



Human Resource Development Dynamics within the Village Government Employment Sector in Lampung under the Ministry of Home Affairs

Siti Nur Anisyah¹, M. Oktaviannur², Dina Purnama Sari³, Fertiliza Zatadini⁴, Indra Kesuma⁵

^{1,2,3,4,5}Graduate School, Universitas Bandar Lampung

E-mail: sitinuranisyah99@gmail.com

Abstract

This study aims to analyze human resource development (HRD) at the Village Governance Center in Lampung under the Ministry of Home Affairs, which plays a strategic role in strengthening the capacity of village officials. The study is motivated by existing competency gaps among employees, limited access to education and training, and the suboptimal use of technology in village governance. A qualitative approach with a descriptive method was employed, utilizing in-depth interviews and document analysis for data collection. The findings reveal that HRD initiatives through education, training, and skills development have contributed positively to improving employee performance; however, their implementation remains suboptimal due to budget constraints, the lack of structured and sustainable training programs, and the absence of an effective monitoring and evaluation system. Therefore, increasing budget support, developing systematic and needs-based training programs, and implementing continuous evaluation mechanisms are essential to enhance the effectiveness of human resource development.

Keywords: Human Resource Development, Education, Training, Skills.

Introduction

Human resource development (HRD) plays a strategic role in enhancing organizational performance, particularly within the public sector. In the context of globalization and rapid digital transformation, the demand for competent, adaptive, and professional public officials continues to increase. Human resources are not merely policy implementers; rather, they serve as key drivers in establishing effective, transparent, and accountable governance (Knies *et al.*, 2024).

In the context of village governance, the quality of human resources is a critical determinant of successful development and public service delivery (Ayalew, 2024). Village officials are expected to possess not only technical and managerial competencies but also a thorough understanding of applicable regulations. However, in practice, several challenges persist, including limited access to education and training, competency gaps, and the underutilization of information technology in administrative processes (Junaedi, 2023).

The Village Government Training Center in Lampung, under the Ministry of Home Affairs, holds a strategic role in strengthening the capacity of village officials

through various HRD programs. This institution is responsible for organizing education, training, and technical guidance aimed at improving the quality of village governance. Nevertheless, the effectiveness of these HRD initiatives remains constrained by several issues (Shobaruddin, 2018).

These challenges include inadequate training planning, limited financial resources, insufficient supporting facilities, and the absence of comprehensive monitoring and evaluation systems. Furthermore, skill gaps among village officials particularly in information technology and administrative management continue to hinder organizational performance. Empirical evidence also indicates that the composition of personnel within the institution is characterized by diverse educational backgrounds, which affects overall competency levels and professionalism in task execution. This condition highlights the need for more structured, systematic, and sustainable HRD strategies.

Given these conditions, it is essential to conduct an in-depth analysis of the HRD processes and to identify the factors that hinder their implementation. Such analysis is expected to provide strategic recommendations for improving the quality of human resources, thereby supporting more effective and competitive village governance.

Literature Review

Human Resource Development

Human Resource Development (HRD) is a strategic process aimed at enhancing individual capabilities to enable optimal contribution to organizational performance (Sunahwati *et al.*, 2019). Human resources are widely regarded as a critical determinant of organizational success, as they function as the driving force behind the utilization of all other resources. In this context, HRD extends beyond the improvement of technical competencies to include the development of attitudes, values, and professional behavior that support the achievement of organizational goals (Chen *et al.*, 2021).

Moreover, HRD is inherently dynamic and continuous, as organizations operate in environments shaped by technological advancements, globalization, and increasing societal demands (Adeniyi *et al.*, 2024). Consequently, organizations are required to continuously align employee competencies with evolving job requirements to remain relevant and competitive. This ongoing adjustment highlights the strategic importance of HRD in enhancing both organizational effectiveness and long-term competitiveness (Malek *et al.*, 2024).

