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Capacity Building for Village Government Officials Through Non-Formal Education: The Implementation of Computer Training tt PKBM Asoka, Oku, and its Implications for Empowerment Policy

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Abstract:
Capacity building for village government officials is essential for improving governance quality and public service delivery at the village level. The advancement of information technology requires village officials to develop adequate digital competencies to perform administrative tasks effectively, efficiently, and accountably. In this context, non-formal education through computer training can serve as a strategic approach to strengthening officials' professional capacity. This study aims to analyze the implementation of computer training for village government officials at the Asoka Community Learning Center (Pusat Kegiatan Belajar Masyarakat/PKBM Asoka) in Ogan Komering Ulu (OKU), examine changes in participants' digital competencies, identify supporting and inhibiting factors, and explore the implications for policies on village official empowerment. This study employed a qualitative approach with a descriptive research design. Data were collected through observations, in-depth interviews, and documentation involving PKBM administrators, instructors, and village officials participating in the training. The data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate improvements in participants' practical competencies in operating computer devices, using word-processing and spreadsheet applications, preparing administrative documents, and organizing digital records. These improvements were examined qualitatively by comparing participants' demonstrated abilities and work practices during training with their initial competencies, as documented through observations, instructor assessments, interviews, and training-related documentation. Participants' increased ability to prepare official correspondence, manage administrative files, and use office applications suggests that the training strengthened their readiness to perform routine administrative tasks and support public service delivery. However, the extent of improvement varied according to participants' initial digital literacy, learning motivation, access to facilities, and opportunities for practice. Instructor competence, the relevance of training materials to administrative needs, and post-training assistance also influenced the learning process. Limited facilities, differences in participants' initial abilities, and the relatively short

training period remained significant challenges. These findings suggest that computer training through non-formal education can support the capacity building of village officials when learning outcomes are assessed through observable practical competencies and reinforced through sustained mentoring. Accordingly, empowerment policies should prioritize needs-based training, adequate digital infrastructure, competent instructors, and continuous collaboration among PKBMs, village governments, and local governments.

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Introduction (مقدمة)

Villages play a strategic role in public administration because they are directly connected to local communities. Since the enactment of Law No. 6 of 2014 on Villages, village governments have been granted greater authority to manage governance, development, and community empowerment. These responsibilities require officials to possess adequate digital competencies to manage administrative documents, process data, prepare reports, and deliver public services effectively and accountably.

Previous studies have highlighted the importance of digital competence in village governance. Rizal, Triandani, April, and Alkadafi (2022) emphasize the role of information technology in strengthening transparent and accountable administration, while Danar, Novita, Prakasa, and Rachman (2021) identify limited technical skills as a constraint on village development planning. Similarly, Timumun, Tui, and Tohopi (2024) identify limited information technology competence as an obstacle to digital village development. However, these studies indicate a need for further investigation into how practical training can address competency gaps and support the application of digital skills in daily administrative activities.

Non-formal education, particularly computer training provided by Community Learning Centers (Pusat Kegiatan Belajar Masyarakat/PKBM), offers a practical approach to developing these competencies. Through needs-based learning and practical exercises, training can help village officials improve their ability to use office applications, manage administrative records, and support public services. Nevertheless, the effectiveness of training depends on participants' initial abilities, the relevance of learning materials, training facilities, and opportunities to apply acquired skills after the program. Therefore, the relationship between non-formal education, competency development, and sustainable village governance requires further empirical examination.

This study examines computer training for village government officials at PKBM Asoka in Ogan Komering Ulu (OKU). It analyzes the training process, changes in participants' practical competencies, and the factors supporting and hindering implementation. By connecting non-formal education with the practical demands of village administration, this study addresses the gap concerning how community-based computer training can strengthen officials' digital capacity and contribute to more effective and sustainable village governance. The findings are expected to inform the development of needs-based training and continuous mentoring involving PKBMs, village governments, and local governments.

