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Strengthening Civil Servants' Digital Talent Through Peer Learning: Building Digital Champions as the Foundation of Agile Government in North Pontianak District, Pontianak City, West Kalimantan Province

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ABSTRACT
This Community Service Program (PKM) aimed to enhance the digital talent capacity of 22 civil servants at the North Pontianak District Office through a peer learning scheme based on digital champions as a mechanism for internalizing agile government principles, thereby promoting faster, more accurate, adaptive, and consistent public services. The program was conducted over three days (22–24 April 2026) using three sequential methods: (1) a Participatory Digital Talent Assessment to identify digital talent gaps and select potential digital champions; (2) an Experiential Learning Workshop based on Kolb's learning cycle to internalize the five most relevant agile government principles; and (3) a Structured Peer Learning scheme involving seven selected digital champions who mentored their colleagues through real workplace tasks. The assessment results indicated that 63.64% of participants were classified as proficient, 9.09% as developing, and 27.27% as beginners. A comparison of pre-test and post-test results revealed an increase of 11.36 percentage points in digital technical competencies and 4.45 percentage points in the understanding of agile government principles. The key outcomes of the program included the formal establishment of a digital peer learning mechanism as a permanent internal learning system through the North Pontianak District Head's Commitment Charter, as well as the creation of an internal communication group connecting digital champions and civil servants via the WhatsApp platform. The findings demonstrate that the PKM program was effective in reducing the digital talent gap among civil servants, fostering the internalization of agile government values, and establishing an institutional foundation for the advancement of smart government at the local government level, particularly within district government institutions.

Keywords: Civil Servant Digital Talent, Peer Learning, Digital Champion, Agile Government, Digital Government Transformation.

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I. Introduction

The rapid development of information and communication technology has fundamentally transformed the way governments deliver public services. The implementation of electronic government (e-government) is no longer merely an option but has become a necessity for public institutions seeking to provide services that are efficient, transparent, accountable, and responsive to citizens' needs. In this context, the success of digital transformation in government organizations is determined not only by the availability of technological infrastructure but also by the capacity of human resources to utilize digital technologies effectively. Therefore, strengthening the digital competencies of civil servants has become a strategic requirement for achieving agile government and improving public service quality. One approach that has gained considerable attention in human resource development is peer learning. Rooted in Bandura's Social Learning Theory, peer learning emphasizes collaborative and observational learning among colleagues, enabling individuals to acquire new knowledge and skills through direct interaction and shared experiences. Within government organizations, peer learning offers several advantages. First, it aligns well with bureaucratic structures because learning occurs among employees of equal status rather than through hierarchical instruction. Second, it is resource-efficient, as it relies primarily on internal organizational resources without requiring extensive training budgets or external facilitators. Third, it promotes sustainability by creating continuous knowledge-sharing networks that remain active beyond the completion of formal training programs. As a result, peer learning has the potential to become an effective mechanism for strengthening employee competencies while fostering a culture of continuous learning within government institutions. The importance of peer learning becomes increasingly evident when viewed from its impact on public service delivery. Competent employees are more capable of operating digital systems accurately and efficiently, leading to faster administrative processes, improved service quality, and higher levels of public satisfaction. Conversely, inadequate employee competencies can disrupt service delivery processes, resulting in delays, errors, and declining public trust. Consequently, strengthening employee capabilities through sustainable learning mechanisms is not only an internal organizational concern but also a critical factor affecting government performance and public confidence.

North Pontianak District is one of six districts in Pontianak City, West Kalimantan Province, covering an area of approximately 118.21 km^2 and consisting of four urban villages: Batu Layang, Siantan Hilir, Siantan Tengah, and Siantan Hulu. The district serves as an important administrative and economic center and has become one of the priority areas for infrastructure development in Pontianak City. Strategic projects planned for 2026, including the construction of an Integrated Waste Processing Center and the establishment of a People's School under a national priority program, are expected to increase the volume and complexity of administrative services handled by the district office. These developments demand a government apparatus that is capable of delivering services efficiently, accurately, and adaptively in response to growing public needs. The North Pontianak District Office employs 22 civil servants, consisting of 21 permanent civil servants and one government employee under a work agreement, supported by six non-civil servant personnel. These civil servants represent the primary workforce responsible for managing administrative services and implementing government programs at the district level. Given their strategic role, strengthening their digital competencies is essential to ensuring that public services can be delivered effectively in an increasingly digital governance environment. Although digital infrastructure and e-government systems have already been implemented at the North Pontianak District Office, their utilization has not yet reached optimal levels. Existing technological facilities provide a strong foundation for improving service quality; however, the digital competencies of civil servants remain uneven. This situation has created a digital talent gap, defined as a mismatch between the digital skills required to operate available e-government systems and the actual competencies possessed by employees. According to the Digital Competence Framework for Citizens (DigComp 2.2), digital competence encompasses information and data literacy, digital communication and collaboration, digital content creation, digital safety, and technology-based problem-solving. Deficiencies in

ISSN [Online]: 2776-642X

these areas hinder employees' ability to maximize the benefits of digital systems and ultimately reduce organizational effectiveness.

The existence of a digital talent gap poses a significant challenge to the realization of agile government. Agile government emphasizes adaptability, innovation, responsiveness, collaboration, and continuous learning in addressing rapidly changing public demands. Empirical studies in Indonesia indicate that the primary barrier to implementing agile government within local government institutions is not the lack of technological infrastructure but rather the insufficient digital capabilities of civil servants. In other words, the main challenge lies not in the technology itself but in the capacity of the personnel responsible for operating and managing it. The urgency of addressing this issue is further reinforced by the socioeconomic characteristics of North Pontianak District. As a center of economic activity, trade, agriculture, and public administration serving more than 112,000 residents, the district requires public services that are fast, reliable, and accessible. The increasing complexity of administrative demands associated with population services, business licensing, environmental management, educational development, and interagency coordination necessitates a workforce equipped with strong digital competencies. Without adequate digital talent, inconsistencies in service quality may emerge, potentially affecting citizen satisfaction and hindering local development initiatives. Based on these considerations, strengthening the digital talent of civil servants through a peer learning approach supported by digital champions represents a relevant and sustainable strategy. By leveraging internal expertise and fostering collaborative learning, digital champions can facilitate knowledge transfer, improve digital competencies, and support the internalization of agile government principles among civil servants. This approach is expected to reduce the digital talent gap, enhance organizational learning capacity, improve public service quality, and establish a stronger foundation for the development of smart government at the district level.

