The Role of Training Improvement Capacity and Local Cultural Influence on Behavioral Change in Village Government Apparatus

Peran Pelatihan Peningkatan Kapasitas dan Pengaruh Budaya Lokal terhadap Perubahan Perilaku Aparatur Pemerintah Desa

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Abstract
This research discusses the role of capacity-building training and local culture's influence in changing village government officials' behaviour. The main focus of this research is the importance of integrating technical and local cultural aspects in training to make it more effective and relevant. Training that only focuses on technical skills without paying attention to the local sociocultural context can cause resistance and be less accepted by officials and the community. On the other hand, training integrated with local cultural values , such as cooperation and openness, increases the professionalism of the apparatus, improves the quality of public services, and strengthens public trust in the village government. This research uses a qualitative approach to understand the role of capacity-building training and the influence of local culture in changing apparatus behaviour. Data collection techniques include in-depth interviews, participant observation, and analysis of documents related to the training program. The primary informants for this research were the village head, village secretary, and village staff, who were selected purposefully to ensure the relevance of the data. Data analysis used NVivo 12 software with open and axial coding techniques to identify central themes and relationships between concepts. The research results show that the success of training is greatly influenced by its relevance to local culture and the ability of the apparatus to respond to community needs. This research recommendation includes the need for contextual, participatory and sustainable training design to achieve positive.

INTRODUCTION

Effective public services at the village level are an essential foundation for regional development and improving community welfare. Village government officials act as the spearhead in implementing government policies and programs, so their performance dramatically affects the quality of services received by the community. To support the performance of village officials, various capacity-building training programs have been implemented to strengthen their competence and understanding of carrying out government duties. (Indrawan et al., 2022) . This training is expected to create a professional and responsive apparatus to community needs. However, the success of the training depends not only on improving technical skills but also on a deep understanding of the social and cultural context in the village environment. (Moses et al., 2023) .

However, the success of this training depends not only on improving technical skills, but also on a deep understanding of the social and cultural context in the village environment. Each

village has unique cultural characteristics, with norms, values, and traditions that shape the social identity of its people. Local culture has a significant influence in shaping the mindset, attitude, and behavior of village officials (Yani, 2021). In this context, training that focuses only on technical aspects without considering local culture risks becoming less effective and irrelevant. Research shows that training programs that are not aligned with societal norms and values can trigger resistance from the apparatus and the community (Nurhazizal et al., 2019).

Local culture influences not only individual behaviour but also shapes social dynamics that affect the collective performance of village officials. Values such as cooperation, openness, and community participation in decision-making play an essential role in determining the success of public policy implementation at the village level. (Saputra et al., 2018) . Therefore, training that considers these values will be more effective in building civil servants' competence and positive attitudes. In addition, integrating local culture into the training process can also help civil servants understand the needs and expectations of the community better so that public services can be provided optimally. (Sudaryati & Heriningsih, 2020) .

Although several studies have highlighted the effectiveness of civil service training, most have focused only on technical and administrative aspects. (Zainal et al., 2023) . Research related to the role of local culture in influencing changes in the behaviour of village officials is still limited, so a research gap (knowledge gap) needs to be filled. Complex and contextual aspects of culture have not been widely explored in increasing the capacity of village officials. This requires a more holistic approach to understanding how local culture influences the success of training and sustainable changes in the behaviour of officials. (Sofyan et al., 2019) .

This research offers novelty through a holistic and in-depth approach that combines analysis of local culture and changes in the behaviour of civil servants. (Arfiansyah, 2021) . By focusing on village government apparatus in North Sulawesi Province, this study has added value because this area is known to have substantial cultural diversity and is thick with local traditions. (Zidan & Padnyawati, 2022) . Understanding how local culture influences the behaviour of village officials in this area is expected to be a reference for other places with similar characteristics. (Rosdiana et al., 2023) . This study will provide academic insights into the effectiveness of local culture-based training and offer practical recommendations for local governments in designing more contextual and relevant training programs. (Triwardani & Rochayanti, 2014) .