The government has also promoted capacity strengthening and village digital transformation. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration No. 7 of 2023 identifies capacity strengthening and the acceleration of digital transformation as among the priorities for the utilization of Village Funds. Accordingly, the ability of village government officials to use computers, office applications, village information systems, and administrative technologies has become increasingly important. However, technological development continues to face a digital divide between urban and rural areas. Data from the Indonesian Internet Service Providers Association (Asosiasi Penyelenggara Jasa Internet Indonesia/APJII, 2023) indicate that national internet penetration had reached approximately 79.5 percent, while internet access in non-urban areas remained lower than in urban areas. This condition indicates that technological competence in villages still needs to be strengthened, not only through the provision of facilities but also through the development of human resource skills. Limited technological competence among village government officials can affect the delivery of public services and the implementation of village administration. Tasks such as preparing administrative documents, managing data, producing reports, and delivering public services require adequate computer skills. When these skills remain limited, administrative processes may become slower and less effective. Therefore, training programs that are aligned with the needs of village government officials are required.

Non-formal education can serve as an alternative approach to strengthening these competencies. According to Kamil (2011), non-formal education is characterized by greater flexibility in terms of time, location, learning methods, and instructional content, allowing it to be adapted to the needs of communities. Kamil (2010) also explains that education and training can be used to develop specific skills in a more practical manner, including computer skills. One type of non-formal education institution that can play a role in such activities is the Community Learning Center (Pusat Kegiatan Belajar Masyarakat/PKBM). PKBMs offer flexibility in organizing courses and training programs according to community needs. Given these characteristics, PKBMs can serve as venues for computer training for village government officials because their learning activities can be more practical and tailored to participants' work-related needs.

In Ogan Komering Ulu Regency, non-formal education institutions such as PKBMs have organized various skills-training programs. However, limitations remain in the management and institutional quality of PKBMs. This condition indicates that strengthening the capacity of non-formal education institutions is also necessary to enable them to provide high-quality training programs. Several studies have demonstrated that training delivered through non-formal education can improve digital competencies among community members. Susanti et al. (2022) demonstrated that community-based digital literacy programs can assist communities with limited access to technology. Izhari (2024) likewise found that computer training can improve community members' ability to use computers and digital services for administrative and economic purposes.

Nevertheless, research specifically examining computer training through PKBMs as a means of building the capacity of village government officials remains limited. Previous studies have focused primarily on the capacity of village government officials from governmental and administrative perspectives or have examined community digital literacy in general. Relatively few studies have linked non-formal education, computer training, capacity building for village government officials, and their implications for empowerment policy. PKBM Asoka in Ogan Komering Ulu Regency is one institution with the potential to contribute to improving community skills through non-formal education, including computer skills among village government officials. However, the implementation of computer training at PKBM Asoka, the

factors supporting and hindering its implementation, and its contribution to strengthening the capacity of village government officials require further examination based on empirical conditions in the field.

Based on the foregoing discussion, limited competence among village government officials in using technology represents an issue that requires attention. Non-formal education through PKBMs can serve as an alternative approach to strengthening such competence because it offers flexible and practical learning opportunities. Therefore, this study is important to examine the implementation of computer training at PKBM Asoka as an effort to build the capacity of village government officials and to explore its implications for policies aimed at empowering village government officials in Ogan Komering Ulu Regency.

Method (منهج)

A. Research Design

This study employed a qualitative descriptive approach to examine the implementation of computer training at the Asoka Community Learning Center (PKBM Asoka) in Ogan Komering Ulu Regency, Indonesia. Informants were selected purposively and consisted of [number] PKBM administrators, 2 instructors, and 3 village government officials who participated in the training. Data were collected from June 2026 to July 2026 through semi-structured interviews, direct observations, and documentation. The research instruments included an interview guide, an observation checklist, and a documentation guide. Data were analyzed through data reduction, data display, and conclusion drawing, focusing on training implementation, changes in participants' computer competencies, and supporting and inhibiting factors. Data trustworthiness was established through triangulation of data sources and collection methods by comparing interview findings with observational evidence and relevant documentation. This approach provided an empirical basis for examining the contribution of non-formal computer training to strengthening village officials' administrative capacity (Sugiyono, 2020; Moleong, 2021).

