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Service Excellence in Urban Village Government: Realizing Excellent, Responsive, and Human-Centered Public Services

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Abstract

Purpose: This community service program aimed to improve the competencies of village government officials in Pondokgede District in delivering excellent, responsive, and human-centered public services.

Method: The training involved 48 village government officials in Pondokgede District and employed interactive learning methods, including presentations, discussions, question-and-answer sessions, and role-playing activities to strengthen participants' understanding and practical skills in service excellence.

Practical Applications: Participants gained practical knowledge in effective communication, complaint handling, and citizen-oriented service delivery, enabling them to respond more professionally to public needs and service challenges in the Pondokgede District context.

Conclusion: The program was successfully implemented with high participant engagement and enthusiasm. The training enhanced participants' understanding of service excellence principles and their application in public service delivery. The competencies acquired are expected to improve the quality, responsiveness, and professionalism of public services in Pondokgede District, ultimately contributing to greater public satisfaction and better local government performance.

Introduction

Public service delivery at the village administrative (kelurahan) level represents the frontline of government services that directly interact with the community. Kelurahan offices are responsible for providing various administrative and community-oriented services, including the issuance of official certificates, population administration, social services, and other forms of public assistance. Given their direct interaction with citizens, the competence and service attitudes of kelurahan officials are important factors in determining the quality of public service delivery and public satisfaction.

The quality of public services at the local administrative level is closely related to the capacity of government officials and the ability of local institutions to respond to community needs. Recent studies in Indonesia indicate that public service quality at the village level remains influenced by factors such as staff competence, service standards, administrative procedures, infrastructure, and the ability of officials to respond to citizens. Research on village government services has also demonstrated that service quality is closely associated with community satisfaction, indicating that improvements in frontline service delivery require not only adequate procedures and facilities but also capable and responsive public officials (Nirmala, 2022; Lestari & Sukmana, 2023).

Furthermore, recent evidence shows that the relationship between public service quality and community satisfaction is particularly important at the village level. A study of rural public services in Sidoarjo found a generally favorable level of community satisfaction, while other research has identified service quality and complaint handling as important factors associated with community satisfaction with village government services. These findings suggest that frontline officials need competencies that extend beyond administrative procedures, including communication, responsiveness, empathy, and the ability to handle citizens' complaints effectively (Viola & Sukmana, 2023; Beemu et al., 2025).

Prior to the implementation of the program, a preliminary discussion was conducted with the Head of the Kelurahan (Lurah) in Pondokgede District to identify the specific challenges and capacity-building needs faced by village government officials in delivering public services. The discussion indicated that strengthening service excellence competencies was necessary, particularly in relation to effective communication, responsiveness to citizens, complaint handling, and the development of professional and citizen-oriented service attitudes. These findings provided a local basis for designing the community service intervention and determining the training topics and learning activities according to the needs of the partner.

These local findings are consistent with broader challenges in public service delivery at the kelurahan level, including limited staff competencies, insufficient understanding of public service standards, and varying capacities to respond to increasingly complex community needs. Such challenges may contribute to delays in service delivery, inconsistent procedures, and reduced public trust in government services (Wardiyanto et al., 2024). Recent research further emphasizes that strengthening the quality of village government officials is an important component of improving local government performance because the capacity of human resources influences the ability of village institutions to deliver effective and responsive public services. The quality of services delivered by village government officials also significantly influences public satisfaction with overall government performance (Zakaria, 2025).

The importance of strengthening frontline competencies is also connected to the broader agenda of bureaucratic reform. Bureaucratic reform cannot be achieved solely through changes in regulations, organizational structures, or digital systems; it also requires adequate human resource capacity and effective implementation at the service-delivery level. Recent research on bureaucratic reform in Indonesia identifies an implementation gap between reform policies and the capacity of government institutions to implement them consistently. The findings indicate that improvements in public service quality require stronger governance, management, and human resource capabilities so that reform can produce sustainable and outcome-oriented services (Ardiputra, 2024).