II. Literature Review and Hypothesis Development

2.1. Smart Government

The concept of smart government has emerged as an evolution of the e-government paradigm. While e-government primarily focuses on the digitalization of public services and administrative processes, smart government emphasizes the intelligent, integrated, and adaptive use of information technology to enhance decision-making and public service delivery. Smart government extends beyond the mere adoption of digital technologies by fostering data-driven governance, institutional integration, and greater responsiveness to citizens' needs (Gil-Garcia et al., 2014). According to Scholl and Scholl (2014), the evolution of e-government consists of four stages: digitalization, transformation, engagement, and contextualization. The latter two stages closely reflect the characteristics of smart government, where technology is not only used to automate processes but also to transform interactions between government institutions and citizens. In this context, the success of smart government depends not only on technological infrastructure but also on the competencies of the human resources responsible for operating and managing it. Furthermore, Nam and Pardo (2011) identify smart government as one of the core components of a smart city, alongside technology and people. They define smart government as a governance model that integrates data, technology, and institutional processes to deliver public services that are more responsive, efficient, and transparent. This perspective highlights the critical role of human capital in achieving smart government, particularly among frontline public service providers at the district and sub-district levels. In Indonesia, the transition toward smart government has been accelerated through Presidential Regulation No. 82 of 2023 on Digital Transformation and the Integration of National Digital Services, followed by the launch of GovTech Indonesia (INA Digital) in 2024. Nevertheless, Indonesia's Digital Transformation Index reached only 54.29 in 2024, while the country ranked 64th in the United Nations E-Government Survey. These indicators suggest that significant gaps remain between national digital transformation policies and their implementation at the local government level, particularly within district and village administrations that serve as the frontline of public

ISSN [Online]: 2776-642X

service delivery. Consequently, strengthening the digital capabilities of civil servants remains a key prerequisite for realizing smart government in Indonesia.

2.2. Agile Government

Agile government is a governance approach inspired by agile methodologies originally developed for software development but later adapted as a distinct paradigm in public administration. It emphasizes the ability of government institutions to respond quickly, flexibly, and adaptively to changing internal and external environments while fostering collaboration across sectors and organizational functions to improve public service delivery and sustainable development (Mergel et al., 2018; Dib et al., 2022). Unlike the New Public Management (NPM) paradigm, which focuses on efficiency through standardization and hierarchical control, agile government promotes flexibility, innovation, experimentation, and continuous learning in addressing complex public challenges in the digital era (Dunleavy et al., 2006; Mergel, 2016). Effective implementation of agile government requires competent civil servants, supportive leadership, and a work culture that encourages adaptation and innovation. The Richard and Rhoda Goldman School of Public Policy (2024) and the National Academy of Public Administration (2020) identify ten key principles of agile government, including effective leadership, evidence-based decision-making, citizen-centered services, collaboration, innovation, and speed. Among these, five principles are particularly relevant to the North Pontianak District Office: speed, evidence-based action, citizen focus, internal and external networking, and innovation. All of these principles depend heavily on the digital competencies of civil servants. Empirical studies in Indonesia indicate that the primary barriers to agile government implementation are limited digital talent among civil servants, resistance to hierarchical bureaucratic culture, and insufficient leadership commitment to digital transformation (Rahmadany, 2024; Rozie et al., 2024). These findings suggest that strengthening human resource capabilities is more critical than merely expanding technological infrastructure.

2.3. Civil Servants' Digital Talent

Digital talent refers to the set of competencies that enables civil servants to effectively utilize digital technologies in carrying out their duties and responsibilities. According to UNESCO's Digital Competence Framework for Citizens (DigComp 2.2), digital competence encompasses five key areas: information and data literacy, digital communication and collaboration, digital content creation, digital safety, and technology-based problem-solving (UNESCO, 2026). In the public sector, a digital talent gap arises when the digital skills required to operate existing e-government systems exceed the actual competencies possessed by employees (Singla et al., 2025). This gap is influenced not only by limited training opportunities but also by factors such as generational differences, low digital self-efficacy, unsupportive work environments, and training programs that are not aligned with practical workplace needs (van Laar et al., 2017). At the North Pontianak District Office, digital infrastructure and e-government systems are already available; however, digital competencies among civil servants remain uneven. This situation has limited the effectiveness of digital systems in improving public service quality. Therefore, strengthening digital talent is essential to reducing competency gaps, enhancing service performance, and supporting the implementation of agile government and smart government initiatives.

2.4. Peer Learning

a. Social Learning Theory

The primary theoretical foundation of peer learning is Bandura's Social Learning Theory, which argues that individuals acquire knowledge, skills, and behaviors through observing others within their social environment rather than solely through direct instruction or individual trial and error (Bandura, 1977). The

ISSN [Online]: 2776-642X

theory highlights three key concepts relevant to this study: observational learning, self-efficacy, and reciprocal determinism. Observational learning enables individuals to learn by watching others perform tasks and observing the outcomes. Self-efficacy refers to an individual's confidence in their ability to accomplish a task, which can be strengthened through vicarious experiences, such as observing peers successfully perform similar activities. Reciprocal determinism explains the dynamic interaction between behavior, personal factors, and the work environment, creating a multiplier effect that encourages organizational learning. These concepts suggest that peer learning can effectively enhance digital competence and confidence among civil servants through collaborative workplace interactions.

b. Communities of Practice (CoP)

The concept of Communities of Practice (CoP), developed by Wenger (1998), explains how practical and tacit knowledge is most effectively shared among individuals who work within the same context and pursue common goals. A CoP is characterized by three dimensions: mutual engagement, joint enterprise, and shared repertoire. In organizational settings, employees who share responsibilities, objectives, and work practices naturally form communities that facilitate knowledge exchange and continuous learning. In the context of public administration, peer learning can serve as a structured mechanism for activating and strengthening existing communities of practice, thereby supporting knowledge transfer and capacity development within government institutions.

c. Experiential Learning Theory

Experiential Learning Theory (ELT), proposed by Kolb, Boyatzis, and Mainemelis (2014), states that meaningful learning occurs through a continuous cycle consisting of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This approach emphasizes learning from real-life experiences rather than relying solely on theoretical instruction. In peer learning environments, employees learn while performing actual tasks, reflect on their experiences, develop conceptual understanding, and immediately apply new knowledge in subsequent work activities. Consequently, peer learning represents a practical application of experiential learning that promotes continuous skill development and organizational improvement.

d. Andragogical Learning Theory

Knowles' theory of andragogy explains that adult learners differ significantly from children in their learning needs and motivations (Knowles, 1980). Adult learning is characterized by self-direction, the use of prior experience as a learning resource, a focus on practical problem-solving, and strong internal motivation. Adults are more willing to learn when the knowledge is directly relevant to their work and personal needs. These principles suggest that conventional training approaches may be less effective for adult professionals, including civil servants. In contrast, peer learning aligns closely with adult learning principles because it is based on real workplace experiences, collaborative problem-solving, and knowledge sharing among colleagues, making it a more effective approach for fostering sustainable behavioral and competency development.

