THE ROLE OF SUSTAINABILITY LEADERSHIP AND SCHOOL COMMUNITY PARTNERSHIP ON ORGANIZATIONAL SUSTAINABILITY

ORIGINALITY REPORT

6%	3%	2%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	jurnal.stie-aas.ac.id Internet Source	3%
2	Dwi Agustina Kurniawati, Ira Setyaningsih, Ikhwan Darussalam, Indro Pranoto et al. "Determinants of Digital Marketing Adoption and MSME Performance in Indonesia's Halal Food Sector", F1000Research, 2026 Publication	1%
3	Beny Mwenda, Baraka Israel, Leticia Mahuwi. "The influence of sustainable supply chain management practices on financial sustainability of food processing SMEs", LBS Journal of Management & Research, 2023 Publication	1%
4	Submitted to University of Stellenbosch, South Africa Student Paper	1%
5	Submitted to Benedict College Student Paper	<1%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

Turnitin Originality Report

Processed on: 05-Nov-2026 12:23 W
ID: 3080671162
Word Count: 9286
Submitted: 1

THE ROLE OF SUSTAINABILITY LEADERSHIP AND SCHOOLCOMMUNITY PARTNERSHIP ON ORGANIZATIONAL SUSTAINABILITY By Perpustakaan1 UKDC

Similarity Index	Similarity by Source	
6%	Internet Sources:	3%
	Publications:	2%
	Student Papers:	1%

3% match (Internet from 31-Dec-2024)
https://jurnal.stie-aas.ac.id/index.php/IJEBAR/article/view/15368

1% match (Dwi Agustina Kurniawati, Ira Setyaningsih, Ikhwan Darussalam, Indro Pranoto et al. "Determinants of Digital Marketing Adoption and MSME Performance in Indonesia's Halal Food Sector", F1000Research, 2026)
Dwi Agustina Kurniawati, Ira Setyaningsih, Ikhwan Darussalam, Indro Pranoto et al. "Determinants of Digital Marketing Adoption and MSME Performance in Indonesia's Halal Food Sector", F1000Research, 2026

1% match (Beny Mwenda, Baraka Israel, Leticia Mahuwi. "The influence of sustainable supply chain management practices on financial sustainability of food processing SMEs", LBS Journal of Management & Research, 2023)
Beny Mwenda, Baraka Israel, Leticia Mahuwi. "The influence of sustainable supply chain management practices on financial sustainability of food processing SMEs", LBS Journal of Management & Research, 2023

1% match (student papers from 19-Sep-2023)
Submitted to University of Stellenbosch, South Africa on 2023-09-19

< 1% match (student papers from 19-Nov-2024)
Submitted to Benedict College on 2024-11-19

https://jurnal.stie-aas.ac.id/index.php/IJEBAR THE ROLE OF SUSTAINABILITY LEADERSHIP AND SCHOOL- COMMUNITY PARTNERSHIP ON ORGANIZATIONAL SUSTAINABILITY Yuliana Sri Purbiyati Darma Cendika Catholic University E-mail: yulianasripurbiyati@gmail.com Abstract: Keywords: This study examines the influence of sustainability leadership and school- community partnerships on organizational sustainability. This study also examines the influence of human resource competency on school-community partnerships. Data collection in this study used a survey with a questionnaire. The determination of the sample for this study follows the opinion of Mwenda et al. (2023), namely managing the target population using a census approach which means that all existing work units are research samples. This study is a study at the work unit level, so the sample determination uses a census approach, namely if the population is less than 200 units, all work units are samples (Israel, 1992). The research sample consisted of 20 work units of vice

principals from five schools based on certain religions in Java. Hypothesis testing in this study used partial least squares structural equality modeling (PLS-SEM). The findings of this study are that there is a significant relationship between sustainability leadership and school-community partnerships with organizational sustainability and the influence of human resource competency on school- community partnerships. The practical implications of this research for principals and school administrators are that sustainability leadership and school-community partnerships build organizational sustainability and human resource competency builds school-community partnerships. In future research, the same thing can be studied in terms of indirect relationships, either through mediators or mediation. Sustainability Leadership, Organizational Sustainability, Human Resource Competence, School-Community Partnership Submitted: 2025-06-09; Revised: 2025-09-09; Accepted: 2025-09-29 1. Introduction An organization is a system consisting of several people and has activities to achieve goals (Bittner, 1965 ; Gutterman, 2023). An organization can be formed because of the same vision and mission and the same goals of its members (Gutterman, 2023). In its development, many organizations are stagnant or running in place (Musakki, 2019). This is caused by 1) a vision and mission that is not implementable, 2) doing what is there, 3) the organizational philosophy is not continuous, and 4) lack of monitoring and evaluation (Musakki, 2019). Ideally, the organization continues to achieve its goals (Gutterman, 2023). Schools are one of the organizations that also have the threat of stagnation so that they are eventually closed or merged https://jurnal.stie-aas.ac.id/index.php/IJEBAR (Saputra, 2016; Pitonang, 2016; Pitonang, 2024). The main phenomenon of schools not being able to survive sustainably due to a lack of new students (Saputra, 2016; Pitonang, 2016; Pitonang, 2024) and costs are seen as burdensome by parents (Yulia Nurhalisa, 2022). Ideally, schools provide a variety of inclusive, equitable, and quality learning opportunities (Brandisauskiene et al., 2021) and continue to survive or be sustainable (Gutterman, 2023). Another phenomenon is the existence of different policies, specifically for public schools, two conflicting policies were found. First, the education office policy to close schools (Saputra, 2016) because the number of students does not match the quota. Second, to maintain the existence of schools even though the number of new students is insufficient (Sugiarti, 2025). The policy of not closing schools is closely related to the vision and mission of the relevant agencies that want to improve the quality of education, realize that schools will always be needed, and continue to provide school access to communities in remote areas because some schools with minimal students are in remote areas (Sugiarti, 2025). This is support for the sustainability of schools which is an important thing that should be fought for. School organizational sustainability is very important because school services have an impact on students' attitudes, values, and behaviors (Admin Future Teacher, 2023), provide wider learning opportunities and strengthen communities (Admin We Forum, 2023), address inequalities and teach universal values (Sewchurran, 2022) . In addition, schools can build the future as a place to achieve social and sustainable goals, diversity, and well-being (Staneva- Britton, 2023). There are several factors in achieving school organizational sustainability, such as leadership (Wiratnadi et al., 2019), school and community partnerships (Ngobeni, 2024), and human resource competencies (Sarjana; et al., 2020). Sustainability leadership for organizations is a must because sustainable leadership is the type of leadership that is appropriate for organizational sustainability (Cheah & Ooi, 2024). Leaders continue to practice sustainability leadership to achieve goals in a rapidly changing

environment (Hurst, 2012) and initiate and implement organizational sustainability goals (Boeske, 2023). The influence of sustainability leadership on organizational sustainability is still relevant to be studied as well as to fill the research gap as suggested by Cheah & Ooi (2024) that further research is still needed to establish the role of dynamic and globally impactful sustainable leadership on organizational sustainability. Also according to Zen's suggestion (2023) that research on sustainability leadership on organizational sustainability can also be continued with other variables. Schools are an integral part of the community and it is very important for schools to collaborate with the private community through collaborative programs (Ngobeni, 2024). Schools have an environment and do not stand alone without the community, and schools are never the only source of education (Benson et al., 2009). According to Lasker & Weiss, through school-community partnerships, schools can do more services (Ngobeni, 2024) and help schools engage with the wider community and develop meaningful and sustainable relationships (DePetris & Eames, 2017). A large number of studies on school-community partnerships have been conducted but there is still an opportunity to examine the role of school- community partnerships on organizational sustainability (Ngobeni, 2024). Human resource competency is one of the important elements in shaping the development of an organization (Tataw, 2012) and to drive organizational performance in creating sustainable competitive advantage (Mohd Salleh et al., 2016). Human resource competency is a set of behavioral patterns that include knowledge, skills, and attitudes in carrying out their duties and functions (Mohd Salleh et al., 2016). Ideally, high human resource competency will also have a high impact on the organization. Competence helps align human resources with the https:// jurnal.stie-aas.ac.id/index.php/IJEBAR strategic goals of the organization to ensure alignment and consistency in various aspects of the organization that have an impact on organizational performance (Mohd Salleh et al., 2016). Research on human resource competency has been widely conducted, but there are still gaps that are research gaps as suggested by Purgał-Popiela (2024), namely that research is needed on the unique characteristics of organizations to understand how human resource competency practices affect sustainability. Setya Bangsawan & Kurniawan (2023) suggest research on the influence of human resource competence linked to other variables. Thus, it is still very open to research the influence of human resource competence on the sustainability of school organizations. Based on previous research found, suggestions from Cheah & Ooi (2024) and Ngobeni (2024), Zen (2023), and Purgał-Popiela (2024) and exploration of factors that influence organizational sustainability, such as sustainability leadership (Cheah & Ooi, 2024), school- community partnerships (Ngobeni, 2024) , and resource competencies (Sarjana; et al., 2020) still leave empty space in the research gap. Based on this, this study focuses on the influence of sustainability leadership on organizational sustainability. This is new in this study. For this reason, in terms of previous research and the novelty and situation of the schools that are the subjects of the study, this study aims to produce an analysis of sustainability leadership and school-community partnerships and human resource competencies that can support organizational sustainability. Organizational sustainability guarantees the implementation of services and actualizes the school's vision and mission, so organizational sustainability becomes very important. 2. Literature Review Sustainable leadership is a type of leadership that is appropriate for organizational sustainability because sustainable leadership positions goal achievement as the main thing for a sustainable future (Cheah & Ooi, 2024). Furthermore,

according to Cheah & Ooi (2024), sustainable leadership for organizations is a must for organizational sustainability. This is as stated by Hurst (2012) that managers or leaders continue to practice sustainable leadership to achieve goals in a rapidly changing environment. Leadership facilitates the initiation and implementation of goals for organizational sustainability (Boeske, 2023) . Sustainable leadership is a leadership model in a leader who drives the sustainability agenda in the organization (Hira, 2023;; Muliyah et al., 2020), leaders have a deep understanding of the impact of the organization on the environment, society, economy, and strive to create harmony between organizational interests, environmental sustainability, social welfare, and long-term economic sustainability (Muliyah et al., 2020). Sustainability is conceptual (Elkins et al., 1988) and very popular (Salzmann et al., 2005). However, Olawumi & Chan (2018) stated that there is no agreed definition of sustainability because sustainability is often misunderstood as sustainable development. Organizational sustainability is the ability of an organization to deal with issues during a crisis with assumptions, attitudes, and beliefs so that the organization continues to be able to operate to achieve goals with sustainable development methods to ensure the survival of the organization (Rahman et al., 2022). According to Kidd (1992), organizational sustainability is shaped through a number of political, public, and academic influences over time (Linnenluecke & Griffiths, 2010). Organizational sustainability focuses on environmental, social, and economic factors. Sustainability is a prerequisite for an organization to survive (Varsei et al., 2014). As its focus, sustainability consists of three core pillars, namely social, environmental and economic sustainability, all of which must be balanced to achieve sustainable development https:// jurnal.stie-aas.ac.id/index.php/IJEBAR goals (Sartori et al., 2014), In line with the focus and pillars of organizational sustainability, according to Bom et al. (2019), organizational sustainability has three dimensions, namely environmental, social and economic sustainability dimensions. Environmental sustainability is the competence of an organization or organizational performance to reduce carbon footprints (Lam & Lai, 2015) which has implications for four main natural resources, namely air, water, land, minerals and energy resources (Global Reporting Initiative (GRI), 2023). Social sustainability is the organization's ability to address internal and external human resource issues that include job security, accommodation, health and safety, and capacity development (Ahmadi et al., 2017). Economic sustainability is the ability of an organization to maintain the economic conditions of stakeholders and the economic system at the global level. local, national and global that can survive in the long term (Svensson, 2007). Sustainable leadership is a type of leadership that is appropriate for organizational sustainability because sustainable leadership positions goal achievement as the main priority for a sustainable future (Cheah & Ooi, 2024). First of all, sustainable leadership was developed by Hargreaves & Fink (2018) based on educational organizations (Liao, 2022). In terms of its characteristics, sustainable leadership refers to the values of sustainable development and sustainable awareness held by leaders which are manifested in their work. Sustainable leaders are more likely to adopt a responsible attitude towards sustainable initiatives and activities. On this basis, leaders will create a sustainable organizational environment, build sustainable organizational goals and play a responsible role in protecting the ecological environment (Liao, 2022). According to Hargreaves & Fink (2018) sustainable leadership has six dimensions, namely 1) encouraging continuous learning, 2) creating internship leaders in schools, 3) building a culture of sharing and learning