Similarly, research on dynamic governance in Indonesia emphasizes the importance of adaptive government institutions and the ability of public officials to respond to changing community needs. This perspective indicates that bureaucratic reform should not be limited to structural changes but should also encourage improvements in organizational capabilities, adaptive policies, and public service practices (Widowati et al., 2023).

In response to these local needs, village government officials are expected to demonstrate professionalism, responsiveness, effective communication, and a strong commitment to citizen satisfaction. For the partner in Pondokgede District, strengthening these competencies is particularly relevant because the identified challenges require practical improvement in how officials communicate with citizens, respond to complaints, and deliver citizen-oriented services. Continuous capacity development through technical training, service ethics, effective communication, and practical simulation is therefore necessary to support improvements in service quality.

In addition, recent research on village public services highlights that service quality is not determined solely by the availability of administrative systems but also by the interaction between government officials and citizens. The implementation of administrative standards, staff training, and appropriate service practices can contribute to improving the quality and consistency of public services. Therefore, capacity-building interventions that combine knowledge, service standards, communication skills, and practical exercises are relevant for strengthening the ability of frontline officials to respond to community needs (Purwaningsih et al., 2026).

From a broader theoretical perspective, experiential learning provides an important approach to strengthening grassroots bureaucratic reform because it connects individual learning with changes in frontline service behavior. Rather than treating capacity building as a one-way transfer of technical knowledge, a participatory learning model enables public officials to reflect on their own service experiences, practice alternative responses, receive feedback, and develop competencies that are directly relevant to their work. This approach is particularly relevant to community-level public services, where bureaucratic reform is experienced directly through interactions between frontline officials and citizens. By strengthening communication, empathy, responsiveness, and problem-solving capabilities through practical experience, experiential learning can complement formal reforms in regulations and administrative procedures by addressing the behavioral dimension of public service delivery. Furthermore, this participatory model has the potential to be replicated and scaled across other community service contexts, such as health services, social assistance, population administration, and other local government services, by adapting the training scenarios and simulations to the specific challenges faced by each service unit.

Based on the preliminary assessment and discussions with the partner, the Diploma III Program in Public Sector Accounting, Faculty of Economics and Business, Trisakti University, organized a workshop entitled “Service Excellence for Village Government Officials in Pondokgede District.” The workshop involved 48 village government officials and was designed to address the identified needs by strengthening participants' understanding of service excellence principles, improving their communication and complaint-handling skills, and developing professional and citizen-oriented service attitudes. Through this intervention, the program sought to contribute to improvements in the quality, responsiveness, and professionalism of public service delivery in Pondokgede District.

Method

The community service program was conducted by the Diploma III Program in Public Sector Accounting, Faculty of Economics and Business, Trisakti University, in collaboration with the Pondokgede District administration. The program was designed as a sequential community service intervention consisting of preliminary assessment, preparation, implementation, and evaluation.

1. Preliminary Assessment
   Prior to the implementation of the workshop, the community service team conducted a preliminary discussion with the Head of Pondokgede District to identify the needs and challenges related to public service delivery. The discussion focused on the importance of strengthening the competencies of village government officials in providing excellent, responsive, and citizen-oriented services. The results of this discussion were used as a basis for determining the training topic and developing the workshop materials.
2. Preparation
   Following the preliminary assessment, the community service team coordinated with the Pondokgede District administration to prepare the workshop. The preparation included developing the Service Excellence materials, determining the learning methods, preparing the activity schedule, and coordinating participant attendance. The workshop involved 48 village government officials from Pondokgede District. The participants were coordinated through the Pondokgede District administration based on their involvement in public service delivery.
3. Implementation
   The Service Excellence Workshop was conducted on Tuesday, May 19, 2026. The activity consisted of an opening ceremony, welcoming remarks, a presentation on service excellence, an introduction to the Diploma III Program in Public Sector Accounting, and a closing and networking session. The program agenda was organized as follows.

