



## Strategic Antecedents of Business Agility in Education: Mediating Effects of Engagement and Moderating Role of Innovation Climate

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**Abstract.** This study aims to analyze the influence of Strategic Planning, Resource Flexibility, and Knowledge Sharing on Business Agility in educational institutions, by considering the role of Innovation Climate as a mediating variable and Employee Engagement as a moderating variable. A quantitative approach was used with the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method on a number of respondents from higher education institutions. The results showed that Strategic Planning, Resource Flexibility, and Innovation Climate had a positive and significant effect on Business Agility, while Knowledge Sharing and Employee Engagement had no direct effect. In addition, Innovation Climate was proven to mediate the influence of Strategic Planning, Resource Flexibility, and Knowledge Sharing on Business Agility. These findings confirm that the agility of educational organizations depends on adaptive strategies, flexible resources, and an innovative climate that supports collaboration and continuous learning. Furthermore, the study highlights the importance of fostering a supportive innovation culture within academic environments, as it enables institutions to respond effectively to rapid environmental and technological changes. The integration of strategic planning and flexible resource management encourages continuous improvement, while innovation-driven practices enhance institutional responsiveness. Overall, this research contributes to a deeper understanding of how managerial and organizational factors collectively enhance agility in the education sector, providing practical implications for leaders aiming to strengthen innovation, adaptability, and sustainable performance in higher education institutions.

**Keywords:** Employee Engagement; Innovation Climate; Knowledge Sharing; Resource Flexibility; Strategic Planning.

### 1. INTRODUCTION

Business agility in the context of educational institutions refers to an organization's ability to adapt, develop, and respond to rapid environmental changes with high flexibility. In the ever-evolving world of education, this capability is crucial for managing ongoing changes, whether in policy, technology, or the demands of the education market itself. Therefore, understanding the factors that can influence organizational agility, particularly in the context of educational institutions, is crucial (Darwish et al., 2025). In this study, business agility (Y) is measured as the ability of educational institutions to adapt and respond quickly to change, as well as to capitalize on new opportunities in a dynamic environment.

Strategic Planning (X), as one of the factors that can influence business agility, refers to the process an institution undertakes to formulate long-term goals and determine the steps necessary to achieve them. Effective strategic planning can accelerate the decision-making process, enable an organization to remain flexible, and more easily adapt to change (Renna & Colonnese, 2025). Sound strategic planning contributes to achieving organizational agility in various industry contexts, including education.

Resource Flexibility (X) is also a crucial factor influencing agility in educational institutions. Flexible resources enable organizations to adapt their capacity to changing market needs and demands. In education, resource flexibility can include teaching staff, infrastructure, and learning materials that can be easily adapted to curriculum changes or other needs. Resource flexibility plays a significant role in increasing responsiveness to changes in the external environment, supporting organizational sustainability and agility (Darwish et al., 2025).

Knowledge Sharing (X) in this context refers to the exchange of information, skills, and insights among individuals within an organization, enabling educational institutions to learn quickly and optimize the use of collective knowledge. Knowledge distributed across an organization can increase agility by enabling faster responses to emerging challenges and changes. Knowledge sharing among faculty, administrative staff, and students can enhance an institution's ability to innovate and adapt quickly to change (Dahanayake Yapa et al., 2025).

However, the impact of these factors is not always direct or simple. Innovation Climate (Z) can act as a moderating variable influencing the relationship between strategic planning, resource flexibility, knowledge sharing, and business agility. Innovation climate refers to an environment that supports and facilitates the creation of new ideas, experimentation, and acceptance of change and risk. A positive innovation climate can accelerate the adaptation and learning processes within an organization, which in turn increases organizational agility (Karthika & Balamurugan, 2025).

Furthermore, employee engagement (M) serves as a mediating variable, explaining how strategic planning, resource flexibility, and knowledge sharing interact with employee engagement levels to influence business agility. Employee engagement refers to the level of emotional and psychological involvement of employees in their work. Engaged employees tend to be more responsive to change, more creative in problem-solving, and more quickly adapt to changes in the work environment. Research by Employee engagement mediates the influence of related variables on organizational performance (Olabiyi et al., 2025).