Furthermore, HRD can be viewed as a long-term investment that significantly

influences productivity and service quality (Akdere & Egan, 2020). A workforce that is competent and professional enables organizations to achieve their objectives more efficiently while also equipping them to respond to future challenges. Therefore, HRD plays a pivotal role in fostering adaptive and sustainable organizations (Yawson & Goryunova, 2025).

Education

Education constitutes a fundamental dimension of HRD, serving to enhance individuals' knowledge, insight, and cognitive abilities (Talan & Tyagi, 2020). Through education, employees acquire a solid intellectual foundation that enables them to understand their roles and responsibilities comprehensively. In addition, education contributes to the development of systematic and analytical thinking, which is essential for effective decision-making within organizational settings (Rozman *et al.*, 2023).

Within organizations, education functions not only as a means of knowledge transfer but also as a medium for shaping character and work ethics (Khasmafkan-Nezam, 2025). Educational backgrounds that are aligned with job requirements can significantly improve employees' ability to perform their duties in a professional manner. Furthermore, education provides the basis for developing adaptive capabilities, which are increasingly necessary in complex and rapidly changing work environments (Mardis *et al.*, 2018).

In a broader sense, improving the quality of education is crucial for the overall success of HRD initiatives (Tusriyanto *et al.*, 2024). Employees with relevant educational qualifications are generally better equipped to keep pace with technological advancements and organizational policies. Therefore, organizational support for educational development should be considered an integral component of sustainable HRD strategies (Greere, 2023).

Training

Training is a learning process that focuses on enhancing practical skills required for job performance (Yusuf & Abiddin, 2018). It is specifically designed to improve employees' technical capabilities, enabling them to perform their tasks more effectively and efficiently. Unlike education, which tends to be general in nature, training emphasizes job-specific competencies and practical application in the workplace (Salisu & Abu Bakar, 2019).

In addition, training plays a crucial role in bridging the gap between employees' existing competencies and the demands of their roles. Well-structured and continuous training programs can significantly improve both productivity and performance

quality (Bustinza *et al.*, 2019). Training also facilitates employees' adaptation to technological advancements and changes in organizational systems, which are increasingly dynamic in modern work environments (Garcia-Sanchez *et al.*, 2018).

The effectiveness of training largely depends on the relevance of its content to organizational needs, as well as the methods used in its delivery. Moreover, systematic evaluation is essential to ensure that training programs produce measurable improvements in employee performance. Therefore, training serves as a vital instrument in supporting the overall effectiveness of HRD (Ismael *et al.*, 2021).

Skills

Skills refer to an individual's ability to perform tasks effectively and efficiently in accordance with job requirements (Christenko *et al.*, 2020). They encompass both technical and non-technical competencies, including communication, teamwork, leadership, and problem-solving abilities. Within organizations, skills are a key determinant of employee performance and overall work quality (Tuffaha, 2020).

Furthermore, skills represent the tangible outcomes of educational and training processes undertaken by individuals. Employees who possess strong skills are more capable of completing tasks accurately, promptly, and professionally. This is particularly important in public sector organizations, where service quality is a primary indicator of performance success (Leitao *et al.*, 2019).

Moreover, high skills will enhance an individual's ability to adapt to changes in the work environment. Skilled employees tend to be more flexible and capable of facing various challenges that arise. Therefore, skill development becomes an inseparable part of the overall effort to improve the quality of human resources (Hajiali *et al.*, 2022).