2.5. Effectiveness of Peer Learning

A substantial body of empirical evidence supports the effectiveness of peer learning. Topping (2005), in a comprehensive meta-analysis of more than 400 studies across educational, professional, and workplace settings, found that peer learning consistently leads to faster competency development, higher knowledge retention, and increased intrinsic motivation compared to conventional instructional methods. These outcomes occur because participants actively engage in explaining, demonstrating, and applying knowledge in real-world situations. According to Boud, Cohen, and Sampson (2014), the success of peer learning is influenced by three key factors: trust-based relationships between peers, the relevance of learning content to

ISSN [Online]: 2776-642X

actual work tasks, and organizational support from leadership. When these factors are present, peer learning becomes a sustainable and cost-effective approach to professional development. Furthermore, Dale's Cone of Experience suggests that learning methods involving active practice and teaching others result in significantly higher knowledge retention than passive learning approaches. In peer learning environments, individuals who act as mentors or champions often gain the greatest benefits because they reinforce their own understanding while assisting others. Kirkpatrick's Four-Level Evaluation Model (2006) also highlights the advantages of peer learning. Unlike conventional training, which often improves only participant reactions and short-term knowledge, peer learning is more likely to produce behavioral change and organizational impact because learning occurs directly within the work environment.

2.6. Digital Champions as Change Agents in Bureaucracy

A digital champion is an individual who promotes the adoption and effective use of digital technologies within an organization. According to the NHS Digital Academy (2025), digital champions combine three essential attributes: digital competence, effective communication and facilitation skills, and credibility among colleagues. Rogers' Diffusion of Innovations Theory (1983) explains that new technologies are most effectively adopted through informal social networks rather than through formal hierarchical directives. In this context, digital champions function as opinion leaders who accelerate the diffusion of innovation by providing practical guidance and fostering confidence among their peers. Within public sector organizations, particularly in Indonesia, digital champions play a strategic role because employees often prefer learning from trusted colleagues who understand their work context. Consequently, digital champions can significantly support digital transformation initiatives and reduce resistance to technological change.

2.7. The Relationship Between Civil Servants' Digital Competence and Public Service Quality

Research increasingly demonstrates a strong relationship between the digital competence of public servants and the quality of public services. Shareef et al. (2011) found that higher levels of digital literacy among government employees contribute to greater e-government adoption and improved citizen satisfaction. Parasuraman, Zeithaml, and Berry (1988), through the SERVQUAL model, identified five dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. In digital public services, civil servants' digital competence directly influences reliability, responsiveness, and assurance by improving service accuracy, speed, and public trust. A lack of digital competence can create a service delivery gap, where the quality of actual services falls short of established standards. Therefore, strengthening digital talent is essential to ensuring consistent, efficient, and citizen-centered public service delivery.

2.8. Learning Organization as the Ultimate Goal

The concept of a learning organization, introduced by Senge (1993), describes an organization in which members continuously expand their capabilities, develop shared visions, and learn collaboratively to achieve desired outcomes. Learning organizations promote adaptability, innovation, and continuous improvement. Marsick and Watkins (2003) identified seven dimensions of a learning organization, including continuous learning, dialogue, teamwork, knowledge sharing, empowerment, environmental connection, and strategic leadership. Peer learning contributes directly to several of these dimensions by fostering collaboration, knowledge exchange, and continuous professional development. Therefore, peer learning should not be viewed solely as a short-term solution for addressing digital competency gaps. Rather, it serves as a strategic foundation for building a learning organization capable of supporting long-term digital transformation and the realization of smart government.

ISSN [Online]: 2776-642X

III. Research Method

3.1. Problem-Solving Framework

3.1.1. Problem-Solving Logic

The problem-solving framework for this Community Service Program (PKM) is based on both theoretical and empirical foundations. The theoretical foundation provides the conceptual basis for addressing the identified issues, while the empirical foundation offers evidence of effective practices in similar contexts. Together, they guide the selection of the most appropriate and feasible intervention for the North Pontianak District Office. The five problems identified in Chapter I are interconnected in a causal chain. Limited digital talent among civil servants reduces the effective utilization of digital infrastructure, which hinders the internalization of agile government principles, resulting in inconsistent public service quality. This situation is further exacerbated by the absence of a sustainable internal learning mechanism. Therefore, the intervention must address the root causes systematically rather than through isolated solutions.

3.1.2. Alternative Solutions

Four alternative approaches were considered to address the digital talent gap and weak implementation of agile government principles.

a. Formal Training

This approach involves sending employees to technical training programs or workshops conducted by external institutions. Although widely used, research indicates that formal training often improves knowledge only in the short term and rarely leads to lasting behavioral change or organizational impact. In addition, it is relatively costly and limited in scope.

b. External Coaching and Consultancy

This approach relies on external experts to provide intensive coaching and technical assistance. While it offers specialized expertise, it tends to be expensive, unsustainable, and may create organizational dependency rather than internal capacity.

c. Top-Down Organizational Change

This strategy emphasizes leadership-driven reforms through regulations, procedures, and reward systems. However, without adequate employee readiness and competence, top-down initiatives often generate resistance or superficial compliance rather than genuine transformation.

d. Digital Champion-Based Peer Learning

This approach utilizes digitally competent employees as learning facilitators for their colleagues within the workplace. Grounded in Social Learning Theory and Communities of Practice, peer learning encourages practical knowledge sharing, collaboration, and continuous learning. It is also cost-effective and aligns with agile government principles by leveraging internal organizational networks.

3.1.3. Selected Solution

Based on the comparative analysis, digital champion-based peer learning was selected as the primary intervention for three reasons. First, it is highly suitable for organizations with limited budgets, time, and human resources. Second, it promotes sustainability because learning mechanisms remain active after external facilitation ends. Third, it supports long-term transformation by fostering a culture of learning and

ISSN [Online]: 2776-642X

knowledge sharing, which are essential characteristics of agile government. To enhance effectiveness, the peer learning approach is complemented by brief formal orientation sessions and leadership support to provide conceptual understanding and organizational legitimacy.

