



ANALYSIS OF THE ROLE OF THE VILLAGE GOVERNMENT CENTER IN LAMPUNG IN ENHANCING THE CAPACITY OF VILLAGE GOVERNMENT APPARATUS AND VILLAGE COMMUNITY INSTITUTIONS

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Abstract :

This study analyzes the role of the Village Government Center in Lampung in enhancing the capacity of village government apparatus and Village Community Institutions. Using a descriptive qualitative approach, the study interprets interview results, institutional documents, and the 2022-2024 problem matrix related to training facilities, budget, facilitators, post-training monitoring, human resources, and digitalization. The article strengthens the original manuscript by integrating role theory, capacity development, human resource development, collaborative governance, adult learning, public service, and innovation perspectives. The findings show that the Center performs four strategic roles: educational, facilitative, consultative, and innovative. These roles contribute to strengthening knowledge, skills, institutional coordination, problem solving, digital adaptation, and community empowerment. However, its effectiveness is constrained by limited infrastructure, insufficient budget, unequal coverage across ten provinces, limited facilitator availability, weak monitoring and evaluation, and low digital competence among village actors. The study concludes that the Center should be developed as an integrated capacity-development hub supported by needs-based training, structured consultation, digital learning, post-training mentoring, and performance-oriented evaluation.

Keywords : Village Government Center, capacity building, village apparatus, public administration

INTRODUCTION

Village government is the closest governmental institution to citizens and therefore occupies a strategic position in Indonesia's public administration system. It translates national and regional policies into village-level planning, service delivery, financial administration, development implementation, community empowerment, and conflict mediation. The effectiveness of village governance depends not only on formal authority, but also on the capacity of village government apparatus and Village Community Institutions (Lembaga Kemasyarakatan Desa/LKD) to understand regulations, manage resources, coordinate stakeholders, and respond to community needs.

The role of villages has become increasingly important after the strengthening of the village policy framework. Law Number 6 of 2014 on Villages, as amended by Law Number 3 of 2024, affirms that villages have authority, rights, obligations, and resources to organize governance and



development according to local needs. This mandate requires village apparatus to possess administrative, managerial, financial, digital, and social facilitation competence. In addition, LKD as community institutions must become partners of the village government in planning, implementing, and supervising development as well as strengthening participation and community empowerment.

In this context, the Village Government Center in Lampung has a strategic institutional function. The Center is expected to facilitate capacity development for village government apparatus and LKD, especially through education, training, technical guidance, consultation, facilitation, and innovation dissemination. The original manuscript explains that the Center operates within a broad working area and faces diverse village characteristics in the Sumatra region. Each village differs in leadership style, human resource quality, geographical conditions, economic potential, and institutional maturity. These variations require a capacity-building approach that is not merely administrative, but adaptive, contextual, and problem-centered.

The urgency of this study is reinforced by empirical problems identified in the 2022-2024 period. The Center faces limited training rooms and guesthouse facilities, limiting activities to two batches with two classes and approximately sixty participants per activity. Budget limitations reduce the number of participants from provinces outside Lampung even though the working area covers ten provinces. The number of trainers and facilitators is still not proportional to the broad service coverage. Post-training monitoring and evaluation are conducted only in selected sample villages due to budget constraints. Many village officials and LKD members still do not fully understand their main duties and functions. In addition, digitalization of village governance remains uneven because internet access and digital skills are still limited.

Role theory is relevant for this analysis because the Center is expected to perform several institutional roles simultaneously. Biddle explains that a role refers to patterned expectations and behaviors attached to a social position. In public administration, an institution's role is reflected not only in its formal mandate, but also in its actual contribution to solving public problems. The Center is expected to act as an educator, facilitator, consultant, and innovator. When these roles are unclear, under-resourced, or weakly coordinated, role performance becomes suboptimal.