1. Research Design: Case Study

   This study employed a case study design. A case study was used to examine a particular activity in depth within its real-life context.

   The case examined was the computer training program for village government officials at PKBM Asoka, Ogan Komering Ulu Regency. This design enabled the researcher to obtain an in-depth understanding of the training process, participants' experiences, and the factors influencing its implementation.

2. Research Paradigm

   This study employed a constructivist-naturalistic paradigm. This paradigm views social conditions as phenomena that can be understood through the experiences and perspectives of the individuals involved. Therefore, the researcher collected data directly at PKBM Asoka and from village government officials who participated in the training.

3. Rationale for Using a Qualitative Approach

   A qualitative approach was selected because:

   1. The study focuses on the implementation process of the computer training program.
   2. The study seeks to understand the experiences and perspectives of PKBM administrators, tutors, and training participants.
   3. The required data consist of information, experiences, and actual conditions observed in the field.
   4. The study was conducted at a single research site, namely PKBM Asoka, allowing the data to be examined in greater depth.
   5. Research Focus and Scope.

This study focuses on three main aspects:

1. Implementation of the computer training program, including its planning, training process, and outcomes.
2. Supporting and inhibiting factors affecting the implementation of the training program.
3. Implications of the training for empowering village government officials, particularly in strengthening their ability to use computers and information technology.

The study was conducted at PKBM Asoka and involved parties associated with the computer training program.

B. Research Site and Period

1. Research Site

The study was conducted at PKBM Asoka, Ogan Komering Ulu Regency, South Sumatra Province. PKBM Asoka was selected because it is a non-formal education institution that provides skills-training programs. In addition to PKBM administrators and tutors, the study also involved village government officials who participated in the training and representatives of the village government associated with the program.

2. Research Period

The study was planned to be conducted over approximately six months, beginning with the preparation of the research proposal and continuing through the preparation of the research report.

No	Activity	Month 1	Month 2	Months 3–4	Month 5	Month 6
1	Proposal and research instrument preparation	✓				
2	Research permits and preliminary study		✓			
3	Data collection			✓		
4	Data analysis and data verification				✓	
5	Report preparation					✓

The research schedule could be adjusted according to conditions encountered in the field.

C. Data Sources

The data sources in this study consisted of primary and secondary data.

1. Primary Data

Primary data were obtained directly from informants through interviews and observations. Informants were selected using purposive sampling, namely, the selection of individuals considered knowledgeable about and relevant to the research. If necessary, the researcher could also employ snowball sampling, in which additional informants were identified based on recommendations from previously selected informants.

The research informants included:

No	Informant	Information Sought
1	Manager/Head of PKBM Asoka	Training planning and management
2	Computer Training Instructor	Learning process and training-related challenges
3	Village Government Officials Participating in the Training	Participants' experiences, competencies, and perceived benefits of the training

No	Informant	Information Sought
4	Village Head/Village Government Officials	Support for the training and utilization of the training outcomes
5	Representative of the OKU Education Office	Guidance and development of PKBMs and non-formal education policies

2. Secondary Data

Secondary data were obtained from documents relevant to the research, including:

- The institutional profile of PKBM Asoka.
- Computer training modules or instructional materials.
- Training participant data.
- Participant attendance records.
- Training activity reports.
- Regulations related to villages and non-formal education.
- Photographs and other activity documentation.

3. Number of Informants

The number of informants was not determined rigidly at the outset. Additional informants were included until the information obtained was considered sufficient or data saturation was reached. The study was expected to involve approximately 10–15 informants, comprising PKBM administrators, tutors, village government officials, village heads or other village officials, and representatives from the Education Office.