among teachers, 4) encouraging partnerships with peers and organizations outside the school, 5) diversity, and 6) sustainability . What is meant by encouraging continuous learning is seeing leadership as a quality culture that is integrated with a holistic approach to sustainable leadership, while creating internship leaders in schools is an effort by leaders to carry out leadership regeneration by providing the knowledge and skills needed to facilitate the implementation of change, improvement, and the impact of change. As for building a culture of sharing and learning, it is an effort to build a leadership culture that is spread throughout the organization by delegating tasks. The dimension of encouraging partnerships with peers and organizations outside the school means that schools collaborate with other parties for school sustainability. The diversity dimension is a view, idea, and creativity that is suggested for members of the organization with staff development to become more independent and creative and sustainability is a dimension that focuses on the sustainability and long-term success of the organization (Hargreaves & Fink, 2018). School-community partnerships are an effort to improve the well-being and life prospects of students, strengthen families, and even transform integrated and comprehensive communities (Valli et al., 2014). School-community partnerships can also mean a way of working that implements collaborative relationships between entities that are carried out by working together towards common goals through mutual agreement. School-community partnerships can provide broader learning opportunities in schools, provide services, and comprehensive support for students who need them (Olson, 2018). The dimensions of school- community partnerships consist of seven dimensions (Parent Victoria, 2008). First, communication, which is how schools and parents or other parties build relationships by increasing community involvement in schools. Second, learning relationships at home and school, which means that schools, parents, and communities value the learning environment at https://jurnal.stie-aas.ac.id/index.php/IJEBAR school, home, and in the community. Third, building communication and identity, namely schools with friendliness and openness support and develop students' identities, competencies, and sense of belonging. Fourth, recognizing the role of the family is all elements, both schools and families, respect each other's roles to complement students' education. Fifth, consultation in decision-making is the school has openness resulting in shared responsibility and accountability. Sixth, collaboration which means community involvement enriches learning, student welfare, and school resources. Seventh, participation which means families or communities contribute through school activities both through learning and other activities. Human resource management plays a vital role in organizational excellence (Ribeiro & Gavronski, 2021; Rowshan et al., 2015). The complexity of managing these resources sustainably requires managers to have technical knowledge and the ability to demonstrate a level of adaptability (Olsen et al., 2023). Therefore, competence is essential for building long- term competitive advantage. Competence is a characteristic (individuals that enable them to carry out entrusted tasks (Matwiejczuk, 2019) effectively, which includes knowledge, skills, and abilities (Ribeiro & Gavronski, 2021). According to Brockbank et al. (1999), human resource competence has six dimensions. First, personal credibility is an individual living according to organizational values, based on trust and acting with an "attitude" of how the organization can achieve its goals. Second, the ability to manage change which means the individual's ability to examine problems, build relationships with clients, articulate a vision, set a leadership agenda, solve problems, and implement goals. Third, the ability to manage culture is a dimension related to the individual's ability to

identify the culture needed to meet the needs of the organization's strategy, frame the culture to inspire employees, translate the appropriate culture into organizational behavior, encourage leaders to behave consistently with the established culture. Fourth, the delivery of human resource practices is a dimension related to the ability to innovate in areas such as recruitment, employee development, compensation and communication. The fifth is the business understanding dimension which is dimensions related to an individual's ability to understand strategy, organization, competitors, finance, marketing, marketing team management, and information technology (Brockbank et al., 1999). The implementation of sustainability leadership in the organization through leaders and members of the organization encourages the growth of school-community partnerships and human resource competencies. From the entire organizational process, sustainability leadership determines the success of organizational sustainability, sustainability leadership drives school- community partnerships, and encourages increased competency of human resources working in the organization and ultimately builds organizational sustainability. 3. Research Methods This study uses a quantitative method approach, which means that researchers formulate problems and then identify them into hypotheses. The population of this study refers to all groups of people, events, or interesting things that researchers want to investigate (Sekaran & Bougie, 2016), namely vice principals. The determination of the sample for this study follows the opinion of Mwenda et al. (2023), namely managing the target population using a census approach, which means that all existing work units are included in the research sample. This study is a study at the work unit level, so the sample determination uses a census approach, namely if the population is less than 200 units, all work units are samples (Israel, 1992). Thus, the number of samples for this study is 20 work units in the school, namely four work units of vice principals. https://jurnal.stie-aas.ac.id/ index.php/IJEBAR The subjects of this study were the work units of vice principals in five private high schools (SMA) based on certain religions in five cities in Java Island. The selected high schools were high schools that had four vice principal work units led by a vice principal and each vice principal had a team and high schools that had a minimum of 250 students. The five schools had four vice principal units or fields, namely the vice principal for curriculum, vice principal for student affairs, vice principal for public relations, and vice principal for facilities and infrastructure. Thus, each school consisted of four work units, so the population of this study was 4 work units x 5 schools = 20 work units. Each work unit was represented by two of the vice principals who were the core administrators of each field/unit so that the number of respondents included 2 x 20 work units = 40 respondents. For the data on 20 work units, it was obtained from the answers of two representatives from each work unit which were added and then divided by two. The result of the division was the data on the vice principal work units. The determination of respondents was carried out by asking for assistance from the principal so that the principal selects respondents from each work unit of the vice principal in his/her school who meet the criteria, namely 1) permanent employees, 2) have worked at the school in question for at least six months, and 3) have been the vice principal or vice principal team for at least six months, and 4) represent the work unit of the vice principal in preparing the work program and budget. A questionnaire survey was conducted to collect data from 20 work units of vice principals. A questionnaire with a five-point Likert scale was used to measure the respondents' perspectives. The Likert scale measures how much respondents agree or disagree with a given statement

(Sekaran & Bougie, 2016). The scores given are strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The sustainability leadership instrument was adopted from (Howa & Ishakb, 2020), human resource competencies from Ulrich et al. (2012) , school-community partnerships were adapted from Parent Victoria (2008) , and organizational sustainability from Hristov & Chirico (2019). Data analysis in this study used descriptive statistical data analysis and Partial Least Square (PLS) SEM. This analysis is one of the analyses used to develop or estimate an existing theory (Sarwono, J and Narimawati, 2015). In this study, the use of the PLS structural model used SmartPLS 4.0 software. The research model for this study is as follows. Figure 1: Research Model From the research model above, the hypothesis in this study is: 1. Sustainability Leadership (SL) influences Organizational Sustainability (OS). 2. Human Resource Competencies (HRC) influences School-Community Partnerships (SCP). 3. School-Community Partnerships (SCP) have an influence on Organizational Sustainability (OS). https://jurnal.stie-aas.ac.id/index.php/IJEBAR The assessment criteria for evaluating the reflective measurement model can be seen in Table 1 below. Table 1. Reliability and Validity Test of the Reflective Measurement Model Reliability Test Parameter Rule of Thumbs Internal consistency Composite reliability Equal to and greater than 0.7. Validity Test Parameter Rule of Thumbs Convergent Reliability indicator (outer loading) Greater than 0.708. Average variance extracted (AVE) More than 0.5. Discriminant AVE roots and latent variable correlation (Heterotrait - Monotrait Ratio of Correlation/ HTMT)) AVE Root > Latent variable correlation. Source: (Sekaran & Bougie, 2016; Hair et al., 2017 ; Hair et al., 2018) 4. Results and Discussion 4.1. Results This study uses valid and reliable data with the results of validity and reliability tests. The validity test used in this study is convergent validity using the outer loading parameter (indicator reliability) and average variance extracted (AVE), and discriminant validity using the Heterotrait - Monotrait Ratio of Correlation (HTMT) parameter. The ideal outer loading of each item required is > 0.708 while for research in the field of social sciences, items are allowed to have a weaker outer loading than 0.7 (Hair et al., 2017). These results can be seen in Table 2 below. Table 2. Results of Validity and Reliability Test of Variables Variables Outer loading Composite reliability Average variance extracted (AVE) SL 0.933 0.988 0.905 HRC 0.930 0.978 0.866 SCP 0.951 0.971 0.870 OS 0.932 0.986 0.872 Source: Primary data processed by researchers, 2025 Judging from Table 2 above, all variables have an outer loading value greater than 0.708 and an AVE value > 0.5, so it can be stated that all variables in this study have good convergent validity. Table 3 below is the result of discriminant validity. Discriminant validity aims to assess whether an indicator of a construct variable is valid or not, namely by looking at the Heterotrait - Monotrait Ratio of Correlation (HTMT) value. Table 3. Table of Discriminant Validity Results Based on Heterotrait - Monotrait Values Ratio of Correlation (HTMT) Variables HRC OS SCP HRC OS 0.814 SCP 0.837 0.891 SL 0.734 0.879 0.817 Source: Primary data processed by researchers, 2025 https://jurnal.stie-aas.ac.id/index.php/IJEBAR According to Henseler et al. (2015) if the indicators of two constructs show HTMT values <0.9 then the indicators have discriminant validity. As seen from Table 3, all variables in this study have good discriminant validity. After the data is declared valid and reliable, data analysis can be continued to the second stage, namely identifying the goodness of fit of the research model and testing the hypothesis. Identification of goodness of fit is a test or assessment of a structural model based on bootstrapping and blindfolding. To assess the structural model focuses on evaluating the significance and relevance of the path

coefficient, the size of R2 (variance explanation), Q2 (predictive relevance), and f2 (effect size) (Hair et al., 2017). Multicollinearity is a statistical phenomenon that is often encountered with the presence of two or more independent variables in a highly correlated multiple regression model (Sekaran & Bougie, 2016). Structural models that use reflective indicators do not actually have to measure multicollinearity (Hair et al., 2017). This study still tests for multicollinearity to ensure that multicollinearity does not occur. The measurement used is the variance inflation factor (VIF). Common VIF parameter values are those that correspond to VIF ≤ 10 (Sekaran & Bougie, 2016). Based on Table 4 below, the inner VIF results for all variables are <10, so there is no multicollinearity. Table 4. Results of the Variance Inflation Factor /VIF Test Variables HRC OS SCP SL HRC 0.821 OS SCP 0.492 SL 0.726 0.476 Source: Primary data processed by researchers, 2025 After knowing the validity and reliability of each variable. The significance of the path coefficient is one of the main measurements for evaluating PLS-SEM results (Hair et al., 2017). In confirmatory factor analysis (CFA), hypotheses test and confirm existing theories and concepts that focus on exogenous variables that are significant predictors of endogenous variables. The results of the coefficient test and hypothesis test can be seen in Table 5 below. This study uses a margin of error of 5% or a confidence level of 95%, so the hypothesis is accepted if the p-value <0.05. Table 5 below is the result of the path coefficient analysis and hypothesis testing. Table 5. Path Coefficient R esults and Hy pothesis Testing Hypothesis Track Path Coefficient (Beta) Standard deviation T statistics p- values 1 Sustainability Leadership (SL)→ Organizational Sustainability (OS) 0.476 0.227 2,097 0.036 2 Human Resource Competencies (HRC)→ School-Community Partnerships (SCP) 0.821 0.059 13,937 0,000 3 School-Community Partnerships (SCP) →Organizational Sustainability (OS) 0.492 0.235 2,096 0.036 Source: Primary data processed by researchers, 2025 https://jurnal.stie-aas.ac.id/index.php/ IJEBAR Based on Table 5 above, the results show that: 1. The SL path that influences OS has a p-value = 0.036 which means it is lower than the required alpha level, which is 5% (0.000 <0.05). This means that the first hypothesis (H2) is accepted. The direct effect of SL on OS is significant and has a path coefficient value of 0.476 with a positive direction. These results indicate that SL has a positive effect on OS so that if SL increases then OS also increases. 2. The HRC path effect on SCP has a p-value = 0.000 which means it is lower than the required alpha level, which is 5% (0.000 <0.05). This means that the first hypothesis (H2) is accepted. The direct effect of HRC on SCP is significant and has a path coefficient value of 0.821 with a positive direction. These results indicate that HRC has a positive effect on SCP so that if HRC increases, SCP also increases. 3. path effect on OS has a p-value = 0.036 which means it is lower than the required alpha level, which is 5% (0.000 <0.05). This means that the first hypothesis (H3) is accepted. The direct effect of SCP on OS is significant and has a path coefficient value of 0.492 with a positive direction. These results indicate that SCP has a positive effect on OS so that if SCP increases then OS also increases. To determine the suitability of the structural model and predictive ability, measurements are used that are assessed by the size of R2 (variance explanation), f2 (effect size), and Q2 (predictive relevance) (Hair et al., 2017). The exposure of Table 6 below shows the results of the determination coefficient test (R2) of the dependent latent variable in this study. Table 6. R-Square Test Results R-square R-square adjusted OS 0.843 0.825 HRC 0.527 0.500 SCP 0.674 0.656 Source: Primary data processed by researchers, 2025 The coefficient

