience-building efforts, organizations can protect their employees, keep business running smoothly, and be prepared for the unexpected.

Literature Review
1. Organizational Resilience

Organizational resilience in Private Higher Education Institutions (PTS) is a strategic key to maintaining institutional sustainability in the face of a dynamic environment full of uncertainty, intense competition, and the pressures of rapid change. In this context, organizational resilience reflects the PTS's ability to adapt, learn from crises, and continuously innovate to maintain the quality of educational services and the institution's reputation. This resilience depends not only on structures and systems but also on visionary leadership, a resilient organizational culture, and the empowerment of the academic community to actively participate in facing challenges. PTS with high resilience will be better able to manage risks, accelerate digital transformation, strengthen partnership networks, and maintain public trust, thereby remaining relevant and competitive in the ever-evolving education ecosystem.

Denyer (2017) defines organizational resilience as an organization's ability to anticipate, prepare for, respond to, and adapt to gradual change and sudden disruptions in order to survive and prosper. Organizational resilience encompasses the ability to anticipate, respond to change, and endure.

Wulansari (2022) describes organizational resilience as a function of all vulnerabilities, situational awareness, and adaptive capacity within a complex, dynamic, and interdependent system. Indicators of organizational resilience are as follows:
a. Decision-making power: A company's overall performance is the total of all actions and decisions made by its people every day.
b. Smooth information flow: The lifeblood of every organization. Information is all data, measurements, knowledge, and coordination mechanisms across various organizational dimensions.
c. Motivator: Motivating human resources is crucial for building organizational resilience and keeping an organization ahead of its competitors.
d. Lean organizational structure: The most obvious factor in the process of organizational change and creating organizational resilience, and it is also the starting point for most change.

2. Visionary Leadership

Visionary leadership is a leadership style in which a leader has a clear vision of the future and inspires others to work toward it. It is a style that emphasizes innovation, creativity, and transformation. In today's fast-paced world, leaders must be more than just goal-setters and delegators. They must inspire their teams to reach new heights and make a greater impact. Thus, a new concept called visionary leadership was born, and it has become a powerful tool that can transform organizations and shape the future.

Rostikawati (2021) defines visionary leadership as the act of leadership introducing something new, such as an idea, method, technique, process, product, service, or invention, to solve current problems and meet people's current and future needs.

Duignan (2017) explains that one of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision of the future and instill hope in those they lead. They ignite the passion of their members and help them translate their vision into daily work practices. Leaders help infuse meaning into daily tasks, providing direction and purpose. The intent/goal and content of the vision motivate the entire school community. This vision is crucial and must be part of the school's daily operations. Linking the vision to daily practices is a crucial component of the relationship between leaders and members.

Chumaidah (2023) defines visionary leadership as a leader's behavior that influences and motivates others to achieve specific goals within an organization. The indicators of visionary leadership are as follows:

a. A visionary leader must possess effective communication skills with managers and other employees within the organization.
b. A visionary leader must understand the external environment and have the skills to react appropriately to all threats and opportunities.
c. A visionary leader must play a significant role in shaping and influencing organizational practices, procedures, products, and services.
d. A visionary leader must possess or develop a niche to anticipate the future.

3. Knowledge Management

Knowledge management is a formatted and directed system and process developed within an organization to create, search, collect, select, organize, document, store, maintain, and disseminate information and knowledge to support the needs of each individual within the company, allowing it to be used in sound decision-making and support business strategy.

Cheng (2019) describes knowledge management as the systematic, explicit, and deliberate building, updating, and application of knowledge and a company's intellectual capital assets to maximize the effectiveness and prosperity associated with the company's knowledge. The dimensions are Insight and Experience. It involves the following processes: Socialization, Knowledge and Learning, organization, and reflection. Meanwhile, Dalkir (2020) explains knowledge management as a strategy and process for identifying, capturing, and leveraging knowledge to enhance business competitiveness. Knowledge management is linked to improving organizational effectiveness. The resources involved are: People, Processes, and Technology.

