

Professional Development and Digital Governance in One-Stop Service Transformation: An Educational Perspective

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ARTICLE INFO

Keywords:

workplace learning;
professional development;
organizational learning;
digital governance;
public service transformation;
competency development

Article history:

Received 2026-04-15

Revised 2026-05-22

Accepted 2026-06-27

ABSTRACT

Public service transformation has predominantly been examined from administrative and digital governance perspectives, while its educational dimension as a workplace learning ecosystem remains underexplored. This study addresses this gap by conceptualizing One-Stop Service Management (PTSP) transformation. A qualitative case study was conducted at the Ministry of Religious Affairs Office of Malang City, Indonesia. Data were collected through semi-structured interviews, participant observations, focus group discussions, and document analysis. The data were analyzed using the interactive model of data condensation, data display, and conclusion drawing, supported by methodological triangulation to enhance credibility. The findings reveal that PTSP transformation functions as a workplace learning ecosystem through four interconnected dimensions: TRUST (values-based leadership), SMART (strategic management and organizational learning), SERVE (competency development and employee engagement), and ETHIC (ethical governance and professional character formation). Continuous training, mentoring, reflective practice, digital workflow adaptation, and performance evaluation enhanced employees' digital literacy, communication competence, ethical awareness, and professional capabilities. These learning processes were associated with measurable organizational improvements, including shorter service completion time, higher operational efficiency, increased community satisfaction, reduced public complaints, and strengthened institutional integrity. This study proposes the Sustainable Digital Governance–One-Stop Service Management (SDG–PTSP) model, demonstrating that sustainable public service transformation depends on integrating workplace learning, competency-based professional development, ethical governance, and digital innovation. The study extends Organizational Learning, Adult Learning, and Transformative Learning theories by positioning public institutions as continuous learning environments and provides practical guidance for designing competency-based training and professional development systems for civil servants.

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1. INTRODUCTION

Professional learning has become one of the most important agendas in educational research because organizations increasingly rely on continuous competency development rather than initial qualifications to respond to complex institutional changes. In both educational and public-sector organizations, workplace learning is now recognized as a critical mechanism through which employees acquire new knowledge, develop adaptive competencies, and improve professional performance in rapidly changing environments (Billett, 2022; Fuller & Unwin, 2023). Contemporary educational scholarship argues that learning no longer occurs exclusively within formal educational institutions but also emerges through daily professional practice, mentoring, collaborative problem-solving, reflective experience, and organizational interaction. Consequently, workplaces have increasingly been conceptualized as authentic learning environments where adult learners continuously construct knowledge while responding to practical challenges (Eraut, 2024; Tynjälä, 2022).

The growing digitalization of public organizations has further reinforced the importance of workplace learning. Digital governance requires employees not only to master technological systems but also to develop communication skills, ethical awareness, collaborative capabilities, critical thinking, and adaptive professional identities. Numerous studies have shown that digital transformation frequently fails when organizations focus solely on technological innovation while neglecting employee learning, professional development, and organizational capacity building (Das, 2024; Maheshwari et al., 2025). Accordingly, educational researchers increasingly argue that sustainable institutional transformation depends on continuous learning ecosystems that integrate competency development, leadership support, mentoring, and reflective practice into everyday organizational activities (Kucharska & Rebelo, 2025; Sliwka et al., 2024).

Within educational management literature, professional development is understood as a systematic process through which individuals continuously expand their professional competence, reconstruct prior knowledge, and adapt to organizational change (Avalos, 2011; Opfer & Pedder, 2011). Although this concept has traditionally been examined in schools and universities, recent studies demonstrate that professional learning is equally important in public institutions because civil servants also function as adult learners who continuously acquire new competencies through workplace experience, organizational interaction, and institutional learning systems (Billett, 2022; Tynjälä, 2022). This broader perspective positions public organizations as educational environments in which learning, rather than administrative compliance alone, becomes the foundation for institutional effectiveness and sustainable service quality.