Although several studies have addressed the relationship between organizational strategy and agility, very few have investigated how strategic planning, resource flexibility, and knowledge sharing simultaneously influence agility in the context of educational institutions. Furthermore, existing research has not sufficiently considered the moderating role of innovation climate and the mediating role of employee engagement in this relationship. Most studies have focused on business sectors and other industries, and few have integrated the educational context. Therefore, this study aims to fill this gap by examining how strategic

planning, resource flexibility, and knowledge sharing influence business agility in educational institutions, taking into account the moderating role of innovation climate and the mediating role of employee engagement.

Several recent studies have highlighted the importance of factors contributing to organizational agility. The importance of strategic planning in achieving organizational agility, resource flexibility influences the speed of response to rapid change (Sharif, 2002). Knowledge sharing enhances agility through collaboration across the organization, The role of an innovation climate in supporting adaptation to market changes (Ramírez-Montoya et al., 2025). Employee engagement can strengthen the relationship between these factors and organizational performance(Grumadaitė et al., 2022).

However, a research gap exists because few studies integrate these concepts in an educational context and examine the impact of innovation climate on employee engagement. Most existing studies ignore the moderating and mediating roles of these variables. Therefore, this study is expected to provide a new contribution by exploring the more complex and interactive relationships between these factors in the context of educational institutions.

The purpose of this study is to analyze the influence of strategic planning, resource flexibility, and knowledge sharing on business agility in educational institutions. Furthermore, this study aims to examine the role of innovation climate as a moderating variable influencing the relationship between these three variables and organizational agility. This study will also investigate the role of employee engagement as a mediating variable explaining how these three factors influence agility in educational institutions.

This study seeks to provide a deeper understanding of the factors influencing business agility in educational institutions and how they interact through the moderating role of innovation climate and employee engagement. Thus, this research has the potential to enrich the existing literature and provide practical insights for educational institution managers seeking to enhance their agility amidst rapid change.

## **2. LITERATURE REVIEW**

### **Business Agility**

Business agility refers to an organization's ability to adapt quickly to external and internal changes occurring in a dynamic business environment. In the context of educational institutions, agility involves the ability to adapt to changes in curriculum, technology, government policies, and societal demands. Agility in education also encompasses the ability

to quickly and effectively address unexpected challenges and opportunities (Saputra et al., 2021).

Business agility is measured by three main dimensions: speed, flexibility, and adaptation. Speed refers to the time it takes an organization to respond to change, flexibility refers to the organization's ability to adapt its structure and strategy, and adaptation refers to the long-term changes necessary to survive in a competitive marketplace (Rashnavadi et al., 2021). In educational institutions, agility focuses on curriculum innovation, teaching methods, and the use of technology that can support effective learning in the face of rapid change.

### **Strategic Planning**

Strategic planning is the process an organization undertakes to formulate long-term goals and determine the steps necessary to achieve them. Effective strategic planning in education can improve organizational performance and ensure the institution's ability to adapt to existing challenges. Strategic planning provides clear direction and reduces uncertainty in decision-making (AL-Qadhi & Abdullah, 2021). In the educational context, strategic planning involves not only academic goals but also adaptation to technological changes and job market needs. Proactive strategic planning can enhance an institution's ability to respond quickly to changes, directly contributing to increased organizational agility (Ciborra, 1996).

### **Resource Flexibility**

Resource flexibility refers to an organization's ability to adjust existing capacity and resources to changes in the external environment. In educational institutions, this flexibility can include quickly adapting teaching staff, infrastructure, and teaching methods to meet new demands in the educational landscape (Martinez-Sanchez & Vicente-Oliva, 2023).

Resource flexibility is a crucial factor in increasing organizational agility. This flexibility enables organizations to respond quickly to changing market demands, including in terms of curriculum, technology, and learning strategies. In the educational context, flexible resources enable institutions to deliver distance learning or introduce new courses according to market demand, without sacrificing quality or efficiency (Ketkar & Sett, 2010).

