
Capacity-Building Training to Realize Service Excellence in Tulungrejo Village, Blitar Regency

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Artikel info

Abstract. *A community service initiative was conducted in Tunggulrejo Village, Blitar Regency, in June 2025. The program involved the village secretary, village officials, neighborhood association (RT), community association (RW), the Village Consultative Body, and the Village Community Empowerment Institution. Twenty-five participants attended this capacity-building training. The training was motivated by the significant tourism potential of Tunggulrejo Village, including attractions such as the Mount Kelud trekking and climbing track, Loji Pine Forest, and Mount Kawi, which are expected to draw numerous visitors. In addition to serving the local community, village officials must also be equipped to address the needs of tourists. As the most immediate level of government, the village administration plays a critical role in delivering essential services, particularly administrative support. Achieving high-quality service requires specific competencies, such as maintaining a professional appearance, demonstrating friendliness, responsiveness, impartiality, punctuality, responsibility, and proficiency in assigned tasks. Furthermore, service providers must be capable of managing complaints to ensure appropriate follow-up for any services perceived as unsatisfactory. Blitar Regency comprises 22 sub-districts, 220 villages, 28 urban villages, and 759 hamlets. In 2023, Tunggulrejo Village had a population of 2,435, with most residents engaged in farming and livestock activities.*

Abstrak. *Pengabdian kepada masyarakat diselenggarakan di Desa Tunggulrejo Kabupaten Blitar pada bulan Juni 2025. Kegiatan dilaksanakan dengan melibatkan sekretaris desa, aparatur desa, RT, RW, Badan Permusyawaratan Desa, Lembaga Pemberdayaan Masyarakat Desa. Peserta yang*

menghadiri pelatihan peningkatan kapasitas ini sebanyak dua puluh lima peserta. Latar belakang pelatihan ini adalah besarnya potensi Desa Tulungurejo dibidang pariwisata seperti Pendakian Gunung Kelud, Hutan Pinus Loji, dan Gunung Kawi, akan menarik banyak pendatang untuk mengunjungi Desa Tunggulrejo Tidak hanya melayani internal masyarakat desa, namun apratur pun harus memahami para pengunjung atau wistawan yang berwisata ke sana. Pemerintahan desa merupakan lingkup pemerintahan terkecil dan terdekat dalam melayani masyarakat. Pelayanan yang diberikan menjadi sangat krusial karena berhubungan dengan pelayanan dasar seperti pelayanan administratif. Untuk mencapai pelayanan prima haruslah memiliki keterampilan tertentu diantaranya berpenampilan baik dan rapi, bersikap ramah, responsive, tidak diskriminatif, tepat waktu, bertanggungjawab dan menguasai pekerjaannya. Selain memberikan pelayanan prima, aparatur yang memberikan pelayananpun harus bisa menangani adanya pengaduan. Hal ini untuk memberikan tindak lanjut atas pelayanan yang dianggap tidak memuaskan oleh masyarakat. Secara administrative Kabupaten Blitar terdiri dari 22 kecamatan, 220 desa, 28 kelurahan, 759 dusun. Pada tahun 2023 Desa Tunggulrejo berpenduduk 2.435 jiwa. Mata pencaharian penduduk didominasi oleh petani, dan peternak.

Keywords:

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Service Excellent;
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PENDAHULUAN

Public service is a product of public bureaucracy received by service users and the wider community. Therefore, public service can be defined as a series of activities carried out by public bureaucracy to fulfill the needs of citizens as service users. The users referred to in this context are citizens who require public services, such as the issuance of identity cards, building permits, birth certificates, land certificates, and other administrative documents (Hadiwijoyo & Anisa, 2021). ublic service also refers to activities and services performed within the capacity of government for the benefit of the public domain and the general community (Wibowo & Kertati, 2022). The scope of public service is stipulated in Article 5 paragraph (1) of Law Number 25 of 2009 concerning Public Services. The law states that the scope of public service includes public goods, public services, and administrative services regulated by statutory provisions. This scope is further emphasized in paragraph (2), which covers education, teaching, employment and business, housing, communication and information, the environment, health, social security, energy, banking, transportation, natural resources, tourism, and other strategic sectors (Wijaya, 2021).

To accelerate the realization of public welfare based on the principles of equity and justice, one of the policy instruments applied is the establishment and implementation of Minimum Service Standards (MSS). Minimum Service Standards refer to provisions concerning the types and quality of basic services that every citizen is entitled to receive at a minimum level. However, fundamental changes have occurred in the regulation of the types and quality of basic services, the criteria for establishing MSS, and the mechanisms for implementing MSS (Hadiwijoyo & Anisa, 2021). To

implement MSS effectively, village officials require a shared understanding of public service. Therefore, capacity building for village officials is essential to realize service excellence. In practice, however, village officials are often not fully prepared to provide excellent service because of constraints related to facilities and infrastructure, ethics, and limited readiness in responding to increasing public demands (Aira & Zam, 2024).