One organizational context where workplace learning has become increasingly important is the transformation of One-Stop Service Management (PTSP). Previous studies generally describe PTSP as an administrative innovation designed to improve efficiency, simplify bureaucracy, strengthen transparency, and enhance citizen satisfaction through integrated digital services (Kurti & Kina, 2024; Latupeirissa et al., 2024; Oliveira et al., 2026). While these studies successfully explain governance reform from managerial and technological perspectives, they pay considerably less attention to how PTSP transformation simultaneously functions as a professional learning environment that develops employee competence, ethical professionalism, communication skills, and adaptive work behavior. Consequently, PTSP has rarely been examined as an educational ecosystem despite the fact that its successful implementation largely depends on continuous employee learning and competency development.

This limitation reflects a broader gap within the existing literature. Research on digital governance has predominantly emphasized organizational restructuring, technological innovation, service efficiency, and administrative accountability (Das, 2024; Tariq, 2025). Similarly, studies of integrated public services have mainly evaluated institutional performance using indicators such as processing time, service quality, accessibility, and citizen satisfaction (Bagaini et al., 2022; Kurti & Kina, 2024). Comparatively few studies investigate how organizational transformation is mediated through workplace learning processes, mentoring systems, competency-based training, reflective practice, and professional identity formation.

Consequently, the educational dimension of public service transformation remains insufficiently theorized, particularly regarding how adult learning principles operate within digital governance reforms.

Educational theories provide an appropriate framework for addressing this gap. Organizational Learning Theory explains how institutions create, share, and institutionalize knowledge to improve organizational performance through collective learning processes (Argote, 2013). Adult Learning Theory emphasizes that professionals learn most effectively when learning activities are problem-centered, experience-based, self-directed, and immediately applicable to workplace situations (Knowles et al., 2020). Furthermore, Transformative Learning Theory suggests that sustainable professional change occurs when individuals critically re-evaluate previous assumptions and reconstruct new perspectives through reflection and experience (Mezirow, 2018). Together, these perspectives suggest that organizational transformation should not merely be interpreted as structural or technological reform but as an educational process that continuously develops employees' competencies, ethical awareness, and professional identity.

Despite increasing scholarly attention to workplace learning, few empirical studies integrate Organizational Learning Theory, Adult Learning Theory, and Transformative Learning Theory within the context of public service transformation. Existing research generally investigates these theories separately or focuses on educational institutions rather than public organizations. Consequently, limited evidence explains how leadership, organizational culture, mentoring, digital adaptation, competency development, and ethical governance collectively shape workplace learning ecosystems capable of sustaining institutional transformation. This unresolved issue constitutes an important research gap because effective public service increasingly depends upon employees' capacity to learn continuously, collaborate effectively, and internalize professional values alongside technological innovation.

Accordingly, this study conceptualizes PTSP transformation as a workplace learning ecosystem rather than merely an administrative reform initiative. The central argument is that improvements in public service quality emerge because organizational transformation simultaneously functions as a continuous educational process in which civil servants acquire digital competencies, strengthen ethical professionalism, improve communication capabilities, and develop adaptive work practices through structured learning experiences. In this perspective, leadership, mentoring, organizational culture, digital systems, and service evaluation become educational mechanisms supporting lifelong professional learning within public institutions.

To explain this process, the present study proposes the Sustainable Digital Governance–One Stop Service Management (SDG–PTSP) Model, consisting of four interrelated educational dimensions: TRUST (Transformational Religious-based Unified Service Trust), SMART (Strategic Management and Administrative Reform Transformation), SERVE (Service Excellence and Responsive Value Engagement), and ETHIC (Ethical Transparency and Human-centered Institutional Governance). Unlike previous governance models that primarily emphasize organizational performance, the SDG–PTSP model conceptualizes these dimensions as interconnected workplace learning mechanisms through which employees continuously develop professional competence, ethical values, digital literacy, communication skills, and reflective practice. The model therefore extends existing educational literature by integrating organizational learning, adult learning, transformative learning, and competency-based professional development within a unified framework for public-sector workplace education.

