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INKUBIS: Jurnal Ekonomi dan Bisnis Volume 8, Issue 3, 1894-1908 e_ISSN: 2775-3913 https://inkubis.politeksci.ac.id/index.php/ink/index DOI: doi.org/10.59261/inkubis.v8i3.369 Unlocking Organizational Sustainability in Schools: The Role of Human Resource Competence, Workplace Spirituality, and Sustainable Leadership *Yuliana Sri Purbiyati Universitas Katolik Darma Cendika, Indonesia Lusy Universitas Katolik Darma Cendika, Indonesia *Corresponding author: Yuliana Sri Purbiyati, Universitas Katolik Darma Cendika, Surabaya, Indonesia. ? yulianasripurbiyati@gmail.com Article Info: Abstract Article history: Background: Schools face challenges in maintaining organizational Received: June 15, 2026 sustainability amid changing educational demands, technology, and Revised: August 08, 2026 community needs. Human resource competence, workplace spirituality, Accepted: August 12, 2026 and sustainable leadership are important factors that may support Available Online: August 24, 2026 school organizational sustainability. However, their interrelationships in secondary education remain insufficiently explored Objective: This study aims to examine the direct influence of human Keywords: resource competency (HRC) on organizational sustainability (OS), Human Resource Competence; sustainable leadership (SL) on organizational sustainability (OS), HRC on Organizational Sustainability; workplace spirituality (WPS), WPS having a significant influence on Sustainability Leadership; sustainable leadership (SL), and the indirect influence of HRC on Workplace Spirituality organizational sustainability (OS) through WPS. Methods: This study employed a quantitative methodology. A total of 106 questionnaire responses were collected from questionnaires distributed to principal assistant departments in 25 high schools and vocational high schools across the Diocese of Surabaya. The sample was determined using a census approach, meaning all departments, particularly those assisting the principal, were included in the sample. This is an open access article under the CC The data were processed using Structural Equation Modeling (SEM) with BY-SA license. the SmartPLS program. Copyright © 2026 by Author. Published by Results: The results indicate that HRC does not have a direct and Politeknik Siber Cerdika International significant influence on OS, but it does have a significant influence on WPS. WPS is shown to have a significant influence on SL, and WPS has a significant influence on OS. WPS was not effective as a sole mediator of the effect of HRC on OS. Conclusion: Several studies on this topic suggest further research with other variables. The results provide empirical evidence and managerial implications that each variable should be considered to further improve OS. To cite this article: Purbiyati, Y. S. & Lusy (2026). Unlocking organizational sustainability in schools: The role of human resource competence, workplace spirituality, and sustainable leadership. INKUBIS: Jurnal Ekonomi dan Bisnis, 8(3), 1894-1908. https://doi.org/10.59261/inkubis.v8i3.369 INTRODUCTION Secondary education has a strategic role in building sustainable quality of human resources (Desmawan & Darwin, 2023; Fania, 2025; Mashudi, 2018; Syamsurijal, 2024). Specifically, through Vocational High Schools (SMK) play a very important role in alleviating unemployment (Akbar et al., 2024). This certainly applies to all high schools (SMA) and vocational schools throughout Indonesia, including in East Java Province. The city of Surabaya, which is the capital of East

Java Province, is one of the educational and economic centers in Indonesia, so the existence of high schools and vocational schools not only functions as knowledge transfer institutions, but also as organizations that are able to move dynamically and effortlessly so that they can produce graduates who meet the demands of society (Syukri & Alfattah, 2024). Furthermore, Syukri & Alfattah (2024) explained that educational institutions must be quality- oriented and be a learning organization that pays attention to the needs of the community. That way the school has quality assurance and finally creates the organizational sustainability of the school or institution (Prasetyo & Salibi, 2022). This perspective highlights that schools should be viewed as sustainable organizations in which human resources, leadership practices, and organizational values interact to ensure long-term institutional resilience. School organizational sustainability is not only related to financial aspects or operational sustainability Nurhalisa (2022), but also includes social, institutional, and human resource management dimensions (Prasetyo & Salibi, 2022). Schools face a variety of sustainability challenges, ranging from fluctuations in the number of students Saputra (2016), demands to improve the quality of educational services Syukri & Alfattah (2024), to the need to adjust the curriculum to the development of the world of work and technology (Khoirunnisa & Firmansyah, 2024). For this reason, education is one of the important factors to prepare human resources according to the needs of today's society, so all elements of education should foster a growth mindset so that they can adapt to technological developments, realize an innovative culture supported by digitalization services, good learning facilities, and the implementation of a curriculum that is in accordance with the times (Lian & Amiruddin, 2021). The vision and mission designed for sustainability also determines the sustainability of the organization. Unfortunately, many organizations 1) the existence of a vision and mission is not designed to be implemented in a sustainable manner, 2) the next generation lacks to maintain what has been striven for, 3) the next generation does not understand the organizational philosophy, and 4) there is a lack of evaluation and follow-up that leads to organizational internalization (Musakki, 2019). On the one hand, ideally, the organization must continue to be sustainable or survive to achieve its goals (Gutterman, 2023). For this reason, relevant parties must ensure that urgency and sustainable actions are maintained so that organizational progress and sustainability continue (de Lange et al., 2012). For this reason, it must go through an established process that involves stakeholders with a long-term orientation (Eccles et al., 2014). Organizational sustainability can be studied from various factors. Research Kwok et al. (2024) is organizational sustainability research based on published organizational value statements or the values they adhere to? Organizational sustainability can also be studied from environmental, social, and economic factors to achieve sustainable development goals Sartori et al. (2014) and can also be in terms of public trust in organizational sustainability (Zen, 2023a). An organization's commitment to sustainability can strengthen pro-environmental motivation and behavior in the workplace (Zwicker et al., 2022). Organizational sustainability is a prerequisite for organizations to survive (Varsei et al., 2014). Thus, it can be stated that organizational sustainability is very important for the organization and can be assessed from various factors, such as organizational value Kwok et al. (2024) and environmental, social, and economic factors (Sartori et al., 2014). This research focuses on the organizational sustainability of environmental, social, and economic factors as suggested by Rahman et al. (2022) that organizational sustainability can be viewed from various perspectives, including social, economic, and

environmental elements. Regarding the impact of sustainability leadership on organizational sustainability, it is still relevant to be researched as well as to fill the research gab as suggested by Cheah & Ooi (2024) That further research is still needed on the influence of sustainability leadership on organizational sustainability so as to further strengthen the role of sustainable leadership which is a dynamic force and has a global impact towards organizational sustainability. Also suggestions Zen (2023b) That sustainability leadership research on organizational sustainability can also be continued with other variables. Workplace spirituality can also affect organizational sustainability (Kavindya et al., 2025; Nirmala et al., 2023; Rezapouraghdam et al., 2019). The results of the three studies state that workplace spirituality is an important trait and contributes to the aspect of organizational sustainability. The opportunity that can be captured from the spirituality factor to organizational sustainability is research from the perspective of the spirituality dimension Kavindya et al., (2025), integration and expansion of models with contextual variables for organizational sustainability (Nirmala et al., 2023). For this reason, this study places workplace spirituality according to Milliman et al. (2003) with the dimension of meaning, sense of community, and alignment with organizational values Milliman et al. (2003) as an independent variable and mediated by taking a vice principal who assists the principal as a research subject. On the other hand, human resource management has a role and can help organizations achieve organizational goals (Lashari et al., 2022). This is because employee involvement is key in helping to improve the organization's civic behavior which ultimately helps organizational sustainability (Kumar & Krshunan, 2024). Further explained by Kumar & Krshunan (2024) that employee involvement is the key to improving organizational civic behavior which ultimately helps create organizational sustainability. Previous research related to employee engagement has been employee trust and employee performance Zen (2023b), employee engagement Kumar & Krshunan (2024) to organizational sustainability. Organizations should take steps to increase employee engagement. Organizations must also determine the level of employee engagement in various aspects for organizational sustainability (Kumar & Krshunan, 2024). Research on human resource competencies has been carried out a lot, but there are still gaps that are research gaps as suggested by Purgał-Popiela (2024), i.e. research is still needed on the unique characteristics of organizations (in this case small and medium-sized enterprises) to understand how human resource competency practices affect sustainability and Setya Bangsawan & Kurniawan (2023) suggested that research on the influence of human resource competence be linked to other variables with research subjects. The growth of workplace spirituality is very important among employees (Ramesh & Sinnu, 2022). The research becomes an interesting subject for more holistic work (Paul & Jena, 2022). Employees as human resources are very important to be encouraged to cultivate workplace spirituality according to Ramesh & Sinnu (2025) also emphasized the importance of researching the relationship between human resource practices and spirituality. Based on previous research and the gaps found, this study focuses on the influence of human resource competence, workplace spirituality, and sustainability leadership on organizational sustainability. Thus, there are five issues that are directly related to be studied in this study, namely 1) the influence of human resource competence on organizational sustainability, 2) the influence of human resource competence on workplace spirituality, 3) the influence of workplace spirituality on organizational sustainability, and 4) the influence of sustainability leadership on organizational sustainability, and 5) the