Service excellence refers to the best possible service provided to meet customer expectations and needs. In other words, service excellence is service that meets quality standards. Services that meet quality standards are those aligned with users' expectations and satisfaction (Setiawati & Aji, 2023). In realizing service excellence, capacity building for service providers is indispensable (Hakim & Ekoputro, 2022; Khozin et al., 2023). As public demands for excellent service continue to increase, capacity building for service providers should include basic competencies, managerial competencies, and technical competencies (Ariani, 2018).

Partner Problem

According to the 2022 Ombudsman report, East Java Province obtained a compliance score of 79.35 and was categorized in the green zone, indicating a high level of compliance. In the same year, Blitar Regency received a score of 63.94 and was categorized in the yellow zone, indicating a moderate level of compliance. This condition shows that, in terms of public service delivery in Blitar Regency, many aspects still need improvement. The submission of public complaints is one effort to encourage improvements in public service and increase public satisfaction.

The community satisfaction survey is an annual survey that local governments are required to conduct. This requirement is stipulated in the Regulation of the Minister of Administrative and Bureaucratic Reform Number 14 of 2017 concerning Guidelines for Preparing Community Satisfaction Surveys. At least seven channels can be used to measure community satisfaction: Call Center 112, the Information and Documentation Management Officer (PPID), non-social media channels, Radio Persada, social media, local government applications, and internet-based networks.

The results of the Community Satisfaction Survey show that the total community satisfaction score reached 81.38, which falls within service quality grade B, indicating good performance. The factor with the lowest score was service time, with a score of 78.88, while the highest score was tariff or service fee, with a score of 88.97, because most public service fees have been waived by the local government. The sub-district that contributed the highest proportion to the survey was Selorejo, at 14.22%, while the lowest contribution came from Garum, at 0.44%. Public services currently provided by the local government have not fully met community expectations, as reflected in various complaints conveyed through mass media and social networks. If such complaints are not properly addressed, they may have negative implications for government performance by reducing public trust in local government institutions.

Context of Tulungrejo Village, Blitar Regency

Tulungrejo Village is a tourism village located on the slope of Mount Kelud in Gandusari District, Blitar Regency. The village connects Blitar Regency and Malang Regency. Tulungrejo Village is a tourism-based village that emphasizes community empowerment. Its tourism potential includes Loji Pine Forest, the spiritual tourism site of Pura Sapto Argo Sido Langgeng, and Coban Tekik Waterfall. The village has a population of 2,453 residents, with agriculture and livestock farming as the dominant livelihoods.

Given the significant natural resources that can be managed by the community of Tulungrejo Village, public expectations regarding services provided by village officials are also increasing. The growing number of visitors to the Mount Kelud hiking tourism area from year to year involves multiple stakeholders, one of which is the village apparatus. If village officials are not equipped with adequate capacity and understanding to provide services according to community needs, this may affect the management of the tourism village, which has been developed through community self-reliance.

The multiplier effect generated from tourism village management can improve the local economy by creating new employment opportunities and increasing the income of surrounding communities (Afan, 2020). Cooperation among local governments, particularly village governments, local communities, and private actors in improving the quality of tourism attractions is considered to remain limited (Buqori, 2008). A study conducted by Agustin in 2022 on the performance of the Tulungrejo Village Government showed that the village government demonstrated transparency in financial information, as evidenced by the accessibility of the Village Revenue and Expenditure Budget Realization Report. However, the study also found that in certain years, village-generated revenue did not match the budgeted revenue targets. According to Agustin, this condition was related to the need to improve the human resource capacity of revenue collection officers and the limited awareness and understanding of residents regarding their obligations (Agustin, 2022).

Accordingly, this community service activity aimed to assist village officials and other relevant actors in improving their capacity. This effort was intended to ensure that public services delivered by the village can meet community expectations. In turn, a mutually beneficial relationship can be established among village administrators, tourism village managers, and the surrounding community.

Method

This training program was designed to provide village officials with an understanding of public service and strategies for delivering service excellence. Therefore, the training was organized through interactive material delivery. The objectives of the training were as follows:

1. to provide village community institutions with an understanding of the importance of service excellence in strengthening public trust;
2. to enable village community institutions to identify good practices and bad practices in providing services to the community; and
3. to enable village community institutions to directly practice service excellence in their daily service delivery to the community.