Furthermore, Habsyi (2020) explains that knowledge management in schools is conceptualized as a strategic management activity that supports teachers in gathering information or utilizing organizational knowledge resources to effectively carry out their teaching and duties. The knowledge process consists of capturing, retaining, strengthening, transferring, supporting, and innovative and effective teaching.

Wulandari & Nurisani (2020) define knowledge management as the activities of an organization (organizational members) in collecting, organizing, storing, transferring, and using knowledge and experience within and outside the organization. Adityarini (2021) describes knowledge management as a management function that can create knowledge, manage the flow of knowledge, and ensure that knowledge is effectively and efficiently used for the long-term benefit of the organization.

Aryanti (2022) describes knowledge management as involving the acquisition, storage, retrieval, application, creation, and review of an organization's knowledge assets in a controlled manner. The dimensions are as follows:

a. Organizing knowledge;
b. Collecting knowledge;
c. Storing knowledge;
d. Transmitting, updating, or generating knowledge;
e. Knowledge management.

4. Organizational Culture

Every organization has its own unique system or characteristics, known as organizational culture. This is certainly related to the image of a company or organization in the external environment. Culture is a set of important understandings that are developed, believed in, and applied by a group. Meanwhile, an organization is a group of people from diverse backgrounds who come together and work together to achieve common goals. In this case, organizational culture is a system of shared beliefs and attitudes that develop and are adopted by a group of people. This shared system of beliefs and attitudes in an organization differentiates it from other groups or organizations.

Hermawan (2023) defines organizational culture as the values, beliefs, and principles that serve as the foundation of an organization's management system, as well as a set of management practices and behaviors that support and reinforce these basic principles. Schein (2017) explains that organizational culture can be defined as the accumulated collective learning of an organization in solving problems arising from external adaptation and internal integration; which has been validated and then taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems.

Putri (2020) defines organizational culture as what employees perceive and how these perceptions create patterns of beliefs, values, and expectations. Indicators of organizational culture include:
a. Artifacts and creations: Technology, art, and visible and audible behavior patterns
b. Values: Verifiable in the physical environment
c. Basic Assumptions: Relationships with the environment - the nature of creativity, time, and space, human nature, the nature of human activity, and the nature of human relationships

Balaji (2020) defines organizational culture as a pervasive social system within an organization that guides the choice of strategic outcomes and the means to achieve them. Indicators of organizational culture include the values and assumptions within the organization that influence how members interact with each other and with the environment. An effective culture within an organization can communicate its values and standards to its members.

5. Empowerment

Empowerment is a concept in human resource management that refers to giving power, authority, and responsibility to organizational members in making decisions and taking action related to their work. Empowerment can be defined as the process or action of granting power, knowledge, and skills to individuals or groups to increase control and responsibility in their lives.

Shafira (2019) describes empowerment as the development of a positive "can-do" mentality stemming from confidence in one's own ability to perform effectively in the task at hand. Colquitt (2019) defines empowerment as an effort based on the belief that an individual can contribute to tasks and work toward achieving organizational and personal goals. McShane & Glinow (2020) describe empowerment as a psychological state in which individuals feel more self-determined, meaningful, competent, and that their work results have an impact on the organization.

Hermawan (2024) defines empowerment as the activity of delegating tasks, which includes granting trust, authority, and control for effective decision-making. The factors of empowerment are as follows:

a. Recognition that members are capable of performing better than before,
b. Making members feel trusted so they can perform their work without constant scrutiny,
c. Providing members with opportunities to participate in decision-making,
d. Instilling self-confidence in members,
e. Developing an environment that motivates and excites members.