Table 1. Description

Time	Note	PIC
13.30 – 13.40	Opening Ceremony	MC
13.40 – 13.50	Welcome Remarks by the Head of Pondokgede District	Pondokgede District
13.50 – 14.00	Welcome Remarks by the Head of the Diploma III Program in Public Sector Accounting	D III Public Sector Accounting Program
14.00 – 14.45	Presentation on Service Excellence	D III Public Sector Accounting Program
14.45 – 15.00	Introduction to the Diploma III Program in Public Sector Accounting	D III Public Sector Accounting Program
15.00 – 15.30	Closing Ceremony and Networking Session	-

Source: Author's Work, 2026.

The workshop was designed for 48 village government officials from across Pondokgede District. The program commenced with an opening ceremony and welcoming remarks delivered by the Head of Pondokgede District, Ir. Zainal Abidin Syah, M.M. In his remarks, he emphasized the importance of improving the quality of public services by prioritizing citizen satisfaction and highlighted the need for government officials to continuously enhance their competencies and professionalism in delivering public services.

The opening session was followed by welcoming remarks from Dr. Deni Darmawati, S.E., Ak., M.Si., CA., CSRS., CSRA., CGRCPA., CPIA., CIIQA., CIRM, Head of the Diploma III Program in Public Sector Accounting, Faculty of Economics and Business, Trisakti University. She expressed her appreciation for the participants' enthusiasm and attendance and conveyed her hope that the workshop would contribute to improving the quality of public service delivery within village administrations.

Picture 1. Opening Session




Source: Private Documentation, 2026.

The main session featured a presentation on Service Excellence delivered by Dr. Yulia Eka Riyanti, S.Ak., M.Ak., M.M., CSRS., CSRA., CGRCPA. The training covered key topics, including the principles of service excellence, effective communication, professional attitudes in public service, complaint handling, and strategies for creating positive service experiences for citizens.

To enhance participants' understanding and encourage active engagement, the workshop employed several interactive learning methods:

1. Presentation
   An overview of the concepts and principles of service excellence in public service delivery.
2. Question-and-Answer Session
   An interactive discussion between participants and the facilitator addressing various challenges encountered in day-to-day public service delivery.
3. Role-Playing (Service Simulation)
   Participants engaged in simulated public service scenarios to develop their communication, empathy, and problem-solving skills in responding effectively to citizens' needs.

Picture 2. Interactive Learning



Source: Private Documentation, 2026.

At the conclusion of the workshop, an introduction to the Diploma III Program in Public Sector Accounting, Faculty of Economics and Business, Trisakti University, was delivered by Ice Nasyrah Noor, S.E., M.Ak., CGRCPA., CSRS., CSRA., CGP, Secretary of the Diploma III Program in Public Sector Accounting. During this session, participants were provided with an overview of the study program, including its academic profile, curriculum, and opportunities for competency development that can support the capacity building of government officials.

4. Evaluation
   The evaluation of the activity was conducted through participants' engagement during the discussion, question-and-answer, and service simulation sessions, as well as feedback provided during the closing session. The evaluation focused on participants' understanding of service excellence principles and their ability to apply the principles in simulated public service situations.

Result

The implementation of the Community Service Program (PKM) through the Service Excellence for Village Government training in Pondokgede District represented an important initiative to strengthen the capacity of village government officials in delivering high-quality public services. The program involved 48 village officials who serve as the frontline of public service delivery. As the government institutions closest to the community, village administrations are expected to provide services that are not only efficient and accurate but also responsive, professional, and citizen-oriented.

High-quality public services play a critical role in enhancing citizen satisfaction and strengthening public trust in government (Kim et al., 2024). According to Zakaria et al. (2025), public service quality is significantly influenced by the dimensions of responsiveness, reliability, assurance, empathy, and tangibles, all of which contribute to service effectiveness and citizen satisfaction. This perspective is also supported by recent evidence from local government contexts, which indicates that service quality is closely associated with the capacity of public officials, particularly their ability to respond to citizens' needs and provide services efficiently. Studies at the local administrative level have identified limited personnel competencies and inadequate understanding of service procedures as important challenges in improving public service performance (Wirahayu & Sukmana, 2023). Similarly, Wardiyanto et al. (2024) emphasize the importance of competency-oriented capacity development in aligning the skills of public officials with the practical requirements of public service delivery. Accordingly, service excellence training represents a relevant strategy for enhancing the competencies of government officials and supporting continuous improvements in public service delivery.