influence of human resource competence on sustainability organizational through workplace spirituality and sustainability leadership as a successive mendiation. The purpose of this study is to examine these five issues. The novelty of this study lies in developing an integrated empirical model that simultaneously examines human resource competence, workplace spirituality, and sustainable leadership as interconnected determinants of organizational sustainability in the context of Catholic private secondary education institutions. Unlike previous studies that frequently examine these variables separately, this research investigates their direct and indirect relationships using SEM-PLS. METHOD The study employed a quantitative research approach with an explanatory design to examine causal relationships among human resource competence, workplace spirituality, sustainable leadership, and organizational sustainability. The unit of analysis in this study was individual education personnel who assist principals in Catholic private senior high schools and vocational schools under the Diocese of Surabaya. The population consisted of personnel from 25 schools, while respondents were selected using a census approach based on the available principal-assistant units. The fields that help school principals are a sample of this research. The fields are 1) Teacher Working Group, 2) Pastoral, 3) Library Officer, 4) Health Business Unit (UKS), 5) Vice Principal for Curriculum, 6) Vice Principal for Public Relations, 7) Vice Principal for Student Affairs, and 8) Vice Principal for Infrastructure. From the questionnaire distributed, a total of 106 responses were collected. Thus, the sample count for this study is 106 all individuals who assist the principal. The survey questionnaire was conducted to collect data from 25 schools for all areas that assist principals. A questionnaire with a five-point Likert scale was used to measure the respondents' perspective. The Likert scale measures how much respondents agree or disagree with a particular statement (Sekaran & Bougie, 2016). The scores given are strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). This research instrument was adopted from several previous relevant studies and adjusted to the context of the fields that help the principals of Catholic high schools and vocational schools in Surabaya. Organizational sustainability instruments adopted from Hristov & Chirico (2019) and measured using 10 statement items, sustainability leadership instruments adopted from Howa & Ishakb (2020) With 9 statement items, the workplace spirituality instrument is adopted from Milliman et al. (2003) with 10 statement items, as well as human resource competency instruments adopted from Ulrich et al. (2012) with 7 statement items. Prior to data collection, the researcher obtained institutional permission from the related educational authorities and provided informed consent information to respondents regarding the research objectives, confidentiality, voluntary participation, and academic use of collected data. The collected data was analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). This technique is used to test measurement models (outer models) and structural models (inner models), including testing the validity, reliability, and significance of the path coefficients between variables. SEM-PLS is also used to test the direct and indirect influences in this research model, so that it is in accordance with the research objectives that emphasize causal relationships. The model of this research is as follows. Figure 1. Research Model From this research model, the hypothesis of this research is as follows. 1. H1: Human resource competence has a significant effect on organizational sustainability. 2. H2: Sustainability leadership has a significant impact on Organizational Sustainability. 3. H3: Human resource competence has a significant effect on workplace spirituality. 4. H4: Workplace spirituality has a significant impact on

Sustainability Leadership. 5. H5: Human resource competence has a significant effect on organizational sustainability through workplace spirituality. The following are 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 Parameters Rule of Thumbs Internal Composite reliability Equal to and greater than 0.7 consistency Validity Test Parameters 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 Root AVE > Correlation of (Fornell-Larcker Criterion) latent variables Source: (Sekaran & Bougie, 2016; Hair et al., 2017) RESULTS AND DISCUSSION Results This study involved 106 respondents, all of whom were teachers and education personnel who held positions in fields that assist school principals, namely 1) Teacher Working Group, 2) Pastoral, 3) Library Officers, 4) Health Business Unit (UKS), 5) Vice Principals for Curriculum, 6) Vice Principals for Public Relations, 7) Vice Principals for Student Affairs, and 8) Vice Principals for Infrastructure at Catholic Private High Schools and Vocational Schools in the Diocese Surabaya. Respondents consist of teachers and education personnel who are given the task of assisting school principals in accordance with the eight (8) fields above who have various educational backgrounds, genders, age ranges, and different working periods, to be able to represent the characteristics of human resources in secondary schools. Table 2 below presents a detailed profile of the respondents, including job title, gender, education level, length of employment, and school characteristics, which is used to provide an overview of the research respondents and the context of the organizations in which they work. The respondent characteristics confirm that the selected participants were relevant representatives because they occupy strategic roles directly involved in school management processes. Table 2 Respondent Profile Characteristics Categories f % Departments Teacher Working Group Pastoral Library Health Business Unit (UKS) Vice Principal for Curriculum Vice Principal for Public Relations Vice Principal for Student Affairs Deputy Principal for Infrastructure Gender Male Women Age < 30 years old 31 – 40 years old 41 – 50 years old > 51 years old Education High School S1 S2 Long Term of 6 months – < 5 years Tenure 5 – < 10 years 10 – < 15 years old 15 – < 20 years old 20 – < 25 years old 25 – < 30 years old > 30 years old Old School 30 – 40 years old Standing 41 – 50 years old 51 – 60 years old > 60 years old 25 3 8 2 22 14 19 13 47 59 20 27 40 19 3 80 17 22 21 16 21 13 9 4 12 31 15 48 23,6 2,8 7,5 1,9 20,8 13,2 17,9 12,3 44,3 55,7 18,9 25,5 37,7 17,9 2,8 75,5 16,0 20,8 19,8 15,1 19,8 12,3 8,5 3,8 11,3 29,2 14,2 45,3 Source: Primary data processed by researcher, 2025 The respondent profile as presented in Table 2 shows that the research respondents are dominated by teachers who have structural and strategic roles in schools, especially the Vice Principal for Curriculum and Student Affairs, as well as the Teacher Working Group. In terms of gender, respondents are dominated by women, which reflects the composition of educators in high schools and vocational schools. Based on age, most respondents were in the range of 41–50 years, indicating a relatively high level of professional maturity and work experience. In terms of education, the majority of respondents were educated in Strata 1, followed by Strata 2, who demonstrated adequate academic qualifications to support their professional roles. Judging from the length of office, respondents are relatively evenly distributed across various service periods, with the dominance of medium to long service periods, which indicates the stability of human resources in schools. Meanwhile, the long-standing

characteristics of the school show that most of the respondents come from schools that have been established for more than 60 years, which reflects an educational institution with long experience and a strong organizational tradition in carrying out educational roles in a sustainable manner. Table 3 below is the respondents' perception of all research variables, The results are positive and consistent, which is characterized by the mean value of variables that are in the good to excellent category and supported by valid and reliable instruments. The sustainability leadership variable (SL) received the highest score, indicating that respondents assessed that leadership practices in school work units had gone very well, especially in the aspects of vision communication, openness to change, and competency strengthening. The variables of human resource competence (HRC) and workplace spirituality (WPS) were also perceived well, which showed that the quality of human resources and the meaningful work environment had been positively formed. Meanwhile, the organizational sustainability (OS) variable obtained a relatively lower mean value than the other variables, although it remained in the good category, indicating that sustainability practices have been implemented but still have room for improvement, especially in the aspects of innovation and strengthening long-term sustainability. Table 3 Description of Research Variables No Variable Number r count of Items Cronbach' s Alpha Mean Score Range per Indicator Variable Mean Overview of Respondent Perception 1 HRC 7 items 0,643 – 0,796 0,891 2 OS 9 items 0,507 – 0,838 0,894 3 WPS 10 item 0,700 – 0,914 0,952 4 SL 9 items 0,695 – 0,913 0,952 Source: Primary data processed by researcher, 2025 3,97 – 4,30 3,25 – 4,21 2,08 – 4,51 3,91 – 4,41 4,17 3,92 4,14 4,27 Good Good Good Excellent This study uses valid and reliable data with the results of validity and reliability tests. The validity tests used in this study were convergent validity using the outer loading (indicator reliability) and average variance extracted (AVE) parameters, and discriminant validity using the Fornell-Larcker criterion parameters. The ideal outer loading for each item required is > 0.708 while for research in the field of social sciences it is allowed for items to have an outer loading that is weaker than 0.7 (Hair et al., 2017). Table 4 Results of Validity and Reliability Test of Variables Variables Outer Composite Average variance loading reliability extracted (AVE) OS 0,815 0,941 0,668 SL 0,849 0,959 0,724 HRC 0,806 0,918 0,652 WPS 0,857 0,962 0,737 Source: Primary data processed by researcher, 2025 The results of the outer loading test in Table 4 show that all constructs in this study have met the criteria of convergent validity, discriminant validity, and reliability. The validity of the convergence is fulfilled because all indicators have an outer loading value above 0.70, and the Average Variance Extracted (AVE) value for each variable is above the minimum limit of 0.50, which indicates that the construct can explain the variance of the indicator well. All variables have a Composite Reliability (CR) value above 0.70, which indicates an excellent level of internal consistency (reliability). The validity of the discriminant is also met, as shown by the value of the Fornell-Larcker criterion in Table 5. The value of the indicator's correlation construct should be greater against its association construct than any other construct. Such a larger value indicates the suitability of an indicator to explain its association constructs compared to explaining other constructs Table 5 Discriminant Validity Results Based on Fornell-Larcker Criterion Variables OS SL HRC WPS OS 0,817 SL 0,801 0,851 HRC 0,697 0,784 0,808 WPS 0,775 0,905 0,771 0,859 With the fulfillment of all these criteria, the measurement model in this study is declared feasible and reliable. After going through the outer model testing process and the entire construct is declared to meet the criteria of validity and reliability, the analysis is