The results of this study are expected to contribute significantly to improving the performance of civil servants and the quality of public services at the village level. By combining cultural and training aspects, this study will create a more adaptive, contextual, and sustainable training model, which can ultimately support village development that is more inclusive and responsive to community needs.

METHOD

This study uses a qualitative approach to deeply understand the role of capacity-building training and the influence of local culture in changing the behaviour of village government officials. (Sari et al., 2022) . This approach was chosen because it allows researchers to explore the meanings, perceptions, and experiences of officials directly in the social and cultural context of the village environment. (Hamid et al., 2023) . Data collection techniques include in-depth interviews, participant observation, and document analysis related to the training program. Interviews were conducted with key informants, such as village heads, village secretaries, and village staff, who were selected purposively to ensure the data's relevance to the study's focus.

For data analysis, this study utilized NVivo 12 software, which supports systematic management and analysis of qualitative data. Data from interviews and documents will be transcribed and uploaded to NVivo 12 for coding. (Chandra, 2019) . The coding process was carried out openly and axially to identify key themes, patterns, and relationships between concepts related to training and local culture. (Roelofs, 2011) . These themes will be further analyzed to understand the dynamics

of changes in the behaviour of civil servants and the relevance of local culture in supporting or inhibiting training.

The research sample consisted of village officials, such as village heads, village secretaries, and other village staff involved in training and public service activities. A purposive sampling was used to select informants with relevant experience and knowledge about training programs and local culture. (Pranata & Sinaga, 2023) . The total sample to be interviewed is estimated at 30-50 informants from various villages in the five districts/cities. The sample selection criteria consider their role in village government and their level of involvement in capacity-building training programs.

Data were collected through in-depth interviews, participant observation, and document analysis related to the training program. Each interview was recorded and transcribed to ensure data accuracy. The data obtained were then analyzed using NVivo 12 software, which assisted in systematically coding and managing qualitative data. Coding was done openly and axially to identify key themes, interaction patterns, and relationships between training, local culture, and changes in village apparatus behaviour.

RESULTS AND DISCUSSION
Results

The study results are grouped into three main themes: Capacity Building Training, Local Cultural Influence, and Village Official Behavior Change. Each theme identifies essential relevant aspects to increasing the effectiveness of training programs and changing the behaviour of officials. Training aims to improve technical competence and understanding of official duties but faces challenges if local cultural aspects are ignored. Cooperation, openness, and community participation are central to shaping officials' behaviour and facilitating public policy acceptance.

Table 1. Coding

No.	Parent Node	Child Node
1	Capacity Building Training (PPK)	Technical competency improvement (PK)
		Strengthening the understanding of the apparatus in carrying out government duties (PPAP)
		Professional apparatus (AP)
		Apparatus responsive to community needs (ARM)
		Focus on technical aspects without paying attention to local culture (FAB)
		Training is not relevant to community norms (PTNM)
2	Local Cultural Influence (LIC)	Cooperation (GR)
		Transparency (FP)
		Community participation (PM)
		Influence on the attitudes and behaviour of village officials (PAD)
		Public acceptance of government policies (PMP)
		Effectiveness of training integrated with local culture (EPB)
3	Village Apparatus Behavior Change (PPAD)	Professionalism in public service (PPP)
		Improving the quality of interaction with the community (PKM)
		Resistance from village officials (RAD)
		Inconsistency of training with local sociocultural context (KPBL)
		Local culture-based training (PBL)
		The apparatus' understanding of community needs (PAM)

Training Improvement Capacity (PPK) aims to increase the competence and performance of the apparatus village. Focus leading training. This covers improving competence so that the apparatus can operate task administrative with a good and strengthening understanding of roles and responsibilities answered by the government. Besides that, training Isis is expected to produce professional and responsive apparatus in fulfilling society's needs. However, implementation training has several constraints, like too much focus on technical aspects without considering the culture and the existing lack of training relevant to the norm of public locals, reducing its effectiveness.

