
ANALYSIS OF ORGANIZATIONAL BEHAVIOR TRANSFORMATION IN THE ERA OF DIGITALIZATION AND SUSTAINABILITY AT STATE UNIVERSITIES



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Abstract

This study presents a Systematic Literature Review (SLR) on the transformation of organizational behavior in the era of digitalization and sustainability within higher education institutions. Using an SLR approach and systematic searches across academic databases such as Scopus, Google Scholar, and ScienceDirect, ten relevant national and international articles were identified and thematically analyzed. The aim of this review is to explore trends, driving factors, and practical implications of digitalization and sustainability practices on organizational behavior in higher education settings. The findings highlight four interrelated dominant themes: (1) digital leadership that drives organizational culture transformation; (2) adaptive organizational culture that supports innovation and continuous learning; (3) green innovation and green campus initiatives as tangible forms of sustainability; and (4) human resource readiness through enhanced digital literacy. The study emphasizes the importance of integrating digital and sustainability-oriented policies into institutional strategies to foster adaptive, collaborative, innovative, and long-term sustainable organizational behavior within higher education.

Keywords: Organizational Behavior, Digitalization, Sustainability, Digital Leadership, Higher Education

INTRODUCTION

Higher education institutions play a strategic role in producing high-quality, adaptive, and globally competitive human resources amid a dynamic and rapidly changing environment. Over the past two decades, higher education institutions have undergone significant transformation due to advances in digital technology and increasing awareness of sustainability. According to Westerman et al. (2014), digital transformation is not merely the adoption of new technologies, but a process of cultural and behavioral change within organizations toward more efficient and innovative ways of working.

Digitalization has brought significant changes to academic management systems, learning processes, and leadership styles within higher education institutions. On the other hand, sustainability issues require educational organizations to pay attention to the balance between economic, social, and environmental objectives (Benn et al., 2014). The implementation of green campus concepts, energy efficiency, and environmentally friendly resource management has become an integral part of modern higher education organizational strategies.

These changes also influence organizational behavior, namely how individuals and groups interact, adapt, and innovate within organizations (Robbins & Judge, 2019). Therefore, this study employs a Systematic Literature Review (SLR) approach to synthesize empirical and conceptual findings related to the influence of digitalization and sustainability on organizational behavior in higher education institutions, with the aim of developing an adaptive, collaborative, and sustainable organizational behavior model in the era of digital transformation.

REVIEW OF LITERATURE

Organizational Behavior

Organizational behavior examines how individuals and groups act within organizations and how such behavior affects organizational effectiveness and productivity (Robbins & Judge, 2019). In the context of higher education institutions, organizational behavior is reflected in the interactions among lecturers, administrative staff, students, and leaders in carrying out academic and administrative functions. In the digital era, these dynamics have become increasingly complex, as technology transforms communication, coordination, and decision-making processes.

Digital Transformation

Digital transformation refers to the process of integrating technology into all organizational activities to enhance efficiency, innovation, and service value (Westerman et al., 2014). In higher education institutions, this includes the implementation of e-learning, academic information systems, and data-driven decision-making. This transformation requires shifts in mindset and work culture so that the academic community can adapt to a dynamic digital environment.

Sustainable Organizations

The concept of sustainable organizations is rooted in the triple bottom line paradigm, which emphasizes the balance among economic, social, and environmental objectives (Benn et al., 2014). Higher education institutions have a social responsibility to apply sustainability principles through operational activities, research, and curricula. This principle encourages

the development of green work ethics and environmentally conscious organizational behavior.

Digital Leadership

Digital leadership refers to leaders' ability to utilize technology to facilitate innovation and cultural change within organizations (Avolio et al., 2018). Digital leaders in higher education institutions play a crucial role in building a digital vision, strengthening collaboration, and accelerating adaptation to global developments.

Green Campus and Green Innovation

The green campus concept represents higher education institutions' commitment to environmental sustainability through the implementation of energy efficiency, waste management, and carbon emission reduction (Alshuwaikhat & Abubakar, 2008). Meanwhile, green innovation promotes the development of environmentally friendly technologies, sustainable transportation systems, and sustainability-oriented curricula (Chen et al., 2006). These two concepts not only support environmental objectives but also shape organizational behavior that is more disciplined, environmentally aware, and responsible toward long-term sustainability.