Research Framework

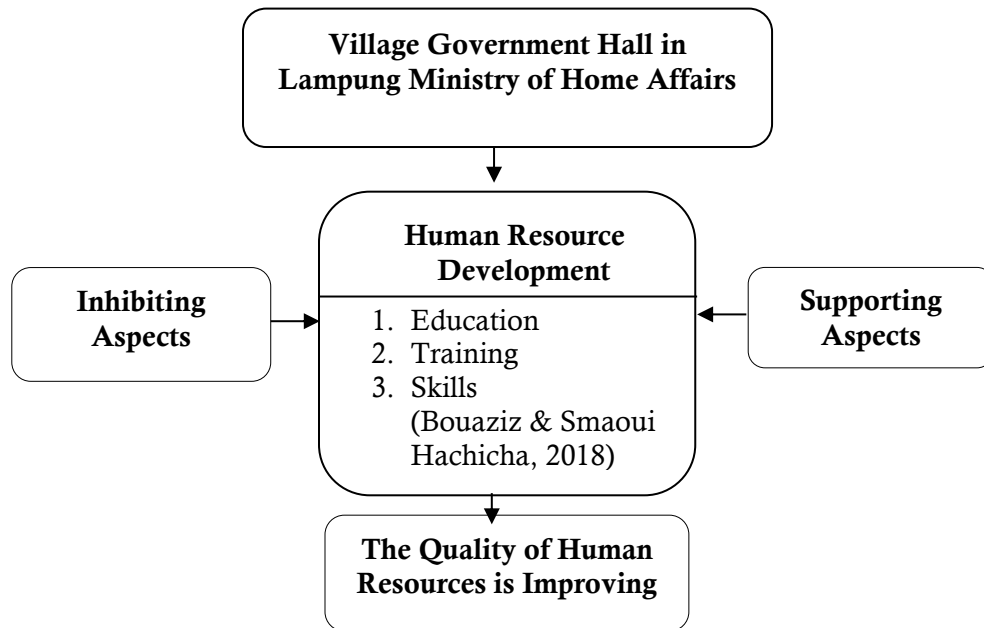


Figure 1. Research Framework

Method

This study employs a qualitative approach with a descriptive method to provide an in-depth understanding of human resource development within the Personnel Division of the Village Government Center in Lampung under the Ministry of Home Affairs. This approach is selected because it enables a comprehensive exploration of phenomena based on real conditions in the field, particularly those related to organizational dynamics, employee behavior, and the implementation of human resource development programs. Through a qualitative lens, the study seeks to capture the underlying meanings, processes, and contextual factors that shape human resource development practices in a holistic manner (Asenahabi, 2019).

The data used in this study consist of both primary and secondary sources. Primary data are obtained directly from selected informants through in-depth interviews, allowing the researcher to gather factual and up-to-date information regarding the actual conditions of human resource development within the institution. Meanwhile, secondary data are derived from official documents, institutional reports, academic books, and relevant scholarly journals, which serve to support and strengthen the analytical framework of the study (Babchuk, 2019).

Data collection is conducted through in-depth interviews and document analysis. The informants are selected using a purposive sampling technique, focusing on individuals who possess relevant knowledge and experience related to human resource development, including organizational leaders and staff directly involved in

these processes (Caggiano & Weber, 2023). In addition, document analysis is carried out by examining various records, archives, and literature related to policies and practices of human resource development, ensuring the acquisition of comprehensive and reliable data (Im *et al.*, 2023).

The data analysis process follows a qualitative procedure consisting of data reduction, data display, and conclusion drawing and verification. Data reduction involves selecting, focusing, and simplifying the collected data in accordance with the research objectives. Subsequently, the reduced data are organized and presented in a systematic narrative form to facilitate interpretation. The final stage involves drawing conclusions, which are continuously verified against the data to ensure their validity and reliability. This analytical process is iterative and interactive, occurring throughout the entire research process (Barusman, 2024).

To ensure the trustworthiness of the data, this study applies several validation techniques, including prolonged observation, triangulation, and peer debriefing. Prolonged observation is conducted to gain a deeper and more accurate understanding of the research context. Triangulation is employed by comparing data obtained from different sources and methods to ensure consistency and credibility. Furthermore, peer discussions are utilized to obtain constructive feedback and to critically examine the findings, thereby enhancing the overall validity of the research (Barusman & Rulian, 2020).

This research is conducted at the Village Government Center under the Ministry of Home Affairs in Lampung Province. The site is selected based on its relevance to the research focus on human resource development among village government personnel. The study is carried out over a period of approximately three months, encompassing the stages of preparation, data collection, data analysis, and report writing. This timeframe is considered sufficient to ensure a thorough research process and to generate comprehensive and meaningful findings.

