

Integrating the Concept of Dynamic Capabilities to Strengthen School Performance Assessment Indicators: A Systematic Literature Review

Sultan Fadhly Abdullah* , Teguh Trianung Djoko Susanto , Siti Zulaikha 

Fakultas Ilmu Pendidikan Universitas Negeri Jakarta, Jakarta, Indonesia.

* Co respondent Author: sultanfadhly@gmail.com

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Abstract

This study is motivated by the limitations of the school performance assessment system in Indonesia, which remains largely administrative and compliance-oriented toward the National Education Standards (SNP). Such an approach fails to adequately reflect schools' adaptive and innovative capacities in responding to policy dynamics and the rapid development of educational technology. The purpose of this research is to analyze the application of dynamic capability principles in school performance assessment, to develop a dynamic capability-based assessment model suited to the Indonesian educational context, and to evaluate its effectiveness in enhancing schools' adaptive and innovative abilities. The research employs a Systematic Literature Review (SLR) combined with bibliometric analysis using the VOSviewer software to map the interrelations between the concepts of dynamic capabilities and school performance. Data were collected from scholarly publications published between 2010 and 2025 through the Google Scholar database and processed using Publish or Perish. The findings reveal three major clusters demonstrating a strong relationship among dynamic capabilities, innovation, and school performance. The developed assessment model emphasizes three core dimensions of dynamic capabilities sensing, seizing, and reconfiguring which are proven to be relevant for assessing schools' adaptive and innovative capacities. In conclusion, integrating the concept of dynamic capabilities into the school performance assessment system can enhance the effectiveness of educational quality evaluation, making it more sustainability-oriented and supportive of organizational transformation.

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1. Introduction

School performance assessment plays a crucial role in ensuring the sustainability and continuous improvement of educational quality. Through assessment processes, schools are

expected not only to demonstrate compliance with prevailing national standards but also to exhibit their capacity to adapt to the ever-changing dynamics of the educational environment. In the context of globalization and digital transformation, schools are increasingly required to be adaptive, innovative, and responsive to the evolving needs of students and educational policies. Therefore, an ideal school performance assessment should not merely focus on the fulfillment of administrative indicators but should also be capable of reflecting the extent to which schools can adapt to change, manage resources effectively, and foster a culture of innovation in teaching and learning practices.

However, empirical realities indicate that school performance assessment practices in Indonesia, including in a public senior high school located in South Jakarta, remain predominantly administrative and normative in nature. The existing assessment system, such as the National Education Standards (*Standar Nasional Pendidikan / SNP*) implemented through the accreditation mechanism of the National Accreditation Board for Schools/Madrasahs (BAN-S/M), primarily emphasizes document verification and compliance with formal instruments. While accreditation serves an important function in maintaining accountability and institutional quality standards, its dominant focus on regulatory compliance often overlooks strategic dimensions related to schools' adaptive capacities in responding to external changes, including technological advancements, the implementation of the *Merdeka Curriculum*, and the demands of 21st-century competencies. Consequently, the assessment process tends to be static and insufficient in capturing schools' abilities to transform and sustain competitiveness within a dynamic educational ecosystem.

Within the framework of strategic management, the concept of dynamic capabilities offers a more comprehensive perspective for assessing the performance of educational organizations. Developed by Teece, Pisano, and Shuen (1997), this theory emphasizes three core dimensions: *sensing* (the ability to identify opportunities and threats), *seizing* (the ability to respond to and capitalize on emerging opportunities), and *transforming/reconfiguring* (the ability to continuously adjust and transform organizational resources). These dimensions represent an organization's capacity for continuous learning, innovation, and adaptation to changes in the external environment. When applied to the school context, this concept enables educational institutions to assess not only their current performance but also their future development potential and sustainability.

To date, the principles of dynamic capabilities have not been widely integrated into school performance assessment systems in Indonesia. Most evaluation instruments continue to emphasize outcomes and administrative compliance rather than the strategic processes underlying successful adaptation and innovation. This condition creates a gap between contemporary educational management concepts which prioritize agility and continuous learning and evaluation practices that remain largely conventional.