continued at the structural model testing stage (inner model). The initial stage in the internal testing of the model is the Goodness of Fit (GoF) test which aims to assess the feasibility of the model in explaining the relationship between latent variables. GoF tests are carried out to ensure that the constructed structural model has predictive capabilities and adequate compatibility between the theoretical model and the empirical data. With the fulfillment of the GoF criteria, the research model was declared feasible for use in testing the causal relationships between variables, including direct and indirect influences in the SEM-PLS analysis framework. The results of the test can be seen in Table 6. Table 6 Goodness of fit model R-square Q Square SRMR OS SL WPS 0,663 0,837 0,595 0,435 0,596 0,423 0,068 Source: Primary data processed by researcher, 2025 The results of the internal testing of the model show that the research model has good explainability and predictive ability. The R-square value indicates that OS variation can be explained substantially by its predictor variables, as well as SL and WPS which have high R-square values, indicating the strong role of independent variables in the model. An all-positive value of Q-square indicates that the model has good predictive relevance for each endogenous construct. In addition, the SRMR value is below the required limit, which indicates that the model has an adequate level of goodness of fit. Thus, the results of this test confirm that the structural model is feasible to be used to test the causal relationship between variables in this study. In addition to the Goodness of Fit (GoF) test, the internal evaluation of the model also includes multicollinearity testing to ensure that there is no high correlation between independent variables in the model. Multicollinearity testing was carried out by looking at the value of the Variance Inflation Factor (VIF) on each structural path. The test results as shown in Table 7 show that all VIF values are below the tolerance limit of 5, so it can be concluded that there is no problem of multicollinearity in the study model. This indicates that each independent variable can explain the dependent variable uniquely and does not overlap excessively, so that the estimated path coefficient in the SEM-PLS model can be interpreted accurately and reliably. Table 7 Variance Inflation Factor/VIF Test Results Variables OS SL WPS HRC OS SL 3,129 HRC 2,746 2,469 1,000 WPS 3,832 2,469 Source: Primary data processed by researcher, 2025 After knowing the validity and reliability of each variable. The significance of the path coefficient is one of the main measurements to evaluate the results of PLS-SEM (Hair et al., 2017). In confirmatory factor analysis (CFA), a hypothesis tests and confirms 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 observed 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. The following table 8 is the result of path coefficient analysis and hypothesis testing. Table 8 Hypothesis Testing Results Hypothesis Pathway Path Coefficient (Beta) T P-values Conclusion statistic 1 HRC → OS 0,141 2 SL → OS. 0,485 3 HRC → WPS 0,771 4 WPS → SL 0,741 5 1,037 2,687 16,234 9,398 HRC → WPS → OS 0,176 1,396 Source: Primary data processed by researcher, 2025 0,300 Rejected 0,007 Accepted 0,000 Accepted 0,000 Accepted 0,163 Rejected To determine the suitability of the structural model and predictive ability, measurements were used which were assessed with the size R2 (explanation of variance), f2 (effect size), and Q2 (predictive relevance) (Hair et al., 2017). The exposure of Table 9 below shows the results of the determination coefficient (R2) of the dependent latent variable in this study. Table 9 R-Square Test Results R-square R-square adjusted OS 0,663 0,653 SL 0,837 0,834 WPS 0,595

0,591 Source: Primary data processed by researcher, 2025 The coefficient of determination of the OS variable is 0.663, which is greater than 0.50 and less than 1, so it is quite sufficient because 66.3% of the OS variance is explained by the SL variable and the remaining 3.7% is explained by other variables that are not studied in this study. SL has an 83.7% explainable variance from SL. The coefficient of determination of the WPS variable is 0.595 which means it is classified as average because it is slightly higher than 0.50 (Hair et al., 2017). The quality of the structural model can be analyzed using the f2 size effect test and the predictive relevance of Q2 (Hair et al., 2017). The f2 effect size allows assessing the contribution of exogenous construct values to the R2 value of the dependent latent variable. Table 10 F-Square Test Results OS SL WPS HRC OS SL 0,114 HRC 0,021 0,112 1,469 WPS 0,026 1,362 Source: Primary data processed by researcher, 2025 1901 | INKUBIS: Jurnal Ekonomi dan Bisnis Table 10 above shows that SL has a large effect on OS (1,114). HRC had a small effect on SL (0.112) and had a very large effect on WPS (1.469). WPS has a small effect on the OS and has a large effect on SL (1,362). Table 10 below presents the results of the predictive relevance test (Q^2) to obtain a cross-validated redundancy measurement for each dependent construct. From Table 11, the Q^2 value produced for all dependent variables consisting of OS, SL, HRC, and WPS variables. Table 11 Q-Square Test Results SSO SSE Q^2 (=1-SSE/SSO) OS 848,000 487,729 0,425 SL 954,000 385,408 0,596 HRC 636,000 636,000 0,000 WPS 954,000 550,147 0,423 Source: Primary data processed by researcher, 2025 The Q^2 values of the OS, SL, and WPS variables have a result greater than zero, thus indicating that the independent variable has predictive relevance for the dependent variable. Both variables have a high predictive relevance of the HRC variable. The Q^2 value of the HRC variable is 0.000 then the SL variable has no predictive relevance on the effect of SL on OS. Discussion This study has five hypotheses. After collecting data and carrying out data analysis, it was found that the results of three hypotheses were accepted and two hypotheses were rejected. The accepted hypotheses are H2, H3, H4 and the rejected hypotheses are H1 and H5. H1 HRC has a significant effect on OS being rejected which means that HRC does not have a significant effect on the areas that help principals in Catholic high schools and vocational schools throughout the Diocese of Surabaya. These findings are not in line with previous research related to the influence of HRC in the form of employee engagement being the key to improving organizational civic behavior which ultimately builds OS (Kumar & Krshunan, 2024). If you follow the research Kumar & Krshunan (2024) which indicates that HRC will have an effect on the OS if it goes through a certain variable. It is very difficult to find previous research on the effect of HRC on OS. Previous research found is the influence of human resource management on OS (Chibulanotu, 2023 Diamond, 2023). In addition, it was also found that previous research related to human resources has an important role for organizations Aris et al. (2023), human resources and teacher effectiveness Muhammad (2023), implementation of competency-based human resource development practices among educators (Hantoro et al., 2024). HRC is one of the important elements in shaping the development of an organization (Dawn, 2012) It is also highly effective at driving organizational performance and creating a sustainable competitive advantage (Mohd et al., 2016). Related to HRC, the research found that HRC affects teacher performance (Teaching, 2021), effective human resource management can help schools improve the quality of education and achieve educational goals Aris et al. (2023), and transformation in education drives policy initiatives based on planned sustainability

