



# THE ROLE OF TRAINING IN IMPROVING THE CAPACITY OF VILLAGE GOVERNMENT APPARATUS (A Study at the Village Government Training Center Office in Lampung, Ministry of Home Affairs)

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## Abstract :

The research method used is descriptive qualitative research. This method is used to describe the role of training in improving the capacity of village government apparatus (a study at the Village Government Office in Lampung, Ministry of Home Affairs). All data were obtained directly from informants in the field using interviews and document studies. The results of the study indicate that training plays a crucial role in improving the capacity of village government apparatus through the dimensions of knowledge, skills, attitudes and behavior, as well as leadership and management. Through planned and ongoing training, village apparatus can improve their understanding of regulations and policies, develop technical and service skills, develop professional attitudes and integrity, and strengthen leadership and management capabilities within village government organizations.

**Keywords :** Role, Training, Capacity, Government.

## INTRODUCTION

The village head, village secretary, village officials, and members of local community institutions make up the village government apparatus, which is strategically involved in the management of public services and governance. They are required to understand various laws and regulations, be capable of managing village finances in a transparent and accountable manner, and possess good communication and coordination skills with various stakeholders, including the community and regional governments.

Training for village government apparatus serves as an important instrument in bridging these gaps. Training does not merely function as a means of transferring knowledge and technical skills, but also as an effort to build bureaucratic ethics, integrity, and public service orientation. The village apparatus may learn the fundamentals of good governance, including accountability, transparency, participation, effectiveness, and efficiency, through training. Through the Ministry of Villages, the Ministry of Home Affairs, the Development of Disadvantaged Regions, and Transmigration, the government, as well as provincial and district governments, has organized various types of training programs for village apparatus. These programs cover village government management, village financial management, preparation of RPJMDes and RKPDDes, archiving, and the use of village information systems. Nevertheless, the success of such training programs largely depends on the



quality of implementation, relevance of materials, learning methods, and post-training follow-up.

In this context, the Village Government Training Center Office in Lampung under the Ministry of Home Affairs has a strategic role as an institution responsible for fostering and conducting training for village apparatus in the southern Sumatra region, particularly Lampung Province. This institution is responsible for developing the capacity of village apparatus through various training programs, technical guidance, and facilitation of village institutional strengthening. Training activities organized by the Village Government Training Center in Lampung cover the creation of village planning documents (RPJMDes and RKPDes), the administration of village finances and governance, the use of digital technologies, and the improvement of public service competences. Despite the implementation of several training programs, their efficacy in enhancing the capabilities of the village government machinery has been questionable.

Not all training programs provide tangible impacts on improving performance at the village level. Some training programs remain formalistic, insufficiently oriented toward real field needs, and lack adequate post-training evaluation systems. Consequently, training outcomes have not fully succeeded in changing work behavior or significantly improving the professionalism of village apparatus.

Training programs conducted by the Village Government Training Center in Lampung are designed to address the needs of village apparatus in facing increasingly complex governance challenges. Through such training, it is expected that village apparatus will become professional, innovative, and possess good managerial capabilities in managing village resources and potential.

Training programs usually include various strategic topics, such as:

1. Village governance, include the creation of village rules, financial management, and growth planning.
2. Village institutional management and Village Community Institutions (LKD), aimed at strengthening coordination and collaboration among stakeholders at the village level.
3. Public services and village administration, to enable village apparatus to provide fast, accurate, and accountable services to the community.
4. Community empowerment and participatory development, to increase citizen involvement in development processes and oversight of village policies.
5. Digital transformation and innovation in village services, in line with national policy directions toward electronic-based government (e-government).

Training implementation is generally carried out in the form of classical training, technical guidance (bimtek), workshops, and competency-based training. The Village Government Training Center also collaborates with regional governments, universities, and professional training institutions in designing

curricula and presenting relevant resource persons.

Based on empirical observations, it can be identified that training conducted by the Village Government Training Center Office in Lampung has covered important aspects of improving village apparatus capacity, such as financial management, development planning, public services, and digital transformation. However, several issues still frequently arise, including:

1. Training materials that are not fully aligned with participants' real needs in the field.
2. Lack of post-training assistance.
3. Limited supporting facilities and infrastructure.
4. Suboptimal participant engagement and participation.