Capacity development theory provides a second analytical foundation. Grindle argues that capacity building concerns the ability of individuals and organizations to perform functions, solve problems, and achieve objectives. UNDP emphasizes that capacity development is a process through which individuals, organizations, and societies obtain, strengthen, and maintain capabilities to set and achieve development goals. For village governance, capacity must be translated into concrete abilities: preparing planning documents, administering finances, managing archives, using digital systems, communicating with citizens, strengthening LKD, and ensuring accountability.

Based on these considerations, this study aims to analyze the role of the Village Government Center in Lampung in enhancing the capacity of village government apparatus and LKD. Specifically, it examines four role dimensions: educational, facilitative, consultative, and innovative. It also identifies supporting and inhibiting factors and formulates strategic recommendations for improving the Center’s effectiveness as an institutional capacity-development hub for village governance.

Table 1 : Main Problems of the Village Government Center in Lampung, 2022-2024

No	Main problem	Evidence from manuscript	Governance impact
1	Limited facilities	Training hall and guesthouse limitations restrict activities to two batches, two classes, and around sixty participants per activity.	Training cannot be delivered effectively, efficiently, and sustainably across the broad working area.
2	Limited budget	Budget support for training activities is limited, especially for participants from outside Lampung.	Capacity development becomes uneven across the ten-province working area.
3	Limited trainers/facilitators	The number of trainers and facilitators is insufficient compared with the wide working coverage.	Learning quality, coaching intensity, and technical assistance cannot fully meet field needs.
4	Weak post-training M&E	Monitoring and evaluation are conducted only in selected sample villages due to budget constraints.	The transfer of knowledge and skills into village performance cannot be measured properly.
5	Low apparatus and LKD competence	Many village officials and LKD members still do not understand their main duties and functions.	Village administration, development, community fostering, and empowerment are hindered.
6	Delayed digitalization	Digital governance and online administrative systems are uneven due to poor internet access and low digital skills.	Public services remain inefficient and village actors struggle to adapt to technology.

RESEARCH METHOD

This study uses a descriptive qualitative approach. The approach is appropriate because the main objective is to understand the role of the Village Government Center in Lampung in strengthening the capacity of village government apparatus and LKD. Qualitative research is suitable for examining social processes, institutional roles, perceptions, constraints, and contextual dynamics that cannot be fully captured through numerical measurement. Creswell and Poth explain that qualitative inquiry enables researchers to explore meanings, processes, and experiences in depth within a natural setting.

The research object is the role of the Village Government Center in Lampung in improving village governance capacity. The unit of analysis includes institutional programs, training implementation, facilitation,

consultation, innovation efforts, and capacity-development constraints. The study focuses on four analytical dimensions: educational role, facilitative role, consultative role, and innovative role. These dimensions were derived from the original manuscript and strengthened through theoretical interpretation.

Data sources include interviews and document studies. The original manuscript states that data were obtained directly from informants in the field through interviews and documentation. The document materials include institutional reports, problem identification tables, regulatory references, and records related to training, technical guidance, and capacity-building activities. The analysis also uses the 2022-2024 problem matrix as a basis for constructing analytical tables and qualitative visualizations.

Data collection techniques consist of observation, interview, and documentation. Observation is used to understand how institutional roles are implemented in practice. Interviews are used to capture perceptions about training, facilitation, consultation, innovation, constraints, and follow-up mechanisms. Documentation is used to strengthen the validity of findings by examining institutional records and regulatory materials related to village governance, LKD, and capacity development.

Data analysis follows an interactive qualitative logic: data condensation, data display, and conclusion drawing. Miles, Huberman, and Saldana explain that qualitative analysis requires organizing data, identifying patterns, constructing displays, and drawing interpretations. In this article, the data are displayed through matrices and graphs to make the findings easier to read. The scores shown in the figures are not survey scores; they are interpretive qualitative syntheses based on the problem matrix and findings described in the original manuscript.

FINDINGS AND DISCUSSION

The findings show that the Village Government Center in Lampung has a strategic position in village capacity development. Its role is not limited to organizing training activities, but extends to institutional facilitation, consultation, and innovation diffusion. However, the magnitude of this role is not yet matched by adequate resources. The Center operates within a broad working area covering ten provinces, but still faces limitations in facilities, budget, human resources, and post-training monitoring. This creates a gap between institutional mandate and implementation capacity.