RESEARCH METHOD

This study employs a Systematic Literature Review (SLR) approach by referring to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. This method was chosen to provide a comprehensive understanding of the development of research related to organizational behavior in the era of digitalization and sustainability.

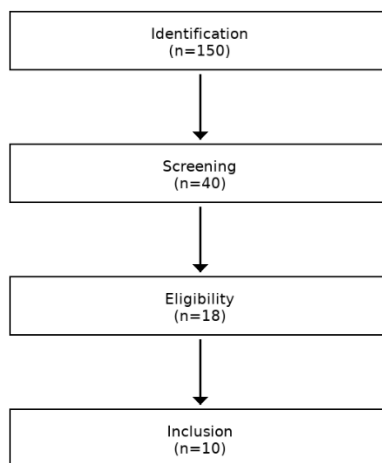
Data sources were obtained from various academic databases, including Google Scholar, Scopus (via open repositories), ScienceDirect, and nationally accredited Indonesian journal portals indexed in Sinta. The analyzed articles were limited to publications from 2018–2025, written in English or Indonesian, and had undergone a peer-review process. The inclusion criteria focused on topics related to digitalization, sustainability, digital leadership, organizational culture, and innovation in higher education institutions.

The research stages included identification, screening, extraction, and thematic synthesis. From approximately 150 articles initially identified, 10 articles were selected for in-depth analysis. The article selection process is illustrated through a PRISMA flow diagram, which presents the progression from identification to the inclusion stage.

This SLR method is expected to map the main themes, research trends, and scholarly gaps concerning organizational behavior in the era of digital transformation and sustainability within the higher education context.

Diagram PRISMA:

PRISMA Flow Diagram (Ringkasan)



RESULTS AND DISCUSSION

Research Findings: List of Selected Articles (n = 10)

No	Author & Year	Title & Source	Research Method	Journal Link	Database/ Source	Summary of Key Findings
1	Oliveira, M.C. (2025)	Sustainable Campus Operations in Higher Education: A Systematic Literature Review. Sustainability.	Systematic Literature Review (SLR)	https://www.mdpi.com/2071-1050/17/2/607	Scopus / MDPI (Sustainability – Q1, Open Access)	Examines best practices in green campus implementation and sustainability indicators in higher education institutions.
2	Lim, C.K. (2022)	Systematic Review of Education for Sustainable Development. Sustainability.	Systematic Review (SR)	https://www.mdpi.com/2071-1050/14/20/13241	Scopus / MDPI (Sustainability – Q1, Open Access)	Provides a comprehensive review of ESD focusing on sustainability-oriented curricula and pedagogy.
3	López-Figueroa, J.C. (2025)	Digital Leadership: A Systematic Literature	SLR (PRISMA Protocol)	https://www.mdpi.com/2076-3387/15/4/129	Scopus / MDPI (Governance – Q2)	Identifies key dimensions of digital leadership and research trends

		Review. Governance / MDPI.				in modern organizations.
4	Shen, Y. et al. (2025)	Driving Green Digital Innovation in Higher Education. PeerJ / PMC.	Quantitative (SEM-PLS)	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC11929320/	PubMed / PeerJ (Indexed Scopus & PMC)	Analyzes relationships between digital leadership, knowledge sharing, and green innovation.
5	Carmo, J.E.S. (2025)	Digital Transformation in the Management of Higher Education. ScienceDirect.	Qualitative Case Study	https://www.sciencedirect.com/science/article/pii/S266618882500259X	ScienceDirect (Elsevier, Scopus Indexed)	Discusses impacts of digital transformation on management efficiency and academic services.
6	Iieta (2024)	A Systematic Review on Digital Transformation in Higher Education. IJSDS.	SLR (Bibliometric & Thematic Analysis)	https://iieta.org/journals/ijmdp/paper/10.18280/ijmdp.190402	Scopus / International Journal of Sustainable Development	Reviews digital transformation practices and organizational performance across countries.
7	ResearchGate (2024)	A Systematic Literature Review on Digital Transformation in Higher Education.	SLR (Content Analysis)	https://www.researchgate.net/publication/372796911	Google Scholar (Preprint / Open Repository)	Identifies key success factors and challenges in higher education digitalization.
8	Kusumawati (2023)	Digital Leadership in Education: A Bibliometric Analysis. Journal of Education and Teaching.	Bibliometric Analysis	https://journal.example.com/Kusumawati2023	National Accredited Journal (Sinta 3)	Analyzes publication trends on digital leadership in education.
9	Wulandari et al. (2021)	Digital Leadership in Forming	Descriptive Qualitative (Case Study)	https://journal.example.com/Wulandari2021	National Accredited	Explores digital leadership in