In response to this gap, this study aims to formulate a dynamic capabilities-based school performance assessment model as an alternative approach that is more contextual and future-oriented. The proposed model integrates the dimensions of sensing, seizing, and transforming to evaluate the extent to which schools are able to identify opportunities, make strategic

decisions, and implement continuous transformation in order to enhance educational quality. Theoretically, this study is expected to extend the application of dynamic capabilities theory to the field of educational management, particularly in the context of school performance evaluation. Practically, the findings are expected to serve as a reference for public senior high schools and other educational institutions in implementing a more adaptive, innovative, and sustainability-oriented performance assessment system in the modern educational era.

Accordingly, the research questions addressed in this study are as follows:

1. How are the principles of dynamic capabilities applied in school performance assessment?
2. How can a dynamic capabilities-based school performance assessment model be developed in accordance with the Indonesian educational context?
3. How effective is a dynamic capabilities-based school performance assessment model in enhancing schools' adaptive and innovative capacities?

The contributions of this study are expected to provide both conceptual and practical insights into the application of dynamic capabilities theory in school performance evaluation and to serve as a foundation for developing more adaptive and innovation-oriented assessment models. Furthermore, the findings are anticipated to offer strategic guidance for policymakers and educational practitioners in designing performance assessment systems that not only measure administrative compliance but also evaluate schools' capacities for transformation and the sustainability of educational quality in the digital era.

2. Method

This study employs a Systematic Literature Review (SLR) combined with bibliometric analysis to explore research trends, conceptual interrelationships, and the development of scholarly topics related to school performance assessment based on dynamic capabilities. Bibliometric analysis was selected because it enables a comprehensive mapping of the research landscape through the measurement of publication output, citation patterns, and thematic relationships within the scientific literature. By examining publications from the past ten years, this study aims to identify research trajectories, determine dominant research foci, and map scholarly contributions concerning the integration of dynamic capabilities concepts within educational management.

The literature search was conducted systematically using the Publish or Perish application with Google Scholar as the primary scientific database. The selection of this database was based on its extensive coverage of both national and international scholarly publications relevant to the field of educational management, particularly studies addressing dynamic capabilities and school performance assessment. The process of determining search keywords was informed by preliminary bibliometric analysis using VOSviewer, which revealed key conceptual linkages among terms such as *dynamic capabilities*, *organizational*, *education*, *assessment*, and *school performance assessment*.

Table 1. Search Topics and Strings

Topic	Search String
Dynamic Capabilities in the Context of Educational Organizations	(“dynamic capabilities” OR “kapabilitas dinamis”) AND (“organization” OR “organizational” OR “school management”) AND (“education” OR “pendidikan”)
School Performance Assessment	(“school performance assessment” OR “penilaian kinerja sekolah” OR “school evaluation”) AND (“education quality” OR “mutu pendidikan” OR “educational institution performance”)
Integration of Dynamic Capabilities in School Performance Assessment	(“dynamic capabilities” OR “kapabilitas dinamis”) AND (“school performance” OR “penilaian kinerja sekolah” OR “school performance evaluation”)
Organizational Approaches to Performance Assessment	(“organizational performance” OR “organizational capability”) AND (“school assessment” OR “penilaian sekolah”)
Strengthening Assessment Systems through Dynamic Capabilities	(“dynamic capabilities” OR “organizational learning” OR “adaptability”) AND (“school management” OR “education evaluation” OR “school performance assessment”)

Source: Developed by the authors based on PRISMA 2020 guidelines.

Table 2. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication Year	Documents published between 2010 and 2025	Documents published before 2010
Document Type	Books and scholarly articles related to educational management, performance assessment, and dynamic capabilities published between 2010 and 2025	News articles, newspapers, reports, and opinion pieces published before 2010
Topic	Articles discussing sustainability, organizational resilience, educational institution assessment, and dynamic capabilities	Documents focusing solely on organizational culture without relevance to sustainability or performance assessment
Language	Indonesian and English	Languages other than Indonesian and English
Accessibility	Full-text documents available for download and access	Documents without full access and containing only abstracts

Source: Developed by the authors based on PRISMA 2020 guidelines.