Influence culture locally becomes a factor important in determining successful training apparatus. Values such as cooperation, openness, and participation in public need attention to training so they can run optimally. Local culture influences attitudes, behaviour apparatus, and the public's reception to policy government. Integrated training with local culture has proven more effective in increasing competence apparatus, while aligned policies with values the public tend to be more readily accepted and supported.

Besides increasing skills, training also aims To push change behaviour apparatus Village. Apparatus are expected to work professionally and be capable of increasing quality interaction with society. However, there is seldom resistance from the apparatus village to change this, especially if material training is done in the context of sociocultural locals. Therefore, it is essential for training to integrate values and culture to be more relevant and practical. Apparatus who understand the needs public with Goodwill can give more appropriate targets and quality to increase the public's trust in government villages.

Interview Map

Figure 1 shows map code results from interviews conducted in a context study about improvement capacity and performance apparatus village (Liu, 2011). Structure map This describes the relatedness between various themes and subthemes central to training improvement capacity, influence culture, and changes behaviour apparatus village (Park, 2016). Every element in the map code is connected with the code the interview used To identify themes specific based on the data obtained from the participants' interviews (Thompson, 1995). This map helps describe How various aspects relate and contribute to practical training and change behaviour apparatus in the context of government village.

Based on Figure 1, the three main themes identified are Capacity Building Training (PPK), Local Cultural Influence (PBL), and Village Apparatus Behavior Change (PPAD). These themes act as parent nodes with several related child nodes or sub-themes. Capacity Building Training (PPK) focuses on technical competence and apparatus professionalism but also highlights emerging issues, such as training that is irrelevant to community norms or does not pay enough attention to local cultural aspects. Local Cultural Influence (PBL) includes values such as cooperation, openness, and community participation, which are essential foundations for social interaction and acceptance of government policies. In addition, village apparatus behaviour change (PPAD) emphasizes the importance of professionalism and improving the quality of interaction with the community despite challenges such as apparatus resistance to change and the incompatibility of training with the local sociocultural context.
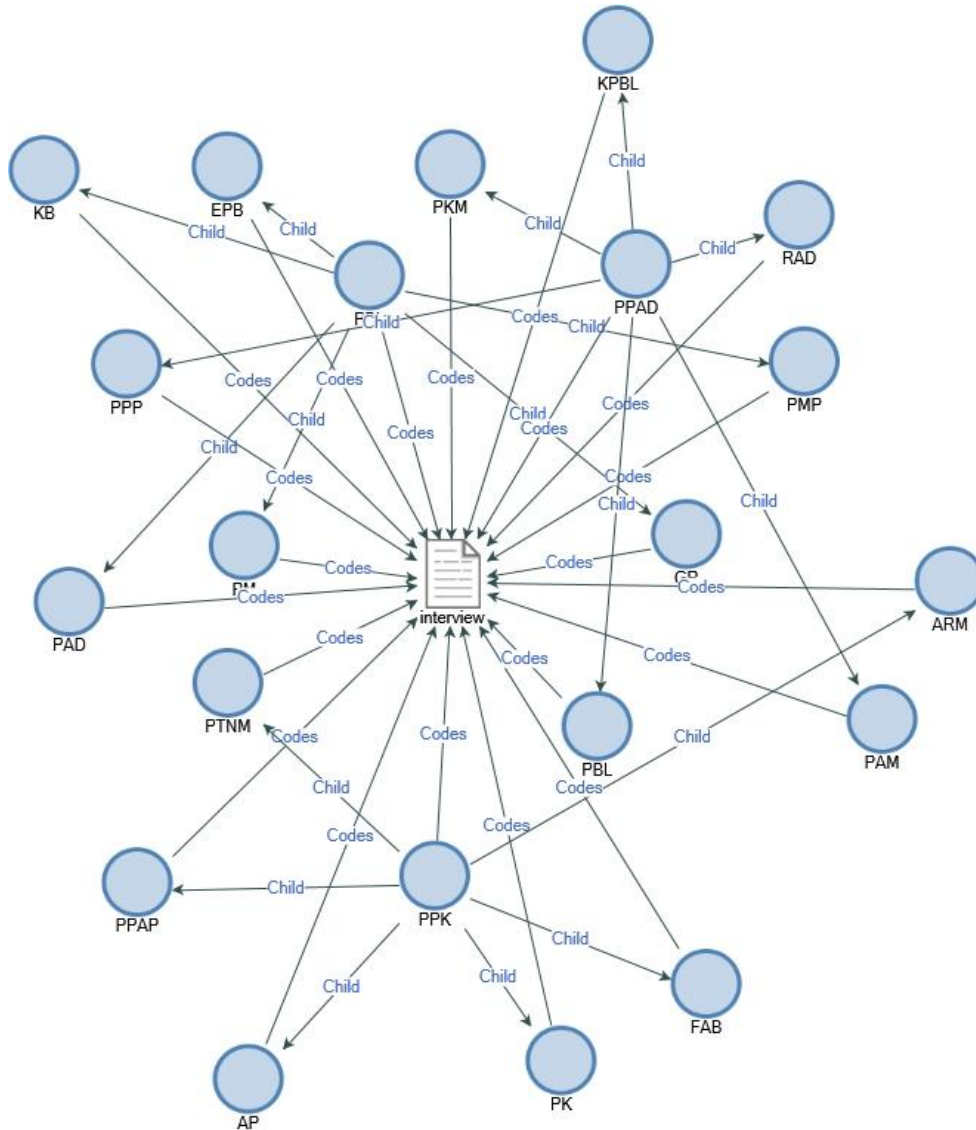
Figure .1 *Interview Map*