of determination of the OS variable is 0.843, which is greater than 0.50 and less than 1, so it is classified as strong because 84.3% of the OS variance is explained by the SL variable and the remaining 15.7% is explained by other variables not examined in this study. HRC has a variation of 52.7% that can be explained by SL. The coefficient of determination of the SCP variable is 0.674, which means it is classified as moderate because it is slightly higher than 0.50 (Hair et al., 2017). The quality of the structural model can be analyzed using the effect size test $f2$ and predictive relevance $Q2$ (Hair et al., 2017). The effect size $f2$ allows assessing the contribution of the exogenous construct value to the R2 value of the dependent latent variable. Table 7. F-Square Test Results Variable SL HRC SCP OS SL 1,113 0.520 HRC 2,071 SCP 0.555 OS Source: Primary data processed by researchers, 2025 https://jurnal.stie-aas.ac.id/index.php/IJEBAR Table 7 above shows that SL has a large effect on HRC (1.113) and has a moderate effect on OS (0.520). HRC has a large effect on RBSE has a large effect on SCP (2.071). SCP has a moderate effect on OS (0.208). Table 8 below presents the results of the predictive relevance test (Q^2) to obtain cross- validated redundancy measurements for each dependent construct. From Table 7, the Q^2 values produced for all dependent variables consisting of the SL, HRC, and SCP variables can be seen. Table 8. Square Test Results SSO SSE Q^2 (=1-SSE/SSO) SL 180,000 180,000 0,000 HRC 140,000 79,966 0.429 SCP 100,000 43,280 0.567 OS 200,000 56,287 0.719 Source: Primary data processed by researchers, 2025 The Q^2 value of HRC and SCP variables has a result greater than zero, indicating that the independent variable has predictive relevance for the dependent variable. Both variables have high predictive relevance of the SL variable. The Q^2 value of the SL variable is 0.000, meaning that the SL variable has no predictive relevance to the effect of SL on OS . 4.2 Discussion This study has four hypotheses. After data collection and data analysis, it was found that all hypotheses were accepted, namely all four of them including H1, H2, H3. Overall, 1) OS has antecedents or independent variables SL and SCP, 2) HRC has antecedents SL, 3) SCP has antecedents HRC. The next discussion is a discussion of the interpretation results and a discussion of the findings of testing each hypothesis. The effect of SL on OS shows that H1 is accepted. The path coefficient H1 shows a positive result. This result means that the better the SL, the better the OS. This finding answers the first objective of this study, which is to test SL against OS in the work units of vice principals in schools. The results obtained can be interpreted that SL has a direct, significant and positive influence on OS in the work units of vice principals. In previous studies, it was found that the results of research on the influence of SL in the world of education were found to be research on sustainable leadership practices and their dimensions among female secondary school leaders from the perspective of female teachers (Murtadaz & Al-Zar'ah, 2022), sustainable leadership practices in schools from the perspective of teachers (Elkaleh et al., 2025), and the impact of sustainable leadership on the quality of education (Peng et al., 2024). Cheah & Ooi (2024) suggest that further research is needed regarding sustainable leadership on the sustainability of organizations that have a global impact and also the recommendations of Bakar et al. (2024) so that leaders practice sustainable leadership in their organizations because of the importance of sustainable leadership. On the one hand, Zen (2023) clearly suggests that research on sustainable leadership on organizational sustainability can also be continued with other variables. Based on the previous research above, there is still a wide gap of novelty for this research which examines the influence of sustainability leadership on organizational sustainability in terms of the vice principal's work unit in

schools. Research on the influence of sustainability leadership on organizational sustainability in terms of the vice principal's work unit without considering the gender of the respondent has not been found so this is a novelty of this research. This study found that in the vice principal's work unit, namely sustainability leadership is important for improving organizational sustainability with a strong influence as can be seen in https://jurnal.stie-aas.ac.id/index.php/IJEBAR Table 6, which is 0.843. Schools realize the importance of sustainability leadership, which means that schools have an understanding that achieving goals is the main thing for a sustainable future and as an effort for organizational sustainability. In sustainability leadership, leaders continue to practice sustainability leadership to achieve goals in a rapidly changing environment, facilitating the initiation and implementation of goals for organizational sustainability (Boeske, 2023). Sustainability leadership becomes a leadership model for a leader who drives the sustainability agenda in the organization (Hira, 2023; Muliyah et al., 2020). In addition, it is also recognized that leaders have a deep understanding of the impact of the organization on the environment, society, economy, and strive to create harmony between organizational interests, environmental sustainability, social welfare, and long-term economic sustainability (Muliyah et al., 2020). Which means that schools respond to sustainability challenges that require sustainability leadership to analyze and integrate organizational characteristics into sustainability goals through strategic plans, long-term visions, and motivate members to think creatively, find new ways to maintain a sustainable organization (Muliyah et al., 2020). The effect of HRC on SCP shows that H2 is significantly accepted and has a positive path coefficient value. These results indicate that the better the HRC, the better the SCP or if HRC increases well, SCP also increases well. These results answer the second research objective, which is to test HRC against SCP. The interpretation of the results of this study is that HRC has a significant and positive direct effect on SCP. It is very difficult to find previous research on the effect of HRC on SCP. Several previous studies are related to human resources that have an important role for the organization (Aris et al., 2023), human resources and teacher effectiveness (Muhammad & Satatu, 2023), implementation of competency-based human resource development practices among educators (Hantoro et al., 2024), Human resource competence is one of the important elements in shaping the development of an organization (Tataw, 2012) is also very effective in driving organizational performance and creating sustainable competitive advantage (Mohd Salleh et al., 2016). Related to human resource competency, there are two suggestions found. The first suggestion was conveyed by Purgał-Popiela (2024) that research is still needed on the unique characteristics of organizations (in small and medium enterprises) in order to understand how human resource competency practices affect sustainability. Second, the suggestion of Setya Bangsawan & Kurniawan (2023) who suggested that research on the influence of human resource competency related to other variables with research subjects outside the tax office still needs to be studied. Based on these suggestions, this study places HRC and SCP on whether they affect OS in the world of education, namely high schools. HRC has a significant and positive direct influence on SCP. The influence of HRC on SPC is at a moderate level, namely 0.527 as can be seen in Table 6. Schools realize the importance of human resource competency, which means that schools with school resource competency have an understanding that achieving goals is the main thing for a sustainable future and as an effort to sustain the organization with the ability to build SCP. Good HRC will have an

impact on SCP getting better. Previous research related to HRC found that increasing HRC to improve the performance of MSMEs human resource competencies to improve the performance of Micro, Small, and Medium Enterprises (Widyanty et al., 2024) and HRC can affect employee performance (Indiyati et al., 2021). On the one hand, HRC is one of the strategies to improve skilled communication and service so that it can develop work networks (Manteiro et al., 2024). The results of this study can support the research of Manteiro et al. (2024) which in this study places the HRC variable. Schools have an understanding that HRC is very important for https://jurnal.stie-aas.ac.id/index.php/IJEBAR building SCP. HRC can encourage human resources to build networks (Manteiro et al., 2024). With the ability of human resources to build networks, schools have the resources to build a movement on how to involve parents and the community to help schools so that school goals are achieved (County, 2005). When human resources have the ability to build networks, the atmosphere of social ties in schools can be developed to be stronger which has an impact on the development of the educational process as a collective effort (Mu'ammaroh et al., 2024) . In principle, with HRC, SCP can be built so that schools have important support in achieving school success. SCP plays an important role in schools (County, 2005; Gross et al., 2015; Mu'ammaroh et al., 2024). Related to the influence of SCP on OS, it shows that H3 is significantly accepted and has a path coefficient value with a positive direction. These results indicate that SCP has a positive effect on OS so that when SCP increases, OS also increases. The results of this study answer the third research objective, namely to test SCP on OS. The results of this study can also be interpreted that SCP has a significant direct effect on OS. The influence of SCP on OS is high, approaching 0.7, which is exactly 0.674. Previous studies found that SCP data build sustainable planning (Exmeyer et al., 2025) . SCP can be applied in government, universities, schools, companies, and non-profit organizations (Tranel, 2014) . On the one hand, SCP can be a new challenge but can still help in decision making specifically in risk mitigation (Sun et al., 2020) and SCP can also be useful for solving social problems that occur in communities or schools (Clarke, 2016). Based on previous research, it is still very open to research the influence of SCP on OS in terms of the vice principal's work unit in schools. This research on the influence of SCP on OS in terms of the vice principal's work unit is focused on previous studies that focus on global issues in institutions. This study found that SCP is an important factor for OS with a strong influence, namely 0.674. Schools are aware that SCP is very important to achieve organizational sustainability of schools. SCP can help solve problems in schools (Clarke, 2016). It can also be used as risk mitigation (Sun et al., 2020) and ultimately can help organizational sustainability planning (Exmeyer et al., 2025). 5. Conclusion From the SEM-PLS analysis in this study, it can be concluded that there is a significant and strong relationship between the influence of SL on OS, HRC on SCP, and SCP on OS. This study examines the direct relationship between the influence of sustainability leadership and SCP on OS and the influence of HRC on SCP at the vice principal work unit level. Further research can examine the same thing from an indirect relationship. It can also expand the geographical area by increasing the number of samples or research on other work units. References Admin Future Teacher. (2023). Sustainability in schools : the importance of educating for a greener future. Future Teacher. https://www.futuretracker.com/post/sustainability-in- schools-the-importance-of-educating-for a- greener future#:~:text=In%20addition%20to%20the%20benefits,can%

2520reduce%20waste%20disposal%2 0costs. Admin We Forum. (2023). Why corporations, governments, NGOs and educators must all help deliver sustainability education. Weforum. Ahmadi, H. B., Kusi-Sarpong, S., & Rezaei, J. (2017). Assessing the social sustainability of supply chains using Best Worst Method. Resources, Conservation and Recycling, https://jurnal.stie-aas.ac.id/index.php/IJEBAR 126(July), 99–106. https://doi.org/10.1016/j.resconrec.2017.07.020 Aris, A. A., Murthada, M., Hendra, M., Zainudin, Z., Hartini, H., Malik, M. A., & Firdaus, M. (2023). The Role of Management of Human Resources in Enhancing The Quality of Schools. Innovative: Journal of Social Science Research, 3(3), 11012–11023. Badri Ahmadi, H., Hashemi Petrudi, S. H., & Wang, X. (2017). Integrating sustainability into supplier selection with analytical hierarchy process and improved grey relational analysis: a case of telecom industry. International Journal of Advanced Manufacturing Technology, 90(9–12), 2413–2427. https://doi.org/10.1007/s00170-016-9518-z Bakar, M. Z. bin A., Ishak, R. binti, & Mansor, M. binti. (2024). A Narrative Review of Sustainable Leadership in Education Sector. International Journal of Academic Research in Progessive Education & Development, 13(3), 2340–2349. https://doi.org/10.6007/IJARPED/v13-i3/22149 Benson, L., Harkavy, I., Johanek, M. C. ., & Puckett, J. (2009). The enduring appeal of community schools. American Educator, 33(2), 24–47. Boeske, J. (2023). Leadership towards Sustainability: A Review of Sustainable, Sustainability, and Environmental Leadership. Sustainability (Switzerland), 15(16). https://doi.org/10.3390/su151612626 Bom, S., Jorge, J., Ribeiro, H. M., & Marto, J. (2019). A step forward on sustainability in the cosmetics industry: A review. Journal of Cleaner Production, 225, 270–290. https://doi.org/10.1016/j.jclepro.2019.03.255 Brandisauskiene, A., Buksnyte-Marmiene, L., Cesnaviciene, J., Daugirdiene, A., Kemeryte- Ivanauskiene, E., & Nedzinskaite-Maciuniene, R. (2021). Sustainable school environment as a landscape for secondary school students' engagement in learning. Sustainability (Switzerland), 13(21), 1–17. https://doi.org/10.3390/su132111714 Brockbank, W., Ulrich, D., & Beatty, R. W. (1999). HR professional development: Creating the future creators at the University of Michigan Business School. Human Resource Management, 38(2), 111–117. https://doi.org/10.1002/(SICI)1099- 050X(199922)38:2<111::AID-HRM5>3.0.CO;2-B Cheah, J., & Ooi, L. M. (2024, April 30). Integrating Sustainability into Leadership : A Vital Approach for Organizational and Societal Prosperity. https://www.aimr.asia/sustainability-leadership/integrating-sustainability-into- leadership-a-vital-approach-for-organizational-and-societal-prosperity/ Clarke, A. (2016). Designing Social Partnerships for Local Sustainability Strategy Implementation. In M. Setianidi & A. Crane (Eds.), Social Partnerships and Responsible Business: A Research Handbook. (pp. 1–23). Routedge (Taylor and Francis). County, B. (2005). Building School-Community Partnerships: Collaboration for Student Success (M. G. Sanders (ed.)). Sage. http://www.sagepub.com DePetris, T., & Eames, C. (2017). A Collaborative Community Education Model: Developing Effective School-Community Partnerships. Australian Journal of Environmental Education, 33(3), 171–188. https://doi.org/10.1017/aee.2017.26 Elkaleh, E., Ali, N., Abu, O., & El, H. M. (2025). Towards a model for sustainable leadership in educational contexts: A moderated mediated analysis of UAE and Hong Kong. Social Sciences & Humanities Open, 11(March), 101478. https://doi.org/10.1016/j.ssaho.2025.101478 Elkins, D. N., Hedstrom, L. J., Hughes, L. L., Leaf, J. A., & Saunders, C. (1988). Toward a humanistic-phenomenological spirituality: Definition, Description, and Measurement. https://jurnal.stie-aas.ac.id/index.php/IJEBAR Journal of Humanistic Psychology, 28(4), 5–18.