(Teaching, 2021). The effect of SL on OS indicates that H2 is accepted. The coefficient of the H1 path shows a positive result. This result means that the better the SL, the better the OS. The results of this finding answer the second purpose of this study, which is to test SL against OS in eight areas that help principals in Catholic high schools and vocational schools throughout the Diocese of Surabaya. These results can be interpreted as having a direct, significant and positive influence on the OS in areas that help school principals. In previous research, it was found that the results of the research on the influence of SL in the world of education were found to be a research on sustainable leadership practices with dimensions among high school female leaders from the perspective of female teachers Murtadaz (2022), sustainability leadership practices in schools from a teacher's perspective Elkaleh et al. (2025), and the impact of sustainable leadership on the quality of education (Peng et al., 2024). Cheah & Ooi (2024) suggests that further research is still needed on sustainability leadership on organizational sustainability with global impact and also recommendations Bakar et al. (2024) for INKUBIS: Jurnal Ekonomi dan Bisnis | 1902 leaders to practice sustainable leadership in their organizations because of the importance of sustainability leadership, On the one hand clearly, Zen (2023a) Provides suggestions that sustainability leadership research on organizational sustainability can also be continued with other variables. Based on previous research, there is still a gap in novelty for this study that examines the influence of SL on OS. This study samples the fields that help school principals at the individual level in Catholic high schools and vocational schools throughout the Diocese of Surabaya have the same results as the study that took samples of the work unit of the deputy principal that the author has done some time ago. This study resulted in the finding that the areas that help the principal, namely SL are important to improve the OS with a strong influence as can be seen in Table 9, which is R 0.837. Officials in eight areas helped principals realize the importance of SL, which means schools have an understanding that achieving goals is paramount to a sustainable future and as an OS effort. In SL, leaders continue to practice SL to achieve goals and implement goals for the OS (Boeske, 2023). SL becomes a leadership style in a leader who pushes the OS agenda (Muliyah et al., 2020; Singing, 2023). These findings are also in line with research Afzal & Lim (2022) which shows that the business strategy and organizational culture led by the SL model contribute significantly to sustainability performance. This means that the answer to sustainability challenges requires SL to unravel and integrate organizational characteristics into the OS through strategic plans, organizational visions, and motivate members to think creatively, in new ways of sustaining the OS (Muliyah et al., 2020). The effect of HRC on WPS shows that H3 is significantly accepted and has a path coefficient value with a positive direction. These results show that the better the HRC, the better the WPS or if the HRC increases well, then the WPS also improves well. This result answers the second purpose of the study, which is to test HRC against WPS. The interpretation of the results of this study is that HRC has a significant and positive direct influence on WPS. HRC has a function and helps achieve organizational goals (Lashari et al., 2022). On the other hand, the development and elevation of human resources has challenges in the application of workplace spirituality in organizations (Lutfi, 2023). Employees as human resources should be encouraged or motivated to foster workplace spirituality (Ramesh & Sinnu, 2022). Conform to the advice Ramesh & Sinnu (2025) that it is important to carry out research on the relationship between human resource practices and spirituality. Also suggestions Setya Bangsawan & Kurniawan (2023) which

suggests that the research on the influence of HRC is linked to other variables with research subjects outside the tax office still needs to be researched. In this study, the HRC variable as an independent variable and the WPS variable as a dependent variable. The results of this study answer the research gaps found and are novelties in this study. The results of this study are in line with the findings Milliman et al. (2003) which states that workplace spirituality develops through individuals who are able to interpret their work and establish positive working relationships. Research Lu et al. (2023) also affirms that value-oriented HRM practices are able to improve employee engagement and well-being, which is the main foundation of workplace spirituality. Therefore, HRC is an important prerequisite in building a work environment that practices WPS in schools. These findings also show that HRC highly values the presence of WPS in its organization. Competent employees carry out WPS voluntarily and sincerely (Ramesh & Sinnu, 2022). One way to help employees who are competent in the field of spirituality is to practice spirituality through work Rathee (2020), for example with yoga or meditation. Through this practice, employees will have more peace of mind and readiness at work. Employees both individually and as a team practicing spirituality will build an increase in spirituality in the organization (Tigedi et al., 2024). The influence of WPS on SL revealed that H4 was accepted. The H4 coefficient shows a positive result. This result means that the better the WPS, the better the SL. WPS plays a significant role in forming SL in areas that assist principals in Catholic high schools and high schools throughout the Diocese of Surabaya. A work environment full of values, caring, and meaning encourages leaders to internalize ethical principles and long-term responsibility. Cheah & Ooi (2024) explains that SL for organizations is a must for the OS. Burns (1979) Explaining that leaders should serve the basic needs and values needed by members by the process of involvement with each other so that leaders and followers help each other increase their motivation. Many leaders consider workplace spirituality to be a way out when leaders encounter difficulties because WPS is able to influence members and organizational management (Sheng & Chen, 2012). WPS has the potential to develop leadership because it allows members and leaders to act on truth, integrity, values and ethics (Naidoo, 2014; Neck & Milliman, 1994; Rego & Pina E Cunha, 2008). Spirituality serves to give direction to leaders (Hoppe, 2005). SL is a leadership model for a leader who pushes the sustainability agenda in the organization (Singing, 2023); Muliyah et al., 2020). Sustainability leaders have a deep understanding of the impact of an organization on the environment, society, economy, and seek to create harmony between organizational interests, environmental sustainability, social welfare, and long-term economic sustainability (Muliyah et al., 2020). This is as it has been triggered Hurst (2012) that the SL that leaders practice helps leaders achieve goals in a rapidly changing environment. Leadership provides facilities for initiation and implementation of goals for organizational sustainability (Boeske, 2023). Regarding WPS affecting SL, it is still relevant to be researched as well as to fill the research gab as until this article was compiled, the author has not found any previous research related to this research. An organization that integrates spirituality into management is an evolution towards the future of the organization is not a deviation so that the organization becomes more humane, ethical, and sustainable (Zuchroh & Muniroh, 2025). The influence of HRC on OS through WPS as a digging variable is not suggested or rejected. This is the same as H5 being rejected. This shows that WPS cannot directly mediate the relationship between HRC and OS. Although WPS shapes the value and meaning of individual work, it has

not been strong enough to produce systemic impact without structural support or leaders. These findings are in line with Bal & Brookes (2022) argues that normative values in organizations that constitute WPS often stop at the individual level if they are not institutionalized in policy and leadership. Thus, WPS requires a stronger organizational mechanism to contribute to the sustainability of the organization. CONCLUSION The results of this study show that HRC has no effect on the organization's sustainability OS, but plays an important role in forming WPS. WPS has subsequently been proven to have a significant effect on SL, and SL is a factor that directly and significantly determines OS. These findings confirm that WPS is not strong enough to be the sole link between HRC and OS in the absence of a leadership role. Thus, SL emerges as a key element that can convert competencies and work values into organizational sustainability practices and performance, both through the role of mediation and as the main driver of organizational sustainability. ACKNOWLEDGEMENT The authors would like to express their sincere gratitude to all parties who supported the completion of this research. The authors particularly acknowledge the institutions and government agencies that provide publicly accessible regional economic and waste management data used in this study, including data related to GRDP per capita, waste generation, and regional waste management policies. The authors also appreciate the academic and professional support received during the research, data analysis, and preparation of this manuscript. AUTHOR CONTRIBUTION STATEMENT Aristawidya Dwi Putri contributed to the conceptualization of the study, methodology, data collection and curation, formal analysis, interpretation of results, and preparation of the original manuscript. Widyono Soetjipto contributed to the research supervision, methodological review, validation of the analysis, interpretation of findings, and critical revision of the manuscript. Both authors contributed to the discussion of the results, reviewed and approved the final version of the manuscript, and agreed to be accountable for all aspects of the work. REFERENCES Akbar, M. Z., Ichwanto, M. A., Fatahillah, M. A., Fadhilatuzzahro, H., & Muthmainnah. (2024). Peran Sekolah Menengah Kejuruan dalam Mengurangi Tingkat Pengangguran. Jurnal Inovasi Teknologi Dan Edukasi Teknik, 4(3). https://doi.org/10.17977/um068.v4.i3.2024.3 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. 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 Bal, M., & Brookes, A. (2022). How Sustainable Is Human Resource Management Really ? An Argument for Radical Sustainability. Supply Chain Management, 14(4219), 1–14. Boeske, J. (2023). Leadership towards Sustainability: A Review of Sustainable, Sustainability, and Environmental Leadership. Sustainability (Switzerland), 15(16). https://doi.org/10.3390/su151612626 Burns, J. M. (1979). Leadership. Harper & Row. Cheah, J., & Ooi, L. M. (2024, April 30). Integrating Sustainability into Leadership : A Vital Approach for Organizational and Societal Prosperity. Chibulanotu, W. Y. (2023). Human Resource Management and Organizational Performance. International Academy Journal of Management Annals, 8(5), 76–85. https://doi.org/10.1177/0002764294037007007 de Lange, D. E., Busch, T., & Delgado-Ceballos, J. (2012). Sustaining Sustainability in Organizations. Journal of Business Ethics, 110(2), 151–156. https://doi.org/10.1007/