This study contributes to educational scholarship in three important ways. First, it extends theories of workplace learning by demonstrating how public institutions function as continuous professional learning environments beyond formal educational settings. Second, it develops the SDG–PTSP model as an integrated conceptual framework linking organizational learning, leadership, ethical governance, digital competence, mentoring, and professional development. Third, it offers practical implications for designing competency-based training systems, workplace learning curricula, mentoring programs, and professional development policies capable of supporting sustainable public service transformation. By positioning PTSP transformation primarily as a process of professional education rather than merely

administrative modernization, this study contributes to contemporary debates in educational management, workplace learning, adult education, and professional development.

2. METHODS

This study employed a qualitative case study design. The case study methodology is particularly suitable for in-depth exploration of complex phenomena within their real-life context, allowing researchers to capture the interplay between organizational processes, cultural values, digital systems, and workplace learning dynamics (Miller et al., 2023; Mtisi, 2022). Given the objective of analyzing the transformation of One-Stop Service Management (PTSP) in a value-driven public institution, the case study approach facilitated a comprehensive examination of managerial functions, organizational culture, leadership dynamics, professional development, and service quality outcomes. This design allowed for a holistic understanding of how strategic, ethical, technological, and educational factors interact to produce effective, transparent, and accountable public service delivery. The case study was instrumental in generating both theoretical and practical insights, particularly in contexts involving multifaceted organizational change, competency development, and value integration. The approach aligned with the study's aim of developing an integrative SDG-PTSP model that synthesizes leadership, strategic management, service excellence, ethical governance, and organizational learning.

The research was conducted at the Kantor Kementerian Agama Kota Malang (Ministry of Religious Affairs, Malang City), selected purposively for its ongoing One-Stop Service Management (PTSP) transformation initiatives. This site provided a rich context in which administrative modernization, digitalization, Islamic value-based leadership, and staff capacity development intersect. The institution's adoption of strategic management reforms, combined with strong ethical and cultural orientations, offered a unique opportunity to examine both operational and learning dimensions of service transformation, including formal training, workshops, mentoring, and experiential learning practices embedded in daily service operations. Selecting this site enabled detailed observation of organizational processes, leadership practices, employee learning and adaptation, and citizen-focused outcomes, while generating insights applicable to similar public sector institutions.

The research subjects were selected using purposive sampling based on their direct involvement and knowledge of PTSP management transformation. Informants represented structural officials, operational staff, service users, and public service management practitioners. The core informants included eight key participants: Achmad Shampton, Muchtar Hazawawi, Nurul Istiqomah, Ahmad Hadiri, Subhan, Sukriman, Arifin, and Aisyah. They were selected for their roles in PTSP policy implementation, service delivery, digital service transformation, staff development, or for their direct experience as PTSP service users.

Data collection was conducted gradually from January 2024 to February 2025 through interviews, observations, document analysis, and FGD. Semi-structured interviews were conducted with managerial staff, frontline employees, service recipients, and public service practitioners to explore PTSP transformation, digital adaptation, service culture, professional learning, mentoring, competency development, and employees' internalization of institutional values.

Participatory observations were conducted in the PTSP service area to examine real-time service activities, officer-citizen interactions, workflow mechanisms, queue management, and the use of information technology, including e-PTSP and digital queue systems. The observations also captured workplace learning practices such as mentoring, peer learning, collaborative problem-solving, and experiential adaptation in daily service operations.

Document analysis was conducted to contextualize field findings within regulatory, organizational, and learning frameworks. The analyzed documents included Law No. 25 of 2009 on Public Services, PMA No. 65 of 2020, the Community Satisfaction Index (IKM) Report, PTSP Digital Report 2023, SOPs, strategic plans, staff training data, cross-unit service procedures, and archives related to PTSP development.