The training began with a presentation on the fundamental concepts of service excellence, emphasizing the importance of adopting a citizen-centered approach to public service. The topics covered included effective communication, public service ethics, complaint handling, and strategies for creating positive service experiences. The material was delivered using an interactive approach that encouraged participants to relate the concepts to their daily responsibilities and the challenges encountered in serving the community.

Participants demonstrated strong enthusiasm throughout the discussion and question-and-answer sessions. Common issues encountered in public service delivery, including communicating information to citizens, handling complaints, and managing public expectations, generated active discussion among participants. Their high level of engagement reflected a strong awareness of the importance of continuously improving service quality as part of broader efforts to achieve effective and accountable governance.

The participants' engagement also highlights the importance of developing not only technical competencies but also the motivation and work attitudes of public officials. Kristanti & Yudiatmaja (2022) found that public service motivation is associated with individual job performance among local government employees, indicating that the quality of public sector performance is influenced by both employees' capabilities and their orientation toward public service. In the context of the present training, the active participation of village government officials and their willingness to discuss service challenges may indicate the importance of strengthening service-oriented attitudes alongside technical service competencies. Therefore, service excellence training should not be limited to transferring knowledge and procedures, but should also encourage participants to develop a stronger commitment to responsive,

professional, and citizen-oriented public service.

In addition to lectures and discussions, the training incorporated role-playing as a practical learning method. This approach enabled participants to simulate common public service situations encountered in village administrations. Participants alternated between the roles of service officers and community members seeking public services, allowing them to practice effective communication, empathy, responsiveness, and professional problem-solving skills.

The role-playing activities demonstrated that participants had successfully understood the training materials and were able to apply service excellence principles in simulated service situations. They consistently displayed courteous, responsive, and solution-oriented attitudes while effectively applying communication techniques, actively listening to citizens' concerns, and providing appropriate solutions to service-related problems. These outcomes indicate that the training enhanced not only participants' conceptual understanding but also the practical competencies required for effective public service delivery.

The immediate outcomes observed during the training indicate changes at the level of participants' demonstrated competencies rather than confirmed long-term behavioral transformation. During the role-playing sessions, participants were able to translate service excellence concepts into observable behaviors, including active listening, courteous communication, responsiveness, empathy, and solution-oriented responses. These observations provide initial evidence that the intervention generated short-term changes in participants' service-related knowledge and practical performance. However, because the program did not include pre- and post-training measurements or systematic workplace follow-up, these findings should be interpreted as evidence of immediate learning and competency demonstration rather than evidence of sustained behavioral change in the workplace.

At the community level, the potential impact of the intervention lies in the possibility that improved frontline competencies may contribute to more responsive and citizen-oriented interactions between village government officials and residents. However, this potential community-level effect was not directly measured in the present program. No post-training data were collected on citizen satisfaction, complaint resolution, service response time, or changes in institutional service procedures. Therefore, the program cannot yet establish whether the observed improvement in simulated performance resulted in measurable changes in the quality of public services or community perceptions after the training. This distinction is important because capacity-building interventions may produce immediate individual learning outcomes without necessarily generating immediate organizational or community-level transformation (Chernikova et al., 2020).

Overall, the training successfully achieved its objectives of improving the knowledge and competencies of village government officials in implementing service excellence principles. The success of the program was reflected in the participants' active involvement throughout the workshop, their meaningful contributions during discussions, and their ability to apply the concepts effectively during role-playing activities. However, the findings presented in this report are primarily based on participants' performance during the one-day training and simulated service activities. Therefore, the extent to which the competencies gained during the training were translated into sustained changes in service behavior and institutional practices after the training could not yet be fully assessed. Future follow-up activities are needed to evaluate the sustainability of the training outcomes through post-training observation, follow-up assessments, or comparisons of service performance before and after the intervention. Such follow-up evaluation would provide stronger evidence of behavioral change, institutional improvement, and the broader impact of the program on public service quality in Pondokgede District.