3.1.4. PKM Activities

The program consists of three integrated activities:

a. Digital Talent Mapping: An initial assessment is conducted to evaluate employees' digital competencies and classify them into three groups: advanced (digital champions), intermediate, and beginner. This activity supports evidence-based decision-making and ensures targeted intervention.
b. Agile Government Internalization Workshop: An interactive workshop is organized to strengthen participants' understanding of agile government principles. Using an experiential learning approach, participants reflect on workplace challenges and develop practical improvement strategies. Pre-tests and post-tests are used to measure learning outcomes.
c. Structured Peer Learning Implementation: Selected digital champions provide workplace-based mentoring and technical assistance to their colleagues. The scheme is supported by concise visual guidelines and an internal communication platform to facilitate ongoing knowledge sharing and problem-solving.

3.1.5. Expected Outcomes

Upon successful implementation, the North Pontianak District Office is expected to achieve:

a. An accurate digital talent map and improved understanding of agile government principles among civil servants.
b. A sustainable digital peer learning mechanism that operates independently without external facilitation.
c. Faster, more accurate, adaptive, and consistent public services that better meet citizens' needs.

These outcomes represent a transition from infrastructure-focused e-government toward genuine smart government, where technology, people, and organizational processes work together to enhance public service performance and community well-being.

3.2. Target Participants

The target participants of the 2026 Community Service Program (PKM) conducted by the Department of Regional Government Administration, IPDN West Kalimantan Campus, are 22 civil servants assigned to the North Pontianak District Office, Pontianak City. The participants consist of 21 permanent civil servants (PNS) and one Government Employee with a Work Agreement (PPPK). These employees were selected because they play a central role in delivering public services and implementing digital government initiatives at the district level.

3.3. Methods

3.3.1. Basis for Method Selection

The methods employed in this PKM program were selected based on three considerations: (1) their suitability for addressing the identified problems and participant characteristics, (2) empirical evidence

ISSN [Online]: 2776-642X

supporting their effectiveness, and (3) their feasibility within the partner institution's constraints, including limited time, budget, and participant numbers.

3.3.2. PKM Methods

The program utilizes three complementary methods implemented sequentially.

a. Method 1: Participatory Digital Talent Assessment

The Participatory Digital Talent Assessment was conducted to identify digital competency gaps among civil servants and evaluate the extent to which existing digital infrastructure was being utilized. Rather than employing formal written examinations, this method relied on direct observation of participants performing routine digital tasks within their actual work environment. The PKM team carried out structured observations of all 22 participants while they completed three common digital activities: logging into an e-government application, entering service-related data, and generating or printing digital service outputs. Based on their performance, participants were categorized into three competency levels: advanced (digital champions), intermediate, and beginner. The results of this assessment provided an evidence-based map of digital competencies, which served as the foundation for designing targeted interventions and support mechanisms throughout the program.

b. Method 2: Experiential Learning Workshop for Agile Government Internalization

The Experiential Learning Workshop was designed to strengthen participants' understanding and application of agile government principles through active engagement, reflection, and problem-solving rather than conventional lecture-based instruction. The workshop followed Kolb's experiential learning cycle, beginning with participants sharing their real experiences and challenges in delivering digital public services (concrete experience). Participants then analyzed the causes and impacts of these challenges through group discussions (reflective observation). Facilitators subsequently linked participants' experiences to the concepts of agile government and smart government (abstract conceptualization), enabling them to develop a practical understanding of these principles. Finally, participants formulated concrete action plans to improve service delivery within their respective work units over the following 30 days (active experimentation). To measure learning outcomes, pre-tests and post-tests were administered before and after the workshop. The expected outcome was that at least 80 percent of participants would achieve a minimum score of 70 on the agile government evaluation instrument.

c. Method 3: Digital Champion-Based Structured Peer Learning

The Digital Champion-Based Structured Peer Learning method constituted the core intervention of the PKM program. Employees identified as digital champions during the assessment phase were empowered to serve as mentors and facilitators for their colleagues in carrying out digital tasks within the workplace. The implementation process consisted of three stages. First, seven advanced participants received preparation and guidance on peer mentoring techniques, the use of standardized visual job aids, and the management of internal communication channels. Second, these digital champions provided direct assistance to their colleagues while they performed routine digital tasks, with the PKM team monitoring progress and supporting problem-solving activities when necessary. Third, the peer learning mechanism was institutionalized as a permanent internal learning system through the establishment of an internal communication platform and formal management support. To ensure sustainability, concise visual guides for key digital tasks and an internal communication group for daily technical consultation and knowledge sharing were developed. Through this approach, the program aimed to establish a self-sustaining peer learning system, improve employees' operational digital competencies, and ultimately enhance the quality and public satisfaction of government services.

ISSN [Online]: 2776-642X

IV. Results and Discussion

4.1. Preparatory Activities for the 2026 Community Service Program (PKM)

Prior to the implementation of the 2026 Community Service Program (PKM), the PKM Team from the Department of Regional Government Administration and the Department of Public Sector Human Resource Management at IPDN West Kalimantan Campus conducted a series of preparatory meetings to ensure the successful execution of the program.

a. First Preparatory Meeting

On April 13, 2026, the Director of IPDN West Kalimantan Campus provided an initial briefing to faculty members regarding the preparation and implementation of the 2026 PKM program. During this meeting, the location for the PKM activities was also officially determined. The meeting was held at the Director's Official Residence from 5:00 p.m. to 6:00 p.m. WIB.

Figure 1. Briefing by the Director of IPDN West Kalimantan Campus on the Preparation for the Implementation of the 2026 Community Service Program (PKM) of IPDN West Kalimantan Campus.

b. Second Preparatory Meeting

On April 14, 2026, the PKM Team conducted an audience session with the Head of North Pontianak District to gather information regarding the challenges and issues faced by the district administration in carrying out its duties and functions. The information collected was subsequently analyzed and used to determine the PKM topic, ensuring alignment with the 2026 Community Service theme established by the Faculty of Government Management of the Institute of Public Administration. The audience session took place in the Office of the Head of North Pontianak District from 9:00 a.m. to 12:00 p.m. WIB.

Figure 2. Meeting with the Head of North Pontianak District to Identify Organizational Challenges for Determining the 2026 PKM Topic of IPDN West Kalimantan Campus for the Department of Regional Government Administration and the Department of Public Sector Human Resource Management.

ISSN [Online]: 2776-642X

c. Third Preparatory Meeting

The final preparatory meeting was held on April 15, 2026, at the Command Center Room of IPDN West Kalimantan Campus from 2:00 p.m. to 5:00 p.m. WIB. During this session, the Director of IPDN West Kalimantan Campus reviewed the readiness of the PKM implementation team and conducted a final evaluation of all preparations. The meeting also finalized the PKM topics for both study programs involved. The final evaluation resulted in four key decisions:

1. North Pontianak District, Pontianak City, was officially designated as the location for the 2026 Community Service Program of IPDN West Kalimantan Campus.
2. The implementation period was scheduled for April 22–24, 2026.
3. The PKM topic for the Department of Regional Government Administration was established as "Strengthening Civil Servants' Digital Talent through Peer Learning: Building Digital Champions as the Foundation of Agile Government in North Pontianak District, Pontianak City, West Kalimantan Province."
4. The PKM topic for the Department of Public Sector Human Resource Management was established as "Strengthening Digital Adaptation among Village Officials to Support Smart Government Development in the Villages of North Pontianak District, Pontianak City, West Kalimantan Province."