One main Focus Group Discussion (FGD) was conducted with PTSP employees in April 2024 to explore collective perceptions of changes in work orientation, service culture, employee adaptation, digital service implementation, and professional learning. The combination of interviews, participatory observations, document analysis, and FGD enabled methodological triangulation, thereby strengthening the credibility, richness, and reliability of the findings (Meydan & Akkaş, 2024; Morgan, 2024).

Table 1. Methodological Details of Data Collection and Analysis

Methodological Aspect	Detailed Description
Research approach	Qualitative research using a case study design to explore PTSP transformation in its real-life institutional context.
Research site	Kantor Kementerian Agama Kota Malang, selected purposively due to its ongoing PTSP transformation, digital service adoption, value-based leadership, and staff development practices.
Informants	The study involved key informants from structural officials, operational staff, service users, and public service management practitioners. The core informants included Achmad Shampton, Muchtar Hazawawi, Nurul Istiqomah, Ahmad Hadiri, Subhan, Sukriman, Arifin, and Aisyah.
Informant selection criteria	Informants were selected based on direct involvement in PTSP transformation, knowledge of service management, experience in service delivery, involvement in digital service implementation, participation in staff development, or direct experience as service users.
Research duration	Primary data collection through interviews and observations was conducted gradually from January 2024 to February 2025.
Interviews	Semi-structured interviews were conducted with managerial staff, frontline employees, service recipients, and practitioners to explore PTSP transformation, digital adaptation, service culture, professional learning, and competency development.
Observation procedure	Participatory observations were conducted in the PTSP service area by observing service activities, officer-citizen interactions, workflow mechanisms, digital queue systems, e-PTSP use, and workplace learning practices.
FGD	One main FGD was conducted with PTSP employees in April 2024 to explore collective perceptions regarding changes in work orientation, service culture, employee adaptation, and learning during transformation.
Documents analyzed	Documents included Law No. 25 of 2009, PMA No. 65 of 2020, Community Satisfaction Index (IKM) Report, PTSP Digital Report 2023, SOPs, strategic plans, staff training data, cross-unit procedures, and archives related to PTSP development.
Initial coding categories	The initial codes consisted of K1 (Transformation Strategy), K2 (Human Resource Role), K3 (Service Pattern), K4 (Community Satisfaction), K5 (Service Regulation), and K6 (Transformation Model).

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, comprising data condensation, data display, and conclusion drawing/verification (Asipi et al., 2022; Li & Zhang, 2022). First, data collected from interviews, observations, FGDs, and documents were organized, transcribed, categorized, and coded into meaningful units of data. The coding process began with six initial codes: K1 (Transformation Strategy), K2 (Human Resource Role), K3 (Service Pattern), K4 (Community Satisfaction), K5 (Service Regulation), and K6 (Transformation Model). These initial codes were used to identify recurring patterns related to strategic transformation, leadership, managerial integration, employee roles, service mechanisms, user satisfaction, regulatory foundations, digitalization, ethical governance, and learning practices. Special attention was given to themes of workplace learning, professional training, mentoring, informal learning, experiential adaptation, and competency development during the transformation process.

Second, the coded data were condensed by grouping similar meanings, reducing overlapping information, and identifying relationships among categories. The condensed data were then displayed in thematic matrices and visual representations to facilitate comparison across informant groups, data sources, and time periods. This stage enabled the researcher to examine how different sources confirmed, expanded, or contradicted one another. Third, conclusions were iteratively drawn by triangulating evidence from interviews, observations, documents, and FGD results. Emerging constructs were verified through repeated comparison with field evidence and methodological triangulation. This analytical process enabled the development of four key constructs, namely TRUST, SMART, SERVE, and ETHIC, which were subsequently integrated into the SDG-PTSP model. Data validity and reliability were ensured through triangulation of sources, methods, and time, providing robust evidence for both theoretical contribution and practical applicability in public service transformation and organizational learning contexts (Natow, 2020; Vivek et al., 2023).