Discussion

The findings suggest that the Service Excellence training contributed to strengthening participants' understanding and practical competencies in citizen-oriented public service delivery. The effectiveness of the intervention can be explained by the combination of conceptual learning, interactive discussion, and role-playing activities. This finding is consistent with Azmat & Ferdous (2025), who demonstrated that engagement in capacity-building training can support public officials in translating newly acquired competencies into improved public service practices. Their longitudinal findings further suggest that the impact of training may extend beyond individual learning when participants are able to engage other actors and apply the acquired knowledge within their organizational and community contexts. In the present program, the combination of discussion and practical simulation similarly provided participants with an opportunity to connect service excellence principles with their responsibilities as frontline public service providers. Rather than relying solely on one-way knowledge transfer, the training provided participants with opportunities to connect service excellence concepts with situations that they encounter in their daily work. This approach was particularly relevant for village government officials because public services at the village level involve frequent and direct interactions with citizens, requiring not only administrative knowledge but also communication, empathy, responsiveness, and problem-solving skills.

The active engagement of participants during the training also indicates that the learning approach was relevant to their professional context. The discussions enabled participants to identify and reflect on actual challenges encountered in delivering public services, while the role-playing activities provided an opportunity to practice alternative responses in a controlled learning environment. The combination of reflection and practice may explain why participants were able to demonstrate service-oriented behaviors during the simulation. In this context, the effectiveness of the training was not solely determined by the delivery of the training materials, but also by the opportunity provided to participants to translate those materials into practical actions. This finding is consistent with the broader literature on experiential learning, which emphasizes the importance of active participation and application of knowledge in developing professional competencies.

The role-playing component was particularly important because it allowed participants to experience public service interactions from different perspectives. By alternating between the roles of service officers and citizens, participants were encouraged to recognize that the quality of public service is influenced not only by whether a procedure is completed, but also by how citizens are treated throughout the service process. This experience may have strengthened participants' awareness of empathy, active listening, responsiveness, and professional communication. Such competencies are particularly important in frontline public services, where interactions between government officials and citizens can directly influence citizens' perceptions of government institutions.

From a theoretical perspective, the findings suggest that the value of experiential learning in public sector capacity building lies in its ability to connect individual experience with professional reflection and behavioral practice. The role-playing activity did not merely function as a technique for making the training more interactive; it created a learning process in which participants encountered a simulated service situation, reflected on their responses, received feedback, and reconsidered how they could respond more appropriately. This process is important in adult professional learning because participants bring existing knowledge and workplace experiences into the learning environment. The training therefore provided an opportunity to reinterpret those experiences through the principles of service excellence and to test alternative behaviors in a low-risk environment. In this sense, experiential learning can serve as a mechanism for translating abstract principles of public service into observable frontline behaviors.

The findings are also relevant to the broader agenda of public service improvement and bureaucratic reform. Capacity building at the frontline level is important because bureaucratic

reform cannot depend solely on changes in regulations, organizational structures, or administrative procedures. It also requires changes in the competencies and service behavior of public officials who directly interact with citizens. The behavioral dimension of public service is also closely related to employees' motivation to serve the public. A cross-cultural meta-analysis by Ding & Wang (2023), covering 31 independent samples across 10 countries, found a positive relationship between public service motivation and work engagement. This finding suggests that strengthening frontline service quality requires attention not only to employees' technical competencies but also to their motivation and engagement in fulfilling public service responsibilities. From this perspective, service excellence training can be viewed as a complementary intervention to broader bureaucratic reform efforts because it strengthens the human and behavioral dimensions of public service delivery. Recent studies have emphasized that public sector capacity is increasingly associated with the ability of government institutions to respond effectively to citizens' needs, adapt to changing expectations, and provide accountable and citizen-oriented services.