Figure 1 also shows how each code relates to the interviews that are the primary data source. The relationship between parent and child nodes shows a close relationship between training, local culture, and behavioural change. For example, codes such as FAB and PTNM relate to PPK, indicating that some training does not always pay attention to local culture or norms. On the other hand, EPB and PMP under PBL emphasize the importance of integrating local culture into policies and training so that the community receives it well.

Based on the resulting code map, it can be concluded that the effectiveness of village apparatus capacity-building training is greatly influenced by the relevance of the training to local culture and the ability of the apparatus to respond to community needs. Training that only focuses on technical aspects without considering the local social and cultural context tends to be less effective and even causes resistance from the apparatus. Local culture plays a vital role in shaping the attitudes and behaviour of the apparatus and influences community acceptance of government policies. (Friede, 2011) . Therefore, training integrated with local culture is more effective in improving the performance and professionalism of village officials. Overall, this code map shows that the

success of behavioural change in officials depends on the balance between technical competence, sociocultural understanding, and openness to community participation.

Wordcloud

Figure 2 shows a word cloud that visualizes the main keywords that emerged in interviews or research related to capacity-building training and village governance. This word cloud provides an overview of the most frequently discussed words or concepts, with more prominent words representing the higher frequency of occurrence. (Wang, 2016) . This word cloud serves as a tool to understand the dominant focus or topics in research and can help identify essential themes that need further analysis.

Figure 2. Wordcloud

In Figure 2, the words that stand out the most are "training" (training), indicating that training mainly focuses on interviews or research. The words "village" and "community" are also dominant, showing that the study is significantly related to the village and community as objects. Besides, In that case, words like "culture", "needs", and " understanding " emphasize the importance of culture and understanding the needs of the public in context training.

Other words such as "resistance", "openness", and "cooperation". Same) reflects dynamics, social, and challenges faced in implementation training. This indicates resistance from several parties but also highlights the need for openness and work—the same in implementation policies and training programs. The words " rahmat " and " andi " that appear can indicate the name of the participant's interview or figure that is important and relevant in the study context.