3. FINDINGS AND DISCUSSION

3.1 Findings

This section presents the study's empirical findings by positioning PTSP transformation as a workplace-based educational process rather than merely an administrative or technological reform. Although the empirical context of this study is One-Stop Service Management (PTSP), the main analytical focus lies in how the transformation operates as a learning ecosystem that develops employee competence, ethical professionalism, digital literacy, service communication skills, and adaptive work behavior. Therefore, service efficiency, transparency, accountability, citizen satisfaction, and institutional sustainability are not treated only as governance outcomes but also as indicators of successful organizational learning and professional education within a public institution.

The findings are organized into three interrelated domains: Transformational Process and Leadership (TRUST + SMART), Service Quality and Employee Engagement (SERVE), and Ethical Governance and Institutional Sustainability (ETHIC). Each domain reflects a distinct yet interconnected educational mechanism. TRUST and SMART explain how leadership, values education, strategic management, and organizational learning shape employee mindset and institutional practices. SERVE explains how training, mentoring, adult learning, and competency development improve service quality and employee engagement. ETHIC explains how ethical governance serves as workplace moral education, strengthening accountability, transparency, and professional integrity. The section integrates evidence from interviews, observations, document analysis, FGD, and institutional evaluation reports, including the PTSP Digital Report 2023, service performance evaluation reports, Community Satisfaction Index data, SPKP, SPAK, and Zone Integrity evaluation documents. Through this structured presentation, the findings demonstrate that PTSP transformation contributes to educational theory and practice by showing how public institutions can become sites of continuous professional learning, competency-based training, and character formation.

3.1.1 Transformational Process and Leadership (TRUST + SMART)

The transformational process and leadership within the integrated One-Stop Service Management (PTSP), operationally, this sub-finding encompasses two dimensions: (1) procedural and cultural transformation in public service delivery, emphasizing the shift from conventional bureaucratic paradigms to service models grounded in Islamic values, and (2) the integration of management functions—planning, organizing, implementing, controlling, and developing—supported by standardized SOPs, digital platforms, staff training, mentoring, and continuous improvement mechanisms. From an educational perspective, this transformation represents a structured process of adult learning in which employees develop new competencies, reinterpret service values, adapt to digital systems, and reconstruct their professional identity as public servants.

These operational dimensions form the foundation of two constructs: TRUST (Transformational Religious-based Unified Service Trust), which reflects value-based leadership, ethical guidance, and workplace values education, and SMART (Strategic Management and Administrative Reform Transformation), which represents procedural integration, managerial learning systems, and continuous organizational improvement. In this study, TRUST and SMART are not interpreted merely as managerial constructs. They are treated as educational constructs because both explain how leaders design, guide, and institutionalize learning processes within the workplace. TRUST emphasizes internalization of values, while SMART emphasizes systematic learning through SOPs, digital workflows, evaluation meetings, and performance feedback.

Document analysis revealed that the transformation process led to concrete changes in service mechanisms. Before the transformation, service delivery was largely manual, sectoral, and dependent on paper-based disposition across units. After implementing integrated PTSP management and digital platforms, the workflow shifted toward a systematic, real-time, and traceable process via digital service portals. The PTSP Digital Report 2023 recorded that the average service completion time decreased from 4.7 working days to 1.9 working days. The same report also indicated that implementing PTSP increased service efficiency by approximately 40%, as processes that previously required several days could now be completed in a shorter, more predictable timeframe. These changes indicate that employee learning was translated into measurable service improvement. Staff did not merely use new technology; they learned new work patterns, developed digital procedural competence, and adapted to a more accountable service culture.

An interview with the Head of the PTSP unit revealed: "We began by revisiting our organizational culture. Every staff member is now trained not only in procedures but also in understanding service as a moral obligation grounded in Islamic principles. This reshaped how decisions are made and how services are delivered." This statement indicates that transformation is not limited to procedural training but also involves values-based education in the workplace. The researcher interprets this as a clear embodiment of the TRUST construct, in which leadership serves as an educational force shaping employees' ethical orientation, service mindset, and professional behavior. This process aligns with transformative learning because staff critically reassess previous bureaucratic assumptions and adopt new perspectives grounded in service ethics, accountability, and public responsibility. In this context, leadership functions as educational leadership because it determines what employees must learn, how service values are internalized, and how moral principles are translated into daily professional conduct.