The findings further indicate that grassroots bureaucratic reform should be understood as a process that involves both institutional arrangements and behavioral change among frontline officials. Formal reforms, such as service standards, administrative procedures, digital systems, and regulatory requirements, provide the structural framework for public service delivery, but their effectiveness ultimately depends on how these arrangements are implemented in everyday interactions with citizens. The present intervention illustrates that capacity building can operate as a connecting mechanism between formal bureaucratic reform and actual service practices. When frontline officials are able to interpret service standards, communicate effectively, respond to complaints, and demonstrate empathy, formal institutional reforms are more likely to be translated into meaningful service experiences for citizens. Thus, the theoretical contribution of this intervention lies in highlighting the behavioral dimension of bureaucratic reform, particularly at the point where government policy and citizens' everyday experiences intersect.

The relationship between service competencies and public service quality is further supported by Zakaria et al. (2025), who identified responsiveness, reliability, assurance, empathy, and tangibles as important dimensions influencing public satisfaction and service effectiveness. The training activities addressed several of these dimensions directly. Communication and complaint-handling exercises were related to responsiveness and reliability, while role-playing activities emphasized assurance, empathy, and professional interaction. Therefore, the relevance of the training lies not merely in improving individual competencies, but in strengthening behavioral capabilities that are closely connected to the quality of citizen-government interactions.

This interpretation is consistent with the citizen-centred approach to public service delivery proposed by Heintzman & Marson (2025), who emphasize that sustained improvement in public sector service delivery should focus on measurable improvements in citizens' service experiences and satisfaction. From this perspective, competencies such as responsiveness, empathy, communication, and complaint handling are not merely individual employee attributes but important mechanisms through which public institutions can improve the quality of interactions with citizens.

However, the findings also suggest that individual-level learning should not automatically be interpreted as organizational-level capacity. A participant may demonstrate appropriate service behavior during a simulation without necessarily being able to sustain that behavior in the workplace if institutional conditions do not provide sufficient support. Organizational culture, leadership, workload, service procedures, supervisory mechanisms, and opportunities for continuous learning may determine whether newly acquired competencies are reinforced or gradually lost. This distinction is important for community capacity building because sustainable improvement requires the transfer of learning from individual participants to organizational routines and, ultimately, to the quality of interactions experienced by the

community. Therefore, experiential training should be viewed as an entry point for capacity development rather than a standalone mechanism for institutional transformation.

Nevertheless, the findings should be interpreted within the limitations of the intervention. The training was conducted as a one-day workshop, which limited the amount of time available for participants to practice, receive feedback, repeat the exercises, and internalize the service excellence principles. A one-day intervention can demonstrate immediate learning and short-term competency development, but it cannot by itself establish whether behavioral changes will be sustained after participants return to their respective workplaces. In addition, the evaluation in this program was primarily based on participant engagement, discussion, and observations during role-playing activities. These measures provide evidence of immediate learning outcomes but do not provide sufficient evidence of long-term behavioral change, institutional improvement, or changes in citizen satisfaction.

Another limitation concerns the absence of systematic pre- and post-training measurements. Without baseline data, it is difficult to determine the magnitude of changes in participants' knowledge and competencies attributable specifically to the training intervention. Similarly, the absence of follow-up observations means that the extent to which participants applied the service excellence principles in their actual workplaces remains uncertain. These limitations highlight the importance of developing a more systematic evaluation framework for future community service programs.

Future programs should therefore combine immediate and follow-up evaluation mechanisms, including pre- and post-training knowledge tests, competency assessments, participant satisfaction surveys, workplace observations, and follow-up interviews several weeks or months after the intervention. Where feasible, indicators such as complaint resolution, response time, citizen satisfaction, or changes in service procedures could also be monitored to assess whether individual-level learning has translated into organizational and community-level outcomes. Such an approach would allow future programs to distinguish between immediate training outputs, behavioral outcomes, and longer-term institutional impacts.