D. Data Collection Techniques and Instruments

1. Data Collection Techniques

Data were collected using three techniques: interviews, observations, and documentation.

a. Interviews

The interviews were conducted in a semi-structured format, in which the researcher used an interview guide while retaining the flexibility to develop follow-up questions based on the informants' responses.

The interviews were conducted with PKBM administrators, tutors, village government officials participating in the training, village government representatives, and representatives from the Education Office.

The interviews aimed to explore the training process, participants' experiences, the benefits of the training, and the factors supporting and hindering its implementation.

b. Observation

Observation was conducted through direct observation of the computer training activities at PKBM Asoka.

The aspects observed included:

- The learning process.
- Interactions between tutors and participants.
- Participants' ability to operate computers.
- Facilities and infrastructure.
- Conditions and activities throughout the training sessions.

c. Documentation

Documentation was conducted by collecting documents relevant to the study, including activity photographs, participant lists, attendance records, training materials, and activity reports. Documentation was used to complement and verify the data obtained from interviews and observations.

2. Research Instruments

In qualitative research, the researcher serves as the primary research instrument. To support the data collection process, the researcher used the following instruments:

- An interview guide.

- An observation guide.
- A documentation checklist.
- An audio recorder.
- A camera.
- Field notes.

The research instruments focused on four main aspects:

No	Focus	Hal yang Dikaji
1	Training Implementation	Perencanaan, materi, metode, dan proses pelatihan
2	Training Outcomes	Participants' knowledge and computer skills
3	Supporting and Inhibiting Factors	Facilities and infrastructure, instructors, participants, and institutional support
4	Policy Implications	Benefits of the training for empowering village government officials.

3. Data Collection Procedures

Data collection was carried out through several stages:

a) Preliminary study, involving an initial visit to PKBM Asoka to become familiar with the research setting and its conditions.
b) Data collection, involving interviews, observations, and documentation.
c) Data verification, involving confirmation of the information obtained with the informants to ensure the accuracy and credibility of the data.
d) Data organization, involving the systematic arrangement of interview, observation, and documentation findings to facilitate subsequent analysis.
e) Data Trustworthiness

Data trustworthiness was established to ensure that the research data were credible and reliable. This study employed four criteria for establishing trustworthiness: credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility was established to ensure that the data accurately reflected the actual conditions in the field. The following strategies were employed:

- Triangulation, by comparing data obtained from multiple sources and through different data collection techniques.
- Prolonged engagement, by conducting additional observations when further clarification of the data was required.
- Persistent observation, by observing research activities carefully and repeatedly to obtain a comprehensive understanding of the phenomena under investigation.
- Member checking, by asking informants to review and confirm the information they had provided.

2. Transferability

- Transferability was addressed by providing detailed descriptions of the research site, informants, research processes, and findings. This enables readers to assess the extent to which the findings may be applicable to similar contexts.

3. Dependability

- Dependability was established to ensure that the research process was conducted consistently and could be appropriately accounted for. The process was supported through regular consultation and examination of the research stages by the academic supervisor.

4. Confirmability

- Confirmability was established to ensure that the research findings were genuinely grounded in the data obtained from the field. This was achieved by reviewing interview notes, observation records, documentation, and other supporting data to ensure that the findings were based on the evidence collected during the research process.

Summary of Data Trustworthiness

Criterion	Verification Procedure
Credibility	Triangulation,prolonged engagement,persistent observation, and member checking member
Transferability	Detailed description of the research
Dependability	Examination of the research process by the academic supervisor
Confirmability	Re-examination of research notes and data.

By employing these techniques, the study is expected to produce trustworthy data concerning the implementation of computer training at PKBM Asoka, the factors supporting and hindering its implementation, and its contribution to strengthening the capacity of village government officials.