A Senior Manager highlighted: "Our management functions planning, organizing, implementation, and evaluation are now interlinked with digital systems and standardized SOPs. Continuous improvement sessions ensure that inefficiencies are identified and corrected systematically." The researcher interprets this response as evidence of the SMART construct, reflecting not only strategic integration of management functions but also institutional learning processes. Continuous improvement sessions function as adult learning spaces because employees learn from real service problems, discuss operational barriers, evaluate service failures, and redesign work practices based on direct experience. These sessions represent problem-centered learning, a core feature of adult learning, as staff learning is directly connected to practical workplace challenges.

During participatory observation, researchers noted a strong alignment between leadership directives and operational practices. Team meetings, workflow audits, training sessions, and mentoring activities consistently reflected the dual emphasis on ethical service orientation and procedural efficiency. Staff regularly referred to ethical guidelines and standardized digital workflows while executing tasks, suggesting that learning occurred through both formal training and experiential daily practice. The observed training design consisted of three main components: ethical service orientation, technical mastery of digital service systems, and reflective evaluation of service problems. This indicates that the PTSP transformation involved an implicit training curriculum that integrated values education, digital competence, and service problem-solving into daily work routines.

The collected data indicate that transformational leadership and integrated management functions operate in tandem to drive PTSP transformation. TRUST ensures that ethical and value-based orientations are embedded in employee behavior through workplace education, while SMART provides structured systems for managerial execution, continuous learning, and professional development. Their interaction reinforces each other: ethical leadership guides strategic decision-making, while strategic systems create recurring opportunities for reflection, adaptation, and competency development. This demonstrates that transformation is not unidimensional but involves an iterative alignment between values, processes, learning systems, digital support, and measurable service performance.

The data reveal a consistent pattern in which leadership orientation and management integration co-evolve within a workplace learning process. Informants across organizational levels indicate that procedural reforms alone are insufficient without corresponding shifts in values, mindset, and professional competencies. The pattern demonstrates that successful transformation emerges from: (1) leadership-driven ethical education, (2) strategic integration of management functions with digital support, (3) reinforcement through continuous learning, mentoring, and improvement mechanisms, and (4) measurable improvement in service efficiency. This highlights the contributions of TRUST and SMART to educational discourse by showing how public-sector transformation can be understood as a process of adult learning, values education, and competency-based professional development.

Table 2. Educational Evidence Matrix of Transformational Process and Leadership

Evidence Source	Empirical Evidence	Educational Indicator	Construct Interpretation
Interview with Head of PTSP Unit	"Every staff member is now trained not only in procedures but also in understanding service as a moral obligation grounded in Islamic principles."	Values-based workplace education	TRUST – Leadership as ethical and professional education
Interview with Senior Manager	"Management functions are interlinked with digital systems and standardized SOPs... continuous improvement sessions ensure inefficiencies are corrected."	Problem-centered adult learning and reflective improvement	SMART – Strategic management as organizational learning
Observation	Team meetings, workflow audits, training sessions, and mentoring activities emphasized ethical service and procedural efficiency.	Mentoring, workplace learning, and experiential learning	TRUST + SMART – Learning culture and operational integration
PTSP Digital Report 2023	Average service completion time decreased from 4.7 working days to 1.9 working days.	Learning outcome reflected in improved work performance	SMART – Competency-based service efficiency
PTSP Digital Report 2023	Service efficiency increased by approximately 40%.	Improved procedural competence and digital adaptation	SMART – Evidence of successful professional learning
Service workflow observation	Manual files and paper-based dispositions shifted to digital, real-time, traceable service flows.	Digital literacy and adaptive work behavior	SMART – Digital competence development

Table 2 demonstrates that PTSP transformation is strongly connected to employee learning. TRUST is operationalized through ethical leadership, cultural reorientation, and values-based education, while SMART is reflected in systematic managerial integration, SOP standardization, digital support, and continuous learning practices. The concrete evidence of reduced service time and increased efficiency strengthens the interpretation that workplace learning produced measurable service outcomes. Therefore, the findings show that PTSP reform can be conceptualized as an educational intervention that develops employee competence and transforms organizational culture.