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by Perpustakaan1 UKDC

Submission date: 05-Nov-2026 11:28AM (UTC+0700)
Submission ID: 3080620862
File name: 2627-artikel_terbit_unlocking--.pdf (470.03K)
Word count: 8555
Character count: 48367

INKUBIS: Jurnal Ekonomi dan Bisnis
Volume 8, Issue 3, 1894-1908
e_ISSN: 2775-3913
https://inkubis.politeksci.ac.id/index.php/ink/index
DOI: doi.org/10.59261/inkubis.v8i3.369

Unlocking Organizational Sustainability in Schools: The Role of Human Resource Competence, Workplace Spirituality, and Sustainable Leadership

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Article Info:
Article history:
Received: June 15, 2026
Revised: August 08, 2026
Accepted: August 12, 2026
Available Online: August 24, 2026

Keywords:
Human Resource Competence; Organizational Sustainability; Sustainability Leadership; Workplace Spirituality

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Abstract

Background: Schools face challenges in maintaining organizational sustainability amid changing educational demands, technology, and community needs. Human resource competence, workplace spirituality, and sustainable leadership are important factors that may support school organizational sustainability. However, their interrelationships in secondary education remain insufficiently explored

Objective: This study aims to examine the direct influence of human resource competency (HRC) on organizational sustainability (OS), sustainable leadership (SL) on organizational sustainability (OS), HRC on workplace spirituality (WPS), WPS having a significant influence on sustainable leadership (SL), and the indirect influence of HRC on organizational sustainability (OS) through WPS.

Methods: This study employed a quantitative methodology. A total of 106 questionnaire responses were collected from questionnaires distributed to principal assistant departments in 25 high schools and vocational high schools across the Diocese of Surabaya. The sample was determined using a census approach, meaning all departments, particularly those assisting the principal, were included in the sample. The data were processed using Structural Equation Modeling (SEM) with the SmartPLS program.

Results: The results indicate that HRC does not have a direct and significant influence on OS, but it does have a significant influence on WPS. WPS is shown to have a significant influence on SL, and WPS has a significant influence on OS. WPS was not effective as a sole mediator of the effect of HRC on OS.

Conclusion: Several studies on this topic suggest further research with other variables. The results provide empirical evidence and managerial implications that each variable should be considered to further improve OS.

To cite this article: Purbiyati, Y. S. & Lusy (2026). Unlocking organizational sustainability in schools: The role of human resource competence, workplace spirituality, and sustainable leadership. *INKUBIS: Jurnal Ekonomi dan Bisnis, 8*(3), 1894-1908. https://doi.org/10.59261/inkubis.v8i3.369

INTRODUCTION

Secondary education has a strategic role in building sustainable quality of human resources (Desmawan & Darwin, 2023; Fania, 2025; Mashudi, 2018; Syamsurijal, 2024). Specifically, through Vocational High Schools (SMK) play a very important role in alleviating unemployment (Akbar et al., 2024). This certainly applies to all high schools (SMA) and vocational schools throughout Indonesia, including in East Java Province. The city of Surabaya, which is the capital of East Java Province, is one of the educational and economic centers in Indonesia, so the existence of high schools and vocational schools not only functions as knowledge transfer

institutions, but also as organizations that are able to move dynamically and effortlessly so that they can produce graduates who meet the demands of society (Syukri & Alfattah, 2024). Furthermore, Syukri & Alfattah (2024) explained that educational institutions must be quality-oriented and be a learning organization that pays attention to the needs of the community. That way the school has quality assurance and finally creates the organizational sustainability of the school or institution (Prasetyo & Salibi, 2022). This perspective highlights that schools should be viewed as sustainable organizations in which human resources, leadership practices, and organizational values interact to ensure long-term institutional resilience.

School organizational sustainability is not only related to financial aspects or operational sustainability Nurhalisa (2022), but also includes social, institutional, and human resource management dimensions (Prasetyo & Salibi, 2022). Schools face a variety of sustainability challenges, ranging from fluctuations in the number of students Saputra (2016), demands to improve the quality of educational services Syukri & Alfattah (2024), to the need to adjust the curriculum to the development of the world of work and technology (Khoirunnisa & Firmansyah, 2024). For this reason, education is one of the important factors to prepare human resources according to the needs of today's society, so all elements of education should foster a growth mindset so that they can adapt to technological developments, realize an innovative culture supported by digitalization services, good learning facilities, and the implementation of a curriculum that is in accordance with the times (Lian & Amiruddin, 2021).

The vision and mission designed for sustainability also determines the sustainability of the organization. Unfortunately, many organizations 1) the existence of a vision and mission is not designed to be implemented in a sustainable manner, 2) the next generation lacks to maintain what has been striven for, 3) the next generation does not understand the organizational philosophy, and 4) there is a lack of evaluation and follow-up that leads to organizational internalization (Musakki, 2019). On the one hand, ideally, the organization must continue to be sustainable or survive to achieve its goals (Gutterman, 2023). For this reason, relevant parties must ensure that urgency and sustainable actions are maintained so that organizational progress and sustainability continue (de Lange et al., 2012). For this reason, it must go through an established process that involves stakeholders with a long-term orientation (Eccles et al., 2014).

Organizational sustainability can be studied from various factors. Research Kwok et al. (2024) is organizational sustainability research based on published organizational value statements or the values they adhere to? Organizational sustainability can also be studied from environmental, social, and economic factors to achieve sustainable development goals Sartori et al. (2014) and can also be in terms of public trust in organizational sustainability (Zen, 2023a). An organization's commitment to sustainability can strengthen pro-environmental motivation and behavior in the workplace (Zwicker et al., 2022). Organizational sustainability is a prerequisite for organizations to survive (Varsei et al., 2014). Thus, it can be stated that organizational sustainability is very important for the organization and can be assessed from various factors, such as organizational value Kwok et al. (2024) and environmental, social, and economic factors (Sartori et al., 2014). This research focuses on the organizational sustainability of environmental, social, and economic factors as suggested by Rahman et al. (2022) that organizational sustainability can be viewed from various perspectives, including social, economic, and environmental elements. Regarding the impact of sustainability leadership on organizational sustainability, it is still relevant to be researched as well as to fill the research gab as suggested by Cheah & Ooi (2024) That further research is still needed on the influence of sustainability leadership on organizational sustainability so as to further strengthen the role of sustainable leadership which is a dynamic force and has a global impact towards organizational sustainability. Also suggestions Zen (2023b) That sustainability leadership research on organizational sustainability can also be continued with other variables.

Workplace spirituality can also affect organizational sustainability (Kavindya et al., 2025; Nirmala et al., 2023; Rezapouraghdam et al., 2019). The results of the three studies state that workplace spirituality is an important trait and contributes to the aspect of organizational sustainability. The opportunity that can be captured from the spirituality factor to organizational sustainability is research from the perspective of the spirituality dimension Kavindya et al., (2025), integration and expansion of models with contextual variables for organizational sustainability (Nirmala et al., 2023). For this reason, this study places workplace spirituality

according to Milliman et al. (2003) with the dimension of meaning, sense of community, and alignment with organizational values Milliman et al. (2003) as an independent variable and mediated by taking a vice principal who assists the principal as a research subject.

On the other hand, human resource management has a role and can help organizations achieve organizational goals (Lashari et al., 2022). This is because employee involvement is key in helping to improve the organization's civic behavior which ultimately helps organizational sustainability (Kumar & Krshunan, 2024). Further explained by Kumar & Krshunan (2024) that employee involvement is the key to improving organizational civic behavior which ultimately helps create organizational sustainability. Previous research related to employee engagement has been employee trust and employee performance Zen (2023b), employee engagement Kumar & Krshunan (2024) to organizational sustainability. Organizations should take steps to increase employee engagement. Organizations must also determine the level of employee engagement in various aspects for organizational sustainability (Kumar & Krshunan, 2024). Research on human resource competencies has been carried out a lot, but there are still gaps that are research gaps as suggested by Purgał-Popiela (2024), i.e. research is still needed on the unique characteristics of organizations (in this case small and medium-sized enterprises) to understand how human resource competency practices affect sustainability and Setya Bangsawan & Kurniawan (2023) suggested that research on the influence of human resource competence be linked to other variables with research subjects.