These problems result in the less-than-optimal improvement of village apparatus capacity in carrying out governmental and public service functions effectively. Therefore, the author is interested in examining the Role of Training in Improving the Capacity of Village Government Apparatus (A Study at the Village Government Training Center Office in Lampung, Ministry of Home Affairs).

Based on the background and problem identification described above, the research questions are formulated as follows:

1. How does training organized by the Village Government Training Center Office in Lampung play a role in improving the capacity of village government apparatus?
2. What factors support and hinder the implementation of training in improving the capacity of village government apparatus?

### **Concept of Role**

The concept of role is one of the central concepts in social sciences, particularly in sociology, social psychology, and administrative science. The idea of role emerged from efforts to understand how individuals act and interact within a social system based on their position or status in society or organizations. Historically, the term *role* was adopted from the theater world, where each actor performs a specific role according to a predetermined script. In social life, this analogy is used to describe that every individual has a "social script" consisting of a set of expectations, norms, and behaviors expected by society for the position they occupy (Dler & Tawfeq, 2021).

In administration and organizational studies, the concept of role is essential for understanding the division of labor, coordination, and relationships among individuals within formal and informal structures. A clear understanding of roles can enhance organizational effectiveness, prevent role conflict, and reduce role ambiguity. Roles are not merely tasks attached to positions, but also include social expectations, interaction patterns, and moral responsibilities. For example, a civil servant is expected not only to perform administrative tasks but also to demonstrate integrity, neutrality, and professionalism in accordance with public bureaucracy values (Jonga, 2022).

In modern complex organizations, individuals often hold multiple roles simultaneously, such as supervisors, colleagues, subordinates, and team

members. This condition can generate diverse role dynamics, including role conflict and role ambiguity. Organizational theory development places the concept of role as a basis for understanding individual and team performance effectiveness. From a systems theory perspective, organizations are viewed as social systems consisting of interacting roles aimed at achieving common goals. Role clarity helps create order, reduce authority overlap, and strengthen coordination among units.

Furthermore, changes in social, political, and technological environments influence role dynamics in public organizations. Bureaucratic reform, digitalization of public services, and increasing demands for transparency and accountability require apparatus to adapt their roles to remain relevant and effective. Thus, roles are dynamic and change according to social contexts and prevailing policies (Saeed et al., 2019).

### **Training in Improving Capacity**

Training is a crucial strategy in improving the quality of human resources, especially for government apparatus directly involved in public service delivery and development. In the context of village governance, training has a strategic function in strengthening the competence of village apparatus so they can perform their duties professionally, effectively, and in accordance with good governance principles (Smith & Green, 2018).

Training is expected to transform village apparatus competencies from conventional work patterns toward modern village governance systems that are adaptive to information technology development. Through planned and needs-based training, village apparatus can understand transparency, accountability, and community participation principles.

However, training implementation often faces obstacles, such as mismatched materials, lack of post-training mentoring, limited facilities, and low participant engagement. This indicates the need for a more comprehensive training design, including training needs assessment, participatory learning methods, and continuous evaluation.

Training is essentially a systematic process to improve knowledge, skills, and attitudes to enhance work effectiveness and efficiency. According to Dessler (2015), training is a planned effort by organizations to facilitate learning for members to acquire competencies needed for current and future jobs.

Thus, training serves as a strategic means of enhancing human resource capacity, producing adaptive, productive, and professional individuals capable of facing dynamic work environments and development challenges.

## **RESEARCH METHOD**

This study employed a qualitative approach using a descriptive method to obtain a comprehensive understanding of the role of training in improving the capacity of village government officials. A qualitative approach was selected because it enables an in-depth exploration of phenomena based on the experiences, perceptions, and empirical conditions of the informants. The research was conducted at the Village Government Training Center in Lampung

under the Ministry of Home Affairs. The research site was purposively selected because it is the institution responsible for organizing education and training programs for village government officials in Lampung Province. The data consisted of primary data obtained from informants directly involved in the organization and implementation of training programs, and secondary data derived from institutional documents, activity reports, training guidelines, government regulations, and relevant literature related to the research focus.