Result (نتائج)

PKBM Asoka OKU is a non-formal education institution that provides educational and training services to the community. The institution supports community members in acquiring knowledge and skills beyond the formal education system.

In developing the capacity of village government officials, PKBM Asoka OKU can play a role by providing training programs tailored to work-related needs. One such program is computer training. Computer skills are important for village government officials because many administrative tasks now involve the use of technology, including preparing official correspondence, processing data, preparing reports, and managing documents.

The computer training program at PKBM Asoka OKU aims to enable village government officials to use computers to support their daily work. The training does not focus solely on theoretical instruction but also emphasizes practical activities so that participants can directly apply the skills they acquire.

Characteristics of Training Participants

The training participants were village government officials with varying levels of educational background, work experience, and computer proficiency.

Some participants were already accustomed to using computers, whereas others still required assistance in operating computers, preparing documents, using office applications, and managing data.

These differences in participants' levels of competence necessitate a flexible training approach. Training materials should therefore be delivered not only through theoretical instruction but also through practical exercises and ongoing assistance.

2. Research Findings

2.1 Implementation of Computer Training at PKBM Asoka OKU

The findings indicate that the computer training program at PKBM Asoka OKU was implemented to strengthen village government officials' ability to use technology in carrying out administrative tasks.

The implementation of the training can be examined through four stages: planning, implementation, evaluation, and follow-up.

a. Training Planning

Training planning was conducted by identifying the needs of village government officials. The required materials included basic computer operation, document creation and editing, data processing, preparation of official correspondence, and the use of office applications. The planning process also involved determining the participants, training materials, instructors, schedule, venue, facilities, and learning methods. Needs-based training is more readily applicable

to participants' daily work. Therefore, computer training is not merely intended to provide knowledge but also to develop skills that can be directly applied in the workplace.

b. Training Implementation

The training was delivered through a combination of instructional explanations and hands-on practice. Practical activities are essential because computer skills are more easily understood when participants have the opportunity to practice them directly. The training materials included computer fundamentals, file and folder management, the use of word-processing and spreadsheet applications, preparation of official correspondence, and data management. Instructors provided explanations, demonstrations, exercises, and assistance, after which participants practiced the skills they had learned. Differences in participants' initial levels of competence meant that some participants were able to follow the training materials quickly, while others required more intensive assistance. Therefore, instructors needed to adapt the learning process to the participants' varying levels of competence.

c. Training Evaluation

Evaluation was conducted to assess participants' competencies after completing the training. Evaluation activities included practical assignments, exercises, and assessments of participants' ability to use computers to complete administrative tasks. Practical evaluation is particularly important because the primary objective of the training is to improve participants' skills. The success of the training can therefore be assessed by participants' ability to use computers to complete tasks that they previously found difficult to perform.

d. Training Follow-Up

Follow-up activities are necessary to ensure that participants' competencies are sustained after the training has ended. Participants need to continue applying the skills they have acquired in their daily work. Follow-up activities may include mentoring, advanced training, consultation with instructors, and learning groups. Collaboration among PKBMs, village governments, and local governments is also necessary to support further training, the provision of facilities, and the continued evaluation of village government officials' competencies.

3. Capacity Building for Village Government Officials through Non-Formal Education

Capacity building for village government officials through computer training can be examined from three dimensions: knowledge, skills, and work autonomy.

3.1 Improvement in Knowledge

The training provided village government officials with knowledge about the use of computers and technology in administrative work. Participants developed a better understanding of computer functions, office applications, document management, and the use of

3.2 Improvement in Skills

Participants not only gained knowledge of computer functions but also learned how to use computers to complete their work. These skills included creating and editing documents, saving files, processing data, creating tables, and preparing administrative documents.

3.3 Improvement in Work Autonomy

The training also contributed to improving the work autonomy of village government officials. Previously, participants with limited computer skills might have depended on others for assistance. After participating in the training, participants were expected to be able to complete computer-based tasks more independently. This improvement could also enhance their confidence in carrying out their responsibilities.