Based on word cloud visualization in Figure 2, it can be seen that training and community villages are the main focus of the context study. The importance of culture and understanding the needs of society is highly stressed as an integral part of practical training. However, research also underlines existing challenges, such as resistance to changes, which must be overcome through openness and work between various parties.

Overall, this word cloud confirms that successful training improvement capacity depends on the technical aspect and on understanding the culture and needs of the public village (Elit, 2011). By integrating elements of culture and society and involving all the component communities, training is expected to be more effective and positively bring change to the service and governance village.

Word Frequency

Table 2 shows the frequency of occurrence of identified keywords in interviews or studies related to improvement capacity apparatus village. Table This shows the most frequent words and delivers information about extended characters in every word (Zhang, 1999). This data can be used to understand the theme and focus of the primary research, as well as identify challenges and concepts that are important to notice in context training and governance village.

Table 2. Word Frequency

Word	Length	Count
Understanding	13	10
Resistance	10	8
Cooperation	11	7
Conditions	10	6
Information	11	5
Administration	14	4
Challenges	10	4
Colleagues	10	4
Completely	10	4
Government	10	4
Implemented	11	4
Professionalism	15	4
Transparency	12	4
Complaints	10	3
Especially	10	3
Experienced	11	3
Importance	10	3
Responsive	10	3
understand	10	3
Appreciated	11	2

Based on Table 2, the word "Understanding" appears most frequently with a total of 10 times, emphasizing the importance of a deep understanding of community needs and sociocultural contexts in training and public services. The word "Resistance" with a frequency of 8 times indicates significant challenges in the form of rejection or disharmony that may occur during the training process or policy changes. In addition, "Cooperation" appears seven times, underlining the need for collaboration between the apparatus and the community to achieve common goals.

Other words such as "Conditions", "Information", and "Administration" indicate relevant technical and operational aspects in village government training and governance. Some lower-frequency words such as "Professionalism", "Transparency", and "Responsive" reflect the qualities and values expected from officials in providing public services. Challenges such as "Complaints" and "Challenges" indicate obstacles that must be overcome so that training and services can run well.

Table 2 shows that understanding and resistance are vital themes in this study. A good understanding of community needs and culture is essential in ensuring the success of training and public services. However, resistance remains a significant challenge, indicating resistance to change or a mismatch between training and local conditions. Cooperation and openness of information play an essential role in overcoming resistance and building harmonious relationships between the government and the community.

Overall, the success of capacity-building training depends on a combination of understanding, professionalism, and transparency in public service. Operational challenges such as administration and information must also be managed well to avoid obstacles in the training process. (Bedeke, 2019) . By paying attention to values such as cooperation and responsiveness, it is hoped that village officials can be more effective in meeting community needs and creating good and sustainable governance.

Tree Mapping

Figure 3 is a treemap that visualizes keyword frequency from studies or interviews related to improvement capacity and performance apparatus village. Each block in the treemap represents a word, where the block size indicates the word's frequency of occurrence. (Bas-Sarmiento, 2017) . The bigger the block, the more often the word appears in the analyzed data. Visualization This helps in understanding themes and essential things that emerge and identifying aspects relevant to the study.
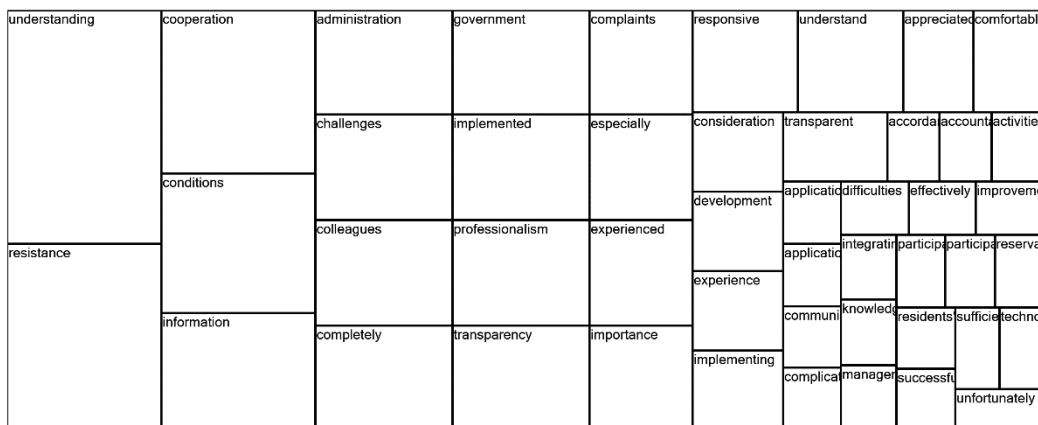
Figure 2. Tree Mapping