These preparatory activities provided the organizational, administrative, and conceptual foundation necessary for the effective implementation of the 2026 PKM program and ensured that all activities were aligned with the needs of the partner institution and the objectives of community empowerment and government capacity development.

Figure 3. Briefing by the Director of IPDN West Kalimantan Campus on the Final Evaluation of Preparations for the Implementation of the 2026 Community Service Program (PKM) of IPDN West Kalimantan Campus.

4.2. Results of the 2026 Community Service Program (PKM) Implementation by the Department of Regional Government Administration, IPDN West Kalimantan Campus

The 2026 Community Service Program (PKM) conducted by the Department of Regional Government Administration, IPDN West Kalimantan Campus, was implemented at the North Pontianak District Office, Pontianak City, West Kalimantan Province. Prior to the commencement of the program, the Head of North Pontianak District introduced the PKM implementation team to the participating civil servants and explained the objectives, methods, and implementation procedures of the program. The first day of activities focused on baseline assessment through a pre-test and a Participatory Digital Talent Assessment to identify participants' digital competency levels and their understanding of agile government principles.

ISSN [Online]: 2776-642X

4.2.1. Day 1 Activities

a. Pre-Test

A pre-test was administered to establish baseline data on participants' digital competencies and understanding of agile government principles before the intervention. The results showed that the average percentage of correct responses for Part A, which measured digital technical competencies, was 33.64%, while Part B, which assessed understanding of agile government principles, achieved an average score of 44.55%. The overall average score across all ten questions was 39.09%. These findings served as the benchmark for evaluating improvements at the end of the program through a post-test assessment. Further analysis revealed that Question 9, which assessed participants' understanding of innovation as an agile government principle, and Question 3, which focused on the concept of performing tasks quickly and accurately, recorded the lowest percentages of correct responses. These findings guided the PKM team in placing greater emphasis on these topics during the Experiential Learning Workshop and the Digital Champion-Based Peer Learning sessions conducted on the second day of the program.

Table 1. Summary of the Distribution of Target Participants' Pre-Test Responses

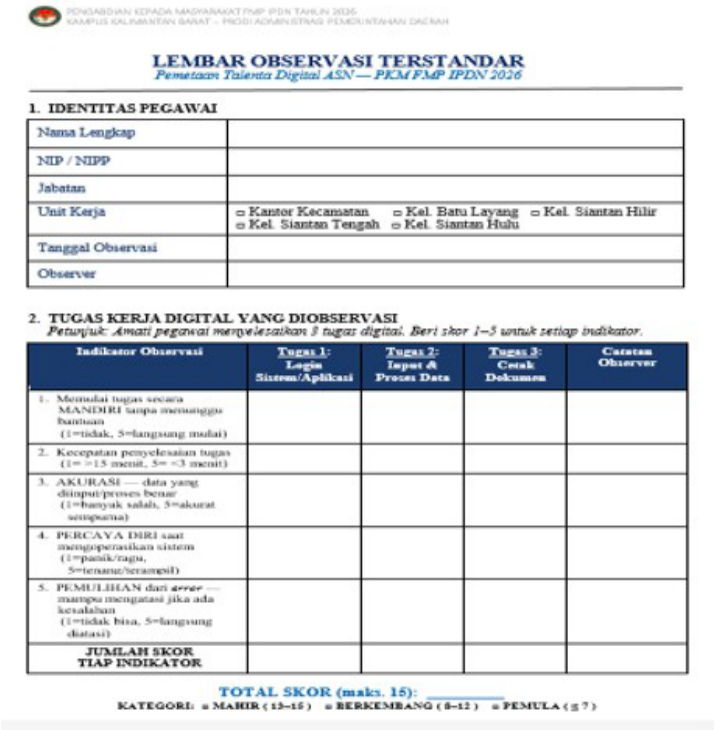
Question Type	Question No.	Answer Choices				Correct	Incorrect	% Correct	% Incorrect
		A	B	C	D				
Part A	Question 1	11	0	0	0	11	0	100.00%	0.00%
	Question 2	9	2	0	0	9	2	81.82%	18.18%
	Question 3	4	7	0	0	4	7	36.36%	63.64%
	Question 4	3	0	8	0	3	8	27.27%	72.73%
	Question 5	10	0	1	0	10	1	90.91%	9.09%
Part B	Question 6	11	0	0	0	11	0	100.00%	0.00%
	Question 7	11	0	0	0	11	0	100.00%	0.00%
	Question 8	1	10	0	0	10	1	90.91%	9.09%
	Question 9	6	4	0	1	6	5	54.55%	45.45%
	Question 10	11	0	0	0	11	0	100.00%	0.00

b. Participatory Digital Talent Assessment

Following the pre-test, participants underwent a Participatory Digital Talent Assessment to identify their actual digital competency levels. Rather than relying on conventional written examinations, the assessment was conducted through direct observation of participants performing real workplace tasks using digital applications and e-government systems available at the district office. This activity represented the first of the three methods employed in the PKM program and was designed to generate an evidence-based map of the digital talent gap among participants. The assessment was conducted on April 22, 2026, from 09:15 a.m. to 12:00 p.m. by the PKM implementation team, assisted by student cadets from the Regional Government Administration Program. During the assessment, participants were required to complete three common digital tasks relevant to their daily responsibilities: logging into an e-government application, entering service-

ISSN [Online]: 2776-642X

related data into the system, and generating or printing service output documents. Their performance was recorded using a standardized observation instrument, which classified participants into three competency categories: advanced, intermediate, and beginner. The assessment results indicated that three participants (27.27%) were categorized as beginners and required intensive digital capacity development, one participant (9.09%) was categorized as intermediate and required moderate support, and seven participants (63.64%) were categorized as advanced. These advanced participants were subsequently designated as digital champions, serving as change agents and peer mentors within the workplace-based digital peer learning system established through the program. The competency mapping provided a strong foundation for designing targeted interventions aimed at strengthening digital capabilities and supporting the implementation of agile government practices within the North Pontianak District Office.



