The Model of Sustainable Human Resource Development to Increase the Capacity of Professional Educators: A Case Study in Indonesia

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Abstract

This research aims to understand the important factors that influence the development of sustainable human resources for professional educators in Indonesia, then analyze and test these influences. The research method used is a mixed method, namely combining qualitative and quantitative. Qualitative data collection was carried out by in-depth interviews with key figures in the development of sustainable human resources for professional educators in Indonesia, coupled with observation and documentation. Qualitative data analysis is carried out through the stages of data reduction, data display, and data verification. Data collection for the quantitative method was carried out using a survey questionnaire and analyzed using Partial Least Square (PLS). The research results found that qualitatively there are several factors needed in the development of sustainable human resources for professional educators in Indonesia, namely human resource competency and digital learning. The quantitative research results prove that human resource competency digital learning have a positive and significant effect on sustainable human resources the development for professional educators in Indonesia.

Keywords: *Professional Educators, Sustainable Human Resources Development, Human Resource Competency, Digital Learning.*

INTRODUCTION

Human resource management practices play an important role in ensuring that education and training produces the skilled workforce necessary to enhance the capacity of professional educators. HRM can help increase the productivity and sustainability of education and training systems. Human Resources Management can also play a role in overcoming problems by encouraging diversity, ensuring that society has equal access to opportunities as a whole. Human resource (HR) development is crucial in increasing the capacity of professional educators in Indonesia. Various studies highlight the importance of human resource development in various fields, including education. In the educational context, developing the professionalism of educators and education personnel is the main focus in improving the quality of education (Munawwaroh, 2024).

Studies also highlight that human resource development not only has an impact on the quality of work, but also on job satisfaction, motivation and employee performance (Kurniawan, 2012). This shows that investment in human resource development can bring significant benefits to individuals and organizations. Apart from that, educators' professional competence also plays an important role in learning outcomes, especially in the context of online learning (Arfadila, Hafsah, Aulia, & Windayana, 2022).

The importance of education and training in improving the professional competence of educators is also emphasized in several studies (Isnaini, Siwiyanti, & Hurri, 2020). This is in line with efforts to continue to develop the competence of educators so that they are able to adapt to changing times, including in the era of educational disruption (Angelina, Kartadinata, & Budiman, 2021). Apart from that, the role of educational staff educational institutions in preparing professional educators is also in the spotlight in developing the

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competencies of prospective educators (Bhakti & Maryani, 2017).

A study investigates the correlation between school-level teacher qualifications and school-based professional learning community practices in Hong Kong's Early Childhood Education. Results show a significant relationship, with higher bachelor degree holders positively influencing teachers' perceptions of Professional Learning Community practices (Ho, Lee, & Teng, 2016). This typology linking strategic human resource management (SHRM) to firm-level corporate governance models. It identifies four archetypes: dominant logic types (shareholder value, communitarian stakeholder), hybrid organizations (enlightened shareholder value, employee-ownership), and discusses implications and challenges of different governance structures for SHRM (Martin, Farndale, Paauwe, & Stiles, 2016). There is a study tests mediated principal leadership effects on teacher professional learning through collegial trust, communication and collaboration in Hong Kong primary schools. The findings affirm the role and nature trust, communication, and collaboration play in the mediated relationship. In contrast, the mediating power of collaboration is non-significantly stronger than that of communication, and is more than double that of trust. The conclusion is that a school environment featuring mutual trust, effective communication and genuine collaboration is a core condition for teacher learning and change. Provided that the forces that bind people together in schools are multiple, principals are recommended to create school culture and conditions strategically for teacher learning to thrive (Li, Hallinger, Kennedy, & Walker, 2017).

The pro and contra of continuous quality improvement in school accreditation systems uses seven criteria to assess the effectiveness in three education systems. Results show that continuous quality improvement can enhance the reflective function of accreditation, but it also has weaknesses in impartiality, independence, public accountability, and capacity-balancing. The study concludes that continuous quality improvement use depends on balancing positive effects like increased reflection and faster response to important issues with potential impediments, such as a toxic culture and bureaucratic systems (Akdemir, Peterson, Campbell, & Scheele, 2020). Factors influencing education quality management in Islamic education management, focusing on continuous improvement, leadership style, and customer satisfaction. The results suggest that continuous improvement, leadership style, and customer satisfaction all impact education quality management (Alfian, Hapzi Ali, Kemas Imron Rosadi, & Fitriyani Fitriyani, 2022).