The growth of workplace spirituality is very important among employees (Ramesh & Sinnu, 2022). The research becomes an interesting subject for more holistic work (Paul & Jena, 2022). Employees as human resources are very important to be encouraged to cultivate workplace spirituality according to Ramesh & Sinnu (2025) also emphasized the importance of researching the relationship between human resource practices and spirituality.

Based on previous research and the gaps found, this study focuses on the influence of human resource competence, workplace spirituality, and sustainability leadership on organizational sustainability. Thus, there are five issues that are directly related to be studied in this study, namely 1) the influence of human resource competence on organizational sustainability, 2) the influence of human resource competence on workplace spirituality, 3) the influence of workplace spirituality on organizational sustainability, and 4) the influence of sustainability leadership on organizational sustainability, and 5) the influence of human resource competence on sustainability organizational through workplace spirituality and sustainability leadership as a successive mendiation. The purpose of this study is to examine these five issues. The novelty of this study lies in developing an integrated empirical model that simultaneously examines human resource competence, workplace spirituality, and sustainable leadership as interconnected determinants of organizational sustainability in the context of Catholic private secondary education institutions. Unlike previous studies that frequently examine these variables separately, this research investigates their direct and indirect relationships using SEM-PLS.

METHOD

The study employed a quantitative research approach with an explanatory design to examine causal relationships among human resource competence, workplace spirituality, sustainable leadership, and organizational sustainability. The unit of analysis in this study was individual education personnel who assist principals in Catholic private senior high schools and vocational schools under the Diocese of Surabaya. The population consisted of personnel from 25 schools, while respondents were selected using a census approach based on the available principal-assistant units.

The fields that help school principals are a sample of this research. The fields are 1) Teacher Working Group, 2) Pastoral, 3) Library Officer, 4) Health Business Unit (UKS), 5) Vice Principal for Curriculum, 6) Vice Principal for Public Relations, 7) Vice Principal for Student Affairs, and 8) Vice Principal for Infrastructure. From the questionnaire distributed, a total of 106 responses were collected. Thus, the sample count for this study is 106 all individuals who assist the principal.

The survey questionnaire was conducted to collect data from 25 schools for all areas that assist principals. A questionnaire with a five-point Likert scale was used to measure the respondents' perspective. The Likert scale measures how much respondents agree or disagree

with a particular statement (Sekaran & Bougie, 2016). The scores given are strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). This research instrument was adopted from several previous relevant studies and adjusted to the context of the fields that help the principals of Catholic high schools and vocational schools in Surabaya. Organizational sustainability instruments adopted from Hristov & Chirico (2019) and measured using 10 statement items, sustainability leadership instruments adopted from Howa & Ishakb (2020) With 9 statement items, the workplace spirituality instrument is adopted from Milliman et al. (2003) with 10 statement items, as well as human resource competency instruments adopted from Ulrich et al. (2012) with 7 statement items. Prior to data collection, the researcher obtained institutional permission from the related educational authorities and provided informed consent information to respondents regarding the research objectives, confidentiality, voluntary participation, and academic use of collected data.

The collected data was analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). This technique is used to test measurement models (outer models) and structural models (inner models), including testing the validity, reliability, and significance of the path coefficients between variables. SEM-PLS is also used to test the direct and indirect influences in this research model, so that it is in accordance with the research objectives that emphasize causal relationships. The model of this research is as follows.

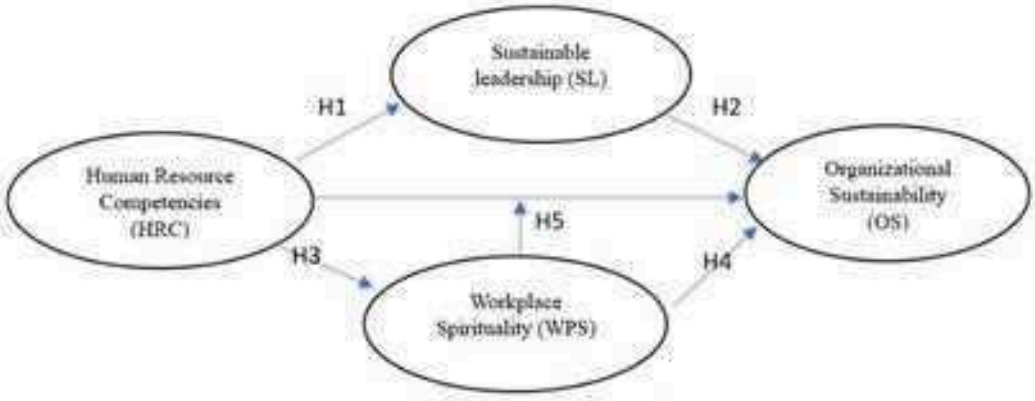


Figure 1. Research Model

From this research model, the hypothesis of this research is as follows.

1. H1: Human resource competence has a significant effect on organizational sustainability.
2. H2: Sustainability leadership has a significant impact on Organizational Sustainability.
3. H3: Human resource competence has a significant effect on workplace spirituality.
4. H4: Workplace spirituality has a significant impact on Sustainability Leadership.
5. H5: Human resource competence has a significant effect on organizational sustainability through workplace spirituality.

The following are 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	Parameters	Rule of Thumbs
Internal consistency	Composite reliability	Equal to and greater than 0.7
Validity Test	Parameters	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 (Fornell-Larcker Criterion)	Root AVE > Correlation of latent variables

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

RESULTS AND DISCUSSION

Results

This study involved 106 respondents, all of whom were teachers and education personnel who held positions in fields that assist school principals, namely 1) Teacher Working Group, 2) Pastoral, 3) Library Officers, 4) Health Business Unit (UKS), 5) Vice Principals for Curriculum, 6) Vice Principals for Public Relations, 7) Vice Principals for Student Affairs, and 8) Vice Principals for Infrastructure at Catholic Private High Schools and Vocational Schools in the Diocese Surabaya. Respondents consist of teachers and education personnel who are given the task of assisting school principals in accordance with the eight (8) fields above who have various educational backgrounds, genders, age ranges, and different working periods, to be able to represent the characteristics of human resources in secondary schools. Table 2 below presents a detailed profile of the respondents, including job title, gender, education level, length of employment, and school characteristics, which is used to provide an overview of the research respondents and the context of the organizations in which they work. The respondent characteristics confirm that the selected participants were relevant representatives because they occupy strategic roles directly involved in school management processes.

Table 2

Respondent Profile

Characteristics	Categories	f	%
Departments	Teacher Working Group	25	23,6
	Pastoral	3	2,8
	Library	8	7,5
	Health Business Unit (UKS)	2	1,9
	Vice Principal for Curriculum	22	20,8
	Vice Principal for Public Relations	14	13,2
	Vice Principal for Student Affairs	19	17,9
	Deputy Principal for Infrastructure	13	12,3
Gender	Male	47	44,3
	Women	59	55,7
Age	< 30 years old	20	18,9
	31 – 40 years old	27	25,5
	41 – 50 years old	40	37,7
	> 51 years old	19	17,9
Education	High School	3	2,8
	S1	80	75,5
	S2	17	16,0
Long Term of Tenure	6 months – < 5 years	22	20,8
	5 – < 10 years	21	19,8
	10 – < 15 years old	16	15,1
	15 – < 20 years old	21	19,8
	20 – < 25 years old	13	12,3
	25 – < 30 years old	9	8,5
	> 30 years old	4	3,8
Old School Standing	30 – 40 years old	12	11,3
	41 – 50 years old	31	29,2
	51 – 60 years old	15	14,2
	> 60 years old	48	45,3

Source: Primary data processed by researcher, 2025

The respondent profile as presented in Table 2 shows that the research respondents are dominated by teachers who have structural and strategic roles in schools, especially the Vice Principal for Curriculum and Student Affairs, as well as the Teacher Working Group. In terms of gender, respondents are dominated by women, which reflects the composition of educators in high schools and vocational schools. Based on age, most respondents were in the range of 41–50

years, indicating a relatively high level of professional maturity and work experience. In terms of education, the majority of respondents were educated in Strata 1, followed by Strata 2, who demonstrated adequate academic qualifications to support their professional roles. Judging from the length of office, respondents are relatively evenly distributed across various service periods, with the dominance of medium to long service periods, which indicates the stability of human resources in schools. Meanwhile, the long-standing characteristics of the school show that most of the respondents come from schools that have been established for more than 60 years, which reflects an educational institution with long experience and a strong organizational tradition in carrying out educational roles in a sustainable manner.