LEMBAR OBSERVASI TERSTANDAR
Pemetaan Talenta Digital ASN — PKM FMP IPDN 2026

1. IDENTITAS PEGAWAI

Nama Lengkap	
NIP / NIPP	
Jabatan	
Unit Kerja	▫ Kantor Kecamatan ▫ Kel. Batu Layang ▫ Kel. Siantan Hilir ▫ Kel. Siantan Tengah ▫ Kel. Siantan Hulu
Tanggal Observasi	
Observer	

2. TUGAS KERJA DIGITAL YANG DIOBSERVASI
Petunjuk: Amati pegawai menyelesaikan 3 tugas digital. Beri skor 1–5 untuk setiap indikator.

Indikator Observasi	Tugas 1: Login Sistem/Aplikasi	Tugas 2: Input & Proses Data	Tugas 3: Cetak Dokumen	Catatan Observer
1. Memulai tugas secara MANDIRI tanpa meminggu bantuan (1=tidak, 5=langsung mulai)				
2. Kecepatan penyelesaian tugas (1= >15 menit, 5= <3 menit)				
3. AKURASI — data yang diinput/proses benar (1=banyak salah, 5=akurat sempurna)				
4. PERCAYA DIRI saat mengoperasikan sistem (1=panik/ragu, 5=tenang/terampil)				
5. PEMULIHAN dari error — mampu mengatasi jika ada kesalahan (1=tidak bisa, 5=langsung diatasi)				
JUMLAH SKOR TIAP INDIKATOR				

TOTAL SKOR (maks. 15): _____
KATEGORI: ▫ MAHIR (13–15) ▫ BERKEMBANG (8–12) ▫ PEMULA (≤ 7)

Figure 4. Observation Instrument Used for Mapping the Digital Competencies of Target Participants

c. Opening Ceremony of the 2026 Community Service Program (PKM) of IPDN West Kalimantan Campus

The opening ceremony of the 2026 Community Service Program (PKM) of the Regional Government Administration Study Program, IPDN West Kalimantan Campus, was held at the Hall of the North Pontianak District Office. The event was attended by representatives of the Pontianak City Government, including the Assistant Regional Secretary for Government and Social Welfare representing the Mayor of Pontianak, the Director of IPDN West Kalimantan Campus along with PKM implementing lecturers and administrative support staff, the Head of North Pontianak District and district officials, as well as representatives from various government and private sector institutions. The opening ceremony marked the official commencement of the PKM activities and demonstrated the commitment of all stakeholders to supporting digital transformation and capacity development within the local government environment.

4.2.2. Day 2 PKM Activities

a. Experiential Learning Workshop (Agile Government Internalization Workshop)

The Experiential Learning (Agile Government Internalization Workshop) was designed to internalize the five agile government principles developed by NAPA (2020) and The Richard and Rhoda Goldman School

ISSN [Online]: 2776-642X

of Public Policy (2024). The workshop targeted participants who had been identified as digital champions through the Participatory Digital Talent Assessment conducted on the first day of the PKM program. Unlike conventional seminars or lectures, the workshop was structured as an interactive experience-sharing session in which participants actively reflected on their daily work realities and developed practical improvement initiatives based on agile government principles. This workshop represented the second method employed by the 2026 PKM implementation team and specifically addressed the third identified problem: the limited internalization of agile government principles within the North Pontianak District Office. The workshop followed the stages of experiential learning as follows:

- Stage 1: Concrete Experience. Participants shared real experiences and challenges encountered in delivering digital public services in their daily work. The PKM team, acting as facilitators, documented recurring issues and patterns without judgment, creating an open environment for discussion and reflection.
- Stage 2: Reflective Observation. Participants worked in groups to analyze the challenges commonly encountered in public service delivery and their impact on citizens. During this stage, the five agile government principles were introduced as analytical frameworks rather than memorization material. These principles included: Speed, Evidence-Based Action, Citizen-Centered Focus, Internal and External Networking, and Innovation. Through guided reflection, participants connected these principles to their workplace experiences and identified opportunities for improvement in service delivery.

b. Digital Champion-Based Peer Learning (Structured Peer Learning)

The Digital Champion-Based Peer Learning approach represented the third method implemented by the PKM Team in the 2026 Community Service Program. This method was designed to simultaneously address four key issues: digital competency gaps among civil servants, underutilization of digital infrastructure, low public service performance, and the absence of a sustainable internal learning mechanism. The program focused on empowering employees who had demonstrated advanced digital competencies to serve as digital champions and provide structured support to their colleagues within the workplace. The implementation began with the selection of seven participants who had been identified as having advanced digital skills through the Participatory Digital Talent Assessment conducted on the first day of the program. These individuals were then guided and equipped by the PKM Team to act as peer mentors, providing continuous and structured assistance to their colleagues in carrying out digital tasks and utilizing e-government applications more effectively. To prepare them for this role, the digital champions received training in three key areas. First, they were introduced to effective peer mentoring techniques, enabling them to provide direct assistance to colleagues while performing actual work tasks. This hands-on approach promoted concrete learning experiences and facilitated the practical transfer of digital skills. Throughout the mentoring process, the PKM Team monitored implementation, documented emerging challenges, and organized consolidation sessions to resolve technical issues that could not be addressed at the digital champion level. Second, the digital champions were provided with standardized visual guides for major digital work tasks. These visual aids served as practical learning tools during peer mentoring activities, particularly for employees categorized as beginners or intermediate users. The guides presented step-by-step instructions in a simple and accessible format, helping participants perform routine digital tasks more efficiently and confidently.

ISSN [Online]: 2776-642X

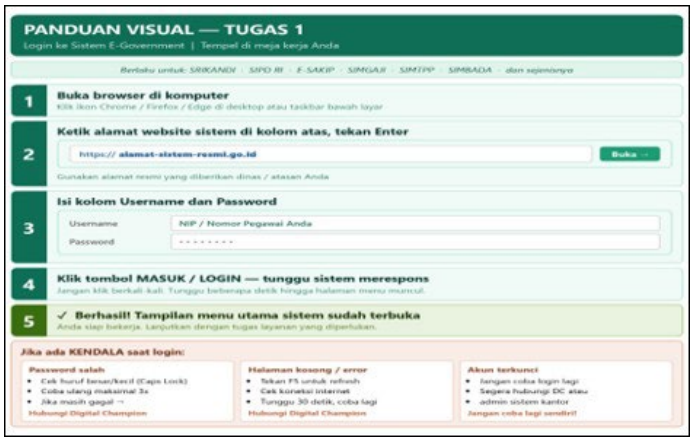


Figure 5. Visual Guide for Task 1 as a Supporting Tool for the Digital Peer Learning Scheme Implemented by Digital Champions within and across Work Units