The impact of Public Service on Job Competency, specifically in relation to the Performance Accountability System, is notably favorable. The concepts of leadership and service can be classified into various thematic categories that offer valuable insights for enhancing policy and practice. The impact of user satisfaction on organizational performance is both positive and statistically significant. The impact of transformational leadership on innovative work behavior is mediated by an innovative climate, while the influence of information technology on innovative work behavior is mediated by workplace spirituality (Chandra & Riyadi, 2024; Nur, Riyadi, Saleh, & Hermanto, 2024; Priyambodo, Wijaya, Wike, Sujarwoto, & Riyadi, 2023a, 2023b; Purbiyantari, Zauhar, Suryadi, Hermawan, & Riyadi, 2023a, 2023b; Purboyo, Riyadi, Irawan, & Inkiriwang, 2024; B. S. Riyadi, 2024; Sinulingga et al., 2023; Susilo, Astuti, Arifin, Mawardi, & Riyadi, 2023; Syahruddin, Wijaya, Suryono, & Riyadi, 2023; Tjahjono, Suryono, Riyanto, Amin, & Riyadi, 2023; Toruan, Gusti, & Riyadi, 2023). The extent of the conflict of interest, which frequently results in resolutions, is determined by political negotiations, misuse of authority, and personal interests. It is imperative for the state to maintain its authority in managing Indonesia's copious natural resources (Hermanto & Riyadi, 2020; B. S. Riyadi, 2017, 2020b, 2020a; B. S. Riyadi, Atmoredjo, & Sukisno, 2020; B. S. Riyadi, Wibowo, & Susanti, 2020). There is also a study examines white-collar crime in Indonesia during the reform period, focusing on state officials, parliament, and political parties, found that white-collar crime has reached alarming levels, potentially forming state organized (Chandra & Riyadi, 2024; Purboyo et al., 2024; B. S. Riyadi, 2024; B. Sl. Riyadi, 2024)

There was a study to understand the perceptions of professional development. Findings revealed low awareness of various programs and lack of participation due to factors like lack of incentives, employer support, and poor publicity. The study recommended government sponsorship for professional development and promoting teachers to explore free opportunities. The findings highlight the need for improved professional development in education (Umar, Isma'il, & Abdulrahaman, 2023). The impact of transformational leadership practices of

educational supervisors on the sustainable professional development of mathematics teachers in Oman. The researchers used a transformational leadership scale and a sustainable professional development scale, confirming the validity of the content and reliability of the scales (Al-Matroushi & Al-Kiyumi, 2022). Study investigates continuous improvement approach in two large urban school districts in the U.S. The research reveals three key lessons: fostering a new culture of improvement, responding to emergent demands for new capacities and resources, and recognizing the interconnected nature of innovation implementation (Harrison, Wachen, Brown, & Cohen-Vogel, 2019).

The purpose of this research paper is to explore the relationship of Human Resource Competency and Digital Learning on Sustainable Human Resource Development. This study aims to provide insight into the benefits of investing in the professional growth of teachers. Additionally, this research will investigate best practices for implementing effective professional development programs and strategies for overcoming common challenges in this area. Ultimately, the goal is to highlight the importance of supporting and empowering educators to create a positive and dynamic learning environment for all students.

LITERATURE REVIEW

Sustainable Human Resource Development

Sustainable human resource development involves the strategic management of human resources in a manner that not only meets the current needs of organizations but also ensures the ability of future generations to meet their own needs without compromising resources (Murray, Skene, & Haynes, 2015; Widodo, Asj'ari, Hartono, & Putra Arlansyach, 2023). It encompasses the integration of economic, ecological, and social dimensions to achieve the sustainable development of enterprises, employees, customers, and society as a whole (Murray et al., 2015). This approach aims to balance organizational growth with environmental conservation, seeking to optimize the allocation of human resources while considering the long-term impacts on the environment and society (Ehnert & Harry, 2012). Furthermore, sustainable human resource management emphasizes the creation of value within organizations by focusing on the regeneration of wealth through the implementation of human resource policies and practices (Taha & Taha, 2023). It involves the development and maintenance of a company's workforce through the use of practices, systems, and policies to achieve organizational goals and long-term sustainability (Garavan & McGuire, 2010). Additionally, sustainable human resource management is increasingly being recognized for its role in embedding corporate social responsibility, ethics, and sustainability within organizations (Di Fabio & Peiró, 2018). In essence, sustainable human resource development involves creating continuous learning conditions that support employees' personal and career growth, while also ensuring the effective utilization of resources to achieve harmony between humans and nature (Yin, Han, & Wu, 2017). By integrating environmental sustainability within human capital training and development, organizations can work towards achieving sustainability goals and maintaining an ecological balance (Stoica, Cosma, Tudor, & Petre, 2021).