Schermerhorn (2020) defines empowerment as the process by which a manager helps members acquire and use the power needed to make decisions that impact them and their work. Empowerment can also be defined as the leader delegating power to members to use their decision-making power for organizational goals. The factors of empowerment are as follows:

a. Work that is meaningful to them and consistent with their values,
b. Competence and capabilities,
c. Freedom to choose how to carry out their work,
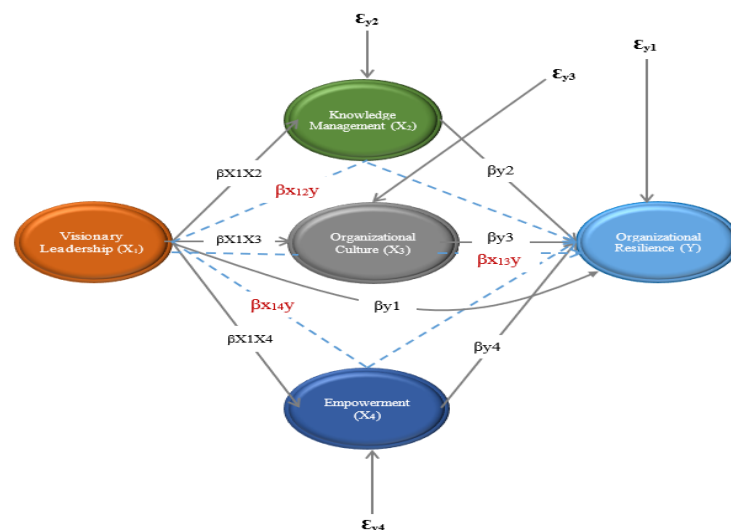d. Performance that impacts the organization.

Research Methods

Figure 1. The Influence of Research Variables

The object of research is a research variable or a construct that can produce variable characteristics and traits that will be the focus of the researcher's attention. Referring to the aforementioned opinion, the object of research is increasing organizational resilience (Y) through strengthening visionary leadership (X1), knowledge management (X2), organizational culture (X3), and empowerment (X4).

The results of the research survey were analyzed using path analysis to analyze the causal relationships between variables and estimate the coefficients of a number of linear structural equations representing the hypothesized causal relationships. In a linear structural equation, the influence of independent variables on the dependent variable can be direct and indirect. The indirect effect of independent variables on the dependent variable can be tested through intervening variables. The total effect of independent variables on the dependent variable is the sum of the direct and all indirect effects.

SITOREM analysis was then used to strengthen the path analysis results in more detail on the research variable indicators, in order to identify indicators that need immediate improvement, maintenance, or development. These priority indicators are research findings used to develop the Action Plan.

Population and Sample

A population is a generalized area consisting of objects and subjects possessing certain qualities or characteristics determined by a researcher to be studied and then conclusions are drawn (Creswell, 2020). In this study, the sampling technique was implemented by dividing the population based on the accreditation of private universities. Private universities with good accreditation were selected. Then, a proportional sample of 50% of the well-accredited private universities was randomly drawn. From the drawing, 10 private universities, representing the accessible population, with 363 lecturers, were selected, representing 50% of the total. The sample size in this quantitative phase of the study used a proportional multistage random sampling technique based on the Taro Yamane Formula. Based on the sampling calculation technique, the sample size was determined to be 191 respondents. Then, the sample size was determined at each university within the sample area by determining the proportion according to the number of study programs.

The data analysis techniques used in this quantitative study were descriptive statistics and inferential statistics. Descriptive statistical analysis is a statistical phase in which research results are described and analyzed within a given group without drawing or drawing conclusions about the larger group (Setyaningsih, 2021). In this study, descriptive statistics include: highest score, lowest score, number of classes, class interval, mean, median, mode, measures of dispersion or variability using standard deviation and score range. Frequency tables and histograms are also displayed.