The findings are discussed under four dimensions: educational, facilitative, consultative, and innovative. Each dimension is interpreted using public administration theory and the empirical problems described in the original manuscript. The discussion also connects the four roles with village governance needs, LKD functions, and the broader agenda of accountable and participatory local governance.

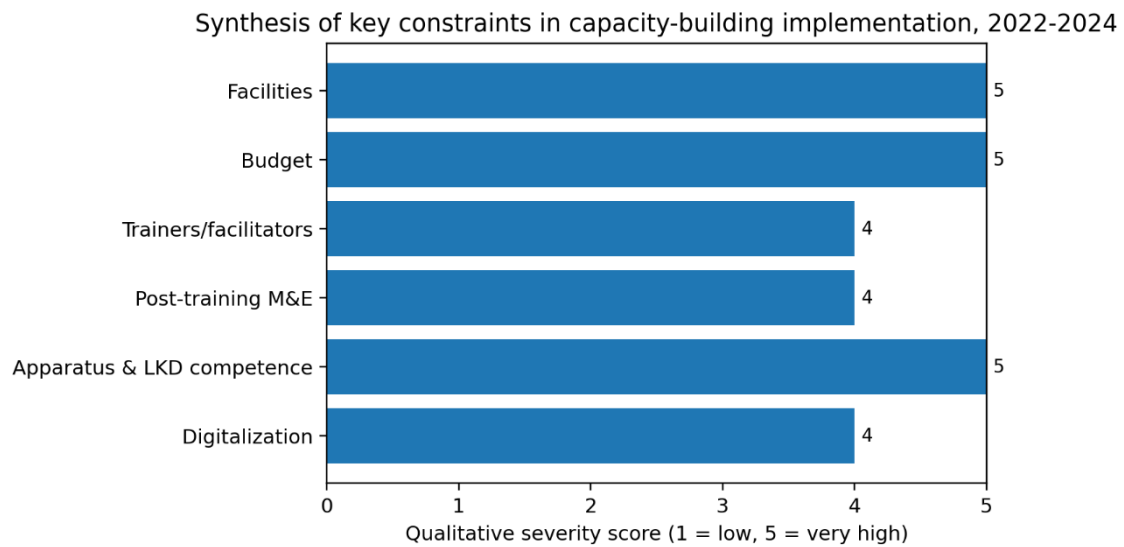


Figure 2 : Qualitative synthesis of key constraints, 2022-2024

Source: Author's qualitative synthesis based on the problem matrix in the original manuscript; scores are interpretive, not survey data.

Educational Role

The educational role is the most visible role of the Village Government Center in Lampung. The Center provides training, technical guidance, and competency development for village officials and LKD. The Head of the Center stated in the original manuscript that the educational role is realized through training, technical guidance, and competency development aligned with regulations and village needs. This indicates that the Center functions as a learning hub for governance, financial administration, participatory planning, public service, and institutional strengthening.

The educational role is also connected to adult learning theory. Village apparatus and LKD members are adult learners who bring prior experience, practical problems, and local knowledge into the classroom. Knowles argues that adult learners are motivated when learning is problem-centered and relevant to their roles. This means that the Center's training should emphasize real cases: preparing administrative documents, resolving financial accountability issues, designing participatory deliberation, improving service procedures, and using village information systems.

However, the findings reveal that the educational role is not yet optimal. Training activities remain limited because of facility and budget constraints. Post-training assessment is inadequate, making it difficult to know whether participants actually apply new knowledge in their villages. This is a serious issue because educational impact cannot be measured only by the number of activities or participants. Kirkpatrick's training evaluation model suggests that training effectiveness should be assessed at four levels: reaction, learning, behavior, and results. The current condition shows that the Center needs a stronger evaluation system that goes beyond attendance and completion certificates.