https://doi.org/10.1177/0022167888284002 Exmeyer, P. C., Cunningham, H. R., Miller, E., Bentley, M., Martin, C., & Nelson, E. (2025). Harnessing Collaborative Partnerships Toward Sustainability : A Community-Based Learning Initiative. Journal of Community Engagement and Scholarship, 17(1), 1–17. Global Reporting Initiative (GRI). (2023). Sustainability Reporting Guidelines. In Global Reporting Initiative. GRI. https://doi.org/10.1007/978-3-031-25984-5_386 Gutterman, A. S. (2023). Organizations (Attribution-NonCommercial-ShareAlike (CC BY- NC-SA), Issue August). Hair, J. F. ., Hult, G. T. M., Ringle, C. M. ., & Sarstedt, M. (2017). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). Thousand Oaks. In Sage (Second Edi). Hair, J. J. F., Black, W. C., Babin, B. J., Anderson, R. E., Black, W. C., & Anderson, R. E. (2018). Multivariate Data Analysis. https://doi.org/10.1002/9781119409137.ch4 Hantoro, R. R., Yamin, M., & Rosadi, K. I. (2024). A Competency-Based Analysis of Human Resource Development among Educators at Salafiyah Islamic Boarding Schools. 9(November), 195–212. Hargreaves, A., & Fink, D. (2018). Sustaining Leadership. In Thomas More Brennan (Issue May). https://doi.org/10.7591/cornell/9781501726132.003.0005 Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. Journal of the Academy of Marketing Science, 43(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8 Hira, A. (2023, October 30). Pentingnya Sustainable Leadership bagi Masa Depan Bisnis Apa itu Sustainable Leadership ? Mengapa Sustainable Leadership sangat Penting ? Ciri-ciri Sustainable Leadership. Markplisinstitute. https://markplusinstitute.com/explore/tag/sustainable- leadership/?srsltid=AfmBOop4NsrRBC1csj0oUxePRHv1fWVsYDLnbpkaT4zdwAQ0xKI5nMCQ Howa, R. P. T. K., & Ishakb, M. Z. Bin. (2020). Empowering Teachers' Commitment: How Do Six Dimensions of Sustainable Leadership Play A Role? Memperkasakan Komitmen Guru: Bagaimanakah Enam. Ojs.Upsi.Edu.My, 4(2), 78. https://doi.org/10.37134/mrj.vol10.2.4.2021 Hristov, I., & Chirico, A. (2019). The role of sustainability key performance indicators (KPIs) in implementing sustainable strategies. Sustainability (Switzerland), 11(20). https://doi.org/10.3390/su11205742 Hurst, D. (2012). The New Ecology of Leadership: Revisiting the Foundations of Management. Ivey Business Journal Online, June, 1. http://libra.naz.edu/docview/1039395816?accountid=28167\nhttp://linksource.ebs co.com/linking.aspx?sid=ProQ:abiglobal&fmt=journal&genre=article&issn=&volume=&issue=&date=2012-05-01&spage=N_A&title=Ivey+Business+Journal+Online&atitle=THE+NEW+ECOLOGY+OF+LE Indiyati, D., Ghina, A., & Romadhona, A. F. (2021). Human Resource Competencies, Organizational Culture, and Employee Performance. International Journal of Science and Society, 3(1), 1–10. https://doi.org/10.54783/ijsoc.v3i1.251 Israel, G. D. (1992). Sampling The Evidence Of Extension Program Impact, Reviewed. International Statistical Review, 47(2), 99–109. https://jurnal.stie-aas.ac.id/index.php/IJEBAR Lam, J. S. L., & Lai, K. H. (2015). Developing environmental sustainability by ANP-QFD approach: The case of shipping operations. Journal of Cleaner Production, 105, 275– 284. https://doi.org/10.1016/j.jclepro.2014.09.070 Liao, Y. (2022). Sustainable leadership: A literature review and prospects for future research. Frontiers in Psychology, 13(November), 1–11. https://doi.org/10.3389/fpsyg.2022.1045570 Linnenluecke, M. K., & Griffiths, A. (2010). Corporate sustainability and organizational culture. Journal of World Business, 45(4), 357–366. https://doi.org/10.1016/j.jwb.2009.08.006 Manteiro, M. C. B., Bire, A. R., Ringga, M. B., & Hipir, S. D. (2024). Human Resource Competency Development as A Strategy In

Improving the Performance of Micro , Small and Medium Enterprises in Kupang City , East Nusa Tenggara. 13(04), 299–305. Matwiejczuk, R. (2019). About the Relationship Between Resources, Capabilities and Competences– the Resource- Based Perspective. Scientific Papers of Silesian University of Technology. Organization and Management Series, 2019(136), 383–391. https://doi.org/10.29119/1641-3466.2019.136.29 Mohd Salleh, K., Sulaiman, N. L., Latiff, A. A., & Admad, M. (2016). The Development of Human Resource Competency Model in Public Sector Organizations in Malaysia. International Journal of Applied Business and Economic Research, 14(14), 10221– 10234. Mu'ammaroh, N. L. R., Pugu, M. R., Nelza, N., & Al-Amin. (2024). School-Community Collaboration: An Education Management Approach to Strengthening Community- Based Schools. Prosiding Seminar Nasional Indonesia, 2(2), 276–289. Muhammad, & Satatu, M. (2023). Relationship Between Human Resource Management and Teacher Effectiveness in Some Selected Secondary Schools in Cross River State, Nigeria. Spektra: Jurnal Ilmu-Ilmu Sosial, 5(1), 18–30. https://doi.org/10.34005/spektra.v5i1.3088 Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., Sitepu, S. S. W., & Tryana. (2020). Kepemimpinan Berkelanjutan: Membangun Organisasi yang Berkelanjutan dan Sukses. In greatdayhr. greatdayhr. Murtadaz, A. B. S. B., & Al-Zar'ah, H. A. (2022). The Degree Of Practicing Sustainable Leadership Among High School Leaders In West Of Dammam From The Teachers' Perspective. Journal of Language and Linguistic Studies, 18(4), 12–31. Musakki, I. (2019). Membangun Organisasi Berkelanjutan. Medium.Com. https://medium.com/beranda-pagi/membangun-organisasi-berkelanjutan- 132c75a00f43 Mwenda, B., Israel, B., & Mahuwi, L. (2023). The influence of sustainable supply chain management practices on financial sustainability of food processing SMEs. LBS Journal of Management & Research, 21(2), 218–235. https://doi.org/10.1108/lbsjmr-01-2023-0003 Ngobeni, S. (2024). Establishing sustainable school-community partnerships: strategies for school management teams. International Journal of Leadership in Education, 00(00), 1–20. https://doi.org/10.1080/13603124.2024.2369987 Olawumi, T. O., & Chan, D. W. M. (2018). A scientometric review of global research on sustainability and sustainable development. Journal of Cleaner Production, 183, 231– 250. https://doi.org/10.1016/j.jclepro.2018.02.162 Olsen, J. R., Dettinger, M. D., & Giovannettone, J. P. (2023). Drought Attribution Studies and https://jurnal.stie-aas.ac.id/index.php/IJEBAR Water Resources Management. Bulletin of the American Meteorological Society, 104(2), E435–E441. https://doi.org/10.1175/BAMS-D-22-0214.1 Olson, L. A. (2018). School-community partnerships: Joining forces to support the learning and development of all students. Aspen Institute. https://files.eric.ed.gov/fulltext/ED585606.pdf Parent Victoria. (2008). Key dimensions Family-School Partnerships Framework. Parents Voice in Government School Education. https://www.parentsvictoria.asn.au/wp- content/uploads/2022/07/key_dimensions_of_family-school_partnerships.pdf Peng, Y., Alias, B. S., Wan, X., & Mansor, A. N. (2024). The Impact of Sustainable Leadership on Education Quality: a Systematic Review. Journal of Law and Sustainable Development, 12(6), 1–27. Pitonang, A. (2016). Tiada MPLS, Sekolah Ditutup karena Kekurangan Siswa Dampak Zonasi PPDB. Kompasiana.Com. https://www.kompasiana.com/akbarisation/6698bc90ed6415637e406ba2/tiada-mpls- sekolah-ditutup-karena-kekurangan-siswa-dampak-zonasi-ppdb?page=all#section2 Pitonang, A. (2024). Kebijakan Zonasi PPDB dan Sekolah Negeri yang "Merger." Kompasiana.Co. https://www.kompasiana.com/akbarisation/6663e5ccc925c42a2f7962a2/zonasi-ppdb- bikin-jumlah-

siswa-menurun-sekolah-akhirnya-merger?page=3&page_images=1 Purgał-Popiela, J. (2024). Sustainability in human resource management practices used by small and medium-sized enterprises: a systematic review. Central European Management Journal. https://doi.org/10.1108/CEMJ-03-2024-0097 Rahman, M., Abd Wahab, D. S., & Abdul Latiff, D. A. S. (2022). Definitions and Concepts of Organizational Sustainability. Society & Sustainability, 4(2), 21–32. https://doi.org/10.38157/ss.v4i2.496 Ribeiro, R. P., & Gavronski, I. (2021). Sustainable Management of Human Resources and Stakeholder Theory: a Review. Revista de Gestao Social e Ambiental, 15, 1–21. https://doi.org/10.24857/RGSA.V15.2729 Rowshan, A., Forouharfar, A., & Fazel, A. (2015). The Study of the Relationship in the Dimensions of Human Resource Competency Model (HRCM) with Human Resource Excellence Model (HREM) in Iran's South Pars Economic Zone's Power Plants. SSRN Electronic Journal, June. https://doi.org/10.2139/ssrn.2676696 Salzmann, O., Ionescu-Somers, A. M., & Steger, U. (2005). The business case for corporate sustainability: Literature review and research options. European Management Journal, 23(1), 27–36. https://doi.org/10.1016/j.emj.2004.12.007 Saputra, I. G. A. (2016). Minim Siswa, SDN Blimbingsari Segera Ditutup. Nusabali.Com. Sarjana;, S., Kennedy;, P. S. J., Silalahi;, M., & Prameswari, Y. (2020). Jalan Menuju Organisasi Berkelanjutan (M. Y. Sianipar (ed.)). Media Sains Indonesia. Sartori, S., Da Silva, F. L., & De Souza Campos, L. M. (2014). Sustainability and sustainable development: A taxonomy in the field of literature. Ambiente e Sociedade, 17(1), 1–22. https://doi.org/10.1590/1809-44220003491 Sarwono, J dan Narimawati, U. (2015). Membuat Skripsi, Tesis dan Desertasi dengan Partial Least Square SEM (PLS-SEM). ANDI. Sekaran, U., & Bougie, R. (2016). Research Methods For Business A Skill-Building Approach. In Angewandte Chemie International Edition, 6(11), 951–952. (7th ed.). John Wiley & Sons Ltd. Setya Bangsawan, A., & Kurniawan, G. (2023). The influence of human resource competence https://jurnal.stie-aas.ac.id/index.php/IJEBAR and work motivation on the performance of employees of Public Appraisal Services Office. Journal of Management Science (JMAS), 6(4), 585–590. www.exsys.iocspublisher.org/index.php/JMAS Sewchurran, K. (2022, May 10). Sustainability Is Essential in Business Education. Aacsb.Edu. https://www.aacsb.edu/insights/articles/2022/05/sustainability-is-essential-in-business-education Staneva-Britton, E. (2023, May 15). How Sustainability in Business Education Can Help Build a Green Future. Accessmasterstour.Com, May. https://www.accessmasterstour.com/articles/view/how-sustainability-in-business- education-can-help-build-a-green-future Sugiarti. (2025). Dinas Pendidikan Tuban Pastikan Tidak Ada Sekolah yang Ditutup. Radar Tuban. Sun, X., Clarke, A., & MacDonald, A. (2020). Implementing community sustainability plans through partnership: Examining the relationship between partnership structural features and climate change mitigation outcomes. Sustainability (Switzerland), 12(15). https://doi.org/10.3390/su12156172 Tataw, D. (2012). Toward human resource management in inter-professional health practice: Linking organizational culture, group identity and individual autonomy. International Journal of Health Planning and Management, 27(2), 130–149. https://doi.org/10.1002/hpm.2098 Tranel, M. (2014). Community partnerships : a sustainable resource for nongovernmental organizations Community Partnerships : A Sustainable Resource for Nongovernmental Organizations By Mark Tranel and Kay Gasen. Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2012). HR talent and the new HR competencies. Strategic HR Review, 11(4), 217–222. https://doi.org/10.1108/14754391211234940 Valli, L., Stefanski, A., & Jacobson,

R. (2014). School-Community Partnerships : Typology of School-Community Partnerships Guiding Systemic Education Reform. Varsei, M., Soosay, C., Fahimnia, B., & Sarkis, J. (2014). Framing sustainability performance of supply chains with multidimensional indicators. Supply Chain Management, 19(3), 242–257. https://doi.org/10.1108/SCM-12-2013-0436 Widyanty, W., Primanita, D., & Riyanto, S. (2024). Enhancing Human Resource Competencies to Improve The Performance of Micro, Small, And Medium Entreprises in Meruya Utara. The 6th International Conference and Community Development (ICCD), SDGs Topics, 625–630. Wiratnadi, I. P., Meitriana, M. A., & Indrayani, L. (2019). Faktor-Faktor Yang Mempengaruhi Keberlanjutan Organisasi Nirlaba (Studi Pada Organisasi Kakak Asuh Bali). Pendidikan Ekonomi, 11(2), 605–616. Yulia Nurhalisa. (2022). Besarnya Biaya Pendaftaran Sekolah di Tahun Ajaran 2024/2025: Tantangan Baru bagi Orang Tua. Kompasiana.Com. Zen, A. (2023). Mini Review : Organization Commitment , Organization Sustainability , Resilience , Community Social Behavior , Transformational Leadership. Bhayangkara, Universitas Raya, Jakarta, 2(3), 875–890. International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9,

Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Peer Reviewed – International Journal Vol-9, Issue-3, 2025 (IJEBAR) E-ISSN: 2614-1280 P-ISSN 2622-4771 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 715 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 716 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 717 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 718 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 719 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 720 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 721 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 722 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 723 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 724 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 725 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 726 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 727 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 728 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 729 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 730 International Journal of Economics, Business and Accounting Research (IJEBAR) Page 731

THE ROLE OF SUSTAINABILITY LEADERSHIP AND SCHOOL COMMUNITY PARTNERSHIP ON ORGANIZATIONAL SUSTAINABILITY

by Perpustakaan1 UKDC

Submission date: 05-Nov-2026 12:22PM (UTC+0700)
Submission ID: 3080671162
File name: 2526-1_Yuliana_THE_ROLE_OF_SUSTAINABILITY_LEADERSHIP.pdf (473.87K)
Word count: 9286
Character count: 53828

International Journal of Economics, Business and Accounting Research (IJEBAR)
Peer Reviewed – International Journal
Vol-9, Issue-3, 2025 (IJEBAR)
E-ISSN: 2614-1280 P-ISSN 2622-4771
https://jurnal.stie-aas.ac.id/index.php/IJEBAR

THE ROLE OF SUSTAINABILITY LEADERSHIP AND SCHOOL-COMMUNITY PARTNERSHIP ON ORGANIZATIONAL SUSTAINABILITY

Yuliana Sri Purbiyati
Dárma Cendika Catholic University
E-mail: yulianasripurbiyati@gmail.com

Abstract: This study examines the influence of sustainability leadership and school-community partnerships on organizational sustainability. This study also examines the influence of human resource competency on school-community partnerships. Data collection in this study used a survey with a questionnaire. The determination of the sample for this study follows the opinion of Mwenda et al. (2023), namely managing the target population using a census approach which means that all existing work units are research samples. This study is a study at the work unit level, so the sample determination uses a census approach, namely if the population is less than 200 units, all work units are samples (Israel, 1992). The research sample consisted of 20 work units of vice principals from five schools based on certain religions in Java. Hypothesis testing in this study used partial least squares structural equality modeling (PLS-SEM). The findings of this study are that there is a significant relationship between sustainability leadership and school-community partnerships with organizational sustainability and the influence of human resource competency on school-community partnerships. The practical implications of this research for principals and school administrators are that sustainability leadership and school-community partnerships build organizational sustainability and human resource competency builds school-community partnerships. In future research, the same thing can be studied in terms of indirect relationships, either through mediators or mediation.

Keywords: *Sustainability Leadership, Organizational Sustainability, Human Resource Competence, School-Community Partnership*

Submitted: 2025-06-09; Revised: 2025-09-09; Accepted: 2025-09-29

1. Introduction

An organization is a system consisting of several people and has activities to achieve goals (Bittner, 1965 ; Gutterman, 2023). An organization can be formed because of the same vision and mission and the same goals of its members (Gutterman, 2023). In its development, many organizations are stagnant or running in place (Musakki, 2019). This is caused by 1) a vision and mission that is not implementable, 2) doing what is there, 3) the organizational philosophy is not continuous, and 4) lack of monitoring and evaluation (Musakki, 2019). Ideally, the organization continues to achieve its goals (Gutterman, 2023). Schools are one of the organizations that also have the threat of stagnation so that they are eventually closed or merged

(Saputra, 2016; Pitonang, 2016; Pitonang, 2024). The main phenomenon of schools not being able to survive sustainably due to a lack of new students (Saputra, 2016; Pitonang, 2016; Pitonang, 2024) and costs are seen as burdensome by parents (Yulia Nurhalisa, 2022). Ideally, schools provide a variety of inclusive, equitable, and quality learning opportunities (Brandisauskiene et al., 2021) and continue to survive or be sustainable (Gutterman, 2023).

Another phenomenon is the existence of different policies, specifically for public schools, two conflicting policies were found. First, the education office policy to close schools (Saputra, 2016) because the number of students does not match the quota. Second, to maintain the existence of schools even though the number of new students is insufficient (Sugiarti, 2025). The policy of not closing schools is closely related to the vision and mission of the relevant agencies that want to improve the quality of education, realize that schools will always be needed, and continue to provide school access to communities in remote areas because some schools with minimal students are in remote areas (Sugiarti, 2025). This is support for the sustainability of schools which is an important thing that should be fought for.

School organizational sustainability is very important because school services have an impact on students' attitudes, values, and behaviors (Admin Future Teacher, 2023), provide wider learning opportunities and strengthen communities (Admin We Forum, 2023), address inequalities and teach universal values (Sewchurran, 2022) . In addition, schools can build the future as a place to achieve social and sustainable goals, diversity, and well-being (Staneva-Britton, 2023). There are several factors in achieving school organizational sustainability, such as leadership (Wiratnadi et al., 2019), school and community partnerships (Ngobeni, 2024), and human resource competencies (Sarjana; et al., 2020).

Sustainability leadership for organizations is a must because sustainable leadership is the type of leadership that is appropriate for organizational sustainability (Cheah & Ooi, 2024). Leaders continue to practice sustainability leadership to achieve goals in a rapidly changing environment (Hurst, 2012) and initiate and implement organizational sustainability goals (Boeske, 2023). The influence of sustainability leadership on organizational sustainability is still relevant to be studied as well as to fill the research gap as suggested by Cheah & Ooi (2024) that further research is still needed to establish the role of dynamic and globally impactful sustainable leadership on organizational sustainability. Also according to Zen's suggestion (2023) that research on sustainability leadership on organizational sustainability can also be continued with other variables.

Schools are an integral part of the community and it is very important for schools to collaborate with the private community through collaborative programs (Ngobeni, 2024). Schools have an environment and do not stand alone without the community, and schools are never the only source of education (Benson et al., 2009). According to Lasker & Weiss, through school-community partnerships, schools can do more services (Ngobeni, 2024) and help schools engage with the wider community and develop meaningful and sustainable relationships (DePetris & Eames, 2017). A large number of studies on school-community partnerships have been conducted but there is still an opportunity to examine the role of school-community partnerships on organizational sustainability (Ngobeni, 2024).

Human resource competency is one of the important elements in shaping the development of an organization (Tataw, 2012) and to drive organizational performance in creating sustainable competitive advantage (Mohd Salleh et al., 2016). Human resource competency is a set of behavioral patterns that include knowledge, skills, and attitudes in carrying out their duties and functions (Mohd Salleh et al., 2016). Ideally, high human resource competency will also have a high impact on the organization. Competence helps align human resources with the

strategic goals of the organization to ensure alignment and consistency in various aspects of the organization that have an impact on organizational performance (Mohd Salleh et al., 2016). Research on human resource competency has been widely conducted, but there are still gaps that are research gaps as suggested by Purgal-Popiela (2024), namely that research is needed on the unique characteristics of organizations to understand how human resource competency practices affect sustainability. Setya Bangsawan & Kurniawan (2023) suggest research on the influence of human resource competence linked to other variables. Thus, it is still very open to research the influence of human resource competence on the sustainability of school organizations.

Based on previous research found, suggestions from Cheah & Ooi (2024) and Ngobeni (2024), Zen (2023), and Purgal-Popiela (2024) and exploration of factors that influence organizational sustainability, such as sustainability leadership (Cheah & Ooi, 2024), school-community partnerships (Ngobeni, 2024) , and resource competencies (Sarjana; et al., 2020) still leave empty space in the research gap. Based on this, this study focuses on the influence of sustainability leadership on organizational sustainability. This is new in this study. For this reason, in terms of previous research and the novelty and situation of the schools that are the subjects of the study, this study aims to produce an analysis of sustainability leadership and school-community partnerships and human resource competencies that can support organizational sustainability. Organizational sustainability guarantees the implementation of services and actualizes the school's vision and mission, so organizational sustainability becomes very important.

2. Literature Review

Sustainable leadership is a type of leadership that is appropriate for organizational sustainability because sustainable leadership positions goal achievement as the main thing for a sustainable future (Cheah & Ooi, 2024). Furthermore, according to Cheah & Ooi (2024), sustainable leadership for organizations is a must for organizational sustainability. This is as stated by Hurst (2012) that managers or leaders continue to practice sustainable leadership to achieve goals in a rapidly changing environment. Leadership facilitates the initiation and implementation of goals for organizational sustainability (Boeske, 2023) . Sustainable leadership *is* a leadership model in a leader who drives the sustainability agenda in the organization (Hira, 2023;; Muliyah et al., 2020), leaders have a deep understanding of the impact of the organization on the environment, society, economy, and strive to create harmony between organizational interests, environmental sustainability, social welfare, and long-term economic sustainability (Muliyah et al., 2020).

Sustainability is conceptual (Elkins et al., 1988) and very popular (Salzmann et al., 2005). However, Olawumi & Chan (2018) stated that there is no agreed definition of sustainability because sustainability is often misunderstood as sustainable development. Organizational sustainability is the ability of an organization to deal with issues during a crisis with assumptions, attitudes, and beliefs so that the organization continues to be able to operate to achieve goals with sustainable development methods to ensure the survival of the organization (Rahman et al., 2022). According to Kidd (1992), organizational sustainability is shaped through a number of political, public, and academic influences over time (Linnenluecke & Griffiths, 2010). Organizational sustainability focuses on environmental, social, and economic factors. Sustainability is a prerequisite for an organization to survive (Varsei et al., 2014). As its focus, sustainability consists of three core pillars, namely social, environmental and economic sustainability, all of which must be balanced to achieve sustainable development

goals (Sartori et al., 2014), In line with the focus and pillars of organizational sustainability, according to Bom et al. (2019), organizational sustainability has three dimensions, namely environmental, social and economic sustainability dimensions. Environmental sustainability is the competence of an organization or organizational performance to reduce carbon footprints (Lam & Lai, 2015) which has implications for four main natural resources, namely air, water, land, minerals and energy resources (Global Reporting Initiative (GRI), 2023). Social sustainability is the organization's ability to address internal and external human resource issues that include job security, accommodation, health and safety, and capacity development (Ahmadi et al., 2017). Economic sustainability is the ability of an organization to maintain the economic conditions of stakeholders and the economic system at the global level. local, national and global that can survive in the long term (Svensson, 2007).

Sustainable leadership is a type of leadership that is appropriate for organizational sustainability because sustainable leadership positions goal achievement as the main priority for a sustainable future (Cheah & Ooi, 2024). First of all, sustainable leadership was developed by Hargreaves & Fink (2018) based on educational organizations (Liao, 2022). In terms of its characteristics, sustainable leadership refers to the values of sustainable development and sustainable awareness held by leaders which are manifested in their work. Sustainable leaders are more likely to adopt a responsible attitude towards sustainable initiatives and activities. On this basis, leaders will create a sustainable organizational environment, build sustainable organizational goals and play a responsible role in protecting the ecological environment (Liao, 2022).

According to Hargreaves & Fink (2018) sustainable leadership has six dimensions, namely 1) encouraging continuous learning, 2) creating internship leaders in schools, 3) building a culture of sharing and learning among teachers, 4) encouraging partnerships with peers and organizations outside the school, 5) diversity, and 6) sustainability . What is meant by encouraging continuous learning is seeing leadership as a quality culture that is integrated with a holistic approach to sustainable leadership, while creating internship leaders in schools is an effort by leaders to carry out leadership regeneration by providing the knowledge and skills needed to facilitate the implementation of change, improvement, and the impact of change. As for building a culture of sharing and learning, it is an effort to build a leadership culture that is spread throughout the organization by delegating tasks. The dimension of encouraging partnerships with peers and organizations outside the school means that schools collaborate with other parties for school sustainability. The diversity dimension is a view, idea, and creativity that is suggested for members of the organization with staff development to become more independent and creative and sustainability is a dimension that focuses on the sustainability and long-term success of the organization (Hargreaves & Fink, 2018).

School-community partnerships are an effort to improve the well-being and life prospects of students, strengthen families, and even transform integrated and comprehensive communities (Valli et al., 2014). School-community partnerships can also mean a way of working that implements collaborative relationships between entities that are carried out by working together towards common goals through mutual agreement. School-community partnerships can provide broader learning opportunities in schools, provide services, and comprehensive support for students who need them (Olson, 2018). The dimensions of school-community partnerships consist of seven dimensions (Parent Victoria, 2008). First, communication, which is how schools and parents or other parties build relationships by increasing community involvement in schools. Second, learning relationships at home and school, which means that schools, parents, and communities value the learning environment at

school, home, and in the community. Third, building communication and identity, namely schools with friendliness and openness support and develop students' identities, competencies, and sense of belonging. Fourth, recognizing the role of the family is all elements, both schools and families, respect each other's roles to complement students' education. Fifth, consultation in decision-making is the school has openness resulting in shared responsibility and accountability. Sixth, collaboration which means community involvement enriches learning, student welfare, and school resources. Seventh, participation which means families or communities contribute through school activities both through learning and other activities.