Result And Discussion

Analysis of Human Resource Development at Village Government Halls in Lampung, Ministry of Home Affairs.

To expand opportunities, strengthen attention, and promote development originating from rural areas, the central government, through its regional representatives, has established an institution known as the Village Governance Center in Lampung under the Ministry of Home Affairs. Guided by the spirit of “building from the village,” this institution is expected to act as a strategic partner in fostering villages across Lampung Province that are competitive, innovative, and capable of

contributing to national development. In order to enhance the capacity of its personnel, this study is conducted by examining the following dimensions:

1. Education

The education dimension plays a strategic role in human resource (HR) development, particularly within the Village Governance Center (Balai Pemerintahan Desa) in Lampung, which is responsible for enhancing the capacity of village officials and communities. In this context, education extends beyond formal schooling to include training, mentoring, and the dissemination of information aimed at supporting effective village governance. High-quality human resources are therefore a critical determinant of successful policy implementation, public service delivery, and development at the village level.

Findings from the interviews indicate that efforts to develop human resources through education have been initiated, including participation in training programs and opportunities for further study. However, existing training initiatives remain largely focused on administrative aspects and have not comprehensively addressed the development of technical competencies. Moreover, HR development programs have not yet been implemented in a structured manner and continue to face several constraints, such as limited facilities, insufficient budgets, and inadequate support from government and related institutions.

On the other hand, education has demonstrated tangible benefits for employees, particularly in improving communication skills, policy comprehension, and public service capabilities. Despite these advantages, some employees are required to finance their own education due to the lack of financial support mechanisms, such as scholarships. This condition reflects a gap between the need for competency enhancement and the availability of institutional support.

Therefore, improving the quality of education for employees of the Village Governance Center should be prioritized through more systematic, sustainable, and needs-based programs. In addition, collaboration with external stakeholders, including higher education institutions, is essential to strengthen HR capacity. Through such efforts, education-based human resource development is expected to enhance the effectiveness of village governance, accelerate development processes, and deliver more responsive and high-quality public services.

2. Training

The training dimension constitutes a critical component in human resource development at the Village Governance Center in Lampung, as it focuses on enhancing the competence, skills, and professionalism of village officials. Through

structured training programs, officials are equipped with both technical and practical capabilities necessary to implement governance in an effective, efficient, and accountable manner. Moreover, training serves to bridge the gap between employees' existing competencies and the evolving demands of their roles, particularly in administrative, managerial, technological, and community empowerment aspects.

Findings from the interviews indicate that the training programs conducted have yielded tangible benefits. These include improved understanding of core duties and functions, broader insights into program planning and implementation, and increased confidence in managing financial administration and delivering public services. Training that integrates technical, managerial, and communication aspects has also enabled employees to perform their roles more optimally, although disparities in access to training opportunities remain evident.

However, the implementation of training programs continues to face several challenges. These include budget constraints, limited frequency and coverage of training activities, and training materials that are not yet fully aligned with field-specific needs. In addition, the predominance of theoretical approaches, the lack of practical applicability, and the absence of a robust evaluation and follow-up system hinder the overall effectiveness of human resource development efforts.

Despite these limitations, training remains a key strategy for improving the performance of village officials. Therefore, it is essential to enhance training initiatives by developing more structured, sustainable, and needs-based programs, as well as by adopting more flexible methods such as online learning. In doing so, training is expected to produce competent, adaptive human resources capable of supporting sustainable village development.

3. Skills

Human resource development (HRD) at the village governance level constitutes a critical priority for enhancing the capacity of public officials and improving the quality of public service delivery. The Village Governance Center in Lampung, operating under the Ministry of Home Affairs, plays a strategic role in this effort, particularly through the enhancement of employees' technical and managerial competencies. These competencies are essential for ensuring the effective implementation of village governance functions, ranging from administrative tasks to the management of development programs.

Findings from the interviews indicate that the training programs provided have had a positive impact on improving employees' skills, especially in administrative functions, records management, program planning, and village financial reporting.