### **Knowledge Sharing**

Knowledge sharing refers to the process of sharing information, skills, and experiences among individuals within an organization, enabling the organization to learn more quickly and adapt more effectively to changes. Knowledge sharing within educational institutions can include sharing best practices among educators, collaboration between educational institutions, and the use of technology to share learning materials. Active knowledge sharing can enhance innovation and adaptability within organizations. In the educational context, knowledge

sharing helps improve the quality of teaching and enables institutions to innovate more effectively (Grumadaitė et al., 2022; Nosratabadi et al., 2020). By optimizing existing collective knowledge, educational institutions can be more responsive to dynamic market needs.

### **Innovation Climate**

A climate for innovation refers to a work environment that supports creativity, experimentation, and acceptance of new ideas and change. In educational organizations, a climate for innovation can include an organizational culture that is open to change, support for professional development, and encouragement to develop new methods and technologies in the learning process (Coppock et al., 2022; Srisathan et al., 2020). A positive innovation climate can accelerate the adaptation process within an organization. In educational institutions can refer to the implementation of new technologies in learning, improving teaching methods, and adapting curricula to reflect market and industry developments.

A supportive innovation climate can serve as a moderating factor in the relationship between strategic planning, resource flexibility, and knowledge sharing and organizational agility. In the educational context, institutions with a positive innovation climate tend to be better able to respond to change quickly and effectively.

### **Employee Engagement**

Employee engagement refers to the level of emotional and psychological commitment employees have to their work and the organization. Schaufeli & Bakker (2021) explain that employees who are engaged in their work are more responsive to change and proactive in facing challenges. In the educational context, engaged employees tend to be more creative in developing teaching methods, more open to the use of technology, and more committed to organizational goals. Employee engagement serves as a mediator linking factors such as strategic planning, knowledge sharing, and resource flexibility to organizational performance. Engaged employees can accelerate the implementation of strategic decisions and improve responsiveness to change, which in turn improves business agility (Van Den Heuvel et al., 2020).

## Dimensions and Indicators

**Table 1.** Dimensions and Indicators.

variables	Dimensions	Indicator	Source
Business Agility (Y)	Adaptation Speed	Speed in responding to external changes Speed of decision making	(Yusuf et al., 2023)
	Organizational Flexibility	Ability to change structures and policies quickly Ability to adjust resources as needed	
	Innovation and Learning	Ability to innovate in the face of new challenges 2. Adaptation to new technologies	
Strategic Planning (X)	Clear Vision and Mission	Clarity of long-term goals Commitment to achieving strategic goals	(AL-Qadhi & Abdullah, 2021)
	Structured Planning Process	Annual goal setting Developing a plan to address challenges	
Resource Flexibility (X)	Resource Flexibility	Ability to adjust the number of teaching staff Ability to change budget and facility allocations	(Ketkar & Sett, 2010)
	Responsive Capacity to Change	Ability to add/drop courses or programs Physical and human resource principles	
Knowledge Sharing (X)	Knowledge Sharing in Organizations	Collaboration between teaching staff and administration Collaborative learning through discussion	(Nosratabadi et al., 2020)
	Knowledge Accessibility	Use of knowledge sharing platforms (e.g. intranet, seminars) Provision of digital-based teaching materials	
Innovation Climate (Z)	Support for Creativity and Experimentation	An environment that supports conversation and new ideas Acceptance of experimentation in the teaching process	(Coppock et al., 2022)
	Acceptance of Change and Risk	Tolerance for failure 2. Support for proposed changes	
Employee Engagement (M)	Emotional and Psychological Involvement	Employee satisfaction with their jobs .Commitment to the organization and its mission	(Van Den Heuvel et al., 2020)
	Proactive in Decision Making	Involvement in the decision-making process Responsive to organizational initiatives	

### 3. METHOD RESEARCH

This study uses a quantitative approach with the Structural Equation Modeling (SEM) method based on Partial Least Squares (PLS). SEM-PLS was chosen because of its ability to handle complex relationships between variables, as well as data with non-normal distributions and relatively small sample sizes. This study aims to examine the influence of Strategic Planning, Resource Flexibility, and Knowledge Sharing on Business Agility in educational institutions. In addition, this study will also examine the role of Innovation Climate as a moderating variable and Employee Engagement as a mediating variable in the relationship between these variables.