Facilitative Role

The facilitative role refers to the Center's function in providing facilities, mentoring, coordination forums, technical assistance, and a bridge between village needs and regional policy. This role is important because capacity development requires more than classroom learning. It requires enabling conditions that allow village actors to practice, consult, collaborate, and receive support when facing implementation problems.

The original manuscript indicates that the Center's facilitative role includes providing training facilities, technical assistance, discussion and coordination forums, and acting as a liaison between village needs and regional policy. These functions are highly relevant because village problems are often technical and contextual. A village may need assistance in financial reporting, document preparation, service standardization, digital application use, or LKD activation. Facilitation helps translate policy rules into workable village practices.

The main constraint is that facilities are still limited. The problem matrix states that training rooms and guesthouse facilities are insufficient, causing training to be conducted only in limited batches and classes. Since the working area covers ten provinces, the facility limitation has a direct effect on access and equity. Participants from outside Lampung may be underrepresented because budget and accommodation capacity are limited. This creates unequal capacity development across the region.

Consultative Role

The consultative role is reflected in the Center's function as a source of guidance, recommendation, problem solving, and regulatory compliance assistance. Village officials and LKD often face complex administrative and institutional issues. They must interpret regulations, prepare documents, handle community demands, coordinate with other institutions, and avoid procedural mistakes. Consultation is therefore essential to prevent errors and improve the quality of decision making.

The original manuscript notes that the consultative role includes providing guidance, offering recommendations, assisting problem solving, and ensuring regulatory compliance. These functions are especially important in village financial management and LKD institutional development. Misinterpretation of rules can lead to administrative errors, weak accountability, and low trust. Consultation can help apparatus understand the correct steps, avoid mistakes, and improve service standards.

However, the consultative role is constrained by limited experts and the absence of a structured consultation system. If consultation depends only on informal communication, it may become inconsistent and difficult to document. A structured system is needed so that common problems can be recorded, classified, analyzed, and transformed into learning materials. For example, repeated questions about village budgeting, LKD functions, document archiving, or digital reporting should be converted into frequently asked questions, technical manuals, and coaching modules.

Innovative Role

The innovative role refers to the Center's ability to introduce modern work

methods, promote digital technology, disseminate best practices, and inspire renewal in village governance and community empowerment. This role is increasingly important because villages face digital transformation, changing citizen expectations, and the need for more efficient public services. Innovation is not simply about technology; it includes new ways of organizing work, delivering services, involving citizens, and using data.

The original manuscript indicates that digitalization of village governance is delayed due to limited internet access and low digital skills. This is a major constraint because digital tools increasingly shape public administration. Village information systems, online reporting, digital archiving, and data-based planning require apparatus who are digitally literate. Without digital competence, villages may experience inefficiency, slow service, and poor data quality.

The innovative role should also address LKD. LKD can support innovation by mobilizing community participation, collecting citizen feedback, supporting socialization, and strengthening community-based monitoring. Permendagri Number 18 of 2018 positions LKD as a partner of the village government and a vehicle for community participation. Therefore, innovation should not be limited to apparatus; it should involve LKD so that service improvement and development planning remain participatory.