The analysis of research variable indicators was conducted using the SITOREM method, an abbreviation for "Scientific Identification Theory to Conduct Operation Research in Education Management," a scientific method generally used to identify variables (theories) for conducting "Operation Research" in the field of Education Management (Hardhienata, 2017).
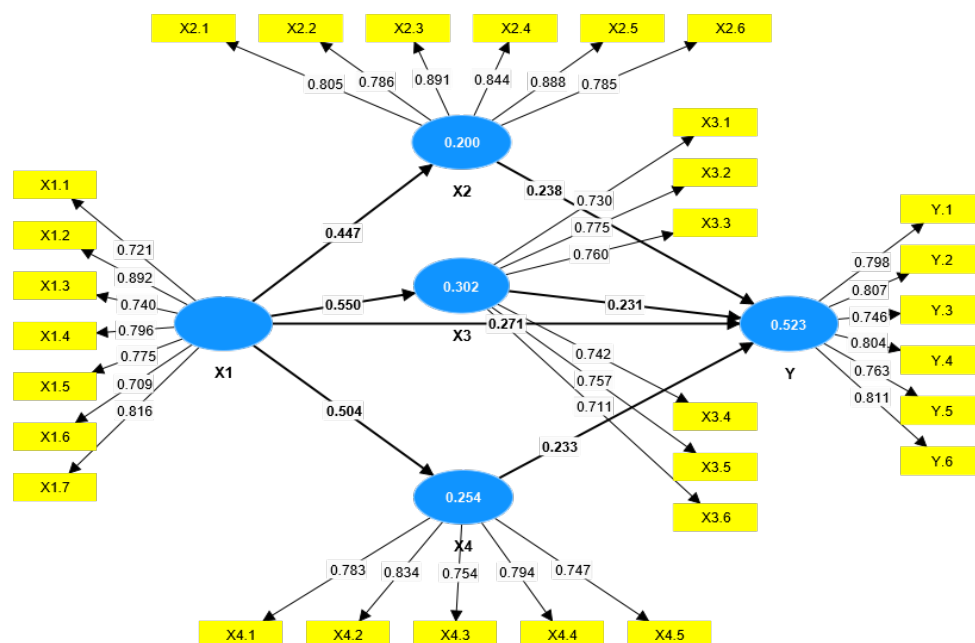
Result

Figure 2. Path Analysis Model

PLS Predict Analysis

PLS Predict is a model validation stage that aims to evaluate the extent to which the proposed PLS model has optimal predictive power. Model strength evaluation is performed by comparing the PLS algorithm with the regression values from the linear model (LM) using the Root Mean Square Error (RMSE), Mean Absolute Error (MAE), and Q2_predict criteria. The following table shows the Root Mean Square Error (RMSE), Mean Absolute Error (MAE), and Q2_predict values from the PLS and linear models (LM).

Table 1. Predictive PLS and LM Models on Endogenous Variable Indicators

Endogenous Indicators	Q²predict	PLS Model		LM Model	
		PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
X2.1	0.101	0.954	0.733	0.985	0.772
X2.2	0.027	0.991	0.792	1.018	0.826
X2.3	0.119	0.944	0.759	0.976	0.781
X2.4	0.210	0.895	0.717	0.912	0.691
X2.5	0.193	0.904	0.713	0.919	0.716
X2.6	0.053	0.979	0.791	1.007	0.814
X3.1	0.166	0.919	0.671	0.936	0.677
X3.2	0.191	0.905	0.730	0.916	0.733
X3.3	0.153	0.926	0.740	0.911	0.726
X3.4	0.174	0.915	0.737	0.887	0.692
X3.5	0.161	0.920	0.707	0.937	0.706
X3.6	0.115	0.945	0.763	0.951	0.758
X4.1	0.141	0.932	0.699	0.921	0.682
X4.2	0.144	0.931	0.710	0.951	0.721
X4.3	0.247	0.873	0.661	0.861	0.567
X4.4	0.116	0.945	0.717	0.975	0.741
X4.5	0.041	0.984	0.757	0.999	0.782
Y.1	0.244	0.876	0.679	0.893	0.698
Y.2	0.121	0.942	0.731	0.953	0.747
Y.3	0.164	0.918	0.667	0.949	0.694
Y.4	0.278	0.855	0.677	0.825	0.647
Y.5	0.308	0.837	0.653	0.850	0.663
Y.6	0.260	0.865	0.687	0.887	0.698