Data were collected through in-depth interviews, observations, and documentation. The interviews were conducted to obtain information regarding the implementation of training programs, participants' perceived benefits, and the factors supporting and constraining the enhancement of village government officials' capacity. Observations were carried out to directly examine the training process and the implementation of training outcomes in the officials' daily responsibilities. Documentation was used to complement the collected data by reviewing official documents, including activity reports, training modules, participant lists, photographs, and other administrative records. The combination of these data collection techniques ensured the completeness, accuracy, and credibility of the research findings while providing a comprehensive understanding of the research phenomenon.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, simplifying, and categorizing information according to the research objectives. The organized data were then systematically presented in a narrative form to facilitate interpretation before conclusions were drawn based on patterns and relationships identified from the empirical findings. To ensure the trustworthiness of the study, source triangulation and technique triangulation were employed by comparing data obtained from interviews, observations, and documentation. In addition, member checking was conducted with the informants to confirm the accuracy of the researchers' interpretations. These validation procedures were intended to enhance the credibility, dependability, confirmability, and transferability of the research findings.

## **FINDINGS AND DISCUSSION**

The findings indicate that the training programs organized by the Village Government Training Center in Lampung under the Ministry of Home Affairs play a significant role in strengthening the capacity of village government officials. This contribution is reflected in the improvement of participants' knowledge of village governance regulations, technical competencies in administrative and financial management, professional attitudes toward public service, and leadership and managerial capabilities in village administration. Nevertheless, the effectiveness of the training programs remains influenced by several challenges, including limited supporting facilities, inadequate post-training assistance, and differences in participants' initial competencies.

### **Knowledge Dimension**

The findings demonstrate that the training program has substantially improved participants' understanding of village governance, financial management, village development planning, and the implementation of government regulations. The training materials enabled participants to better comprehend policy updates and regulatory changes, thereby enhancing their ability to perform administrative duties in accordance with prevailing legal requirements.

The improvement in knowledge is reflected in the participants' increased competence in preparing administrative documents, developing village budgets, and implementing principles of transparency and accountability in village governance. These findings suggest that training functions as an effective mechanism for transferring knowledge and strengthening the cognitive competencies required for public administration. Consequently, village officials become more capable of delivering administrative services that comply with regulatory standards while responding more effectively to community needs.

These findings are consistent with the human resource development theory proposed by (Razzaq et al., 2019a), who defines training as a planned organizational effort to facilitate the acquisition of job-related knowledge, skills, and competencies that improve employee performance. Likewise, Armstrong (2016) argues that training enhances employees' knowledge by enabling them to understand organizational procedures, adapt to policy changes, and perform their responsibilities more effectively. In the context of village governance, increased knowledge enables village officials to implement administrative functions more accurately, improve financial accountability, and ensure compliance with government regulations. Furthermore, (Kianto et al., 2017) emphasizes that strengthening the knowledge capacity of public officials is a fundamental component of institutional capacity building because competent public servants are better equipped to support good governance, transparency, and sustainable public service delivery.

The findings of this study are also supported by previous empirical research. (Lasmana et al., 2023) found that capacity-building programs significantly improved village officials' understanding of village development planning, financial management, and administrative governance, thereby contributing to more accountable village administration. Similarly, (Razzaq et al., 2019b) reported that competency-based training enhanced village officials' knowledge of public administration, digital governance, and financial accountability, enabling them to perform their duties more effectively in response to increasingly complex governance challenges. In addition, (Liu et al., 2021) concluded that continuous training contributes to strengthening the institutional capacity of village governments by improving officials' understanding of governance principles and community empowerment strategies. The consistency between the present findings and previous studies indicates that well-designed and needs-based training is an effective strategy for enhancing the cognitive competence of village government officials and improving the quality of public administration at the village level.

### **Skills Dimension**

In addition to enhancing knowledge, the training program significantly strengthened participants' technical skills. Practical learning sessions on village financial management applications, administrative reporting, public service procedures, and the utilization of information technology enabled participants to improve their operational competencies. As a result, participants demonstrated greater efficiency in public service delivery, administrative reporting, and the operation of digital administrative systems. These findings support (Abualoush et al., 2018), who argues that training is a systematic process for developing employees' competencies to improve job performance. Similarly, (Zhang & Guo, 2019) emphasizes that practical, competency-based training is more effective in facilitating the transfer of learning into workplace performance.

The findings are consistent with (Jyoti & Rani, 2017), who states that effective training enhances employees' technical capabilities and organizational productivity through practical learning experiences. Likewise, (Al Sayegh et al., 2023) found that competency-based training significantly improved village officials' abilities in financial management, digital administration, and public service delivery. Similarly, (Coombs et al., 2020) reported that capacity-building programs strengthened village officials' competencies in development planning and administrative governance, indicating that practical training contributes directly to improved organizational performance.