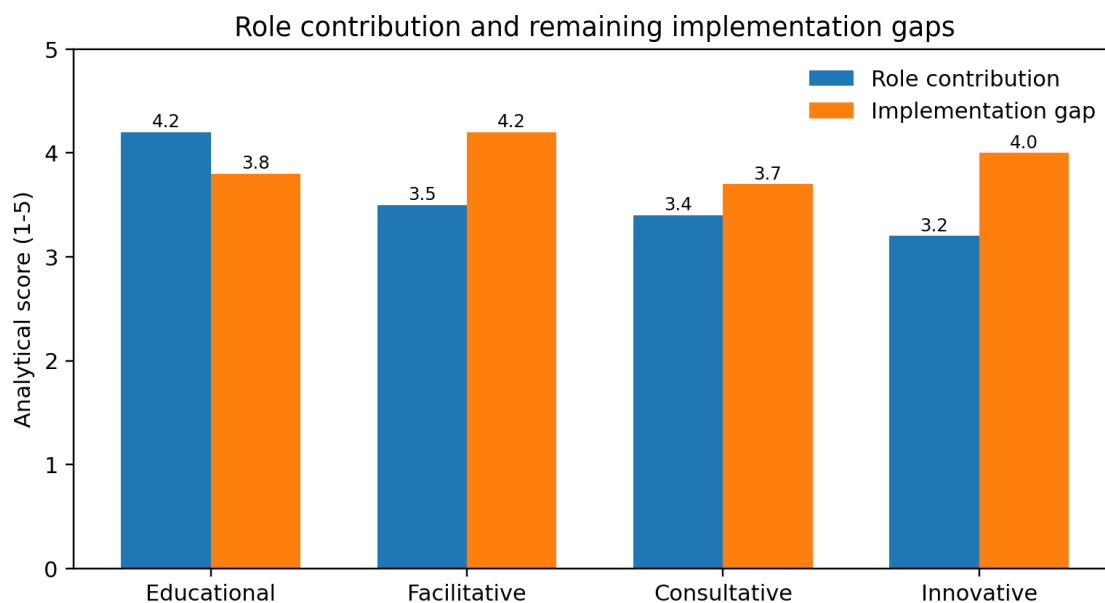


Figure 3 : Role contribution and implementation gaps

Source: Author's interpretive synthesis of research findings. The scores describe analytical intensity and should not be read as statistical survey results.

Table 3 : Role Dimensions, Contributions, and Main Constraints

Role dimension	Main contribution	Main constraint	Strategic implication
Educational	Improves knowledge, skills, and awareness of duties among village apparatus and LKD.	Limited training coverage, weak needs mapping, and insufficient post-training evaluation.	Develop competency-based curriculum, practical simulation, and evaluation of learning transfer.
Facilitative	Provides facilities,	Limited training	Use blended

	mentoring, coordination forums, and support for implementation.	rooms, guesthouse capacity, budget, and cross-regional coverage.	facilitation, district nodes, and partnerships to expand access.
Consultative	Supports problem solving, regulatory interpretation, and institutional guidance.	Limited experts and lack of structured consultation system.	Build consultation clinics, helpdesk, case documentation, and knowledge management.
Innovative	Encourages digitalization, best practice replication, and renewal of governance methods.	Low digital skills, uneven internet access, and weak innovation diffusion.	Develop digital literacy, demonstration villages, and peer learning for innovation adoption.

Budget limitation also affects the quality of capacity development. Limited budget reduces the number of participants, restricts monitoring and evaluation, and limits facilitator availability. From a public management perspective, budget allocation should follow priority and impact logic. Since village governance directly influences public services and the use of village funds, investment in apparatus and LKD capacity should be treated as preventive governance spending. Weak capacity can create administrative errors, inefficient spending, poor service, and low community trust.

Monitoring and evaluation require special attention. The original manuscript states that post-training M&E is implemented only in selected sample villages due to budget constraints. This weakens evidence-based training management. The Center needs a simple but systematic post-training evaluation model. Participants can be required to submit action plans, implementation reports, and evidence of workplace application. District governments can verify implementation. Online forms can reduce cost. Evaluation results should feed back into curriculum revision.

Digitalization should be positioned as both an opportunity and a challenge. Digital tools can improve administrative efficiency, transparency, reporting, data management, and service accessibility. However, digitalization can also widen inequality if villages lack internet access and skills. The Center must therefore design digital training in a gradual way: basic digital literacy, document management, online forms, village information systems, data protection awareness, and digital service innovation. Training should be supported by practice, not only explanation.

The role of LKD deserves more substantive attention. Permendagri Number 18 of 2018 emphasizes LKD as a community institution and partner of village government. This implies that LKD capacity should include participatory planning, local deliberation, community mobilization, service support, and empowerment. If LKD is weak, participatory governance becomes difficult. Therefore, training should not focus only on village officials. It should also develop LKD as a social infrastructure for village democracy and development.