The population in this study was higher education institutions in Indonesia, with a sample consisting of lecturers, administrative staff, and managers involved in management and strategic decision-making. The sampling technique used was purposive sampling, which selects individuals based on certain criteria relevant to this study, such as individuals involved in strategic planning and resource management. The sample taken was approximately 200 respondents, which is in accordance with SEM-PLS guidelines that recommend a minimum of 10 times the number of indicators in the model.

The variables used in this study were measured using relevant indicators developed from existing literature. Business Agility was measured through the dimensions of adaptability, organizational flexibility, and innovation. Strategic Planning was measured based on a clear vision and mission and a structured planning process. Resource Flexibility was measured by the flexibility in adjusting resources, both in terms of teaching staff and infrastructure. Knowledge Sharing was measured based on collaboration between staff and knowledge accessibility. Innovation Climate served as a moderating variable and was measured by support for creativity and acceptance of change. Employee Engagement served as a mediating variable, measured through emotional and psychological involvement and proactivity in decision-making.

The collected data will be analyzed using SEM-PLS, which consists of two stages. This SEM-PLS method is expected to provide a clearer picture of the factors that influence agility in educational institutions and help identify the role of moderation and mediation in the relationship between variables.

#### 4. RESULT AND DISCUSSION

##### Evaluation of Measurement Model (Outer Model)

The following figure shows the research model.

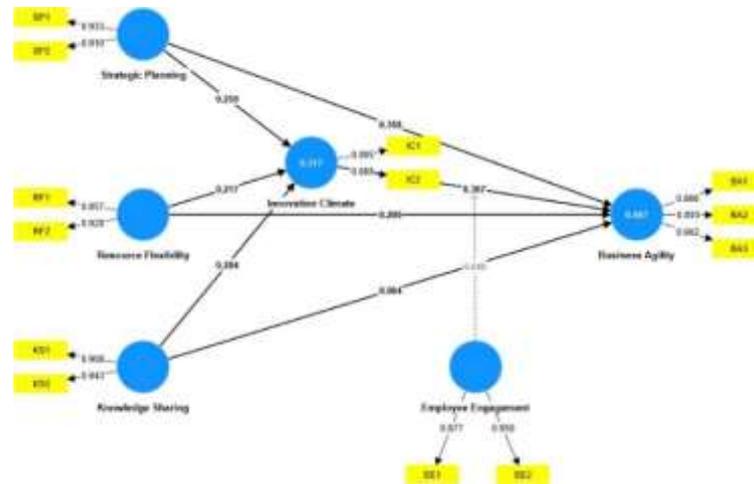


Figure 1. Outer Model.

##### Validity Test

Table 2. Validity Test Results.

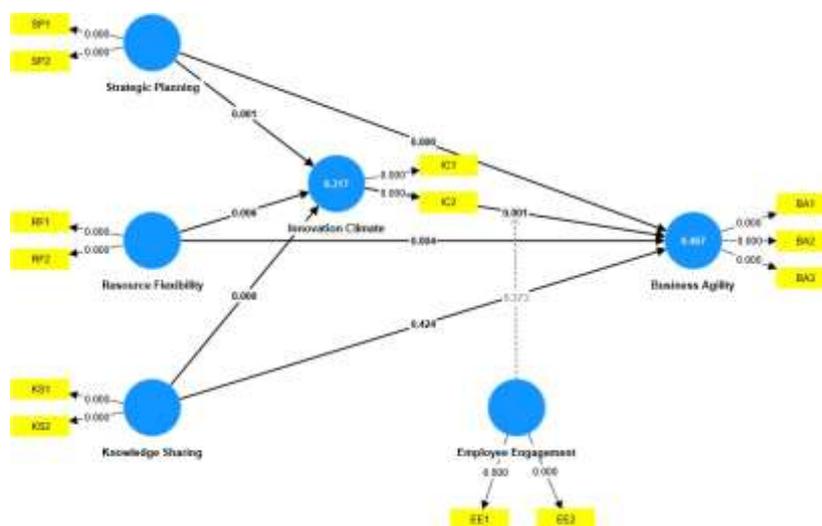
Variables	Outer Loading	AVE	Information
<b>Business Agility</b>			
BA1	0.866	0.787	Valid
BA2	0.893		Valid
BA3	0.902		Valid
<b>Employee Engagement</b>			
EE1	0.877	0.844	Valid
EE2	0.959		Valid
<b>Innovation Climate</b>			
IC1	0.895	0.795	Valid
IC2	0.888		Valid
<b>Knowledge Sharing</b>			
KS1	0.908	0.856	Valid
KS2	0.943		Valid
<b>Resource Flexibility</b>			
RF1	0.857	0.798	Valid
RF2	0.928		Valid
<b>Strategic Planning</b>			
SP1	0.933	0.849	Valid
SP2	0.910		Valid
<b>Employee Engagement x Innovation Climate</b>	1.000		Valid