The literature screening process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. During the initial identification stage, a total of 200 articles were retrieved through searches conducted in the Google Scholar database using the Publish or Perish application. The retrieved articles were first reviewed based on

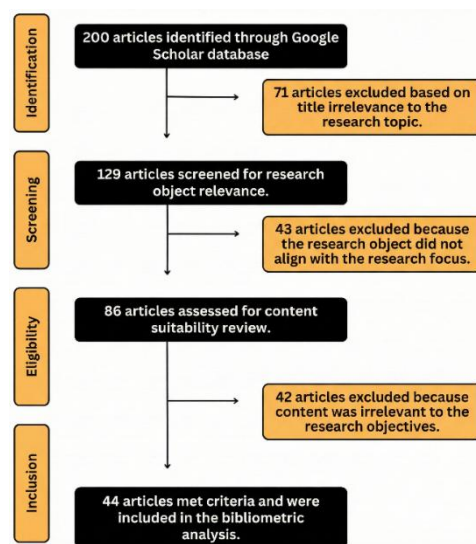
title relevance to the research focus, resulting in the exclusion of 71 articles deemed irrelevant, leaving 129 articles for the subsequent stage.

In the screening stage, the research context and objects examined in each article were reviewed. A total of 43 articles were excluded because they did not focus on school performance assessment or dynamic capabilities within the educational context. Consequently, 86 articles proceeded to the next stage.

The eligibility stage involved an in-depth review of the articles' content, including research objectives, methodologies, and findings. At this stage, 42 articles were excluded because their content did not directly support the research focus, such as studies that only discussed organizational capabilities without explicit linkage to educational performance assessment.

The final stage was inclusion, in which 44 articles met all inclusion criteria and were incorporated into the bibliometric synthesis. These articles represent the most relevant and substantive sources supporting the analysis of integrating dynamic capabilities concepts to strengthen school performance assessment indicators.

Figure 1. Literature Screening (PRISMA)

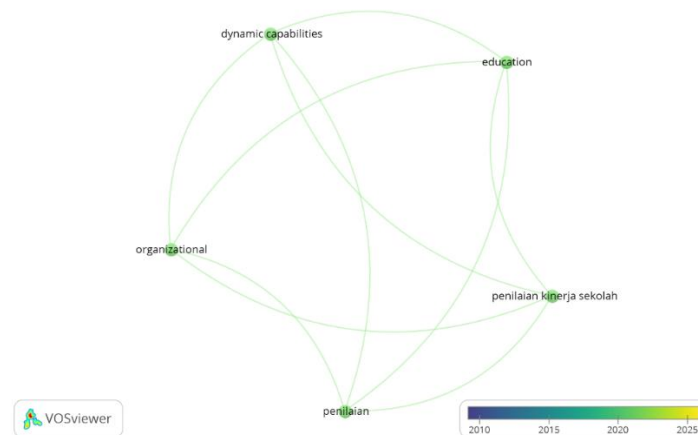


Source: Adapted from PRISMA 2020 flow diagram

3. Result & Disussion

3.1 Result

Figure 2. Keyword co-occurrence network of dynamic capabilities and school performance evaluation research.



Source: Authors' elaboration using VOSviewer based on Scopus database.

The bibliographic visualization generated using VOSviewer in this study reveals a strong interconnection among several key concepts, namely *dynamic capabilities*, *organizational*, *education*, *assessment*, and *school performance evaluation*. All of these keywords form a single cluster, indicating that the research focus remains centered on one integrated overarching theme, namely the application of dynamic capability theory in the context of management and performance evaluation of educational institutions. The dominance of green coloring in the visualization further suggests that most publications related to this topic have emerged within a relatively recent time frame, approximately between 2010 and 2025. This finding indicates that studies on the integration of dynamic capabilities in education are still evolving and offer substantial opportunities for further scholarly exploration.

The keyword *dynamic capabilities* appears in a central position, exhibiting strong linkages with all other keywords. This centrality indicates that dynamic capabilities serve as the primary conceptual foundation in constructing school performance evaluation frameworks. Within the context of educational management, dynamic capabilities refer to the ability of educational organizations to continuously adapt to changes in the external environment, effectively leverage available resources, and develop innovations that are responsive to the needs of students and society. Consequently, this concept functions not only as a theoretical framework but also as a practical approach for strengthening adaptability and innovation dimensions within school performance evaluation systems.

The strong relationship between *dynamic capabilities* and *organizational* highlights that a school's adaptive capacity constitutes an integral component of its broader organizational capabilities. Schools can be viewed as organizations that must strategically manage change through continuous learning, leadership development, and policy innovation. This finding

implies that school performance evaluation processes should not be confined to administrative or purely quantitative outcome measures but should also encompass the extent to which schools are capable of adapting and transforming themselves in response to the dynamic educational environment.