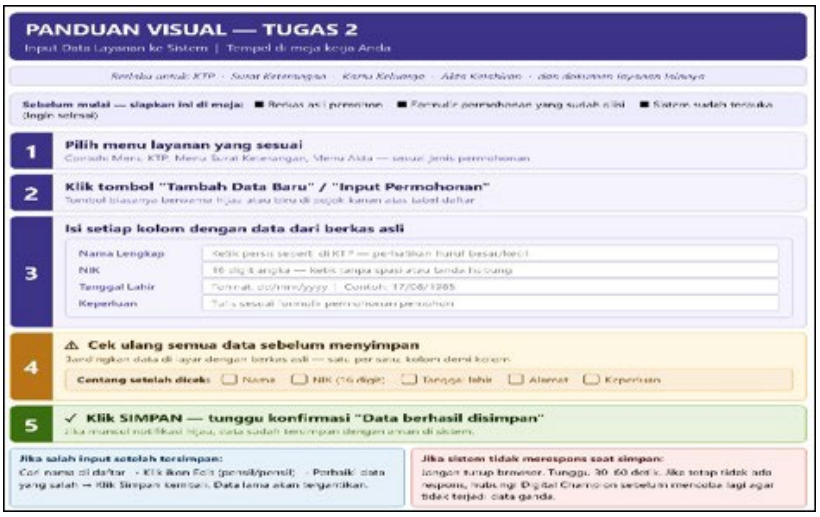


Figure 6. Visual Guide for Task 2 as a Supporting Tool for the Digital Peer Learning Scheme Implemented by Digital Champions within and across Work Units

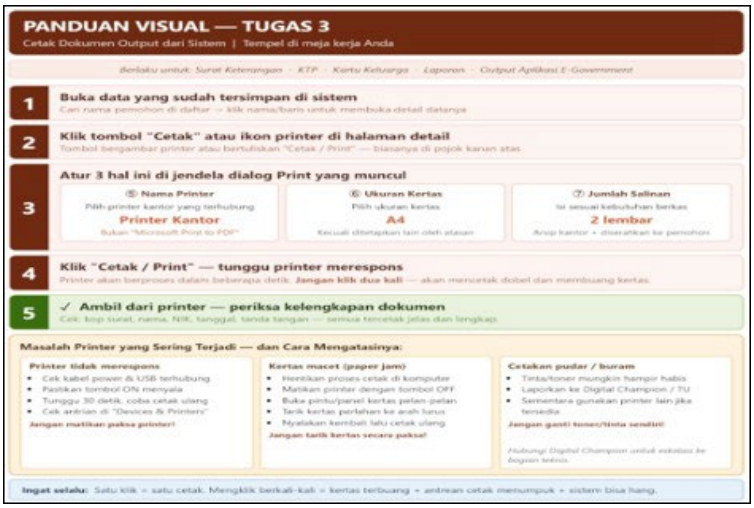


Figure 7. Visual Guide for Task 3 as a Supporting Tool for the Digital Peer Learning Scheme Implemented by Digital Champions within and across Work Unit

ISSN [Online]: 2776-642X

Third, an internal communication system was established through a WhatsApp group to facilitate daily technical discussions and knowledge sharing among employees and digital champions. The group was managed by the Head of the Digital Champions Team, appointed by the Head of North Pontianak District, and functioned as a sustainable platform for ongoing digital learning and problem-solving. The Digital Champion-Based Peer Learning activity was conducted on 23 April 2026 in the Meeting Room of the North Pontianak District Office and lasted approximately 105 minutes. The activity successfully established a collaborative learning environment that strengthened digital competencies, encouraged knowledge sharing, and supported the institutionalization of continuous digital learning within the district government office.

c. Post-Test

Table 2. Summary of the Distribution of Participants' Post-Test Responses

Question Type	Question No.	Answer Choices				Correct	Incorrect	% Correct	% Incorrect
		A	B	C	D				
Part A	Question 1	11	0	0	0	11	0	100.00%	0.00%
	Question 2	9	2	0	0	9	2	81.82%	18.18%
	Question 3	6	5	0	0	6	5	54.55%	45.45%
	Question 4	10	0	1	0	10	1	90.91%	9.09%
	Question 5	11	0	0	0	11	0	100.00%	9.09%
Part B	Question 6	11	0	0	0	11	0	100.00%	0.00%
	Question 7	11	0	0	0	11	0	100.00%	0.00%
	Question 8	0	11	0	0	11	0	100.00%	0.00%
	Question 9	6	5	0	1	6	5	54.55%	45.45%
	Question 10	11	0	0	0	11	0	100.00%	0.00

At the end of the second day of the PKM program, the implementation team conducted a post-test to evaluate the effectiveness of the intervention. The results presented in Table 3.2 indicate improvements in both dimensions assessed. Digital technical competency (Part A, consisting of five questions) increased by 11.36 percentage points, rising from 33.64% to 45.00%, while understanding of agile government principles (Part B, consisting of five questions) increased by 4.45 percentage points, rising from 44.55% to 49.00%. Consequently, the overall average post-test score reached 47.00%, compared to the pre-test average of 39.09%. A comparative analysis of the pre-test and post-test responses revealed that Question 9, which assessed understanding of the innovation principle as a component of agile government, recorded the smallest improvement, showing a decline of 4.5 percentage points. This was followed by Question 3, related to speed and accuracy in task completion, which showed the second-lowest increase at 13.6 percentage points. These findings suggest that the innovation mindset still requires deeper and more intensive internalization to enhance creativity and critical thinking among civil servants at the North Pontianak District Office. Similarly, greater emphasis should be placed on fostering speed and accuracy in task execution to further improve the quality of public services delivered to the community.

ISSN [Online]: 2776-642X

4.2.3. Day 3 PKM Activities

a. Consolidation and Establishment of a Permanent Mechanism

On the third day of the PKM program, the implementation team conducted the final activity, namely the consolidation and institutionalization of a permanent mechanism to ensure the sustainability of the digital peer learning scheme introduced during the program. A consolidation meeting was held involving the PKM Team, the Head of North Pontianak District, and the appointed Digital Champions. The purpose of the meeting was to strengthen long-term commitment to the implementation of digital peer learning as an internal capacity-building mechanism within the North Pontianak District Office. The meeting resulted in a formal agreement between the Head of North Pontianak District and the Director of IPDN West Kalimantan Campus to adopt the digital peer learning scheme as a permanent internal mechanism for enhancing the digital competencies of civil servants. This initiative is intended to support the continuous improvement of public service quality while promoting the application of agile government principles within the district administration. The agreement was formalized through the North Pontianak District Head's Commitment Charter, which outlines four key commitments:

1. To continuously enhance the digital capacity and competencies of civil servants.
2. To promote peer learning as a collaborative learning culture within the workplace.
3. To develop Digital Champions as agents of change in government digital transformation.
4. To foster adaptive and agile governance in the delivery of public services.