Table 3 below is the respondents' perception of all research variables, The results are positive and consistent, which is characterized by the mean value of variables that are in the good to excellent category and supported by valid and reliable instruments. The sustainability leadership variable (SL) received the highest score, indicating that respondents assessed that leadership practices in school work units had gone very well, especially in the aspects of vision communication, openness to change, and competency strengthening. The variables of human resource competence (HRC) and workplace spirituality (WPS) were also perceived well, which showed that the quality of human resources and the meaningful work environment had been positively formed. Meanwhile, the organizational sustainability (OS) variable obtained a relatively lower mean value than the other variables, although it remained in the good category, indicating that sustainability practices have been implemented but still have room for improvement, especially in the aspects of innovation and strengthening long-term sustainability.

Table 3
Description of Research Variables

No	Variable	Number of Items	r count	Cronbach's Alpha	Mean Score Range per Indicator	Variable Mean	Overview of Respondent Perception
1	HRC	7 items	0,643 – 0,796	0,891	3,97 – 4,30	4,17	Good
2	OS	9 items	0,507 – 0,838	0,894	3,25 – 4,21	3,92	Good
3	WPS	10 item	0,700 – 0,914	0,952	2,08 – 4,51	4,14	Good
4	SL	9 items	0,695 – 0,913	0,952	3,91 – 4,41	4,27	Excellent

Source: Primary data processed by researcher, 2025

This study uses valid and reliable data with the results of validity and reliability tests. The validity tests used in this study were convergent validity using the outer loading (indicator reliability) and average variance extracted (AVE) parameters, and discriminant validity using the Fornell-Larcker criterion parameters. The ideal outer loading for each item required is > 0.708 while for research in the field of social sciences it is allowed for items to have an outer loading that is weaker than 0.7 (Hair et al., 2017).

Table 4
Results of Validity and Reliability Test of Variables

Variables	Outer loading	Composite reliability	Average variance extracted (AVE)
OS	0,815	0,941	0,668
SL	0,849	0,959	0,724
HRC	0,806	0,918	0,652
WPS	0,857	0,962	0,737

Source: Primary data processed by researcher, 2025

The results of the outer loading test in Table 4 show that all constructs in this study have met the criteria of convergent validity, discriminant validity, and reliability. The validity of the convergence is fulfilled because all indicators have an outer loading value above 0.70, and the Average Variance Extracted (AVE) value for each variable is above the minimum limit of 0.50, which indicates that the construct can explain the variance of the indicator well. All variables have a Composite Reliability (CR) value above 0.70, which indicates an excellent level of internal

consistency (reliability). The validity of the discriminant is also met, as shown by the value of the Fornell-Larcker criterion in Table 5. The value of the indicator's correlation construct should be greater against its association construct than any other construct. Such a larger value indicates the suitability of an indicator to explain its association constructs compared to explaining other constructs

Table 5
Discriminant Validity Results Based on Fornell-Larcker Criterion

Variables	OS	SL	HRC	WPS
OS	0,817			
SL	0,801	0,851		
HRC	0,697	0,784	0,808	
WPS	0,775	0,905	0,771	0,859

With the fulfillment of all these criteria, the measurement model in this study is declared feasible and reliable. After going through the outer model testing process and the entire construct is declared to meet the criteria of validity and reliability, the analysis is continued at the structural model testing stage (inner model). The initial stage in the internal testing of the model is the Goodness of Fit (GoF) test which aims to assess the feasibility of the model in explaining the relationship between latent variables. GoF tests are carried out to ensure that the constructed structural model has predictive capabilities and adequate compatibility between the theoretical model and the empirical data. With the fulfillment of the GoF criteria, the research model was declared feasible for use in testing the causal relationships between variables, including direct and indirect influences in the SEM-PLS analysis framework. The results of the test can be seen in Table 6.

Table 6
Goodness of fit model

	R-square	Q Square	SRMR
OS	0,663	0,435	0,068
SL	0,837	0,596	
WPS	0,595	0,423	

Source: Primary data processed by researcher, 2025

The results of the internal testing of the model show that the research model has good explainability and predictive ability. The R-square value indicates that OS variation can be explained substantially by its predictor variables, as well as SL and WPS which have high R-square values, indicating the strong role of independent variables in the model. An all-positive value of Q-square indicates that the model has good predictive relevance for each endogenous construct. In addition, the SRMR value is below the required limit, which indicates that the model has an adequate level of goodness of fit. Thus, the results of this test confirm that the structural model is feasible to be used to test the causal relationship between variables in this study.

In addition to the Goodness of Fit (GoF) test, the internal evaluation of the model also includes multicollinearity testing to ensure that there is no high correlation between independent variables in the model. Multicollinearity testing was carried out by looking at the value of the Variance Inflation Factor (VIF) on each structural path. The test results as shown in Table 7 show that all VIF values are below the tolerance limit of 5, so it can be concluded that there is no problem of multicollinearity in the study model. This indicates that each independent variable can explain the dependent variable uniquely and does not overlap excessively, so that the estimated path coefficient in the SEM-PLS model can be interpreted accurately and reliably.

Table 7
Variance Inflation Factor/VIF Test Results

Variables	OS	SL	WPS	HRC
OS				
SL	3,129			

HRC	2,746	2,469	1,000
WPS	3,832	2,469	

Source: Primary data processed by researcher, 2025

After knowing the validity and reliability of each variable. The significance of the path coefficient is one of the main measurements to evaluate the results of PLS-SEM (Hair et al., 2017). In confirmatory factor analysis (CFA), a hypothesis tests and confirms 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 observed 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. The following table 8 is the result of path coefficient analysis and hypothesis testing.

Table 8
Hypothesis Testing Results

Hypothesis	Pathway	Path Coefficient (Beta)	T statistic	P-values	Conclusion
1	HRC → OS	0,141	1,037	0,300	Rejected
2	SL → OS	0,485	2,687	0,007	Accepted
3	HRC → WPS	0,771	16,234	0,000	Accepted
4	WPS → SL	0,741	9,398	0,000	Accepted
5	HRC → WPS → OS	0,176	1,396	0,163	Rejected

Source: Primary data processed by researcher, 2025

To determine the suitability of the structural model and predictive ability, measurements were used which were assessed with the size R^2 (explanation of variance), f^2 (effect size), and Q2 (predictive relevance) (Hair et al., 2017). The exposure of Table 9 below shows the results of the determination coefficient (R^2) of the dependent latent variable in this study.

Table 9
R-Square Test Results

	R-square	R-square adjusted
OS	0,663	0,653
SL	0,837	0,834
WPS	0,595	0,591

Source: Primary data processed by researcher, 2025

The coefficient of determination of the OS variable is 0.663, which is greater than 0.50 and less than 1, so it is quite sufficient because 66.3% of the OS variance is explained by the SL variable and the remaining 3.7% is explained by other variables that are not studied in this study. SL has an 83.7% explainable variance from SL. The coefficient of determination of the WPS variable is 0.595 which means it is classified as average because it is slightly higher than 0.50 (Hair et al., 2017).

The quality of the structural model can be analyzed using the f2 size effect test and the predictive relevance of Q2 (Hair et al., 2017). The f2 effect size allows assessing the contribution of exogenous construct values to the R2 value of the dependent latent variable.

Table 10
F-Square Test Results

	OS	SL	WPS	HRC
OS				
SL	0,114			
HRC	0,021	0,112	1,469	
WPS	0,026	1,362		

Source: Primary data processed by researcher, 2025

Table 10 above shows that SL has a large effect on OS (1,114). HRC had a small effect on SL (0.112) and had a very large effect on WPS (1.469). WPS has a small effect on the OS and has a large effect on SL (1,362). Table 10 below presents the results of the predictive relevance test (Q^2) to obtain a cross-validated redundancy measurement for each dependent construct. From Table 11, the Q^2 value produced for all dependent variables consisting of OS, SL, HRC, and WPS variables.