Furthermore, the linkage between *dynamic capabilities* and *education* underscores a conceptual effort to bring strategic management theory into the educational domain. This approach reflects a paradigm shift in school performance evaluation, moving away from normative and static assessment models toward more dynamic, contextual, and capability-based evaluations. The integration of *education*, *assessment*, and *school performance evaluation* suggests that the application of dynamic capabilities can enrich evaluation indicators by incorporating aspects such as organizational resilience, instructional innovation, and the ability to respond to policy changes and societal needs.

The emergence of only a single cluster in the mapping results indicates that research on dynamic capabilities in the context of school performance evaluation remains relatively nascent and has not yet fragmented into multiple subthemes. This condition presents opportunities for researchers to expand the field by developing performance evaluation models grounded in the adaptive capabilities of educational organizations. Overall, the VOSviewer analysis demonstrates that integrating the concept of dynamic capabilities holds strong academic relevance for strengthening school performance evaluation indicators, as it offers a novel perspective focused on flexibility, innovation, and the capacity of schools to sustain educational quality amid continuously evolving environmental changes.

General Characteristics of the Research

Table 3. General Characteristics of Research on Dynamic Capabilities for Strengthening School Performance Assessment Indicators (2010–2025)

Analytical Aspect	Category / Sub-Aspect	Number of Articles (n = 44)	Percentage (%)	Description / Main Findings
Publication Year	2010–2015	9	20%	The early emergence of dynamic capabilities applications in organizations; still general in nature and rarely applied in the education sector.
	2016–2019	12	27%	A growing number of studies linking dynamic capabilities with educational innovation, focusing on learning organizations and change management.
	2020–2025	23	53%	A significant surge following the digitalization of education and the COVID-19 pandemic. Many publications associate dynamic capabilities with school innovation, resilience, and online learning.
Research Methods	Qualitative	21	48%	Dominated by conceptual frameworks, integrative reviews, and qualitative studies on organizational adaptability in education.
	Quantitative	14	32%	Frequently employing SEM models, organizational surveys, and testing relationships between dynamic capabilities, innovation, and performance.
	Mixed / Bibliometric / Model-Based	9	20%	Includes bibliometric analyses, conceptual dynamic capability models, and R&D approaches for developing educational instruments.
Field / Research Context	Educational Organizations (Schools, Universities, Educational Institutions)	18	41%	Focus on school innovation, institutional resilience, organizational learning, and performance.
	Business Technology Organizations	20	45%	Serve as a strong theoretical foundation, particularly regarding sensing–seizing–reconfiguring processes and their impact on organizational performance.
	Education Organizational Management	6	14%	Integrates industrial and management concepts into educational contexts to develop adaptive models.
Main Article Topics	Dynamic Capabilities	44	100%	All articles employ the dynamic capabilities concept as the primary analytical foundation.
	Educational Innovation & Transformation	21	48%	Discusses curriculum change, learning innovation, and educational technology strategies.
	Organizational / School Performance Resilience & Learning	16	36%	Highlights the relationship between dynamic capabilities, institutional performance, management effectiveness, and educational quality.
Conceptual Focus of Dynamic Capabilities	Reconfiguring	14	32%	Focuses on institutional resilience, continuous learning, and crisis preparedness.
	Sensing	44	100%	Schools' ability to detect policy changes and emerging educational demands.
	Seizing	44	100%	Capturing innovation opportunities and making strategic decisions.
Relevance to School Performance Assessment	Reorganizing	44	100%	Reorganizing resources, restructuring organizations, and strengthening adaptive culture.
	Administrative Assessment (SNP, Accreditation)	14	32%	Many studies highlight the limitations of current assessment models that are overly normative and compliance-oriented.
	Strengthening Adaptive & Strategic Models	30	68%	Advocates for new models based on dynamic capabilities, organizational learning, and school innovation.

Source: Authors' elaboration using VOSviewer based on Scopus database.

The analysis of 44 articles indicates that research on dynamic capabilities within the educational context has increased significantly, particularly during the 2020–2025 period, in line with schools' growing need to adapt in the digital and post-pandemic era. In earlier periods, especially between 2010 and 2015, publications were relatively limited and largely conceptual in nature. The 2016–2019 phase marked a shift toward educational innovation and change management. Methodologically, qualitative approaches dominate, reflecting the strong emphasis on conceptual development, followed by quantitative studies examining the relationships between dynamic capabilities, innovation, and organizational performance, as well as several bibliometric and conceptual model studies that strengthen the theoretical foundation.