Based on Table 1, it can be seen that the RMSE and MAE values in the PLS model are mostly lower compared to the RMSE and MAE values in the LM model, where if seen the lower RMSE is 18, while the RMSE in LM is only 5. Then the MAE in PLS is mostly lower at 15, while the MAE in LM is only 8. Meanwhile, the Q2_predict value in the PLS model is greater than 0 or has a positive value. So it can be concluded that the power of the model in predicting or the power to predict is at a strong level. This finding indicates that the PLS model is not only valid as a structural representation, but is also able to provide better predictive power, strengthening the reliability of the model in an applicative context.

Table 2. Hypothesis Testing Results

No	Hypothesis	Path Coefficient	Statistical Test	Conclusion
1.	Visionary Leadership (X1) on Organizational Resilience (Y)	0.,271	$H_0 : \beta y1 \leq 0$ $H_1 : \beta y1 > 0$	Direct Positive Impact
2.	Knowledge Management (X2) on Organizational Resilience (Y)	0,238	$H_0 : \beta y2 \leq 0$ $H_1 : \beta y2 > 0$	Direct Positive Impact
3.	Organizational Culture (X3) on Organizational Resilience (Y)	0,231	$H_0 : \beta y3 \leq 0$ $H_1 : \beta y3 > 0$	Direct Positive Impact
4.	Empowerment (X4) on Organizational Resilience (Y)	0,233	$H_0 : \beta y4 \leq 0$ $H_1 : \beta y4 > 0$	Direct Positive Impact
5.	Visionary Leadership (X1) towards Knowledge Management (X2)	0,477	$H_0 : \beta X1X2 \leq 0$ $H_1 : \beta X1X2 > 0$	Direct Positive Impact
6.	Visionary Leadership (X1) towards Organizational Culture (X3)	0,550	$H_0 : \beta X1X3 \leq 0$ $H_1 : \beta X1X3 > 0$	Direct Positive Impact
7.	Visionary Leadership (X1) towards Empowerment (X4)	0,504	$H_0 : \beta X1X4 \leq 0$ $H_1 : \beta X1X4 > 0$	Direct Positive Impact
8.	Visionary Leadership (X1) on Organizational Resilience (Y) through Knowledge Management (X2)	0,106	$H_0 : \beta x12y \leq 0$ $H_1 : \beta x12y > 0$	Indirect Positive Impact
9.	Visionary Leadership (X1) on Organizational Resilience (Y) through Organizational Culture (X3)	0,127	$H_0 : \beta x13y \leq 0$ $H_1 : \beta x13y > 0$	Indirect Positive Impact
10.	Visionary Leadership (X1) towards Organizational Resilience (Y) through Empowerment (X4)	0,118	$H_0 : \beta x14y \leq 0$ $H_1 : \beta x14y > 0$	Indirect Positive Impact

The results of the Indicator Classification Analysis include determining groups of indicators that need immediate improvement and groups of indicators that should be maintained or developed in the future. This is done in the same manner as in the table above for other research variables. Furthermore, based on the ranking of indicators for each research variable, the priority of indicators that need immediate improvement or enhancement, and those that need to be maintained or developed, can be determined. The results of the cytorem analysis are as follows:

Table 2. Determination of SITOREM Analysis Results

VISIONARY LEADERSHIP (βy_1 = 0,271) (Rank.I)				Indicator Value (IV)
Indicators in Initial Condition		Indicators after Expert Weighting		
1	Openness and creativity of thought	1st	Aligning vision with organizational targets (15.68%)	3.90
2	Clarity in formulating a vision for the future	2nd	Clarity in formulating a future vision (15.68%)	3.73