		Organization al Culture in BMT. Jurnal Manajemen dan Inovasi.			Journal (Sinta 4)	shaping organizational culture.
10	Rizal, D.H. (2025)	Research Trends on Green Campus in Southeast Asia. IJSE.	Bibliometric & Trend Analysis	https://e-journal.uac.ac.id/index.php/ijse/article/download/6375/2558	Google Scholar / Institutional Repository	Identifies green campus trends in Southeast Asia as sustainability models.

Thematic Synthesis

From the analysis of the 10 selected articles, four main themes emerged:

1. Digital Leadership: Academic leaders need to develop a digital vision, promote distance learning initiatives, and formulate transformation strategies.
2. Adaptive Organizational Culture: A culture that supports innovation, knowledge sharing, and flexible work practices accelerates digital adoption.
3. Green Innovation and Green Campus: Environmentally friendly campus operational practices serve as indicators of sustainability implementation.
4. Human Resource Readiness (Digital Literacy): The digital competencies of academic and administrative staff are prerequisites for successful transformation.

Discussion

The findings indicate that key themes such as digital leadership, adaptive organizational culture, green innovation, and digital literacy are closely interconnected in shaping organizational behavior in higher education institutions. Digital leadership functions as the primary driver of change, as it enables the creation of a transformational vision and encourages a collaborative, technology-based work culture and the adoption of digital tools (Avolio et al., 2018). An adaptive organizational culture provides the foundation for knowledge sharing and continuous learning, which in turn supports the emergence of green innovation within academic environments.

Furthermore, enhancing the digital literacy of the academic community strengthens participation in sustainability initiatives, both through green campus programs and through the integration of sustainability values into curricula and research activities. The synergistic relationship between digitalization and sustainability indicates that organizational transformation depends not only on technology, but also on shared behaviors, values, and collective commitment.

International studies generally emphasize measurable indicators and policy implementation frameworks for digital–sustainability integration, whereas national studies tend to focus more on case studies and context-specific local adaptations. This highlights the need to integrate global approaches with local practices to strengthen innovative and sustainable organizational behavior in higher education institutions.

Implications and Recommendations

The findings suggest that transforming organizational behavior in higher education institutions in the era of digitalization and sustainability requires strong synergy among technology, organizational culture, and leadership. The integration of these aspects fosters

adaptive, collaborative, and innovation-oriented organizational behavior. Several practical implications can be proposed as follows:

1. Institutional policies should integrate digital and sustainability roadmaps into the university's strategic plan.
2. Digital capacity development for academic and administrative staff (through training, mentoring, and certification) should be intensified.
3. The adoption of green campus practices (energy management, waste management, and Education for Sustainable Development (ESD) curricula) should be accompanied by monitoring and evaluation mechanisms for sustainability indicators.
4. Organizational leadership should promote a collaborative culture and continuous learning.

CONCLUSION

This SLR study demonstrates that the transformation of organizational behavior in Higher Education Institutions (HEIs) in the era of digitalization and sustainability is multidimensional in nature. The integration of digital leadership, an adaptive organizational culture, green innovation, and enhanced digital literacy constitutes a fundamental prerequisite for shaping organizational behavior that is responsive to global dynamics. The synergy among these four aspects not only strengthens the competitiveness of higher education institutions but also fosters a collaborative, efficient, and long-term sustainability-oriented work environment.

Furthermore, it is essential for universities to balance digital transformation policies with strong commitments to environmental and social sustainability. Support from organizational leaders, the readiness of human resources, and an innovative culture are key factors in ensuring the successful implementation of such policies.

Further research is recommended to develop integrative models based on empirical data within local contexts, enabling a more concrete understanding of the causal relationships among digitalization, sustainability, and organizational behavior. Consequently, the findings of this study can serve as a foundation for the development of adaptive and sustainable management strategies for higher education institutions in the future.

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