Employees who have participated in such training tend to perform their duties more effectively and demonstrate improved communication skills when engaging with the community. Nevertheless, most training initiatives remain focused on basic and administrative skills, resulting in suboptimal mastery of information technology, advanced managerial competencies, and leadership capabilities.

Despite the implementation of various skill development programs, several challenges persist, including limited access to high-quality training, time constraints, and insufficient budget allocation. In addition, a gap remains between the existing competencies of employees and the practical demands of their work, particularly in relation to digital technology utilization and more complex financial management. This condition underscores the need to enhance both the quality and relevance of training programs to better align with current and future demands.

Therefore, HRD at the Village Governance Center in Lampung should be carried out in a continuous and well-planned manner, involving collaboration among central and local governments as well as relevant institutions. The provision of more diverse, technology-based training programs that are aligned with actual field needs is expected to improve employee competencies, strengthen the capacity of village governance, and ultimately promote more effective, inclusive, and sustainable rural development.

Skills Aspects Hindering Human Resource Development at Village Government Halls in Lampung, Ministry of Home Affairs

Human resource development (HRD) at the Village Governance Center in Lampung faces a range of interrelated challenges, particularly in the areas of education, training, and skills development. Key constraints include limited access to quality education, insufficient budget allocation, and the lack of structured and relevant training programs. These issues directly contribute to the low competency levels of employees, thereby necessitating more effective strategies, such as increasing budget support, developing context-based curricula, and integrating technology into learning processes.

Budget limitations represent one of the most critical barriers to enhancing the educational capacity of village government personnel. The scarcity of available funds restricts employees' opportunities to pursue further education and participate in professional training programs. As a result, competency development remains uneven and cannot be achieved optimally across all village apparatus.

Furthermore, existing training programs are often unstructured and lack sustainability. Many initiatives are not regularly updated to reflect current developments in public administration and village management. Financial constraints

also limit the scale of training implementation, resulting in unequal access, where only a portion of employees benefit from competency enhancement opportunities.

In addition, the development of soft skills such as communication, leadership, negotiation, and conflict management has not received adequate attention. The absence of a clear monitoring and evaluation system further complicates efforts to assess the effectiveness of training programs in improving employee performance. Consequently, the lack of

Conclusion

Human resource development (HRD) at the Village Governance Center in Lampung continues to face several challenges, particularly in the areas of education, training, and skills development. Access to quality education remains limited, both in terms of curriculum relevance and budgetary support. Moreover, existing training programs are not yet well-structured or sustainable and are constrained by inadequate facilities and limited time flexibility. In addition, employees' competencies especially in budget management, information technology, and managerial capabilities are still insufficient, compounded by a lack of soft skills development. These issues are primarily driven by budget constraints, the absence of continuous training initiatives, and the lack of an effective monitoring and evaluation system to measure competency improvement.

To address these challenges, it is necessary to increase budget allocations in order to expand access to relevant and high-quality educational opportunities for village personnel. Furthermore, training programs should be systematically designed, continuously implemented, and supported by adequate infrastructure. The establishment of a regular monitoring and evaluation system is also essential to ensure the effectiveness of competency development efforts and to provide a basis for more targeted and sustainable HRD program improvements.

Bibliography

- Adeniyi, I. S., Hamad, N. M. Al, Adewusi, O. E., Unachukwu, C. C., Osawaru, B., Onyebuchi, C. N., Omolawal, S. A., Aliu, A. O., & David, I. O. (2024). Organizational culture and leadership development: A human resources review of trends and best practices. *Magna Scientia Advanced Research and Reviews*, 10(1), 243–255. <https://doi.org/10.30574/msarr.2024.10.1.0025>
- Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, 31(4), 393–421. <https://doi.org/10.1002/hrdq.21404>