From the perspective of research context, a portion of the literature focuses on educational organizations such as schools and universities, while nearly half originates from business and

technology management literature, which serves as the primary theoretical basis for dynamic capability development. Despite originating from diverse fields, all articles consistently address the three core dimensions of dynamic capabilities sensing, seizing, and reconfiguring which are adapted to explain how educational institutions respond to change, leverage innovation opportunities, and continuously reconfigure resources. Furthermore, themes such as educational innovation, organizational resilience, and continuous learning emerge strongly, underscoring the strategic relevance of dynamic capabilities for educational transformation.

In the context of school performance assessment, several studies emphasize that assessment models based on the National Education Standards (SNP) remain predominantly administrative and document-compliance oriented, thereby failing to adequately capture schools' adaptive capacities. In contrast, the majority of articles stress the need for more dynamic and strategic assessment approaches those that evaluate schools' abilities to recognize change, make innovative decisions, and transform resources. Accordingly, these findings reinforce the urgency of developing a school performance assessment model grounded in dynamic capabilities as a more relevant, responsive, and sustainability-oriented alternative for evaluating educational quality.

3.2. Discussion

The Application of Dynamic Capabilities Principles in School Performance Assessment

Based on the findings of Riyadi et al., (2025) in their study entitled *"Orchestrating Strategic Innovation for Educational Institution Resilience: A Dynamic Capabilities-Based Framework,"* the application of dynamic capabilities principles in educational institutions involves an organization's ability to respond strategically to change through three core dimensions: sensing, seizing, and reconfiguring. Using an integrative literature review method on 127 international articles, the study demonstrates that strategic innovation in education encompasses not only pedagogical aspects but also innovations in governance and technology oriented toward institutional resilience. These findings are highly relevant to the present study, as they indicate that schools, as educational organizations, must possess sensing capabilities to identify policy changes, seizing capabilities to capitalize on quality improvement opportunities, and reconfiguring capabilities to realign structures and resources so that performance assessment systems remain adaptive and context-sensitive.

The study by Zhou et al., (2019) further reinforces these findings through a quantitative analysis of 204 firms in China, showing that dynamic capabilities significantly influence organizational performance through the mediating role of innovation. This principle can be adapted to the school context, where innovations in teaching, management, and evaluation emerge as tangible outcomes of dynamic capabilities implementation. Meanwhile, Eikelenboom & De Jong, (2018), through their qualitative research, illustrate how dynamic capabilities shape teaching strategies during periods of crisis. The dimensions of sensing, seizing, and reconfiguring were found to enable educational institutions to adjust instructional methods and curricula in response to changing conditions. This is particularly relevant to the

need for schools to continuously adapt their performance assessment systems to shifts in the educational environment.

Developing a Dynamic Capabilities-Based School Performance Assessment Model Aligned with the Indonesian Educational Context

In the context of assessment model development, several studies in Indonesia, such as Soeparto (2021) & Malik et al., (2025), indicate that school performance assessment systems based on the National Education Standards (SNP) and BAN-S/M accreditation instruments remain predominantly administrative in nature. Wahyudi's findings reveal that school accreditation tends to emphasize compliance with formal documentation rather than encouraging innovation and adaptive improvement. Similarly, Malik et al. argue that the SNP, as the primary quality assessment instrument, has not fully captured schools' capacities to adapt to policy changes and evolving societal needs. These findings highlight the limitations of static assessment models and underscore the urgency of developing a new dynamic capabilities-based model that places greater emphasis on strategic and innovative capacities within schools.

Furthermore, Cui (2025), through a conceptual study, emphasizes the importance of dynamic capabilities in ensuring organizational sustainability, particularly in environments characterized by uncertainty. In the Indonesian education context, these findings strengthen the argument that school performance assessment models should incorporate sustainability dimensions through knowledge management, organizational learning, and technology-driven innovation. Additionally, the study by Jemmy et al. (2025), which also discusses a dynamic capabilities-based framework for educational institution resilience, provides further theoretical support for developing a school performance assessment model in Indonesia. The model proposed in this study should integrate sensing capabilities toward changes in national education policy, seizing capabilities to leverage quality development opportunities, and reconfiguring capabilities to realign school resources in response to the dynamic Indonesian educational landscape.