The training applied e-learning and classical training models (Munajatisari, 2014). A non-randomized pre-test and post-test design was used to monitor participants' absorption of the material and their level of understanding. This approach was important for comparing participants' knowledge before and after the training materials were delivered (Suprpti, 2019). In addition to the e-learning and classical models, participatory action research was applied to preserve the distinctive characteristics of each training participant (Aryani et al., 2022; Haryono et al., 2024; Putri, 2021; Rahman et al., 2021; Sulistyowati et al., 2024; Umayyah & Ubaidillah, 2023). The training activities were divided into five sessions as follows.

1. Pre-test administration

Participants were given ten multiple-choice questions with a specified time limit. Before the pre-test was administered, participants were not informed in advance. They were also not informed that the same questions would be administered again as a post-test at the end of the training. This procedure was intended to maintain the accuracy of measuring participants' absorption of the material

2. Delivery of training materials on service excellence and specific services within the scope of RT and RW.

Two main topics were delivered during the training: service excellence, presented by Restu Karlina Rahayu, and service delivery within the duties, functions, and responsibilities of neighborhood units (RT) and community units (RW). After the two presentations, a question-and-answer session was held. The discussion was not limited to the training materials but also allowed participants to raise broader questions. The session involved the Village Secretary and the Sub-district Secretary. During the discussion, participants actively asked questions and provided input to the speakers, village officials, and sub-district representatives, making the session interactive.

3. **Post-test administration**

After the material delivery session was completed, participants were given a post-test consisting of the same ten questions used in the pre-test. After completing the post-test, participants' answers were collected by the community service team, evaluated, and compared with the pre-test results.

4. **Ice breaking**

After participating in an intensive training session from morning to afternoon, participants were given an ice-breaking activity consisting of interesting questions from the community service team. The team also announced the best participants, including those who achieved the highest pre-test and post-test scores, the most disciplined participant who arrived on time, and the participant who asked the best question during the session.

5. **Closing**

In the final session, the community service team asked participants to provide feedback on the implementation of the activity. Participants provided both technical and substantive suggestions. They also expressed the hope that a similar activity could be organized again in the following year with a different theme.

Results and Discussion

The community service activity was implemented in Tulungrejo Village, Blitar Regency, on 18 June 2025. The activity involved two lecturers and five seventh-semester students from the Government Science Study Program, Faculty of Social and Political Sciences, Universitas Brawijaya. From the village side, the activity was attended by the village secretary, village officials, RT administrators, RW administrators, the Village Consultative Body, and the Village Community Empowerment Institution. A total of twenty-five participants took part in the community service activity. At the beginning of the activity, participants were asked to complete a pre-test consisting of ten questions. During the pre-test, participants were assisted by students. The pre-test was administered in the form of a questionnaire.

After the pre-test session was completed, the second session continued with the delivery of material on public service and service excellence. The material began with a definition of public service, common problems that arise in public service delivery, and maladministration. Participants were then provided with information about specific services delivered within the scope of RT and RW.

Blitar Regency has established an integrated public complaint management system managed by an integrated complaint team. Public complaints in Blitar Regency can be accessed through the official website: <https://dashboardpsc.blitarkab.go.id/landing>. The stages for submitting a complaint through the website include writing a report with clear complainant identity information, verification within three days, follow-up within five days by forwarding the complaint to the relevant local government agency, and a response from the agency within approximately ten days. The process is then completed when the complainant reviews whether the follow-up provided by the agency offers a solution to the submitted complaint. Citizens who submit complaints through the website can monitor the status of their complaints, such as "process," "open," or "closed."

The second official complaint channel in Blitar Regency is the SMS center at 082336718623. This SMS center has two functions: receiving suggestions and receiving complaints. It accepts complaints not only from adults but also from children. Suggestions and complaints from children are submitted by including the Child Identity Card number or student card number, age, school name, and the content of the suggestion or complaint.



Figure 1. Training participants completing the pre-test

In the third session, after the training materials had been delivered, participants were again given a post-test with the same questions used in the pre-test. The post-test was administered to measure the extent to which participants understood the materials delivered during the training. Table 1 presents the comparison between participants’ pre-test and post-test scores. The pre-test, material delivery, and post-test were all conducted on the same day, 18 June 2025.