Nevertheless, the study also found that improvements in technical competence were not equally experienced by all participants. Differences in educational background, work experience, and digital literacy influenced the extent to which participants benefited from the training, particularly in technology-based learning. This finding is in line with (Wibisono et al., 2025), who argue that training effectiveness is determined not only by program design but also by trainee characteristics and workplace support. Therefore, future training programs should adopt more adaptive learning approaches and provide continuous post-training assistance to ensure more equitable competency development among village government officials.

### **Attitude and Behavior Dimension**

The training program also contributed to positive changes in participants' professional attitudes and workplace behavior. Following the training, village officials demonstrated stronger work discipline, greater responsibility, higher commitment to public service, and increased awareness of the importance of transparency and accountability in village governance. Behavioral changes were also reflected in improved teamwork, stronger interdepartmental coordination, a more service-oriented organizational culture, greater responsiveness to community concerns, and increased willingness to collaborate in solving administrative problems. These findings indicate that training functions not only to improve technical competence but also to strengthen professional values and ethical behavior within village government institutions.

These findings are consistent with (Wang et al., 2021), who argues that effective training extends beyond improving technical competencies by fostering

work attitudes, organizational commitment, and ethical behavior that support organizational performance. Likewise, (Mediani et al., 2022) explains that training facilitates behavioral change by encouraging employees to internalize organizational values, strengthen interpersonal relationships, and enhance responsibility toward organizational goals. In the public sector, such behavioral transformation is essential for promoting accountability, transparency, integrity, and responsiveness in public service delivery.

The findings also corroborate previous studies. Grindle (2019) emphasizes that public sector capacity building should integrate competency development with improvements in organizational culture and professional ethics. Similarly, (Raveendran et al., 2020) found that competency-based training enhanced work discipline, accountability, and service orientation among village officials, while (Lasmana et al., 2023) reported that continuous training strengthened collaboration, professionalism, and institutional commitment. These consistent findings suggest that training is a comprehensive capacity-building strategy that not only develops technical competencies but also promotes ethical behavior, teamwork, and a citizen-oriented service culture, thereby contributing to more effective village governance.

### **Leadership and Managerial Dimension**

The study further reveals that the training program contributed positively to the development of leadership and managerial competencies among village government officials. Participants gained a better understanding of strategic planning, decision-making processes, organizational coordination, and resource management within the context of village governance. Improved managerial competence enabled village officials to establish development priorities more effectively, coordinate institutional activities, and optimize the utilization of available resources. Furthermore, participants demonstrated greater confidence in leading organizational activities and facilitating collaborative decision-making processes involving various stakeholders. These findings suggest that training contributes not only to individual competency development but also to strengthening institutional capacity for achieving effective village governance.

These findings are consistent with (Hanivia Cindy et al., 2022), who argues that training enhances employees' leadership and managerial competencies, thereby improving organizational performance. Similarly, (Arghode et al., 2022) emphasizes that capacity-building initiatives strengthen not only individual capabilities but also institutional effectiveness through improved leadership and governance. The findings also support previous studies by (Dinibutun, 2020), which reported that training programs significantly improved village officials' leadership, managerial skills, and organizational coordination. Therefore, continuous leadership-oriented training is essential for enhancing governance effectiveness and improving the quality of public service delivery at the village level.

### **CONCLUSION**

This study concludes that training plays a strategic role in enhancing the

capacity of village government officials by strengthening four key dimensions: knowledge, skills, attitudes and behavior, and leadership and managerial competence. The training programs improve officials' understanding of government regulations, administrative procedures, public service delivery, and village financial management, while also developing practical skills, professional attitudes, integrity, teamwork, and leadership capabilities required for effective village governance. Nevertheless, the effectiveness of training remains constrained by several factors, including limited access to relevant and up-to-date training, training materials that are insufficiently aligned with field needs, the predominance of theoretical rather than practice-oriented learning, inadequate supporting facilities, disparities in participants' educational backgrounds, entrenched work culture, weak motivation and supervision, and the absence of systematic post-training mentoring. Therefore, maximizing the contribution of training to village governance requires competency-based, context-specific, and sustainable training programs supported by continuous evaluation, organizational commitment, and adequate institutional support to ensure the effective transfer of learning into workplace performance and improved public service outcomes.

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