Human Resource Competency

Human resource competency refers to a combination of skills, knowledge, and abilities that individuals possess and consistently apply to achieve organizational goals (Lumbanraja, Lubis, & Nadapdap, 2024). These competencies encompass the characteristics that enable individuals to effectively perform their roles and responsibilities within an organization (Riyoko, 2020). Indicators of human resource competency include training, skills, attitudes, and knowledge (Anto, Aswati, & Hasnita, 2022). It is essential for human resource professionals to possess high-quality competencies to excel in their roles and successfully drive human resource transformations within organizations (Suryaningtyas, 2013). Competency is a crucial criterion used to evaluate and develop the capabilities of employees in various organizations, thereby enhancing organizational performance (Nouri, Yaghoubi, Haddadi, & Viseh, 2019). Effective human resource competence encourages employees to work efficiently and productively, leading to improved organizational performance (Purnama Sari, Astiyani, & Widodo, 2022). Human resource competency is a complex social phenomenon influenced by various interconnected factors that impact organizational outcomes (Raudeliuniene, Tunčikiene, & Petrusevičius, 2013). Efficient human resource management necessitates accurate assessment and representation of available competencies, along with effective mapping of required competencies for specific

job roles (Bohlouli et al., 2017). Competency models play a vital role in helping human resource professionals enhance their workforce's skills portfolio to adapt to changing market demands and respond to competitive business challenges (Gangani, McLean, & Braden, 2008). Competency modeling is identified as a critical component for the strategic application of human resource management practices, emphasizing the importance of skills among human resource professionals (Dai & Liang, 2012). Furthermore, the competency approach aligns human resource management functions with organizational strategies, contributing to organizational success (Serpell & Ferrada, 2007). Human resource competency is a fundamental aspect of organizational success, as it enables individuals to effectively contribute to achieving organizational objectives. Competency models, accurate assessment, and development of competencies are essential for enhancing organizational performance and maintaining a competitive edge in today's dynamic business environment. A hypothesis can be made that human resource competency has a positive effect on sustainable human resource development and human resource competency has a positive effect on digital learning.

Digital Learning

Digital learning, also known as e-learning or online learning, encompasses educational activities conducted through digital technologies (Rezer, 2021). It involves the use of digital resources and tools to facilitate learning processes, whether in formal, informal, or blended settings (Gubbins, Garavan, & Bennett, 2023). Digital literacy is a fundamental skill required for effective digital learning, encompassing the ability to search, evaluate information critically, and recognize biases in information sources (Reid, Button, & Brommeyer, 2023). Moreover, digital learning platforms increasingly rely on recommendation systems to provide personalized learning materials to users (Abu-Rasheed, Weber, & Fathi, 2023). The concept of digital learning is closely related to digital literacy, which extends beyond mere device usage to encompass a range of cognitive, sociological, and motor skills necessary for effective functioning in digital environments (Press, Arumugam, & Ashford-Rowe, 2019). The integration of technology in education, as seen in the widespread use of educational technology in schools, emphasizes the importance of developing digital competence among both teachers and students (Norhagen, Krumsvik, & Røkenes, 2024). Educational institutions play a crucial role in bridging the digital skills gap and preparing individuals for the digital demands of the workforce (Orta, 2019). Digital learning involves leveraging digital technologies to enhance educational experiences, requiring digital literacy skills, personalized learning approaches, and seamless integration of technology in educational settings to foster digital competence among learners. A hypothesis can be made that digital learning has a positive effect on sustainable human resource development. And digital learning can mediate the relationship of human resource competency on sustainable human resource development.