Based on Figure 3, "understanding" has the largest block, indicating that understanding is the central theme most often discussed in this study. This underlines the importance of understanding community needs, sociocultural conditions, and governance in the context of capacity-building training. The word "resistance" also appears with a significant block size, indicating the challenge of resistance to change or new policies. In addition, the words "cooperation" and "conditions" have quite large block sizes, emphasizing the importance of cooperation and environmental conditions that affect the success of training.

Other words such as "information", "administration", and "government" indicate the importance of technical aspects and governance in the training process. The words "professionalism", "transparency", and "responsive" reflect the values expected of village officials, such as professionalism, openness, and responsiveness in public services. In addition, there are words such as "challenges", "complaints", and "difficulties", which indicate the existence of obstacles and challenges that must be overcome in order for the training to run effectively.

Figure 3 shows that understanding is critical to village apparatus capacity-building training. A good understanding of community needs and local conditions is essential to ensure successful training and policy acceptance by the community. However, resistance to change remains a significant challenge, indicating the need for appropriate strategies to overcome resistance and ensure smooth policy implementation.

In addition, good cooperation and administration are essential factors in supporting the success of training. Values such as professionalism, transparency, and responsiveness must also

be applied in public services to increase public trust in the apparatus. (Y. Moses, 1996) . Overall, this treemap shows that the success of training depends not only on technical aspects but also on sociocultural understanding, openness, and cooperation between the apparatus and the community. By overcoming challenges and maximizing the potential for collaboration, training can be more effective and produce positive changes in village governance.

Discussion

The results of this study highlight three main themes: Capacity Building Training (PPK), Local Cultural Influence (PBL), and Village Apparatus Behavior Change (PPAD). Based on interviews with several participants, such as Budi, Andi, Siti, and Rahmat, it is clear that although capacity-building training provides significant benefits in improving technical skills and understanding of apparatus tasks, implementation still has challenges. These challenges are mostly related to the lack of relevance of training materials to local social and cultural conditions and resistance to change.

1. Capacity Building Training (PPK)

The capacity building training aims to strengthen the technical capabilities of village apparatus, such as administrative management and the use of village information technology. Many officials reported that this training helped them in carrying out village government tasks more efficiently. For example, some participants admitted that they are now more proficient in using village information systems that help speed up the administrative process. These findings are in line with previous research that shows that technical-based training can improve the operational efficiency of village apparatus (Indrawan et al., 2022). However, the challenge that arises is the lack of relevance of training materials to the socio-cultural conditions of the village. Some participants criticized that many of the case examples and practices provided in the training were more relevant to urban environments, leading to difficulties in applying the material in the village. This reinforces the argument that training that focuses only on technical aspects without considering the local context is often less effective (Yani, 2021). In order for the training to be more relevant, the material must be adapted to local realities and compiled based on the unique social and cultural conditions of the village.