Human resource management plays a vital role in organizational excellence (Ribeiro & Gavronski, 2021; Rowshan et al., 2015). The complexity of managing these resources sustainably requires managers to have technical knowledge and the ability to demonstrate a level of adaptability (Olsen et al., 2023). Therefore, competence is essential for building long-term competitive advantage. Competence is a characteristic (individuals that enable them to carry out entrusted tasks (Matwiejczuk, 2019) effectively, which includes knowledge, skills, and abilities (Ribeiro & Gavronski, 2021). According to Brockbank et al. (1999), human resource competence has six dimensions. First, personal credibility is an individual living according to organizational values, based on trust and acting with an "attitude" of how the organization can achieve its goals. Second, the ability to manage change which means the individual's ability to examine problems, build relationships with clients, articulate a vision, set a leadership agenda, solve problems, and implement goals. Third, the ability to manage culture is a dimension related to the individual's ability to identify the culture needed to meet the needs of the organization's strategy, frame the culture to inspire employees, translate the appropriate culture into organizational behavior, encourage leaders to behave consistently with the established culture. Fourth, the delivery of human resource practices is a dimension related to the ability to innovate in areas such as recruitment, employee development, compensation and communication. The fifth is the business understanding dimension which is dimensions related to an individual's ability to understand strategy, organization, competitors, finance, marketing, marketing team management, and information technology (Brockbank et al., 1999).

The implementation of sustainability leadership in the organization through leaders and members of the organization encourages the growth of school-community partnerships and human resource competencies. From the entire organizational process, sustainability leadership determines the success of organizational sustainability, sustainability leadership drives school-community partnerships, and encourages increased competency of human resources working in the organization and ultimately builds organizational sustainability.

3. Research Methods

This study uses a quantitative method approach, which means that researchers formulate problems and then identify them into hypotheses. The population of this study refers to all groups of people, events, or interesting things that researchers want to investigate (Sekaran & Bougie, 2016), namely vice principals. The determination of the sample for this study follows the opinion of Mwenda et al. (2023), namely managing the target population using a census approach, which means that all existing work units are included in the research sample. This study is a study at the work unit level, so the sample determination uses a census approach, namely if the population is less than 200 units, all work units are samples (Israel, 1992). Thus, the number of samples for this study is 20 work units in the school, namely four work units of vice principals.

The subjects of this study were the work units of vice principals in five private high schools (SMA) based on certain religions in five cities in Java Island. The selected high schools were high schools that had four vice principal work units led by a vice principal and each vice principal had a team and high schools that had a minimum of 250 students. The five schools had four vice principal units or fields, namely the vice principal for curriculum, vice principal for student affairs, vice principal for public relations, and vice principal for facilities and infrastructure. Thus, each school consisted of four work units, so the population of this study was 4 work units x 5 schools = 20 work units. Each work unit was represented by two of the vice principals who were the core administrators of each field/unit so that the number of respondents included 2 x 20 work units = 40 respondents. For the data on 20 work units, it was obtained from the answers of two representatives from each work unit which were added and then divided by two. The result of the division was the data on the vice principal work units. The determination of respondents was carried out by asking for assistance from the principal so that the principal selects respondents from each work unit of the vice principal in his/her school who meet the criteria, namely 1) permanent employees, 2) have worked at the school in question for at least six months, and 3) have been the vice principal or vice principal team for at least six months, and 4) represent the work unit of the vice principal in preparing the work program and budget.

A questionnaire survey was conducted to collect data from 20 work units of vice principals. A questionnaire with a five-point Likert scale was used to measure the respondents' perspectives. The Likert scale measures how much respondents agree or disagree with a given statement (Sekaran & Bougie, 2016). The scores given are strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The sustainability leadership instrument was adopted from (Howa & Ishakb, 2020), human resource competencies from Ulrich et al. (2012) , school-community partnerships were adapted from Parent Victoria (2008) , and organizational sustainability from Hristov & Chirico (2019).

Data analysis in this study used descriptive statistical data analysis and Partial Least Square (PLS) SEM. This analysis is one of the analyses used to develop or estimate an existing theory (Sarwono, J and Narimawati, 2015). In this study, the use of the PLS structural model used SmartPLS 4.0 software. The research model for this study is as follows.

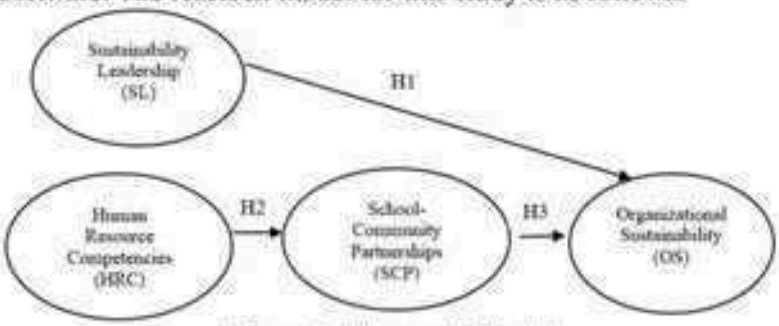


Figure 1: Research Model

From the research model above, the hypothesis in this study is:

1. Sustainability Leadership (SL) influences Organizational Sustainability (OS).
2. Human Resource Competencies (HRC) influences School-Community Partnerships (SCP).
3. School-Community Partnerships (SCP) have an influence on Organizational Sustainability (OS).

The assessment criteria for evaluating the reflective measurement model can be seen in Table 1 below.

Table 1. Reliability and Validity Test of the Reflective Measurement Model

Reliability Test	Parameter	*Rule of Thumbs*
Internal consistency	*Composite reliability*	Equal to and greater than 0.7.
Validity Test	Parameter	*Rule of Thumbs*
Convergent	*Reliability indicator* (outer *loading)*	Greater than 0.708.
	Average variance extracted (AVE)	More than 0.5.
Discriminant	AVE roots and latent variable correlation (Heterotrait - *Monotrait Ratio of Correlation*/ HTMT))	AVE Root > Latent variable correlation.

Source: (Sekaran & Bougie, 2016; Hair et al., 2017 ; Hair et al., 2018)

4. Results and Discussion

4.1. Results

This study uses valid and reliable data with the results of validity and reliability tests. The validity test used in this study is convergent validity using the outer loading parameter (indicator reliability) and average variance extracted (AVE), and discriminant validity using the Heterotrait - Monotrait Ratio of Correlation (HTMT) parameter. The ideal outer loading of each item required is > 0.708 while for research in the field of social sciences, items are allowed to have a weaker outer loading than 0.7 (Hair et al., 2017). These results can be seen in Table 2 below.

Table 2. Results of Validity and Reliability Test of Variables

Variables	Outer loading	Composite reliability	Average variance extracted (AVE)
SL	0.933	0.988	0.905
HRC	0.930	0.978	0.866
SCP	0.951	0.971	0.870
OS	0.932	0.986	0.872

Source: Primary data processed by researchers, 2025

Judging from Table 2 above, all variables have an outer loading value greater than 0.708 and an AVE value > 0.5, so it can be stated that all variables in this study have good convergent validity.

Table 3 below is the result of discriminant validity. Discriminant validity aims to assess whether an indicator of a construct variable is valid or not, namely by looking at the Heterotrait - Monotrait Ratio of Correlation (HTMT) value.

Table 3. Table of Discriminant Validity Results Based on Heterotrait - Monotrait Values Ratio of Correlation (HTMT)

Variables	HRC	OS	SCP
HRC			
OS	0.814		
SCP	0.837	0.891	
SL	0.734	0.879	0.817

Source: Primary data processed by researchers, 2025

According to Henseler et al. (2015) if the indicators of two constructs show HTMT values <0.9 then the indicators have discriminant validity. As seen from Table 3, all variables in this study have good discriminant validity.

After the data is declared valid and reliable, data analysis can be continued to the second stage, namely identifying the goodness of fit of the research model and testing the hypothesis. Identification of goodness of fit is a test or assessment of a structural model based on bootstrapping and blindfolding. To assess the structural model focuses on evaluating the significance and relevance of the path coefficient, the size of R^2 (variance explanation), Q2 (predictive relevance), and f^2 (effect size) (Hair et al., 2017). Multicollinearity is a statistical phenomenon that is often encountered with the presence of two or more independent variables in a highly correlated multiple regression model (Sekaran & Bougie, 2016). Structural models that use reflective indicators do not actually have to measure multicollinearity (Hair et al., 2017). This study still tests for multicollinearity to ensure that multicollinearity does not occur. The measurement used is the variance inflation factor (VIF). Common VIF parameter values are those that correspond to VIF ≤ 10 (Sekaran & Bougie, 2016). Based on Table 4 below, the inner VIF results for all variables are <10, so there is no multicollinearity.

Table 4. Results of *the Variance Inflation Factor* /VIF Test

Variables	HRC	OS	SCP	SL
HRC			0.821	
OS				
SCP		0.492		
SL	0.726	0.476		

Source: Primary data processed by researchers, 2025

After knowing the validity and reliability of each variable. The significance of the path coefficient is one of the main measurements for evaluating PLS-SEM results (Hair et al., 2017). In confirmatory factor analysis (CFA), hypotheses test and confirm existing theories and concepts that focus on exogenous variables that are significant predictors of endogenous variables. The results of the coefficient test and hypothesis test can be seen in Table 5 below. This study uses a margin of error of 5% or a confidence level of 95%, so the hypothesis is accepted if the p-value <0.05. Table 5 below is the result of the path coefficient analysis and hypothesis testing.

Table 5. Path Coefficient Results and Hypothesis Testing

Hypothesis	Track	Path Coefficient (Beta)	Standard deviation	T statistics	p-values
1	Sustainability Leadership (SL)→ Organizational Sustainability (OS)	0.476	0.227	2,097	0.036
2	Human Resource Competencies (HRC)→ School-Community Partnerships (SCP)	0.821	0.059	13,937	0,000
3	School-Community Partnerships (SCP) →Organizational Sustainability (OS)	0.492	0.235	2,096	0.036

Source: Primary data processed by researchers, 2025

Based on Table 5 above, the results show that:

1. The SL path that influences OS has a p-value = 0.036 which means it is lower than the required alpha level, which is 5% (0.000 <0.05). This means that the first hypothesis (H2) is accepted. The direct effect of SL on OS is significant and has a path coefficient value of 0.476 with a positive direction. These results indicate that SL has a positive effect on OS so that if SL increases then OS also increases.
2. The HRC path effect on SCP has a p-value = 0.000 which means it is lower than the required alpha level, which is 5% (0.000 <0.05). This means that the first hypothesis (H2) is accepted. The direct effect of HRC on SCP is significant and has a path coefficient value of 0.821 with a positive direction. These results indicate that HRC has a positive effect on SCP so that if HRC increases, SCP also increases.
3. path effect on OS has a p-value = 0.036 which means it is lower than the required alpha level, which is 5% (0.000 <0.05). This means that the first hypothesis (H3) is accepted. The direct effect of SCP on OS is significant and has a path coefficient value of 0.492 with a positive direction. These results indicate that SCP has a positive effect on OS so that if SCP increases then OS also increases.

To determine the suitability of the structural model and predictive ability, measurements are used that are assessed by the size of R^2 (variance explanation), f^2 (effect size), and Q2 (predictive relevance) (Hair et al., 2017). The exposure of Table 6 below shows the results of the determination coefficient test (R^2) of the dependent latent variable in this study.

Table 6. R-Square Test Results

	R-square	R-square adjusted
OS	0.843	0.825
HRC	0.527	0.500
SCP	0.674	0.656

Source: Primary data processed by researchers, 2025

The coefficient of determination of the OS variable is 0.843, which is greater than 0.50 and less than 1, so it is classified as strong because 84.3% of the OS variance is explained by the SL variable and the remaining 15.7% is explained by other variables not examined in this study. HRC has a variation of 52.7% that can be explained by SL. The coefficient of determination of the SCP variable is 0.674, which means it is classified as moderate because it is slightly higher than 0.50 (Hair et al., 2017).

The quality of the structural model can be analyzed using the effect size test f^2 and predictive relevance Q^2 (Hair et al., 2017). The effect size f^2 allows assessing the contribution of the exogenous construct value to the R^2 value of the dependent latent variable.

Table 7. F-Square Test Results

Variable	SL	HRC	SCP	OS
SL		1,113		0.520
HRC			2,071	
SCP				0.555
OS				

Source: Primary data processed by researchers, 2025

Table 7 above shows that SL has a large effect on HRC (1.113) and has a moderate effect on OS (0.520). HRC has a large effect on RBSE has a large effect on SCP (2.071). SCP has a moderate effect on OS (0.208).

Table 8 below presents the results of the predictive relevance test (Q^2) to obtain cross-validated redundancy measurements for each dependent construct. From Table 7, the Q^2 values produced for all dependent variables consisting of the SL, HRC, and SCP variables can be seen.