METHOD

This research used a mixed method approach. The qualitative descriptive approach was adopted to obtain themes and meanings from the research. The quantitative approach aimed to test research hypotheses

Qualitative Approach

The qualitative approach was selected in accordance with the overall research objectives, which were to describe and understand the phenomena, events, social activities, attitudes, beliefs, and perceptions of people. Qualitative research is suitable for examining research problems in greater depth than theory or concept can capture. This approach generates descriptive data in the form of words or written records and observed behaviors of the study subjects and objects (Creswell, 2013). Data collection in this qualitative approach were interview to 10 professional educators in Indonesia. Related documentation was obtained from many sources, such as internet media and library documents. There were three steps of data analysis, including data reduction, data display and data verification referring to the interactive model. Data reduction was to sort out the main data, data display was to present the data, and data verification was to conclude the main themes of the results (Miles & Huberman, 1994). Validity and reliability of the qualitative approach are achieved through the use of triangulation analysis to obtain valid and reliable data coping credibility, transferability, auditability, and confirmability (Creswell, 2009).

Quantitative Approach

The quantitative approach tested a research model integrating 3 variables and predicted the relationship between variables. There were 3 latent variables studied, such as Sustainable Human Resource Development (Sustainable HRD), Human Resource Competency (Competency), and Digital Learning (Digital). The hypothesized relationship between variables is as follows: Human Resource Competency positively affects Sustainable Human Resource Development (H1), Human Resource Competency positively affects Digital Learning (H2), Digital Learning positively affects Sustainable Human Resource Development (H3), Digital Learning mediates the relationship between Human Resource Competency to Sustainable Human Resource Development (H4). The conceptual model can bedrawn as figure 1.
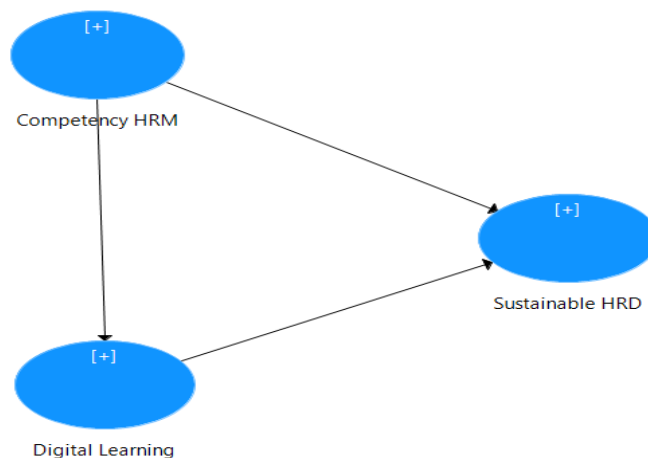
Figure 1. Conceptual Model

All variables were measured through indicators. Human Resource Competency had 5 reflective indicators, Digital Learning had 4 reflective indicators, and Sustainable Human Resource Development had 4 reflective indicators.Based on the development of hypotheses and the measurement of all variables measured through indicators, a research model was created as illustrated in Figure 2 below.
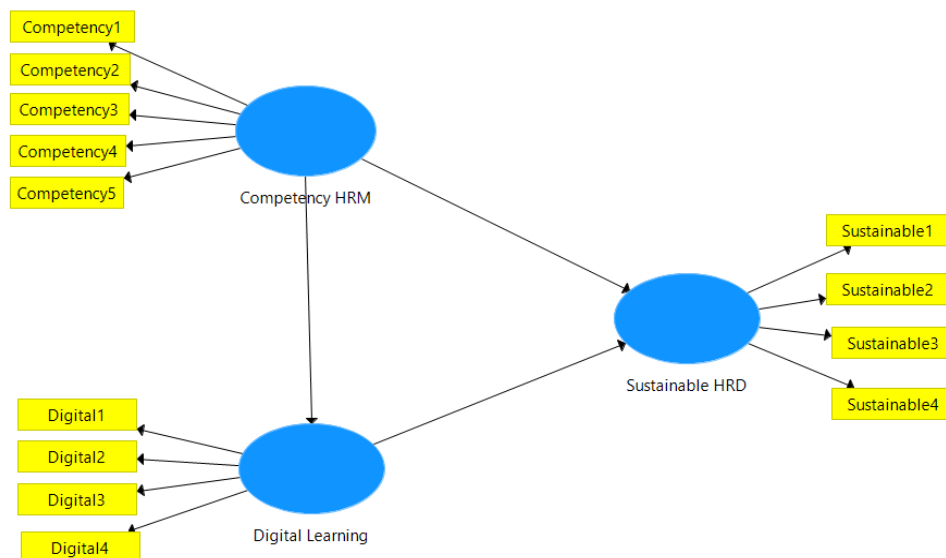
Figure 2. Research Model

Data were collected using a simple questionnaire developed based on established measures for all variables. A five-

point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was utilized, and then the questionnaire was submitted electronically to 500 professional educator or academicians in Indonesia. And 100 usable responses were obtained resulting in a response rate 20% as expected for this research.