2. Local Cultural Influence (PBL)

Local cultures, such as cooperation and openness in communication, play an essential role in the success of government programs and civil servant training. Budi and Siti emphasized that cooperation benefits village development programs and makes people feel involved in village activities. Rahmat added that openness and cooperation make people feel appreciated and heard, ultimately increasing community participation in village programs. (Chen, 2018) . However, some respondents criticized the fact that local cultural aspects were not given enough attention in the training. Budi and Andi felt that the training should have used more case examples relevant to local customs to be more effective.

"Gotong royong is an important part of our culture. It is very helpful in village development programs."

3. Changes in Village Apparatus Behavior (PPAD)

The training not only improves technical skills but also encourages changes in the behaviour of the apparatus to be more professional and responsive. Siti and Rahmat stated that after attending the training, they tried to provide fast, friendly, and responsive services to the needs of residents. However, some apparatuses experienced resistance from colleagues and the community to change their working methods. Andi and Rahmat revealed that some of their colleagues were more comfortable with the old methods and were reluctant to adapt to the new way. To overcome this resistance, they used a dialogic approach and provided examples of success from other villages that had implemented the method. Similar.

"We also implement openness so residents feel heard and appreciated."

Overall, the interviews confirmed that although capacity-building training helped improve skills and behavioural changes of the apparatus, the training still needed to be adjusted to be more relevant to the sociocultural context of the village. Local cultures, such as cooperation and openness, should be integrated into the training to be more effective and accepted. by the community (Freeman, 2013). Resistance to change is a challenge that must be overcome with a collaborative approach and examples of success from other villages. With a deep understanding of community needs and openness to cooperation, village officials can provide better quality public services and increase community trust towards village government.

CONCLUSION

This study underlines the importance of capacity-building training to strengthen village officials' technical skills and understanding of government tasks. However, the effectiveness of training still faces several challenges, such as the lack of relevance of the material to the local social and cultural context and the emergence of resistance to change. Cultural aspects such as cooperation, openness, and community participation have been shown to play an essential role in shaping officials' behaviour and facilitating public policy acceptance. Therefore, training programs need to be designed to consider contextual aspects and the needs of local communities.

A critical step in increasing the relevance of training is integrating local culture into training materials. Several respondents highlighted that the case examples in training are more suitable for urban environments and less relevant to the reality of their villages. As a solution, local governments need to adapt the materials to local customs and values to make it easier for village officials to understand and apply. As Rahmat said: "It would be better if the training provided more examples that fit the character of the village community."

In addition, a participatory approach in training planning and implementation is essential to ensure the program aligns with local needs. Involving village officials and community leaders in the training design process will make the program more accommodating and relevant. Active community involvement in decision-making can also increase public policy effectiveness, as Budi expressed: "Now I involve residents more often in decision-making."

Practical training should not only strengthen technical skills but also build interpersonal skills of the apparatus, such as communication skills, responsiveness, and openness in public service. This is important so village officials can build good relationships with the community and respond to their needs quickly and appropriately. As expressed by Siti: "I always try to provide fast and friendly service. In addition, I also try to be more active in listening to residents' complaints."

To overcome resistance to change, a collaborative approach needs to be applied. Several respondents admitted that resistance arose because colleagues or the community were more comfortable with the old method and were reluctant to change. Overcoming this resistance can be done by facilitating discussions and sharing successful practices from other villages that have succeeded in implementing new methods. As conveyed by Andi: "I usually invite them to discuss and give examples from other villages that have succeeded with this method."

Finally, local governments must ensure ongoing monitoring and evaluation of training programs. This process will provide helpful feedback to improve future programs and ensure that training remains relevant to the needs of the community and officials. Regular evaluation will also help assess the impact of training on improving the quality of public services and changing the behaviour of officials.

Implementing these recommendations is expected to make training programs more contextual and relevant to village conditions. Practical training will improve the competence of officials, encourage behavioural changes towards being more professional and responsive, and strengthen public trust in the village government. Thus, village officials can provide better quality public services and create harmonious relationships between the government and the community.

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