## Reliability Test

**Table 3.** Reliability Test Results.

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Business Agility	0.865	0.868	0.917
Employee Engagement	0.827	0.996	0.915
Innovation Climate	0.742	0.743	0.886
Knowledge Sharing	0.835	0.867	0.923
Resource Flexibility	0.752	0.806	0.887
Strategic Planning	0.824	0.836	0.919

## Evaluation of Inner Model Structural Model



**Figure 2.** Inner Model.

## R-Square Test

**Table 4.** R-Square Test.

Variables	R-square	R-square adjusted
Business Agility	0.467	0.457
Innovation Climate	0.317	0.310

## Hypothesis Test s

The following are the findings from the research hypothesis testing obtained from the inner model:

**Table 5.** Research Hypothesis Testing.

Original Sample (O)	T statistics (O/STDDEV)	P values	
Employee Engagement -> Business Agility	-0.050	0.807	0.420
Innovation Climate -> Business Agility	0.307	3.305	0.001
Knowledge Sharing -> Business Agility	0.064	0.799	0.424
Knowledge Sharing -> Innovation Climate	0.284	3.642	0.000
Resource Flexibility -> Business Agility	0.200	2.908	0.004
Resource Flexibility -> Innovation Climate	0.217	2.737	0.006
Strategic Planning -> Business Agility	0.358	4.667	0.000
Strategic Planning -> Innovation Climate	0.259	3.433	0.001
Employee Engagement -> Innovation Climate -> Business Agility	0.048	0.891	0.373
Knowledge Sharing -> Innovation Climate -> Business Agility	0.087	2.375	0.018
Strategic Planning -> Innovation Climate -> Business Agility	0.080	2.311	0.021
Resource Flexibility -> Innovation Climate -> Business Agility	0.067	2.238	0.025

### H1: Strategic Planning → Business Agility

The findings indicate that Strategic Planning has a positive and statistically significant influence on Business Agility ( $\beta = 0.358$ ;  $p = 0.000$ ). This result suggests that when educational institutions implement well-formulated and adaptive strategic planning processes, their capacity to respond effectively to changes in the external environment increases. These results are consistent with the principles of Dynamic Capabilities Theory, which highlights the importance of flexible strategic planning in enabling organizations to reallocate and reconfigure resources under conditions of uncertainty (AL-Qadhi & Abdullah, 2021).

Within the higher education context, agile strategic planning supports institutions in sustaining relevance and responsiveness amid evolving government regulations, technological advancements, and labor market demands. Moreover, business agility represents an organization's capability to rapidly identify environmental changes and implement timely strategic responses (Bibri & Krogstie, 2020).

### **Discussion of H2: Resource Flexibility → Business Agility**

The analysis results show that Resource Flexibility has a positive and significant effect on Business Agility ( $\beta = 0.200$ ;  $p = 0.004$ ). These findings are consistent with the view that resource flexibility is a fundamental component of an organization's dynamic capabilities (Ketkar & Sett, 2010). Flexibility allows organizations to quickly shift resources to priority areas, thereby enhancing adaptability. Recent research also confirms that resource flexibility supports innovation and accelerates responses to external changes, ultimately enhancing business agility. Thus, resource flexibility acts as a strategic foundation that strengthens the adaptability and agility of educational institutions in facing environmental dynamics.