Data were analyzed using the Partial Least Square (PLS) smartPLS. Descriptive Statistics was conducted to explain characteristics of respondents and variables. Inductive Statistics was performed by using Variance-Based Structural Equation Modelling. Path analysis employed Partial Least Square consisting of 3 relationships, such as: outer-model specifying the relationship between latent variable and its indicator (measurement model), inner-model specifying relationship between latent variables (structural model), and weight relation in assessing latent variables to be estimated (Ringle, Wende, & Will, 2015). Validity refers to the extent to a measuring instrument can accurately and precisely measure a construct. Construct validity calculations are assessed by convergent validity and discriminant validity. Reliability refers to internal consistency of indicators of a construct, showing the degree to which, each indicator indicates a common latent factor. Reliability calculations are assessed by Cronbach's Alpha and Composite Reliability (Ringle et al., 2015).

If all indicators have been declared valid and variables have been declared reliable and model has a Goodness of Fit that meets the predictive relevance, then hypotheses test can be carried out. For hypothesis testing with a probability or alpha value of 5% and the t-statistic value is 1.96, then the criteria for accepting the hypothesis are when the t-statistic is > 1.96 and the p-value is <0.05. To determine the role of mediator variables (i.e. intervening variables) through a mediation test, the direct effect is compared to the indirect effect. The effect with the greater role is then established.

RESULT

Qualitative Result

Based on the qualitative results of interview analysis and documentation, can be identified. Sustainable human resource development is essential to the sustainable improvement of professional educators. By investing in educator development, you can ensure that they have the skills and knowledge necessary to teach and support students effectively. This not only provides benefits for educators themselves, but also has a positive impact on the quality of education provided to students. Additionally, continuous human capital development helps attract and retain talented individuals in the field of education, ultimately resulting in a more skilled and motivated workforce. As educators continue to grow and develop in their roles, they will be better prepared to meet the ever-changing needs of students and the education system as a whole. By providing ongoing professional development opportunities, educators can stay abreast of best practices, new technologies, and innovative teaching methods. This continuous learning not only improves their own abilities but also benefits the students they serve. With a supported and skilled workforce, schools can create positive and engaging learning environments that promote student success and overall well-being. Sustainable human resource development in the education sector is not just an investment in educators; it is an investment in the future of our society. By prioritizing ongoing professional development for educators, schools can ensure that they are equipped to meet the evolving needs of students and the demands of a rapidly changing world. This commitment to supporting and empowering educators ultimately leads to improved student outcomes and a stronger education system as a whole. Additionally, investing in the growth and development of educators fosters a culture of continuous improvement and innovation within schools, ultimately benefiting the entire community.

Sustainable human resource development in education refers to the ongoing investment in the growth and well-being of educators to ensure they have the necessary skills, knowledge, and support to effectively teach and inspire students. This approach recognizes that educators are the cornerstone of the education system and that their professional development is essential for the success of students and the overall improvement of schools. By prioritizing the development of educators, schools can create a sustainable and resilient workforce that is better equipped to adapt to the changing needs of students and the challenges of the modern world. Furthermore, investing in the growth and well-being of educators can lead to higher levels of job satisfaction and retention, ultimately benefiting both teachers and students. When educators feel supported and valued,

they are more likely to stay in the profession and continue to make a positive impact in the lives of their students. This can also result in a more positive school culture, where collaboration and innovation thrive, leading to improved student outcomes and overall school success. Ultimately, by prioritizing the professional development of educators, we are investing in the future of education and ensuring that all students have access to high-quality instruction and support.

This investment in teacher development can also lead to increased job satisfaction, as educators feel more confident and competent in their roles. This, in turn, can lead to higher levels of teacher retention, as educators are more likely to stay in a profession where they feel supported and valued. Additionally, when teachers are continuously learning and growing, they are better equipped to meet the diverse needs of their students and adapt to changing educational trends and technologies. This ongoing professional development can create a ripple effect throughout the entire school community, inspiring a culture of continuous improvement and excellence. Ultimately, investing in the professional growth of educators is an investment in the success and well-being of students, teachers, and schools as a whole. This can lead to improved student outcomes, increased teacher retention, and a more positive school culture. By investing in the professional growth of teachers, schools can ensure that educators have the knowledge, skills, and resources they need to meet the diverse needs of their students. Furthermore, providing ongoing professional development opportunities can help teachers stay current with research-based practices and innovative teaching methods. Ultimately, prioritizing teacher professional development is essential for creating a school community that is focused on continuous improvement and student success.