4. Supporting and Inhibiting Factors of the Training

4.1 Supporting Factors

Several factors supported the implementation of the training: Availability of PKBM as a training venue. PKBM provided a venue for conducting education and training activities. Participant motivation. The willingness of village government officials to learn contributed to the successful implementation of the training.

Instructor support. Instructors assisted participants in understanding the training materials through explanations and practical activities.

Relevance of the training materials to participants' work. Materials related to participants' actual work were easier to apply in their daily tasks. Support from village governments and relevant stakeholders. Such support facilitated participants' involvement in the training and their application of the skills acquired through the program.

4.2 Inhibiting Factors

Several factors could hinder the implementation of the training: Differences in participants' levels of competence. Participants required different amounts of time and assistance to understand and practice the training materials. Limited facilities and infrastructure. The number of computers, the condition of the equipment, and internet connectivity could affect the implementation of practical activities. Limited training time. A short training period could prevent participants from fully mastering all of the materials provided. Limited practice after the training. If the skills acquired during the training were not used regularly, participants' proficiency could decline over time.

Impact of the Training on Village Government Administration

Computer training can assist village government officials in completing administrative tasks. Computer skills can be applied to prepare official correspondence, process data, prepare reports, and manage documents. As officials' competencies improve, administrative tasks can be carried out in a more organized and independent manner. However, improvements in individual competencies need to be supported by adequate facilities and infrastructure, appropriate division of responsibilities, and leadership support in order to generate broader benefits for village governance as a whole.

Discussion (مناقشة)

The findings indicate that computer training at PKBM Asoka OKU contributed to improving village officials' practical skills in operating computers, using office applications, and preparing administrative documents. These competencies are relevant to the daily responsibilities of village officials. However, the extent of improvement varied according to participants' initial abilities and opportunities for practice. This finding suggests that non-formal education can support capacity building when learning activities are directly connected to participants' professional responsibilities.

This interpretation should be supported by interview evidence. For example, a village official explained that "[insert an authentic statement describing a specific skill acquired through the training]" (Village Official, Interview, [date]). Such evidence would demonstrate how the training was experienced and how the acquired skills relate to administrative work.

A. Non-Formal Education as a Means of Capacity Building for Village Government Officials

Non-formal education is characterized by greater flexibility and can be adapted to the needs of participants. This characteristic makes non-formal education suitable for strengthening the capacity of village government officials. The computer training at PKBM Asoka OKU demonstrates that non-formal education can help officials acquire knowledge and skills that are relevant to their work. Thus, non-formal education not only provides knowledge but also helps participants develop their ability to perform their work effectively.

B. Needs-Based Training

Training is more beneficial when its content is aligned with participants' needs. In the context of village government officials, these needs are related to administrative tasks, data management, document preparation, and the use of technology. Therefore, participants' existing

competencies should be identified before training is conducted. The results of this assessment can be used to determine the appropriate training materials, ranging from basic to advanced levels.

C. The Relationship between Individual and Organizational Capacity

The capacity of village government officials is more likely to generate meaningful benefits when it is supported by the organization. Officials who have completed training require access to computers, internet connectivity, clear division of responsibilities, and support from organizational leaders. Accordingly, capacity building should not focus solely on individuals but should also be supported by an enabling work environment.

7. Implications for the Empowerment of Village Government Officials

The findings of this study highlight several aspects that need to be considered in efforts to empower village government officials.

7.1 Continuous Training

Computer training should be conducted continuously, beginning with basic training and progressing to advanced and refresher training. Such continuity is important to ensure that participants' competencies remain relevant and can be further developed in accordance with technological and administrative demands.

7.2 Collaboration between Government and PKBM

PKBMs can collaborate with village governments and local governments in developing training materials, providing instructors, implementing training programs, and conducting post-training assistance.