- Asenahabi, B. M. (2019). Qualitative research, Mixed method research. *International Journal of Contemporary Applied Researches*, 6(5), 76–89. www.ijcar.net
- Ayalew, A. F. (2024). Determinants of Public Service Delivery of Local Governments: The Case of Amhara National Regional State, Ethiopia. *International Journal for Multidisciplinary Research (IJFMR)*, 6, 1–26. www.ijfmr.com
- Babchuk, W. A. (2019). Fundamentals of qualitative analysis in family medicine. *Family Medicine and Community Health*, 7(2), e000040. <https://doi.org/10.1136/fmch-2018-000040>
- Barusman, A. R. P. (2024). The Influence of Service Quality and Customer Relationship Management (CRM) as Moderators on Customer Satisfaction for Private University Students. In *Qeios ID: SBEXNG* (pp. 1–16). <https://doi.org/10.32388/SBEXNG>
- Barusman, A. R. P., & Rulian, E. P. (2020). Customer Satisfaction and Retention and its impact on Turism in Hotel Industry. *Utopía y Praxis Latinoamericana*, 25(1), 117–126.
- Bouaziz, F., & Smaoui Hachicha, Z. (2018). Strategic human resource management practices and organizational resilience. *Journal of Management Development*, 37(7), 537–551. <https://doi.org/10.1108/JMD-11-2017-0358>
- Bustanza, O. F., Vendrell-Herrero, F., Perez-Arostegui, M., & Parry, G. (2019). Technological capabilities, resilience capabilities and organizational effectiveness. *The International Journal of Human Resource Management*, 30(8), 1370–1392. <https://doi.org/10.1080/09585192.2016.1216878>
- Caggiano, H., & Weber, E. U. (2023). Advances in Qualitative Methods in Environmental Research. *Annual Review of Environment and Resources*, 48(1), 793–811. <https://doi.org/10.1146/annurev-environ-112321-080106>
- Chen, M. Y.-C., Lam, L. W., & Zhu, J. N. Y. (2021). Should companies invest in human resource development practices? The role of intellectual capital and organizational performance improvements. *Personnel Review*, 50(2), 460–477. <https://doi.org/10.1108/PR-04-2019-0179>
- Christenko, A., Martinaitis, Ž., & Gaušas, S. (2020). Specific and general skills: Concepts, dimensions, and measurements. *Competition & Change*, 24(1), 44–69. <https://doi.org/10.1177/1024529419882554>
- Garcia-Sanchez, E., Garcia-Morales, V. J., & Martín-Rojas, R. (2018). Influence of Technological Assets on Organizational Performance through Absorptive Capacity, Organizational Innovation and Internal Labour Flexibility. *Sustainability*, 10(3), 770. <https://doi.org/10.3390/su10030770>
- Greere, A. (2023). Training for quality assurance in higher education: practical insights

- for effective design and successful delivery. *Quality in Higher Education*, 29(2), 165–191. <https://doi.org/10.1080/13538322.2021.2020978>
- Hajiali, I., Fara Kessi, A. M., Budiandriani, B., Prihatin, E., Sufri, M. M., & Sudirman, A. (2022). Determination of Work Motivation, Leadership Style, Employee Competence on Job Satisfaction and Employee Performance. *Golden Ratio of Human Resource Management*, 2(1), 57–69. <https://doi.org/10.52970/grhrm.v2i1.160>
- Im, D., Pyo, J., Lee, H., Jung, H., & Ock, M. (2023). Qualitative Research in Healthcare: Data Analysis. In *Journal of Preventive Medicine and Public Health* (Vol. 56, Number 2, pp. 100–110). Korean Society for Preventive Medicine. <https://doi.org/10.3961/jpmph.22.471>
- Ismael, N. B., Othman, B. J., Gardi, B., Hamza, P. A., Sorguli, S., Aziz, H. M., Ahmed, S. A., Sabir, B. Y., Ali, B. J., & Anwar, G. (2021). The Role of Training and Development on Organizational effectiveness. *International Journal of Engineering, Business and Management (IJEEM)*, 5(3), 2456–8678. <https://doi.org/10.22161/ijeem.5.3>
- Junaedi, J. (2023). Implementation Of Village Governance Based On Principles Of Good Governance Of Public Service In Indonesia. *International Journal of Business, Law, and Education*, 4(1), 249–266. <https://doi.org/10.56442/ijble.v4i1.160>
- Khasmafan-Nezam, M. H. (2025). Does ethical climate of the organization foster entrepreneurial marketing? The role of work engagement and effective knowledge transfer. *VINE Journal of Information and Knowledge Management Systems*, 55(3), 770–787. <https://doi.org/10.1108/VJIKMS-02-2023-0029>
- Knies, E., Boselie, P., Gould-Williams, J., & Vandenabeele, W. (2024). Strategic human resource management and public sector performance: context matters. In *International Journal of Human Resource Management* (Vol. 35, Number 14, pp. 2432–2444). Routledge. <https://doi.org/10.1080/09585192.2017.1407088>
- Leitao, J., Pereira, D., & Gonçalves, Â. (2019). Quality of Work Life and Organizational Performance: Workers' Feelings of Contributing, or Not, to the Organization's Productivity. *International Journal of Environmental Research and Public Health*, 16(20), 3803. <https://doi.org/10.3390/ijerph16203803>
- Malek, R., Yang, Q., & Dhelim, S. (2024). Toward Sustainable Global Product Development Performance: Exploring the Criticality of Organizational Factors and the Moderating Influence of Global Innovation Culture. *Sustainability*, 16(10), 3911. <https://doi.org/10.3390/su16103911>
- Mardis, M. A., Ma, J., Jones, F. R., Ambavarapu, C. R., Kelleher, H. M., Spears Laura I., & McClure, C. R. (2018). Assessing alignment between information