Additionally, when teachers feel supported and valued through professional development opportunities, they are more likely to be engaged and motivated in their work. This can lead to higher levels of job satisfaction and overall well-being, which in turn can positively impact their effectiveness in the classroom. By fostering a culture of continuous learning and growth, schools can create a collaborative environment where teachers feel empowered to take risks, try new strategies, and ultimately improve student outcomes. Ultimately, investing in teacher professional development is an investment in the future success of both educators and students alike. Lack of continuous training and professional development opportunities can lead to stagnation in teaching practices and hinder the ability of educators to adapt to new technologies and teaching methods. Additionally, limited funding for professional development programs can create barriers for teachers seeking to further their skills and knowledge. Without adequate support and resources, teachers may struggle to stay current in their field and provide the best possible education for their students. Addressing these challenges is crucial in order to ensure that educators are equipped to meet the evolving needs of today's learners and prepare them for success in the future.

By investing in ongoing professional development opportunities and providing access to the latest tools and resources, educators can stay ahead of the curve and continue to innovate in their teaching practices. Collaboration with colleagues, participation in workshops and conferences, and staying informed about the latest research and trends in education are all essential components of professional growth. By prioritizing professional development and creating a culture of continuous learning, schools can empower their teachers to excel in their roles and ultimately benefit their students. Additionally, advocating for increased funding and support for professional development programs at the local, state, and national levels can help to ensure that all educators have the resources they need to succeed. Investing in professional development not only benefits individual teachers, but also has a ripple effect on the entire school community. When educators are equipped with the knowledge and skills to effectively engage students and create dynamic learning environments, student outcomes improve. This in turn leads to a more positive school culture, increased student achievement, and ultimately a stronger, more successful educational system. Furthermore, by advocating for increased funding and support for professional development programs, educators can ensure that they have access to the resources and opportunities they need to continue growing and evolving in their practice. By investing in professional development, educators can stay up-to-date on the latest research and best practices in education, allowing them to better meet the diverse needs of their students. This ongoing learning also helps teachers feel more confident and competent in their roles, leading to greater job satisfaction and retention rates. Additionally, when educators participate in professional development opportunities, they are able to collaborate with

colleagues, share ideas, and learn from one another, fostering a culture of continuous improvement within the school community. Ultimately, the impact of investing in professional development for educators extends far beyond the individual teacher, benefiting students, schools, and the entire educational system.

High turnover rates leading to a shortage of experienced educators can have detrimental effects on student learning and school performance. By investing in professional development for educators, schools can help mitigate turnover rates by providing opportunities for growth and advancement. This not only benefits the individual teacher, but also contributes to a more stable and experienced workforce within the school. This, in turn, leads to a more positive and supportive learning environment for students, ultimately improving academic outcomes and overall school success. Additionally, investing in professional development for educators can also lead to increased job satisfaction and morale among teachers. When educators feel supported and valued by their school administration, they are more likely to remain in their positions and continue to strive for excellence in their teaching practices. This sense of job satisfaction can have a ripple effect throughout the entire school community, creating a positive and collaborative atmosphere that benefits both educators and students alike. Furthermore, ongoing professional development can also help educators stay current on the latest research and best practices in education, allowing them to continually improve their teaching skills and adapt to the ever-changing needs of their students. Overall, prioritizing professional development for educators is crucial for creating a successful and sustainable educational environment that promotes student growth and achievement.

Quantitative Result

Based on the quantitative results obtained from survey data analysis, the hypotheses were tested using the smartPLS application and described as follows.

Respondent Profile

The population in this research was teachers/academicians in Indonesia that conduct as a professional educators. Samples consisted of 100 teachers/academicians who were purposefully selected. Table 1 shows Respondents Profile in this research. The data indicates that 60% of the respondents were men and the remaining 40% were women. Moreover, 50% of the respondents were aged between 21-35 andthe remaining 50% were 36-50 years. Additionally, 50% of the respondents have been working as teachers/academicians for 5 years, and the other 50% have been working for 10 years.