### **Discussion of H3: Knowledge Sharing → Business Agility**

The results of the study indicate that the effect of knowledge sharing on business agility is insignificant ( $\beta = 0.064$ ;  $p = 0.424$ ). This means that direct knowledge sharing practices have not been able to improve business agility in the context of educational institutions.

Prior studies consistently indicate that knowledge sharing plays a vital role in strengthening an organization's adaptive capabilities. From the perspective of the Knowledge-Based View (KBV), organizations that are effective in generating, transferring, and integrating knowledge are more likely to achieve sustainable competitive advantages (Nosratabadi et al., 2020). Knowledge sharing supports organizational innovation and enhances responsiveness to environmental changes. Nevertheless, within the scope of this study, its impact may operate indirectly through other mechanisms, such as the Innovation Climate, as evidenced by the presence of significant mediating effects (Grumadaitė et al., 2022).

### **H4: Knowledge Sharing → Innovation Climate**

The results of the study show that knowledge sharing has a positive and significant effect on innovation climate ( $\beta = 0.284$ ;  $p = 0.000$ ). This finding aligns with the Knowledge-Based View (KBV), which states that knowledge is a strategic asset that drives innovation and organizational learning (Grant, 1996). When knowledge is shared openly, collaboration and trust are created, which strengthen an innovative culture (Yu et al., 2022). Empirical studies also confirm that knowledge sharing plays a crucial role in creating an environment that supports new ideas and encourages continuous innovation.

### **H5: Resource Flexibility → Innovation Climate**

Resource Flexibility has a positive and significant influence on Innovation Climate ( $\beta = 0.217$ ;  $p = 0.006$ ). According to Dynamic Capabilities theory, an organization's ability to rapidly reconfigure resources is key to facilitating innovation (Ketkar & Sett, 2010). When educational institutions are able to redirect resources—whether human resources, budgets, or technology—to support experimental projects, it fosters a culture of innovation and the courage to try new things. Resource flexibility plays a crucial role in creating an innovation climate because it enables rapid adaptation to innovative opportunities.

### **H6: Strategic Planning → Innovation Climate**

Strategic Planning has a positive and significant effect on Innovation Climate ( $\beta = 0.259$ ;  $p = 0.001$ ). Effective strategic planning serves not only as a control tool but also as an organizational learning mechanism that enables the exploration of new ideas. In the context of higher education, strategic planning that supports cross-departmental collaboration and innovation initiatives can create an environment open to change. Organizations with a systematic strategic planning process tend to be more innovative because the direction and priorities for innovation are consciously established in long-term plans (AL-Qadhi & Abdullah, 2021).

### **H7: Knowledge Sharing → Innovation Climate → Business Agility**

Climate significantly mediated the relationship between Knowledge Sharing and Business Agility ( $\beta = 0.087$ ;  $p = 0.018$ ). These findings reinforce the Knowledge-Based View (KBV) which asserts that effectively created and shared knowledge will only generate organizational value when combined with a culture and systems that support the exploration and implementation of new ideas (El Manzani et al., 2024). In the educational context, knowledge sharing between academic and administrative staff plays a role in creating a collaborative climate that fosters innovative ideas for improving learning processes and governance. Knowledge sharing influences organizational agility through innovation culture, not directly.

### **H8: Strategic Planning → Innovation Climate → Business Agility**

The results showed that Innovation Climate significantly mediated the relationship between Strategic Planning and Business Agility ( $\beta = 0.080$ ;  $p = 0.021$ ). This suggests that effective strategic planning will increase organizational agility when accompanied by a climate that encourages innovation and experimentation. In Dynamic Capabilities theory, adaptive strategic planning enables organizations to anticipate environmental changes and proactively develop innovative solutions. When strategic plans are formulated with an innovation

orientation, they strengthen the organization's commitment to continuous learning and change. educational institutions that implement agile strategic planning are able to create an innovative culture that accelerates responses to external challenges (Hammad, 2025).