Table 8. *Square* Test Results

	SSO	SSE	Q^2 (=1-SSE/SSO)
SL	180,000	180,000	0,000
HRC	140,000	79,966	0.429
SCP	100,000	43,280	0.567
OS	200,000	56,287	0.719

Source: Primary data processed by researchers, 2025

The Q^2 value of HRC and SCP variables has a result greater than zero, indicating that the independent variable has predictive relevance for the dependent variable. Both variables have high predictive relevance of the SL variable. The Q^2 value of the SL variable is 0.000, meaning that the SL variable has no predictive relevance to the effect of SL on OS .

4.2 Discussion

This study has four hypotheses. After data collection and data analysis, it was found that all hypotheses were accepted, namely all four of them including H1, H2, H3. Overall, 1) OS has antecedents or independent variables SL and SCP, 2) HRC has antecedents SL, 3) SCP has antecedents HRC. The next discussion is a discussion of the interpretation results and a discussion of the findings of testing each hypothesis.

The effect of SL on OS shows that H1 is accepted. The path coefficient H1 shows a positive result. This result means that the better the SL, the better the OS. This finding answers the first objective of this study, which is to test SL against OS in the work units of vice principals in schools. The results obtained can be interpreted that SL has a direct, significant and positive influence on OS in the work units of vice principals. In previous studies, it was found that the results of research on the influence of SL in the world of education were found to be research on sustainable leadership practices and their dimensions among female secondary school leaders from the perspective of female teachers (Murtadaz & Al-Zar'ah, 2022), sustainable leadership practices in schools from the perspective of teachers (Elkaleh et al., 2025), and the impact of sustainable leadership on the quality of education (Peng et al., 2024). Cheah & Ooi (2024) suggest that further research is needed regarding sustainable leadership on the sustainability of organizations that have a global impact and also the recommendations of Bakar et al, (2024) so that leaders practice sustainable leadership in their organizations because of the importance of sustainable leadership. On the one hand, Zen (2023) clearly suggests that research on sustainable leadership on organizational sustainability can also be continued with other variables.

Based on the previous research above, there is still a wide gap of novelty for this research which examines the influence of sustainability leadership on organizational sustainability in terms of the vice principal's work unit in schools. Research on the influence of sustainability leadership on organizational sustainability in terms of the vice principal's work unit without considering the gender of the respondent has not been found so this is a novelty of this research. This study found that in the vice principal's work unit, namely sustainability leadership is important for improving organizational sustainability with a strong influence as can be seen in

Table 6, which is 0.843. Schools realize the importance of sustainability leadership, which means that schools have an understanding that achieving goals is the main thing for a sustainable future and as an effort for organizational sustainability. In sustainability leadership, leaders continue to practice sustainability leadership to achieve goals in a rapidly changing environment, facilitating the initiation and implementation of goals for organizational sustainability (Boeske, 2023). Sustainability leadership becomes a leadership model for a leader who drives the sustainability agenda in the organization (Hira, 2023; Muliyah et al., 2020). In addition, it is also recognized that leaders have a deep understanding of the impact of the organization on the environment, society, economy, and strive to create harmony between organizational interests, environmental sustainability, social welfare, and long-term economic sustainability (Muliyah et al., 2020). Which means that schools respond to sustainability challenges that require sustainability leadership to analyze and integrate organizational characteristics into sustainability goals through strategic plans, long-term visions, and motivate members to think creatively, find new ways to maintain a sustainable organization (Muliyah et al., 2020).

The effect of HRC on SCP shows that H2 is significantly accepted and has a positive path coefficient value. These results indicate that the better the HRC, the better the SCP or if HRC increases well, SCP also increases well. These results answer the second research objective, which is to test HRC against SCP. The interpretation of the results of this study is that HRC has a significant and positive direct effect on SCP. It is very difficult to find previous research on the effect of HRC on SCP. Several previous studies are related to human resources that have an important role for the organization (Aris et al., 2023), human resources and teacher effectiveness (Muhammad & Satatu, 2023), implementation of competency-based human resource development practices among educators (Hantoro et al., 2024), Human resource competence is one of the important elements in shaping the development of an organization (Tataw, 2012) is also very effective in driving organizational performance and creating sustainable competitive advantage (Mohd Salleh et al., 2016).

Related to human resource competency, there are two suggestions found. The first suggestion was conveyed by Purgał-Popiela (2024) that research is still needed on the unique characteristics of organizations (in small and medium enterprises) in order to understand how human resource competency practices affect sustainability. Second, the suggestion of Setya Bangsawan & Kurniawan (2023) who suggested that research on the influence of human resource competency related to other variables with research subjects outside the tax office still needs to be studied. Based on these suggestions, this study places HRC and SCP on whether they affect OS in the world of education, namely high schools. HRC has a significant and positive direct influence on SCP. The influence of HRC on SPC is at a moderate level, namely 0.527 as can be seen in Table 6. Schools realize the importance of human resource competency, which means that schools with school resource competency have an understanding that achieving goals is the main thing for a sustainable future and as an effort to sustain the organization with the ability to build SCP. Good HRC will have an impact on SCP getting better. Previous research related to HRC found that increasing HRC to improve the performance of MSMEs human resource competencies to improve the performance of Micro, Small, and Medium Enterprises (Widyanty et al., 2024) and HRC can affect employee performance (Indiyati et al., 2021). On the one hand, HRC is one of the strategies to improve skilled communication and service so that it can develop work networks (Manteiro et al., 2024).

The results of this study can support the research of Manteiro et al. (2024) which in this study places the HRC variable. Schools have an understanding that HRC is very important for

building SCP. HRC can encourage human resources to build networks (Manteiro et al., 2024). With the ability of human resources to build networks, schools have the resources to build a movement on how to involve parents and the community to help schools so that school goals are achieved (County, 2005). When human resources have the ability to build networks, the atmosphere of social ties in schools can be developed to be stronger which has an impact on the development of the educational process as a collective effort (Mu'ammaroh et al., 2024) . In principle, with HRC, SCP can be built so that schools have important support in achieving school success.

SCP plays an important role in schools (County, 2005; Gross et al., 2015; Mu'ammaroh et al., 2024). Related to the influence of SCP on OS, it shows that H3 is significantly accepted and has a path coefficient value with a positive direction. These results indicate that SCP has a positive effect on OS so that when SCP increases, OS also increases. The results of this study answer the third research objective, namely to test SCP on OS. The results of this study can also be interpreted that SCP has a significant direct effect on OS. The influence of SCP on OS is high, approaching 0.7, which is exactly 0.674. Previous studies found that SCP data build sustainable planning (Exmeyer et al., 2025) . SCP can be applied in government, universities, schools, companies, and non-profit organizations (Tranel, 2014) . On the one hand, SCP can be a new challenge but can still help in decision making specifically in risk mitigation (Sun et al., 2020) and SCP can also be useful for solving social problems that occur in communities or schools (Clarke, 2016).

Based on previous research, it is still very open to research the influence of SCP on OS in terms of the vice principal's work unit in schools. This research on the influence of SCP on OS in terms of the vice principal's work unit is focused on previous studies that focus on global issues in institutions. This study found that SCP is an important factor for OS with a strong influence, namely 0.674. Schools are aware that SCP is very important to achieve organizational sustainability of schools. SCP can help solve problems in schools (Clarke, 2016). It can also be used as risk mitigation (Sun et al., 2020) and ultimately can help organizational sustainability planning (Exmeyer et al., 2025).

5. Conclusion

From the SEM-PLS analysis in this study, it can be concluded that there is a significant and strong relationship between the influence of SL on OS, HRC on SCP, and SCP on OS. This study examines the direct relationship between the influence of sustainability leadership and SCP on OS and the influence of HRC on SCP at the vice principal work unit level. Further research can examine the same thing from an indirect relationship. It can also expand the geographical area by increasing the number of samples or research on other work units.

References

Admin Future Teacher. (2023). *Sustainability in schools : the importance of educating for a greener future*. Future Teacher. https://www.futuretracker.com/post/sustainability-in-schools-the-importance-of-educating-for%0Aa-greener%0Afuture#:~:text=In%2520addition%2520to%2520the%2520benefits,can%2520reduce%2520waste%2520disposal%252%0A 0costs.

Admin We Forum. (2023). *Why corporations, governments, NGOs and educators must all help deliver sustainability education*. Weforum.

Ahmadi, H. B., Kusi-Sarpong, S., & Rezaei, J. (2017). Assessing the social sustainability of supply chains using Best Worst Method. *Resources, Conservation and Recycling*,

126(July), 99–106. https://doi.org/10.1016/j.resconrec.2017.07.020

Aris, A. A., Murthada, M., Hendra, M., Zainudin, Z., Hartini, H., Malik, M. A., & Firdaus, M. (2023). The Role of Management of Human Resources in Enhancing The Quality of Schools. *Innovative: Journal of Social Science Research*, *3*(3), 11012–11023.

Badri Ahmadi, H., Hashemi Petrudi, S. H., & Wang, X. (2017). Integrating sustainability into supplier selection with analytical hierarchy process and improved grey relational analysis: a case of telecom industry. *International Journal of Advanced Manufacturing Technology*, *90*(9–12), 2413–2427. https://doi.org/10.1007/s00170-016-9518-z

Bakar, M. Z. bin A., Ishak, R. binti, & Mansor, M. binti. (2024). A Narrative Review of Sustainable Leadership in Education Sector. *International Journal of Academic Research in Progessive Education & Development*, *13*(3), 2340–2349. https://doi.org/10.6007/IJARPED/v13-i3/22149

Benson, L., Harkavy, I., Johanek, M. C. ., & Puckett, J. (2009). The enduring appeal of community schools. *American Educator*, *33*(2), 24–47.

Boeske, J. (2023). Leadership towards Sustainability: A Review of Sustainable, Sustainability, and Environmental Leadership. *Sustainability (Switzerland)*, *15*(16). https://doi.org/10.3390/su151612626

Bom, S., Jorge, J., Ribeiro, H. M., & Marto, J. (2019). A step forward on sustainability in the cosmetics industry: A review. *Journal of Cleaner Production*, *225*, 270–290. https://doi.org/10.1016/j.jclepro.2019.03.255

Brandisauskiene, A., Buksnyte-Marmiene, L., Cesnaviciene, J., Daugirdiene, A., Kemeryte-Ivanauskiene, E., & Nedzinskaite-Maciuniene, R. (2021). Sustainable school environment as a landscape for secondary school students' engagement in learning. *Sustainability (Switzerland)*, *13*(21), 1–17. https://doi.org/10.3390/su132111714

Brockbank, W., Ulrich, D., & Beatty, R. W. (1999). HR professional development: Creating the future creators at the University of Michigan Business School. *Human Resource Management*, *38*(2), 111–117. https://doi.org/10.1002/(SICI)1099-050X(199922)38:2<111::AID-HRM5>3.0.CO;2-B

Cheah, J., & Ooi, L. M. (2024, April 30). *Integrating Sustainability into Leadership : A Vital Approach for Organizational and Societal Prosperity*. https://www.aimr.asia/sustainability-leadership/integrating-sustainability-into-leadership-a-vital-approach-for-organizational-and-societal-prosperity/

Clarke, A. (2016). Designing Social Partnerships for Local Sustainability Strategy Implementation. In M. Setianidi & A. Crane (Eds.), *Social Partnerships and Responsible Business: A Research Handbook*. (pp. 1–23). Routedge (Taylor and Francis).

County, B. (2005). *Building School-Community Partnerships: Collaboration for Student Success* (M. G. Sanders (ed.)). Sage. http://www.sagepub.com

DePetris, T., & Eames, C. (2017). A Collaborative Community Education Model: Developing Effective School-Community Partnerships. *Australian Journal of Environmental Education*, *33*(3), 171–188. https://doi.org/10.1017/aee.2017.26

Elkalch, E., Ali, N., Abu, O., & El, H. M. (2025). Towards a model for sustainable leadership in educational contexts: A moderated mediated analysis of UAE and Hong Kong. *Social Sciences & Humanities Open*, *11*(March), 101478. https://doi.org/10.1016/j.ssaho.2025.101478

Elkins, D. N., Hedstrom, L. J., Hughes, L. L., Leaf, J. A., & Saunders, C. (1988). Toward a humanistic-phenomenological spirituality: Definition, Description, and Measurement.

Journal of Humanistic Psychology, *28*(4), 5–18. https://doi.org/10.1177/0022167888284002

Exmeyer, P. C., Cunningham, H. R., Miller, E., Bentley, M., Martin, C., & Nelson, E. (2025). Harnessing Collaborative Partnerships Toward Sustainability : A Community-Based Learning Initiative. *Journal of Community Engagement and Scholarship*, *17*(1), 1–17.

Global Reporting Initiative (GRI). (2023). Sustainability Reporting Guidelines. In *Global Reporting Initiative*. GRI. https://doi.org/10.1007/978-3-031-25984-5_386

Gutterman, A. S. (2023). *Organizations* (Attribution-NonCommercial-ShareAlike (CC BY-NC-SA), Issue August).

Hair, J. F. ., Hult, G. T. M., Ringle, C. M. ., & Sarstedt, M. (2017). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). Thousand Oaks. In *Sage* (Second Edi).