The Effectiveness of a Dynamic Capabilities-Based School Performance Assessment Model in Enhancing Schools' Adaptive and Innovative Capacity

The effectiveness of implementing a dynamic capabilities-based assessment model can be observed through schools' enhanced adaptive and innovative capacities in response to environmental changes. Romansyah (2019), through quantitative research, demonstrates that strategic leadership has a significant effect on educational institutions' competitive advantage, mediated by dynamic capabilities. This suggests that schools' adaptive and innovative capacities can be strengthened when performance assessments also measure the extent to which schools develop and utilize dynamic capabilities. Drnevich & Kriauciunas, (2011) further clarify that dynamic capabilities make a positive contribution to organizational performance, particularly in dynamic environments. This finding is highly relevant to

Indonesian schools, which are currently facing the implementation of the *Merdeka Curriculum* and ongoing transformations in the educational evaluation system.

Moreover, Zitkiene as cited in Romansyah (2019), identifies five dimensions of dynamic capabilities that drive sustainable service innovation: sensing, seizing, reconfiguring, learning, and transforming. In the context of school performance assessment, these five dimensions can serve as the foundation for developing new indicators that assess not only outcomes but also organizational learning processes and schools' transformational capacities. The application of this model is expected to enhance schools' effectiveness in anticipating change, exploiting innovation opportunities, and strengthening adaptive cultures across all educational elements. Consequently, these studies provide strong empirical evidence that a dynamic capabilities-based school performance assessment model is not only theoretically sound but also effective in fostering schools as adaptive, innovative, and competitive learning organizations.

4. Conclusion

This study confirms that dynamic capabilities constitute a strategic foundation that must be integrated into school performance assessment systems in order for educational institutions to survive, adapt, and innovate amid rapid changes in the educational environment. The application of the principles of *sensing*, *seizing*, and *reconfiguring* enables schools not merely to act as policy implementers, but also to function as proactive learning organizations that anticipate change, leverage opportunities for quality improvement, and continuously reconfigure resources in a sustainable manner.

A dynamic capabilities-based school performance assessment model offers a new perspective by evaluating strategic dimensions that reflect adaptive, innovative, and organizational learning-oriented capacities. Through this approach, performance assessment is no longer positioned solely as an evaluative instrument, but is transformed into a mechanism for institutional transformation that promotes continuous development and enhances school competitiveness.

Accordingly, strengthening a dynamic capabilities-based school performance assessment model represents a crucial step for the Indonesian education system in realizing educational quality that is contextual, responsive, and resilient to ongoing societal and technological changes. This model is not only theoretically and empirically relevant, but also provides a new direction for more progressive educational quality assurance policies that are oriented toward sustainable innovation.

5. Ethical Approval

This study employed a systematic literature review approach using secondary data derived from published scholarly articles, books, and academic documents. The research did not involve direct human participants, interviews, experiments, or the collection of personal data; therefore, ethical approval from an institutional ethics committee was not required. The study was conducted in accordance with principles of academic integrity, transparency of sources, and research publication ethics.

6. Author Contributions

The first author, Sultan Fadhly Abdullah, was responsible for conceptualization, methodology development, literature collection, data analysis, and drafting the original manuscript. The second author, Teguh Trianung Djoko Susanto, contributed to conceptual analysis, validation, and critical review of the manuscript. The third author, Siti Zulaikha, contributed to editing, interpretation of findings, and manuscript finalization. All authors reviewed and approved the final version of the manuscript.

7. Statement on the Use of AI and AI-Assisted Technologies in Writing

The authors declare that artificial intelligence (AI)-based technologies were used only as technical assistance for language editing and manuscript organization. All ideas, analyses, literature synthesis, interpretations, and conclusions were entirely developed by the authors. The authors remain fully responsible for the accuracy, originality, academic integrity, and overall content of the manuscript.

8. Conflict of Interest Statement

The authors declare that there are no financial or non-financial conflicts of interest related to this research or the publication of this manuscript. All findings and interpretations are presented objectively based on the results of the study.

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11. Data Availability Statement

The data supporting the findings of this study were obtained from publicly accessible academic literature and databases used in the systematic literature review process. Additional information related to the study may be requested from the corresponding author upon reasonable request.

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