VISIONARY LEADERSHIP (βy_1 = 0,271) (Rank.I)				
Indicators in Initial Condition		Indicators after Expert Weighting		Indicator Value (IV)
3	Aligning the vision with organizational targets	3rd	Developing coalitions for the organization's future progress (13.99%)	3.79
4	Courage to act in achieving goals	4th	Directing members to achieve future progress (13.98%)	4.01
5	Continuous learning	5th	Courage to act in achieving goals (13.98%)	3.68
6	Directing members to achieve future progress	6th	Continuous learning (13.56%)	3.96
7	Developing coalitions for the future progress of the organization	7th	Openness and creativity of thought (13.14%)	3.98

KNOWLEDGE MANAGEMENT (βy_2 = 0,238) (Rank.II)				
Indicators in Initial Condition		Indicators after Expert Weighting		Indicator Value (IV)
1	Knowledge acquisition	1st	Knowledge utilization/application (17.49%)	4.01
2	Knowledge collection	2nd	Knowledge processing into new knowledge (17.49%)	3.90
3	Knowledge storage	3rd	Knowledge storage (17.04%)	4.13
4	Knowledge processing into new knowledge	4th	Knowledge acquisition (17.04%)	4.06
5	Knowledge utilization/application	5th	Knowledge sharing and distribution (15.69%)	4.04
6	Knowledge sharing and distribution	6th	Knowledge collection (15.25%)	3.99

ORGANIZATIONAL CULTURE (βy_3 = 0,231) (Rank.IV)				
Indicators in Initial Condition		Indicators after Expert Weighting		Indicator Value (IV)
1	Encourage innovation at work	1st	Encouraging innovation at work (17.96%)	3.68
2	Be results-oriented	2nd	Results-oriented (16.99%)	3.97
3	Work team-oriented	3rd	Empowering human resources within the organization (16.99%)	3.84
4	Empower human resources within the organization	4th	Adapting to change (16.51%)	3.74
5	Be consistent with established rules	5th	Team-oriented work (16.03%)	3.81

| 6 | Adapt to change | 6th | Consistent adherence to established rules (15.54%) | 3.92 |

EMPOWERMENT ($\beta y_4 = 0{,}233$) (Rank.III)

	Indicators in Initial Condition		Indicators after Expert Weighting	Indicator Value (IV)
1	Delegation of authority	1st	Individual competency improvement (21.76%)	3.71
2	Exemplary behavior from the individual's superiors	2nd	Exemplary leadership from the individual's superior (21.18%)	3.75
3	Individual Competence Enhancement	3rd	Support from leadership (20.59%)	4.00
4	Support from leadership	4th	Confidence in task success (18.82%)	3.89
5	Confidence in task success	5th	Delegation of authority (17.65%)	3.68

TEACHER ORGANIZATIONAL RESILIENCE (Y)

	Indicators in Initial Condition		Indicators after Expert Weighting	Indicator Value (IV)
1	Understanding the situation	1st	Policy implementation (17.58%)	3.97
2	Policy formulation	2nd	Monitoring and evaluation of policy implementation (17.58%)	3.95
3	Policy implementation	3rd	Policy formulation (17.58%)	3.90
4	Empowering organizational components	4th	Understanding the situation (16.21%)	4.00
5	Monitoring and evaluation of policy implementation	5th	Empowerment of organizational components (16.21%)	3.81
6	Reformulating inappropriate policies	6th	Reformulation of inappropriate policies (14.84%)	3.84

SITOREM ANALYSIS RESULTS

Priority Order of Indicators to be Strengthened		Retained indicators	
1st	Aligning vision with organizational targets	1	Guiding members to achieve future progress
2nd	Clarity in formulating a vision for the future	2	Utilization/application of knowledge
3rd	Developing coalitions for the organization's future progress	3	Knowledge storage
4th	Courage to act in achieving goals	4	Knowledge acquisition
5th	Continuous learning	5	Knowledge sharing and distribution
6th	Openness and creativity of thought	6	Support from leadership
7th	Processing knowledge into new knowledge	7	Understanding of the situation
8th	Gathering knowledge		