Table 11

Q-Square Test Results

	SSO	SSE	Q^2 (=1-SSE/SSO)
OS	848,000	487,729	0,425
SL	954,000	385,408	0,596
HRC	636,000	636,000	0,000
WPS	954,000	550,147	0,423

Source: Primary data processed by researcher, 2025

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

Discussion

This study has five hypotheses. After collecting data and carrying out data analysis, it was found that the results of three hypotheses were accepted and two hypotheses were rejected. The accepted hypotheses are H2, H3, H4 and the rejected hypotheses are H1 and H5. H1 HRC has a significant effect on OS being rejected which means that HRC does not have a significant effect on the areas that help principals in Catholic high schools and vocational schools throughout the Diocese of Surabaya. These findings are not in line with previous research related to the influence of HRC in the form of employee engagement being the key to improving organizational civic behavior which ultimately builds OS (Kumar & Krshunan, 2024). If you follow the research Kumar & Krshunan (2024) which indicates that HRC will have an effect on the OS if it goes through a certain variable. It is very difficult to find previous research on the effect of HRC on OS. Previous research found is the influence of human resource management on OS (Chibulanotu, 2023 Diamond, 2023). In addition, it was also found that previous research related to human resources has an important role for organizations Aris et al. (2023), human resources and teacher effectiveness Muhammad (2023), implementation of competency-based human resource development practices among educators (Hantoro et al., 2024). HRC is one of the important elements in shaping the development of an organization (Dawn, 2012) It is also highly effective at driving organizational performance and creating a sustainable competitive advantage (Mohd et al., 2016). Related to HRC, the research found that HRC affects teacher performance (Teaching, 2021), effective human resource management can help schools improve the quality of education and achieve educational goals Aris et al. (2023), and transformation in education drives policy initiatives based on planned sustainability (Teaching, 2021).

The effect of SL on OS indicates that H2 is accepted. The coefficient of the H1 path shows a positive result. This result means that the better the SL, the better the OS. The results of this finding answer the second purpose of this study, which is to test SL against OS in eight areas that help principals in Catholic high schools and vocational schools throughout the Diocese of Surabaya. These results can be interpreted as having a direct, significant and positive influence on the OS in areas that help school principals.

In previous research, it was found that the results of the research on the influence of SL in the world of education were found to be a research on sustainable leadership practices with dimensions among high school female leaders from the perspective of female teachers Murtadaz (2022), sustainability leadership practices in schools from a teacher's perspective Elkaleh et al. (2025), and the impact of sustainable leadership on the quality of education (Peng et al., 2024). Cheah & Ooi (2024) suggests that further research is still needed on sustainability leadership on organizational sustainability with global impact and also recommendations Bakar et al. (2024) for

leaders to practice sustainable leadership in their organizations because of the importance of sustainability leadership. On the one hand clearly, Zen (2023a) Provides suggestions that sustainability leadership research on organizational sustainability can also be continued with other variables.

Based on previous research, there is still a gap in novelty for this study that examines the influence of SL on OS. This study samples the fields that help school principals at the individual level in Catholic high schools and vocational schools throughout the Diocese of Surabaya have the same results as the study that took samples of the work unit of the deputy principal that the author has done some time ago. This study resulted in the finding that the areas that help the principal, namely SL are important to improve the OS with a strong influence as can be seen in Table 9, which is R 0.837. Officials in eight areas helped principals realize the importance of SL, which means schools have an understanding that achieving goals is paramount to a sustainable future and as an OS effort. In SL, leaders continue to practice SL to achieve goals and implement goals for the OS (Boeske, 2023). SL becomes a leadership style in a leader who pushes the OS agenda (Muliyah et al., 2020; Singing, 2023). These findings are also in line with research Afzal & Lim (2022) which shows that the business strategy and organizational culture led by the SL model contribute significantly to sustainability performance. This means that the answer to sustainability challenges requires SL to unravel and integrate organizational characteristics into the OS through strategic plans, organizational visions, and motivate members to think creatively, in new ways of sustaining the OS (Muliyah et al., 2020).

The effect of HRC on WPS shows that H3 is significantly accepted and has a path coefficient value with a positive direction. These results show that the better the HRC, the better the WPS or if the HRC increases well, then the WPS also improves well. This result answers the second purpose of the study, which is to test HRC against WPS. The interpretation of the results of this study is that HRC has a significant and positive direct influence on WPS. HRC has a function and helps achieve organizational goals (Lashari et al., 2022). On the other hand, the development and elevation of human resources has challenges in the application of workplace spirituality in organizations (Lutfi, 2023).

Employees as human resources should be encouraged or motivated to foster workplace spirituality (Ramesh & Sinnu, 2022). Conform to the advice Ramesh & Sinnu (2025) that it is important to carry out research on the relationship between human resource practices and spirituality. Also suggestions Setya Bangsawan & Kurniawan (2023) which suggests that the research on the influence of HRC is linked to other variables with research subjects outside the tax office still needs to be researched. In this study, the HRC variable as an independent variable and the WPS variable as a dependent variable. The results of this study answer the research gaps found and are novelties in this study.

The results of this study are in line with the findings Milliman et al. (2003) which states that workplace spirituality develops through individuals who are able to interpret their work and establish positive working relationships. Research Lu et al. (2023) also affirms that value-oriented HRM practices are able to improve employee engagement and well-being, which is the main foundation of workplace spirituality. Therefore, HRC is an important prerequisite in building a work environment that practices WPS in schools. These findings also show that HRC highly values the presence of WPS in its organization. Competent employees carry out WPS voluntarily and sincerely (Ramesh & Sinnu, 2022). One way to help employees who are competent in the field of spirituality is to practice spirituality through work Rathee (2020), for example with yoga or meditation. Through this practice, employees will have more peace of mind and readiness at work. Employees both individually and as a team practicing spirituality will build an increase in spirituality in the organization (Tigedi et al., 2024).

The influence of WPS on SL revealed that H4 was accepted. The H4 coefficient shows a positive result. This result means that the better the WPS, the better the SL. WPS plays a significant role in forming SL in areas that assist principals in Catholic high schools and high schools throughout the Diocese of Surabaya. A work environment full of values, caring, and meaning encourages leaders to internalize ethical principles and long-term responsibility. Cheah & Ooi (2024) explains that SL for organizations is a must for the OS. Burns (1979) Explaining that leaders should serve the basic needs and values needed by members by the process of involvement with each other so that leaders and followers help each other increase their

motivation. Many leaders consider workplace spirituality to be a way out when leaders encounter difficulties because WPS is able to influence members and organizational management (Sheng & Chen, 2012). WPS has the potential to develop leadership because it allows members and leaders to act on truth, integrity, values and ethics (Naidoo, 2014; Neck & Milliman, 1994; Rego & Pina E Cunha, 2008). Spirituality serves to give direction to leaders (Hoppe, 2005).

SL is a leadership model for a leader who pushes the sustainability agenda in the organization (Singing, 2023); Muliyah et al., 2020). Sustainability leaders have a deep understanding of the impact of an organization on the environment, society, economy, and seek to create harmony between organizational interests, environmental sustainability, social welfare, and long-term economic sustainability (Muliyah et al., 2020). This is as it has been triggered Hurst (2012) that the SL that leaders practice helps leaders achieve goals in a rapidly changing environment. Leadership provides facilities for initiation and implementation of goals for organizational sustainability (Boeske, 2023). Regarding WPS affecting SL, it is still relevant to be researched as well as to fill the research gab as until this article was compiled, the author has not found any previous research related to this research. An organization that integrates spirituality into management is an evolution towards the future of the organization is not a deviation so that the organization becomes more humane, ethical, and sustainable (Zuchroh & Muniroh, 2025).

The influence of HRC on OS through WPS as a digging variable is not suggested or rejected. This is the same as H5 being rejected. This shows that WPS cannot directly mediate the relationship between HRC and OS. Although WPS shapes the value and meaning of individual work, it has not been strong enough to produce systemic impact without structural support or leaders. These findings are in line with Bal & Brookes (2022) argues that normative values in organizations that constitute WPS often stop at the individual level if they are not institutionalized in policy and leadership. Thus, WPS requires a stronger organizational mechanism to contribute to the sustainability of the organization.

CONCLUSION

The results of this study show that HRC has no effect on the organization's sustainability OS, but plays an important role in forming WPS. WPS has subsequently been proven to have a significant effect on SL, and SL is a factor that directly and significantly determines OS. These findings confirm that WPS is not strong enough to be the sole link between HRC and OS in the absence of a leadership role. Thus, SL emerges as a key element that can convert competencies and work values into organizational sustainability practices and performance, both through the role of mediation and as the main driver of organizational sustainability.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to all parties who supported the completion of this research. The authors particularly acknowledge the institutions and government agencies that provide publicly accessible regional economic and waste management data used in this study, including data related to GRDP per capita, waste generation, and regional waste management policies. The authors also appreciate the academic and professional support received during the research, data analysis, and preparation of this manuscript.

AUTHOR CONTRIBUTION STATEMENT

Aristawidya Dwi Putri contributed to the conceptualization of the study, methodology, data collection and curation, formal analysis, interpretation of results, and preparation of the original manuscript. Widyono Soetjipto contributed to the research supervision, methodological review, validation of the analysis, interpretation of findings, and critical revision of the manuscript. Both authors contributed to the discussion of the results, reviewed and approved the final version of the manuscript, and agreed to be accountable for all aspects of the work.

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