7.3 Mapping Officials' Competencies

Village government officials have different levels of competence. Therefore, participants' existing abilities should be identified before training is conducted so that the training materials can be appropriately aligned with their needs.

7.4 Provision of Facilities and Infrastructure

Training programs need to be supported by adequate computers, internet connectivity, and other necessary facilities so that participants can engage effectively in practical activities.

7.5 Monitoring and Evaluation

Evaluation should not be conducted only upon completion of the training. Follow-up evaluation should also be carried out after a certain period to determine whether the skills acquired during the training continue to be applied in participants' daily work.

8. Capacity Building Model for Village Government Officials

Based on the findings of this study, capacity building for village government officials through non-formal education can be implemented through five stages:

a. Needs identification, namely identifying the existing competencies and training needs of village government officials.
b. Planning, namely determining the training materials, participants, instructors, schedule, and facilities.
c. Training, namely delivering the training materials through explanations, demonstrations, practical exercises, and assistance.
d. Evaluation, namely assessing improvements in participants' knowledge and skills.
e. Mentoring and sustainability, namely providing continued assistance to help participants apply the skills acquired through the training in their daily work.

The model can be illustrated as follows: Needs Identification → Planning → Training → Evaluation → Mentoring → Improved Capacity of Village Government Officials → Improved Village Governance Performance

This model demonstrates that training should not be regarded as a one-time activity. Training needs to be followed by practical application and continued assistance to ensure that participants can effectively apply the skills they have acquired in their work.

9. Synthesis of Findings and Discussion

Based on the research findings and discussion, computer training through PKBM Asoka OKU can contribute to strengthening the capacity of village government officials. This improvement can be observed in participants' increased knowledge, computer skills, and autonomy in performing administrative tasks.

However, the effectiveness of the training is influenced by several factors, including participants' initial competencies, instructor competence, available facilities, training duration, support from village governments, and post-training assistance. Therefore, computer training should not be conducted as a one-time activity. Instead, the program should be implemented continuously and adapted to the needs of village government officials.

Collaboration among PKBMs, village governments, and local governments is also important to support training implementation, provide adequate facilities, conduct post-training assistance, and evaluate training outcomes. Overall, non-formal education through PKBM Asoka OKU can serve as one approach to strengthening the capacity of village government officials, particularly in the use of computers and the performance of village administrative tasks

Conclusion (خاتمة)

Based on the research findings and discussion, it can be concluded that non-formal education through computer training at PKBM Asoka OKU plays a role in supporting the capacity building of village government officials. The flexible and needs-based characteristics of non-formal education enable training programs to be adapted to the conditions, competencies, and work demands of village government officials, particularly in the areas of administration, data management, document preparation, and the use of technology. Capacity building through training is not limited to improving individual knowledge and skills but also involves the ability to apply these competencies in carrying out village government responsibilities. Therefore, the success of capacity building is determined not only by the quality of the training but also by organizational support, the availability of adequate facilities and infrastructure, leadership support, and opportunities for officials to apply the skills they have acquired.

The discussion also demonstrates that needs-based training is an important approach to strengthening the capacity of village government officials. Competency mapping prior to training can help determine training materials, methods, and levels that are appropriate to participants' needs. In addition, training should be implemented continuously through a series of stages involving needs identification, planning, implementation, evaluation, and post-training assistance. Accordingly, non-formal education can serve as an instrument for empowering village government officials by supporting both individual capacity building and the strengthening of village governance performance. To achieve sustainable outcomes, synergy among local governments, village governments, and PKBMs is required through the strengthening of continuous training programs, competency mapping, provision of adequate facilities and infrastructure, and ongoing monitoring and evaluation. Ultimately, computer training should not be viewed as an isolated activity but as part of an integrated capacity-building ecosystem that connects competency development, skills application, post-training assistance, and improved village governance performance.

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