Table1 Respondents Profile of Village Farmers

Description	Percentage	Percentage
Teacher/Academicians	Men = 60%	Women = 40%
Age	21-35 = 50%	36-50 = 50%
Length of Work	5 Years = 50%	10 Years = 50%

Outer Model Evaluation

Based on Figure 3, the Convergent Validity can be assessed by examining the outer loading of all indicators that were deemed valid with a coefficient greater than 0.70, as well as the Average Variance Extracted (AVE),which should be at least 0.5 (Ringle et al., 2015). Based on Figure 3, the R-squared value for Sustainable HRD was 0.451, indicating that 45.1% of the variance could beexplained by the related dependent variables under study, namely Competency of HRM and Digital Learning , while the remaining 54.9% was accounted by other variables outside the research model. Based on Table 2, it is possible to evaluate the reliability of all variables that were deemed reliable, using Cronbach's Alpha and Composite Reliability. Each variable with a Cronbach's Alpha > 0.70 and Composite Reliability > 0.80 can be considered reliable (Ringle et al., 2015).
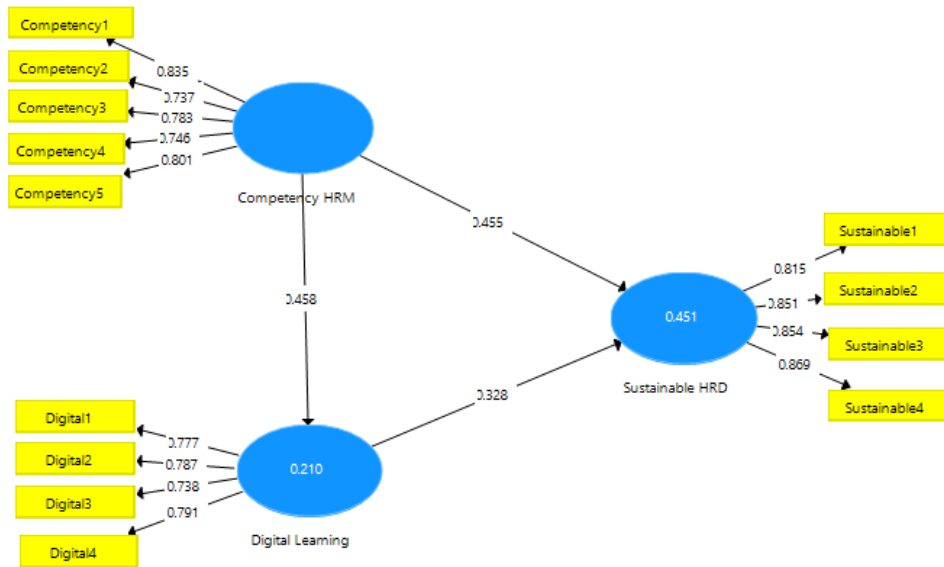
Figure 3. PLS Algorithm

Table 2 Reliability of Variables

	Cronbach's ...	Composite ...	Average ...
Competency HRM	0.841	0.887	0.610
Digital Learning	0.777	0.856	0.598
Sustainable HRD	0.869	0.911	0.718