- technology educational opportunities, professional requirements, and industry demands. *Education and Information Technologies*, 23, 1547–1584.
- Rozman, M., Tominc, P., & Milfelner, B. (2023). Maximizing employee engagement through artificial intelligent organizational culture in the context of leadership and training of employees: Testing linear and non-linear relationships. *Cogent Business & Management*, 10(2), 1–30. <https://doi.org/10.1080/23311975.2023.2248732>
- Salisu, Y., & Abu Bakar, L. J. (2019). Technological capability, relational capability and firms' performance. *Revista de Gestão*, 27(1), 79–99. <https://doi.org/10.1108/REGE-03-2019-0040>
- Shobaruddin, M. (2018). Critical Factor Influencing Electronic Government Capacity Building in Sragen Municipality Government Public Service Delivery. *JKAP (Jurnal Kebijakan Dan Administrasi Publik)*, 22(2), 98–116. <https://journal.ugm.ac.id/jkap>
- Sunahwati, E., Maarif, M. S., & Sukmawati, A. (2019). Human Resources Development Policy as a Strategy for Improving Public Organizational Performance. *JKAP (Jurnal Kebijakan Dan Administrasi Publik)*, 23(1), 50–62. <https://journal.ugm.ac.id/jkap>
- Talan, A., & Tyagi, R. D. (2020). Education and Human Resource Development for Sustainability. In *Sustainability* (pp. 413–438). Wiley. <https://doi.org/10.1002/9781119434016.ch20>
- Tuffaha, M. (2020). The Determinants of Employee's Performance: A Literature Review. *Journal of Economics and Management Sciences*, 3(3), p14. <https://doi.org/10.30560/jems.v3n3p14>
- Tusriyanto, Siminto, & Az Zaakiyyah, H. K. (2024). Innovative Strategies to Enhance the Quality of Higher Education Management: Human Resource Development and the Critical Role of Communication. *Journal of Contemporary Administration and Management (ADMAN)*, 2(1), 331–336. <https://doi.org/10.61100/adman.v2i1.128>
- Yawson, R. M., & Goryunova, E. (2025). Nested Complexity: A Conceptual Framework for Leveraging AI for Sustainable Organizations and Human Resource Development. *Advances in Developing Human Resources*, 27(2–3), 91–123. <https://doi.org/10.1177/15234223251335908>
- Yusuf, M. A., & Abiddin, N. Z. (2018). Relationship between Training and Job Performance to Enhance Human Resource Development. *EDUCARE: International Journal for Educational Studies*, 11, 49–58. www.journals.mindamas.com/index.php/educare