SITOREM ANALYSIS RESULTS		
Priority Order of Indicators to be Strengthened		**Retained indicators**
9th	Individual competence enhancement	
10th	Example role models from superiors	
11th	Confidence in success in tasks	
12th	Delegation of authority	
13th	Encouraging innovation at work	
14th	Result-oriented work	
15th	Empowering human resources within the organization	
16th	Adapting to change	
17th	Team-oriented work	
18th	Consistent with established rules	
19th	Policy Implementation	
20th	Monitoring and evaluation of policy implementation	
21st	Policy formulation	
22nd	Empowerment of organizational components	
23rd	Reformulation of inappropriate policies	

Conclusion

Based on the analysis, discussion, and proposed hypotheses, the following conclusions can be drawn:

a. There is a significant positive direct effect between visionary leadership (X1) and organizational resilience (Y) with $\beta y1 = 0.271$, thus strengthening servant leadership (X1) can improve organizational resilience (Y).

b. There is a significant positive direct effect between knowledge management (X2) and organizational resilience (Y) with $\beta y2 = 0.238$, thus strengthening knowledge management (X2) can improve organizational resilience (Y).

c. There is a significant positive direct effect between organizational culture (X3) and organizational resilience (Y) with $\beta y3 = 0.231$, thus strengthening organizational culture (X3) can improve organizational resilience (Y).

d. There is a significant positive direct effect between empowerment (X4) and organizational resilience (Y) with $\beta y4 = 0.233$, thus strengthening empowerment (X4) can improve organizational resilience (Y).

e. There is a significant positive direct effect between visionary leadership (X1) and knowledge management (X2) with $\beta x1x2 = 0.447$, so strengthening visionary leadership (X1) can improve knowledge management (X2).

f. There is a significant positive direct effect between visionary leadership (X1) and organizational culture (X3) with $\beta x1x3 = 0.550$, so visionary leadership (X1) can improve organizational culture (X3).

g. There is a significant positive direct effect between visionary leadership (X1) and empowerment (X4) with $\beta x1x4 = 0.504$, so strengthening visionary leadership (X1) can improve empowerment (X4).

h. There is a significant positive indirect effect between visionary leadership (X1) and organizational resilience (Y) through knowledge management (X2) with $\beta14y = 0.106$, so strengthening visionary leadership (X1) can improve organizational resilience (Y) through knowledge management (X2). Knowledge management (X2) cannot function effectively as an intervening variable between visionary leadership (X1) and organizational resilience (Y) because the direct effect is greater than the indirect effect.

i. There is a significant positive indirect effect between visionary leadership (X1) and organizational resilience (Y) through organizational culture (X3) with $\beta14y = 0.127$, so strengthening visionary leadership (X1) can improve organizational resilience (Y) through organizational culture (X3). Organizational culture (X3) cannot function effectively as an intervening variable between visionary leadership (X1) and organizational resilience (Y) because the direct effect is greater than the indirect effect.

j. There is a significant positive indirect effect between visionary leadership (X1) on organizational resilience (Y) through empowerment (X3) with $\beta14y = 0.118$, so that strengthening visionary leadership (X1) can increase organizational resilience (Y) through empowerment (X3). Empowerment (X3) cannot function effectively as an intervening variable between visionary leadership (X1) and organizational resilience (Y) because the direct effect is greater than the indirect effect.

Recommendations

Based on the explanation above, there are several strategies that can be implemented to improve organizational resilience. These strategies include strengthening visionary leadership, knowledge management, organizational culture, and empowerment. This involves improving low-performing indicators and maintaining or developing strong ones.

The following are possible efforts to improve low-performing indicators and maintain or improve strong ones. Implementation of each recommendation is based on the results of the SITOREM analysis, taking into account the organizational resource capabilities of Private Higher Education Institutions (PTS) in East Jakarta.

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