Figure 8. Commitment Charter of the Head of North Pontianak Subdistrict for Establishing Digital Peer Learning as a Permanent Internal Learning Mechanism at the North Pontianak Subdistrict Office.

The Commitment Charter was officially signed by the Head of North Pontianak District and the Director of IPDN West Kalimantan Campus on 24 April 2026 at the North Pontianak District Office.

4.3. Evaluation of the 2026 Community Service Program (PKM)

The evaluation of the 2026 Community Service Program (PKM) conducted by the Regional Government Administration Study Program of IPDN West Kalimantan Campus was based on six success indicators established in the program framework. These indicators covered process dimensions, including digital talent mapping, the establishment of digital champions, and the internalization of agile government principles; outcome dimensions, measured through improvements in digital competencies using pre-test and

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post-test results; and institutional impact dimensions, reflected in the establishment of a sustainable learning mechanism. Overall, the evaluation showed that five of the six indicators were fully achieved, while one indicator was partially achieved, resulting in an overall success rate of 83.3%. The first indicator, digital talent mapping, was fully achieved. All 11 participating civil servants were successfully assessed through the Participatory Digital Talent Assessment conducted on April 22, 2026. The assessment classified participants into three categories: 7 employees (63.64%) as advanced users and potential digital champions, 1 employee (9.09%) as intermediate, and 3 employees (27.27%) as beginners. This mapping provided a valid baseline for designing evidence-based interventions in line with agile government principles. The second indicator, improvement in digital technical competencies, was also fully achieved. The average percentage of correct answers in Section A of the evaluation instrument increased from 33.64% in the pre-test to 45.00% in the post-test, representing an improvement of 11.36 percentage points. This result demonstrates the effectiveness of the Experiential Learning Workshop and the Digital Champion-Based Peer Learning approach in strengthening employees' practical digital skills within a relatively short intervention period. The third indicator, improvement in participants' understanding of agile government principles, was partially achieved. The average score in Section B increased from 44.55% in the pre-test to 49.00% in the post-test, reflecting an improvement of 4.45 percentage points. However, the target requiring at least 80% of participants to achieve a minimum score of 70 was not fully attained during the two-day intervention. Further analysis revealed that the concepts of innovation and the "fast and accurate" work ethic remained the most challenging areas for participants. These findings indicate that behavioral and cultural dimensions of agile government require more intensive and long-term reinforcement than technical competencies.

The fourth indicator, the establishment and preparation of digital champions, was fully achieved. Seven employees identified as advanced users were successfully trained and equipped with peer mentoring techniques, standardized visual guides for key digital tasks, and procedures for managing an internal communication platform. These digital champions immediately applied their mentoring roles during the Structured Peer Learning sessions conducted on the second day of the program. The fifth indicator, the establishment of a permanent digital peer learning mechanism, was fully achieved. On April 24, 2026, the Head of North Pontianak District and the Director of IPDN West Kalimantan Campus officially signed the "2026 Commitment Charter of the Head of North Pontianak District," formally institutionalizing digital peer learning as a permanent internal learning mechanism. This achievement represents a significant step toward smart government implementation, where human resources, technology, and organizational processes operate in an integrated and collaborative manner. The sixth indicator, stakeholder involvement, was also fully achieved. The opening ceremony was attended by representatives of the Pontianak City Government, IPDN West Kalimantan Campus, North Pontianak District Office, and other relevant government institutions. The participation of these stakeholders provided strong institutional support and enhanced the sustainability prospects of the program beyond its implementation period. In conclusion, the 2026 PKM program successfully achieved 83.3% of its targeted indicators, with five indicators fully accomplished and one partially achieved. These results confirm that the Digital Champion-Based Peer Learning model is an effective, practical, and scalable approach for enhancing the digital competencies of civil servants at the district-government level. Therefore, the model has strong potential for replication in other districts within Pontianak City and in broader regional government contexts throughout Indonesia.

V. Conclusion

The 2026 Community Service Program (PKM) conducted by the Department of Regional Government Administration, IPDN West Kalimantan Campus, successfully addressed the challenges related to the digital talent gap and the limited internalization of agile government principles among civil servants at the North Pontianak District Office. The findings demonstrate that a digital champion-based peer learning approach, implemented through participatory digital competency assessment, experiential learning workshops, and structured workplace mentoring, is an effective strategy for strengthening digital competencies while

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fostering agile government values within local government institutions. The participatory assessment successfully identified varying levels of digital competence among employees and enabled the selection of digital champions who subsequently supported their colleagues through workplace-based learning activities. The intervention resulted in measurable improvements in both digital technical competencies and understanding of agile government principles, as reflected in the increase between pre-test and post-test scores. Furthermore, the peer learning model proved effective in facilitating knowledge transfer through trusted professional relationships, shared work experiences, and continuous workplace interaction. One of the most important outcomes of the program was the establishment of a sustainable institutional mechanism, including the formal adoption of a digital peer learning scheme and the creation of an internal communication platform managed by digital champions. These achievements indicate a transition from infrastructure-oriented e-government toward a more integrated smart government environment in which technology, human resources, and organizational processes operate synergistically to improve public service delivery. The program also demonstrated the practical contribution of higher education institutions in supporting local government digital transformation initiatives and fulfilling the community service mission of higher education.

To ensure the sustainability and broader impact of these achievements, several recommendations are proposed. The North Pontianak District Office should institutionalize the digital peer learning mechanism through regular learning sessions, strengthen the internalization of innovation-oriented and responsive work practices, formally recognize the contributions of digital champions within the employee performance appraisal system, and implement periodic monitoring and reporting mechanisms. The Pontianak City Government, particularly through the Communication and Information Office (Diskominfo) and the Human Resources Development Agency (BKPSDM), is encouraged to replicate the digital champion-based peer learning model across other districts and conduct regular digital talent mapping to support evidence-based human resource development. The model should also be incorporated into the city's smart government and GovTech implementation roadmap. Meanwhile, IPDN West Kalimantan Campus should systematically document this PKM model as a best practice for national replication, conduct follow-up monitoring and evaluation to assess the long-term sustainability of program outcomes, and strengthen the capacity of cadets involved in community service activities through training in participatory assessment and peer learning facilitation. Through these efforts, the benefits generated by the 2026 PKM program can be sustained and expanded to support the broader digital transformation of public sector organizations in Indonesia.

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