Table 4 : Strategic Improvement Matrix

Priority area	Recommended action	Implementation mechanism	Expected result
Training facilities	Improve training rooms, accommodation capacity, and learning infrastructure.	Phased infrastructure planning, facility audit, and blended learning to reduce physical pressure.	More participants can be served efficiently and comfortably.
Budget expansion	Align budget with ten-province service coverage and post-training needs.	Performance-based budgeting linked to outputs, outcomes, and coverage targets.	Capacity development becomes more equitable and sustainable.
Facilitator pool	Develop a trainer-of-trainers program and facilitator registry.	Partnership with districts, universities, practitioners, and certified facilitators.	Learning quality and coaching coverage increase.
Post-training M&E	Create action plans, alumni monitoring, online reports, and behavior-level evaluation.	Use Kirkpatrick-based evaluation supported by digital forms and district verification.	Training transfer can be measured and improved.
Digital literacy	Provide practical modules on online administration, data, archives, and digital services.	Hands-on practice, mentoring, demonstration villages, and peer learning.	Village actors become more adaptive to digital governance.
LKD strengthening	Develop specific modules for LKD roles, participation, empowerment, and village deliberation.	Joint training for apparatus and LKD, community case studies, and facilitation practice.	LKD becomes an active partner in participatory governance.

For village apparatus and LKD, the implication is that capacity building should be treated as a continuous learning process. Participants are expected not only to attend training, but also to apply knowledge, document improvements, share learning with colleagues, and involve communities in governance innovation. This will connect individual learning with institutional change at the village level.

For district governments, the findings suggest the need to become local partners of the Center rather than passive recipients of training quotas. District governments can help identify priority villages, provide co-facilitators, verify post-training action plans, and support local coaching. Such collaboration is important because the Center's broad regional coverage cannot be managed effectively by one institution without local nodes.

The Center also needs a stronger data-management mechanism. Every training activity should produce participant profiles, pre-test and post-test records, action plans, mentoring notes, and follow-up results. These data can be used to identify recurring problems across villages and provinces. Over time, the Center can build an evidence base for curriculum revision, policy advice, and targeted assistance to villages with higher capacity gaps.

Managerially, the findings imply that the Village Government Center should formulate a capacity-development roadmap that links institutional resources, training targets, facilitation mechanisms, and measurable village governance outcomes. The roadmap can classify programs into basic competency training, advanced technical guidance, LKD empowerment, digital literacy, and post-training mentoring. This classification will make budgeting, scheduling, and facilitator deployment more rational.

CONCLUSION

The Village Government Center in Lampung has a strategic role in enhancing the capacity of village government apparatus and Village Community Institutions. Its role can be understood through four dimensions: educational, facilitative, consultative, and innovative. The educational role strengthens knowledge and skills through training and technical guidance. The facilitative role provides facilities, mentoring, and coordination support. The consultative role helps village actors resolve administrative and institutional problems. The innovative role encourages renewal, digital adaptation, and the replication of good practices in village governance.

The study also concludes that the Center's role has not been fully optimal because it is constrained by limited facilities, budget limitations, insufficient trainers and facilitators, weak post-training monitoring and evaluation, low competence of village apparatus and LKD, and delayed digitalization. These constraints show that capacity development requires institutional strengthening, not only additional training activities. Training without mentoring, consultation, evaluation, and innovation diffusion will have limited impact on actual village governance performance.

Therefore, the Center should be developed as an integrated capacity-development hub for village governance. Strategic improvements should include systematic training needs assessment, competency-based curriculum, practical learning methods, blended facilitation, structured consultation clinics, digital learning platforms, facilitator development, post-training monitoring, and stronger collaboration with district governments, universities, and professional partners. Future studies should include more detailed field data, participant profiles, pre-test and post-test results, and longitudinal evaluation of training transfer to measure the impact of capacity development on village governance outcomes more robustly.

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