#### **H9: Resource Flexibility → Innovation Climate → Business Agility**

The results also show that Innovation Climate significantly mediates the relationship between Resource Flexibility and Business Agility ( $\beta = 0.067$ ;  $p = 0.025$ ). This means that resource flexibility does not directly increase organizational agility, but rather through creating a climate that encourages innovation. Organizations that are able to quickly adjust and configure their resources can foster an innovative culture and increase their ability to adapt to change. Flexibility in resource use allows employees to experiment and create new solutions without structural barriers (Ketkar & Sett, 2010).

#### **H10: Employee Engagement × Innovation Climate → Business Agility**

Employee Engagement and Innovation Climate did not significantly influence Business Agility ( $\beta = 0.048$ ;  $p = 0.373$ ). This means that even though employees have high levels of engagement, the influence is not strong enough to increase organizational agility when combined with an innovation climate. Employee engagement can improve performance when supported by a positive and innovative work environment. However, this insignificance can be explained by the context of educational institutions, where innovation is often constrained by bureaucratic structures, formal policies, and resource constraints (Van Den Heuvel et al., 2020).

Even if individuals are emotionally engaged in their work, this isn't enough to improve business agility if the organization doesn't provide concrete innovation implementation mechanisms. This suggests that in the educational context, employee engagement plays a more indirect role through other factors, such as transformational leadership or an organizational culture that supports change.

#### **H11: Knowledge Sharing → Innovation Climate → Business Agility (Indirect Effect)**

Innovation Climate significantly mediates the relationship between Knowledge Sharing and Business Agility ( $\beta = 0.087$ ;  $p = 0.018$ ). This confirms that knowledge sharing will effectively increase business agility if the organization has an innovative climate that encourages the application of new knowledge. In educational settings, knowledge sharing without the support of an innovative culture tends to result only in information transfer, not real innovation. However, when a culture of innovation is present—for example, through cross-unit collaboration and academic freedom—knowledge can be converted into adaptive practices that enhance organizational agility (Van Den Heuvel et al., 2020).

## **H12: Strategic Planning → Innovation Climate → Business Agility (Indirect Effect)**

The results also show that Innovation Climate significantly mediates the relationship between Strategic Planning and Business Agility ( $\beta = 0.080$ ;  $p = 0.021$ ). This means that good strategic planning will increase organizational agility, especially when accompanied by a climate that encourages innovation and idea participation.

These findings support the Dynamic Capabilities theory, which states that adaptive strategies can generate organizational agility through learning and innovation mechanisms. In the educational context, innovation-oriented strategic planning enables institutions to adapt curricula, technology, and academic services to changing educational market needs (El Manzani et al., 2024). Flexible strategic planning strengthens an organization's innovation orientation and adaptability.

Therefore, these results indicate that Innovation Climate acts as a catalyst that links strategic planning with organizational agility, strengthening the evidence that strategies without an innovative culture will not be fully effective in facing the dynamics of the educational environment.

## **5. CONCLUSIONS AND SUGGESTIONSSIMPULAN DAN SARAN**

The analysis shows that Strategic Planning, Resource Flexibility, and Innovation Climate have a positive and significant impact on Business Agility, while Knowledge Sharing and Employee Engagement have no direct impact. These findings confirm that organizational agility in the education sector is determined more by adaptive strategic planning and flexible resource management, rather than solely by individual participation.

Furthermore, the results show that Innovation Climate plays a significant role as a mediator in the relationship between Strategic Planning, Resource Flexibility, and Knowledge Sharing on Business Agility. This means that these three managerial factors can only encourage organizational agility if the organization has a climate that supports creativity, collaboration, and continuous innovation. Conversely, Employee Engagement does not act as a moderator, indicating that employee engagement has not been able to strengthen the relationship between organizational factors and business agility, possibly due to the limitations of the innovation structure and system in the educational environment.

Overall, this research confirms that a combination of adaptive strategies, resource flexibility, and an innovative climate is key to building business agility in educational institutions. In the context of rapid change in higher education, strategic adaptability is a key factor in organizational sustainability and competitiveness.

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