This implication also suggests that the replication and scaling of experiential capacity-building programs should not rely on simply reproducing the same training materials. Instead, the participatory model can be adapted to different community service contexts by identifying the specific service challenges faced by each institution and developing context-specific simulations, case discussions, and performance indicators. For example, similar approaches could be applied to population administration, health services, social assistance, licensing, and other frontline public services. Such adaptation would allow experiential learning to remain relevant to local institutional conditions while maintaining a common focus on citizen-oriented service competencies. In this way, the intervention provides a potentially scalable model in which university–government collaboration, contextualized experiential learning, and systematic follow-up evaluation are integrated to support continuous improvement in local public service capacity.

Overall, the training demonstrates the potential of an interactive, practice-oriented capacity-building approach to strengthen the service competencies of village government officials. However, its contribution should be understood primarily as an initial capacity-building intervention rather than evidence of sustained improvement in public service quality. The combination of experiential learning, contextualized discussion, and practical simulation provides a relevant foundation for strengthening frontline service competencies, while sustained follow-up, institutional support, and systematic evaluation are required to translate these competencies into long-term improvements in public service delivery and bureaucratic reform.

Analyzing the effects and consequences of the service rendered in depth is essential for the discussion section of an applied research paper on community service. To ascertain the degree to which the basic goals of the community service have been met and the advantages

that the community has reaped, the obtained results must be carefully analyzed.

Conclusion

This community service program demonstrates that a practice-oriented Service Excellence intervention can contribute to the development of frontline public service capacity by strengthening not only participants' knowledge but also their ability to apply citizen-oriented service principles in practical situations. The training introduced participants to service excellence principles, effective communication, complaint handling, empathy, responsiveness, and professional attitudes, which are essential competencies for village government officials who interact directly with citizens. In this respect, the intervention contributes to the broader concept of public service excellence by emphasizing that service quality depends not only on administrative procedures but also on the competencies and behaviors of public officials in their interactions with citizens.

The findings also highlight the relevance of experiential learning in adult professional education. By combining conceptual presentations, discussion, and role-playing, the training provided participants with opportunities to connect new knowledge with their existing workplace experiences and to practice appropriate responses to realistic public service situations. This approach suggests that capacity-building programs for public officials can be strengthened when learning is contextual, participatory, and directly connected to workplace challenges. The intervention therefore provides practical evidence that experiential learning can function as a bridge between knowledge acquisition and the development of service-oriented professional competencies among adult learners in the public sector.

From the perspective of community capacity building, the program illustrates how collaboration between higher education institutions and local government can contribute to strengthening human resources at the frontline of public administration. The involvement of the Diploma III Program in Public Sector Accounting, Faculty of Economics and Business, Trisakti University, in supporting the development of village government officials demonstrates the potential role of universities not only as educational institutions but also as partners in strengthening local institutional capacity. Such collaboration can support continuous professional development and contribute to broader efforts toward responsive, accountable, and citizen-oriented local governance.

However, the contribution of this intervention should be interpreted within the limitations of a one-day training program. The findings primarily reflect immediate learning and participant performance during the training and do not yet provide sufficient evidence of sustained behavioral change, institutional improvement, or changes in citizen satisfaction after participants returned to their workplaces. Future community service interventions should therefore incorporate pre- and post-training assessments, workplace follow-up observations, and community-based indicators such as citizen satisfaction, complaint resolution, and service responsiveness. Longitudinal evaluation would enable future studies to determine whether experiential learning and capacity-building interventions produce sustained changes in individual behavior and institutional service practices.

Overall, this program contributes to the broader understanding of public service capacity building by showing that experiential, context-based training can provide an important foundation for developing citizen-oriented competencies among frontline government officials. Consistent with the principles of experiential learning, the combination of concrete service simulations, reflection on workplace challenges, and practical application enables adult learners to connect new knowledge with their existing professional experiences and translate learning into relevant service competencies. Its contribution therefore extends beyond the immediate delivery of training by demonstrating the potential of university–local government collaboration to connect adult experiential learning with public service improvement and community capacity development.

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