Table 1. Comparison of Pre-test and Post-test Scores

No.	Question	Pre-test Score	Post-test Score	Difference
1	What is the main objective of service excellence?	88%	92%	4%
2	The factor that most influences the success of service excellence is	96%	88%	-8%
3	One basic principle of service excellence is	72%	88%	16%
4	What is meant by friendly service?	76%	64%	-12%

5	Why is it important for service officers to have good communication?	80%	96%	16%
6	The following are examples of good service excellence, except	40%	72%	32%
7	One strategy in service excellence is	16%	44%	28%
8	Which of the following is not included in the characteristics of service excellence?	64%	64%	0%
9	In public service, a proactive attitude means	56%	64%	8%
10	Why is it important for an organization to provide employees with training in service excellence?	60%	68%	8%
	Total	65%	74%	9%

Source: Processed by the community service team, 2025

Based on the pre-test and post-test results above, the community service team compared the scores and visualized them in a chart to facilitate analysis. The comparison of pre-test and post-test scores is illustrated in Figure 2.

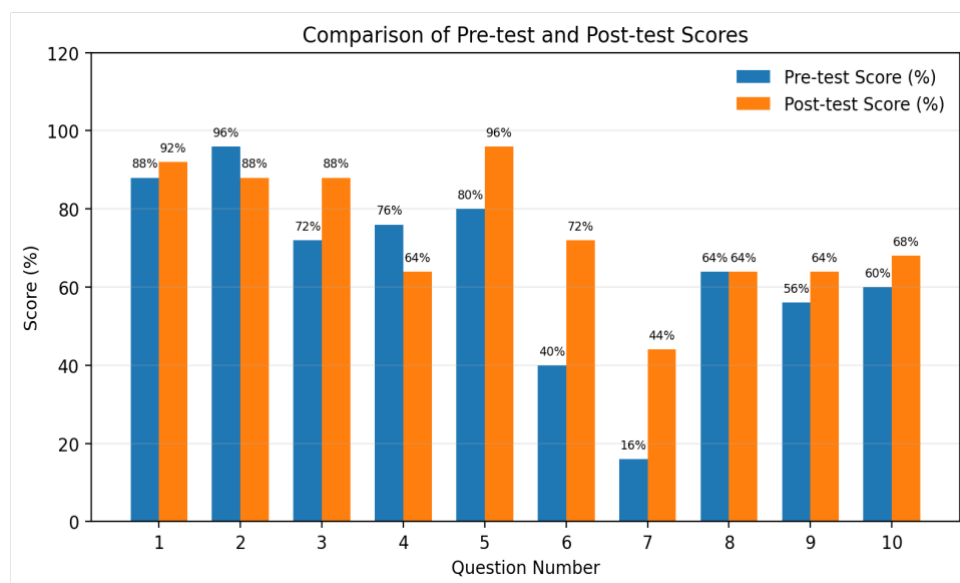


Figure 2. Comparison of Pre-test and Post-test Scores

The chart indicates an increase in participants' knowledge by 9%. This value remained below the expectation of the community service team, which anticipated a knowledge increase of more than 10%. The lowest score was found in the service excellence strategy aspect, which reached only 44%. Meanwhile, the highest score was achieved in the item concerning the objective of service excellence, with a score of 92%. The highest improvement occurred in the item on examples of service excellence, increasing from 40 to 72, representing a 32% increase. The second-highest improvement was found in

the service excellence strategy question. Although this item still obtained the lowest post-test score, participants' answers increased from 16 points, reflecting a 28% increase in knowledge. In addition to score improvements, the results also showed decreases in several items. A notable decrease occurred in the question concerning the meaning of friendly service. Participants had previously obtained a score of 76, but the post-test score decreased to 64, representing a decline of 12%. Another decrease occurred in the item concerning factors influencing service excellence. Participants initially obtained a score of 96 in the pre-test, but the score decreased to 88 in the post-test, reflecting a decline of 8%. This result was considered unfortunate by the community service team. Overall, participants obtained an average pre-test score of 65 and an average post-test score of 74, indicating a total increase of 9%.



Figure 3. Service Excellence Pocketbook prepared by the Community Service Team, 2024

The pocketbook consists of twenty-two pages and contains information related to public service and service excellence. Its content combines illustrations and simple narratives that are easy for village service institutions to understand. Through this pocketbook, training participants are expected to have practical guidance for submitting official community complaints.

Conclusion and Recommendations

The implementation of the community service activity in Tulungrejo Village, Blitar Regency, provided positive benefits for training participants in the form of increased knowledge, awareness, and skills. Through this training activity, participants were able to understand the urgency of service excellence. The training is expected to equip participants to provide better services to the community. With village officials, RT administrators, RW administrators, the Village Consultative Body, and the Village The pre-test and post-test results show that participants still did not fully understand the objectives of service excellence, nor did they fully understand how to serve the community optimally. The final average score was 74, with an increase in knowledge of 9%. This finding motivates the community service team to continue providing training in order to strengthen the knowledge of service institutions at the village level.

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