Inner Model Evaluation

Q-square is performed to generate a predictive relevance (Goodness of Fit) by using a Stone-Geisser test to find out relative influence of structural model on observation measurement for endogenous latent variables. Q-square = 1 – (1–R-square). Since the value of Q-square is positive and > 0.35, it indicates that the observed value has been well reconstructed and model has a strong predictive relevance (Ringle et al., 2015). Then it was followed by testing all hypotheses through PLS Bootstrapping from the smartPLS as shown in Figure 4. It can also be evaluated using a significance level of 5%, with an acceptance range for the Ho of +/- 1.96. Ifthe value of the T statistic exceeds +/- 1.96, then the Ho is rejected, or the alternative hypothesis is accepted,as shown in Table 3. Based on the calculations, it is supported that Human Resource Competency positively affects Sustainable Human Resource Development (H1), Human Resource Competency positively affects Digital Learning (H2), Digital Learning positively affects Sustainable Human Resource Development (H3), Digital Learning mediates the relationship between Human Resource Competency to Sustainable Human Resource Development (H4).
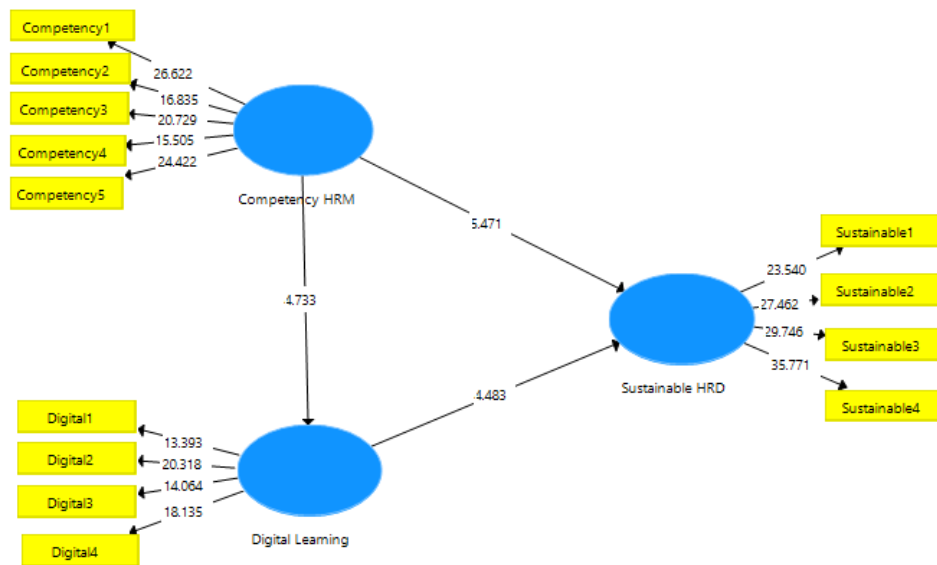
Figure 4. PLS Bootstrapping

Table 3. Path, T-Statistics and P Values

	Original ...	T Statistics...	P Values
Competency HRM -> Digital Learning	0.458	4.733	0.000
Competency HRM -> Sustainable HRD	0.455	5.471	0.000
Digital Learning -> Sustainable HRD	0.328	4.483	0.000

DISCUSSION

By investing in the continuous growth and learning of educators, schools can ensure that their staff are equipped with the knowledge and skills needed to effectively support student success. This commitment to professional development not only enhances the quality of instruction in the classroom, but also fosters a culture of collaboration and innovation among teachers. As a result, students are more likely to receive a well-rounded education that prepares them for the challenges of the 21st century. In addition, prioritizing professional development can lead to higher job satisfaction and retention rates among educators, ultimately benefiting the entire school community. By investing in ongoing training and growth opportunities for teachers, schools can ensure that their staff are constantly improving and staying up-to-date with the latest research and best practices in education. This dedication to professional development also demonstrates to students and parents that the school is committed to providing a high-quality learning environment. Furthermore, when teachers feel supported and valued in their own professional growth, they are more likely to be engaged and motivated in their work, which can have a positive impact on student achievement and overall school success. Ultimately, prioritizing professional development is a win-win for everyone involved in the educational process.

Limited resources and funding for educator training programs can present challenges for schools looking to prioritize professional development. However, there are creative solutions that schools can explore to provide opportunities for their teachers to continue growing and learning. One option is to seek out partnerships with local universities or educational organizations that offer discounted or free professional development courses. Another possibility is to establish a mentorship program within the school, where experienced teachers can provide guidance and support to their colleagues. By thinking outside the box and being resourceful, schools can still prioritize professional development despite limitations in funding.

Additionally, schools can also take advantage of online resources and webinars to provide their teachers with valuable learning opportunities. These virtual platforms offer a convenient and cost-effective way for educators to enhance their skills and stay current with the latest teaching strategies and techniques. By embracing a combination of traditional and innovative approaches to professional development, schools can ensure that their teachers are equipped to meet the evolving needs of their students and the education system as a whole.

This holistic approach to professional development not only benefits individual teachers, but also has a positive impact on student learning outcomes. When teachers are continuously improving their practice and staying up-to-date on best practices, they are better able to engage and support their students in the classroom. This ultimately leads to improved academic achievement and a more positive school culture. Additionally, investing in teacher development can help schools attract and retain top talent, as educators are more likely to stay in a school that values their growth and provides opportunities for advancement. Overall, prioritizing professional development is essential for creating a thriving and successful educational environment.

CONCLUSION

Based on the analysis and discussion of the research result above, it can be concluded that that Human Resource Competency positively affects Sustainable Human Resource Development, Human Resource Competency positively affects Digital Learning, Digital Learning positively affects Sustainable Human Resource Development, Digital Learning mediates the relationship between Human Resource Competency to Sustainable Human Resource Development.

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