Hair, J. J. F., Black, W. C., Babin, B. J., Anderson, R. E., Black, W. C., & Anderson, R. E. (2018). *Multivariate Data Analysis*. https://doi.org/10.1002/9781119409137.ch4

Hantoro, R. R., Yamin, M., & Rosadi, K. I. (2024). *A Competency-Based Analysis of Human Resource Development among Educators at Salafiyah Islamic Boarding Schools*. *9*(November), 195–212.

Hargreaves, A., & Fink, D. (2018). Sustaining Leadership. In *Thomas More Brennan* (Issue May). https://doi.org/10.7591/cornell/9781501726132.003.0005

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8

Hira, A. (2023, October 30). Pentingnya Sustainable Leadership bagi Masa Depan Bisnis Apa itu Sustainable Leadership ? Mengapa Sustainable Leadership sangat Penting ? Ciri-ciri Sustainable Leadership. *Markplisinstitute*. https://markplusinstitute.com/explore/tag/sustainable-leadership/?srsltid=AfmBOop4NsrRBC1csj0oUxePRHv1fWVsYDLnbpkaT4zdwAQ0xKI5nMCQ

Howa, R. P. T. K., & Ishakb, M. Z. Bin. (2020). Empowering Teachers' Commitment: How Do Six Dimensions of Sustainable Leadership Play A Role? Memperkasakan Komitmen Guru: Bagaimanakah Enam. *Ojs.Upsi.Edu.My*, *4*(2), 78. https://doi.org/10.37134/mrj.vol10.2.4.2021

Hristov, I., & Chirico, A. (2019). The role of sustainability key performance indicators (KPIs) in implementing sustainable strategies. *Sustainability (Switzerland)*, *11*(20). https://doi.org/10.3390/su11205742

Hurst, D. (2012). The New Ecology of Leadership: Revisiting the Foundations of Management. *Ivey Business Journal Online*, *June*, 1. http://libra.naz.edu/docview/1039395816?accountid=28167%5Cnhttp://linksource.ebsco.com/linking.aspx?sid=ProQ:abiglobal&fmt=journal&genre=article&issn=&volume=&issue=&date=2012-05-01&spage=N_A&title=Ivey+Business+Journal+Online&atitle=THE+NEW+ECOLOGY+OF+LE

Indiyati, D., Ghina, A., & Romadhona, A. F. (2021). Human Resource Competencies, Organizational Culture, and Employee Performance. *International Journal of Science and Society*, *3*(1), 1–10. https://doi.org/10.54783/ijsoc.v3i1.251

Israel, G. D. (1992). Sampling The Evidence Of Extension Program Impact, Reviewed. *International Statistical Review*, *47*(2), 99–109.

Lam, J. S. L., & Lai, K. H. (2015). Developing environmental sustainability by ANP-QFD approach: The case of shipping operations. *Journal of Cleaner Production*, *105*, 275–284. https://doi.org/10.1016/j.jclepro.2014.09.070

Liao, Y. (2022). Sustainable leadership: A literature review and prospects for future research. *Frontiers in Psychology*, *13*(November), 1–11. https://doi.org/10.3389/fpsyg.2022.1045570

Linnenluecke, M. K., & Griffiths, A. (2010). Corporate sustainability and organizational culture. *Journal of World Business*, *45*(4), 357–366. https://doi.org/10.1016/j.jwb.2009.08.006

Manteiro, M. C. B., Bire, A. R., Ringga, M. B., & Hipir, S. D. (2024). *Human Resource Competency Development as A Strategy In Improving the Performance of Micro , Small and Medium Enterprises in Kupang City , East Nusa Tenggara*. *13*(04), 299–305.

Matwiejczuk, R. (2019). About the Relationship Between Resources, Capabilities and Competences– the Resource- Based Perspective. *Scientific Papers of Silesian University of Technology. Organization and Management Series*, *2019*(136), 383–391. https://doi.org/10.29119/1641-3466.2019.136.29

Mohd Salleh, K., Sulaiman, N. L., Latiff, A. A., & Admad, M. (2016). The Development of Human Resource Competency Model in Public Sector Organizations in Malaysia. *International Journal of Applied Business and Economic Research*, *14*(14), 10221–10234.

Mu'ammaroh, N. L. R., Pugu, M. R., Nelza, N., & Al-Amin. (2024). School-Community Collaboration: An Education Management Approach to Strengthening Community-Based Schools. *Prosiding Seminar Nasional Indonesia*, *2*(2), 276–289.

Muhammad, & Satatu, M. (2023). Relationship Between Human Resource Management and Teacher Effectiveness in Some Selected Secondary Schools in Cross River State, Nigeria. *Spektra: Jurnal Ilmu-Ilmu Sosial*, *5*(1), 18–30. https://doi.org/10.34005/spektra.v5i1.3088

Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., Sitepu, S. S. W., & Tryana. (2020). Kepemimpinan Berkelanjutan: Membangun Organisasi yang Berkelanjutan dan Sukses. In *greatdayhr*. greatdayhr.

Murtadaz, A. B. S. B., & Al-Zar'ah, H. A. (2022). The Degree Of Practicing Sustainable Leadership Among High School Leaders In West Of Dammam From The Teachers' Perspective. *Journal of Language and Linguistic Studies*, *18*(4), 12–31.

Musakki, I. (2019). *Membangun Organisasi Berkelanjutan*. Medium.Com. https://medium.com/beranda-pagi/membangun-organisasi-berkelanjutan-132c75a00f43

Mwenda, B., Israel, B., & Mahuwi, L. (2023). The influence of sustainable supply chain management practices on financial sustainability of food processing SMEs. *LBS Journal of Management & Research*, *21*(2), 218–235. https://doi.org/10.1108/lbsjmr-01-2023-0003

Ngobeni, S. (2024). Establishing sustainable school-community partnerships: strategies for school management teams. *International Journal of Leadership in Education*, *00*(00), 1–20. https://doi.org/10.1080/13603124.2024.2369987

Olawumi, T. O., & Chan, D. W. M. (2018). A scientometric review of global research on sustainability and sustainable development. *Journal of Cleaner Production*, *183*, 231–250. https://doi.org/10.1016/j.jclepro.2018.02.162

Olsen, J. R., Dettinger, M. D., & Giovannettone, J. P. (2023). Drought Attribution Studies and

Water Resources Management. *Bulletin of the American Meteorological Society*, *104*(2), E435–E441. https://doi.org/10.1175/BAMS-D-22-0214.1

Olson, L. A. (2018). School-community partnerships: Joining forces to support the learning and development of all students. *Aspen Institute*. https://files.eric.ed.gov/fulltext/ED585606.pdf

Parent Victoria. (2008). Key dimensions Family-School Partnerships Framework. *Parents Voice in Government School Education*. https://www.parentsvictoria.asn.au/wp-content/uploads/2022/07/key_dimensions_of_family-school_partnerships.pdf

Peng, Y., Alias, B. S., Wan, X., & Mansor, A. N. (2024). The Impact of Sustainable Leadership on Education Quality: a Systematic Review. *Journal of Law and Sustainable Development*, *12*(6), 1–27.

Pitonang, A. (2016). *Tiada MPLS. Sekolah Ditutup karena Kekurangan Siswa Dampak Zonasi PPDB*. Kompasiana.Com. https://www.kompasiana.com/akbarisation/6698be90ed6415637e406ba2/tiada-mpls-sekolah-ditutup-karena-kekurangan-siswa-dampak-zonasi-ppdb?page=all#section2

Pitonang, A. (2024). *Kebijakan Zonasi PPDB dan Sekolah Negeri yang "Merger."* Kompasiana.Co. https://www.kompasiana.com/akbarisation/6663e5ccc925c42a2f7962a2/zonasi-ppdb-bikin-jumlah-siswa-menurun-sekolah-akhirnya-merger?page=3&page_images=1

Purgał-Popiela, J. (2024). Sustainability in human resource management practices used by small and medium-sized enterprises: a systematic review. *Central European Management Journal*. https://doi.org/10.1108/CEMJ-03-2024-0097

Rahman, M., Abd Wahab, D. S., & Abdul Latiff, D. A. S. (2022). Definitions and Concepts of Organizational Sustainability. *Society & Sustainability*, *4*(2), 21–32. https://doi.org/10.38157/ss.v4i2.496

Ribeiro, R. P., & Gavronski, I. (2021). Sustainable Management of Human Resources and Stakeholder Theory: a Review. *Revista de Gestao Social e Ambiental*, *15*, 1–21. https://doi.org/10.24857/RGSA.V15.2729

Rowshan, A., Forouharfar, A., & Fazel, A. (2015). The Study of the Relationship in the Dimensions of Human Resource Competency Model (HRCM) with Human Resource Excellence Model (HREM) in Iran's South Pars Economic Zone's Power Plants. *SSRN Electronic Journal*, *June*. https://doi.org/10.2139/ssrn.2676696

Salzmann, O., Ionescu-Somers, A. M., & Steger, U. (2005). The business case for corporate sustainability: Literature review and research options. *European Management Journal*, *23*(1), 27–36. https://doi.org/10.1016/j.emj.2004.12.007

Saputra, I. G. A. (2016). *Minim Siswa, SDN Blimbingsari Segera Ditutup*. Nusabali.Com.

Sarjana;, S., Kennedy;, P. S. J., Silalahi;, M., & Prameswari, Y. (2020). *Jalan Menuju Organisasi Berkelanjutan* (M. Y. Sianipar (ed.)). Media Sains Indonesia.

Sartori, S., Da Silva, F. L., & De Souza Campos, L. M. (2014). Sustainability and sustainable development: A taxonomy in the field of literature. *Ambiente e Sociedade*, *17*(1), 1–22. https://doi.org/10.1590/1809-44220003491

Sarwono, J dan Narimawati, U. (2015). *Membuat Skripsi, Tesis dan Desertasi dengan Partial Least Square SEM (PLS-SEM)*. ANDI.

Sekaran, U., & Bougie, R. (2016). Research Methods For Business A Skill-Building Approach. In *Angewandte Chemie International Edition, 6(11), 951–952.* (7th ed.). John Wiley & Sons Ltd.

Setya Bangsawan, A., & Kurniawan, G. (2023). The influence of human resource competence

and work motivation on the performance of employees of Public Appraisal Services Office. *Journal of Management Science (JMAS)*, *6*(4), 585–590. www.exsys.iocspublisher.org/index.php/JMAS

Sewchurran, K. (2022, May 10). Sustainability Is Essential in Business Education. *Aacsb.Edu*. https://www.aacsb.edu/insights/articles/2022/05/sustainability-is-essential-in-business-education

Staneva-Britton, E. (2023, May 15). How Sustainability in Business Education Can Help Build a Green Future. *Accessmasterstour.Com*, *May*. https://www.accessmasterstour.com/articles/view/how-sustainability-in-business-education-can-help-build-a-green-future

Sugiarti. (2025). *Dinas Pendidikan Tuban Pastikan Tidak Ada Sekolah yang Ditutup*. Radar Tuban.

Sun, X., Clarke, A., & MacDonald, A. (2020). Implementing community sustainability plans through partnership: Examining the relationship between partnership structural features and climate change mitigation outcomes. *Sustainability (Switzerland)*, *12*(15). https://doi.org/10.3390/su12156172

Tataw, D. (2012). Toward human resource management in inter-professional health practice: Linking organizational culture, group identity and individual autonomy. *International Journal of Health Planning and Management*, *27*(2), 130–149. https://doi.org/10.1002/hpm.2098

Tranel, M. (2014). *Community partnerships : a sustainable resource for nongovernmental organizations Community Partnerships : A Sustainable Resource for Nongovernmental Organizations By Mark Tranel and Kay Gasen*.

Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2012). HR talent and the new HR competencies. *Strategic HR Review*, *11*(4), 217–222. https://doi.org/10.1108/14754391211234940

Valli, L., Stefanski, A., & Jacobson, R. (2014). *School-Community Partnerships : Typology of School-Community Partnerships Guiding Systemic Education Reform*.

Varsei, M., Soosay, C., Fahimnia, B., & Sarkis, J. (2014). Framing sustainability performance of supply chains with multidimensional indicators. *Supply Chain Management*, *19*(3), 242–257. https://doi.org/10.1108/SCM-12-2013-0436

Widyanty, W., Primanita, D., & Riyanto, S. (2024). Enhancing Human Resource Competencies to Improve The Performance of Micro, Small, And Medium Entreprises in Meruya Utara. *The 6th International Conference and Community Development (ICCD), SDGs Topics*, 625–630.

Wiratnadi, I. P., Meitriana, M. A., & Indrayani, L. (2019). Faktor-Faktor Yang Mempengaruhi Keberlanjutan Organisasi Nirlaba (Studi Pada Organisasi Kakak Asuh Bali). *Pendidikan Ekonomi*, *11*(2), 605–616.

Yulia Nurhalisa. (2022). *Besarnya Biaya Pendaftaran Sekolah di Tahun Ajaran 2024/2025: Tantangan Baru bagi Orang Tua*. Kompasiana.Com.

Zen, A. (2023). Mini Review : Organization Commitment , Organization Sustainability , Resilience , Community Social Behavior , Transformational Leadership. *Bhayangkara, Universitas Raya, Jakarta*, *2*(3), 875–890.