The overarching pattern indicates that successful PTSP transformation requires simultaneous attention to educational leadership and process-oriented learning systems. Ethical and value-based leadership provides the normative framework guiding staff behavior, while strategic integration of managerial functions, supported by digital tools, mentoring, continuous improvement, and competency-oriented training, ensures operational efficiency and professional development. Together, these elements create a self-reinforcing cycle in which workplace learning strengthens adherence to institutional values and efficient processes reinforce sustainable service excellence.

3.1.2 Service Quality and Employee Engagement (SERVE)

The second finding focuses on Service Quality and Employee Engagement within the PTSP transformation. Operationally, this sub-finding emphasizes the alignment between transformational-spiritual leadership, Islamic work culture, digitalized service mechanisms, and active employee participation. However, the central focus of analysis is employee learning engagement. In this study, engagement does not only mean employee motivation or participation in service delivery. It refers to employees' active involvement in training, mentoring, reflective evaluation, peer learning, problem-solving, and competency development. Thus, SERVE (Service Excellence and Responsive Value Engagement) is interpreted as an educational construct that links service quality with workplace learning and professional development.

Service quality is measured through speed, procedural certainty, transparency, service accuracy, and citizen satisfaction. At the same time, learning engagement is measured through employees' participation in digital workflow training, ethical service workshops, mentoring, performance review meetings, peer collaboration, and direct experiential learning in citizen interaction. This sub-finding demonstrates that successful public service transformation relies not only on structural or digital improvements but also on continuous professional learning guided by ethical and spiritual leadership. In this sense, service excellence is the outcome of employee education, not merely the output of administrative modernization.

The Deputy Head of Service Delivery explained: "Our staff regularly participate in digital workflow training, ethical service workshops, and performance review meetings. We ensure that every employee understands the importance of both efficiency and moral responsibility in serving the public." The researcher interprets this as evidence that employee engagement is strongly connected to workplace learning and professional development interventions. Training programs, workshops, and review sessions function as competency-based educational mechanisms that strengthen employees' digital literacy, ethical awareness, communication competence, and service capabilities. Staff are not merely executing tasks but are actively internalizing the values of service excellence through continuous learning and reflective practice.

A Senior Officer stated: "Since the digitalization of our services, we have seen faster processing times and fewer errors. But what makes the difference is when employees take initiative to guide citizens patiently and ensure clarity in every interaction." The researcher interprets this as a combined effect of digital support, competency development, and proactive employee engagement. The findings indicate that technology alone cannot guarantee service quality. Employees must learn to communicate clearly, guide citizens patiently, use digital systems effectively, and address service issues ethically. This reflects how SERVE operationalizes adult learning through practical engagement, experiential adaptation, and competency-based service delivery.

Document analysis confirmed that service quality improvements were reflected in measurable institutional indicators. The Community Satisfaction Index increased from 78% in 2020 to 92% in 2023, indicating a substantial improvement in citizen perceptions of PTSP services. The number of public complaints decreased by 60% after digital transformation, suggesting improved service clarity, accessibility, and responsiveness. Supplementary institutional evaluation data from the fourth quarter of 2025 showed that the Service Quality Perception Index (IPKP) reached 3.92 with the category "Very Good" or Predicate A. The Anti-Corruption Perception Index (IPAK) also reached 3.92, with the

category “Very Good” (Predicate A), indicating that citizens perceived the service process as transparent, fair, and free of gratification practices. These indicators are interpreted as service outcomes and learning outcomes because they reflect employees’ improved capacity to deliver faster, clearer, more ethical, and more responsive services.

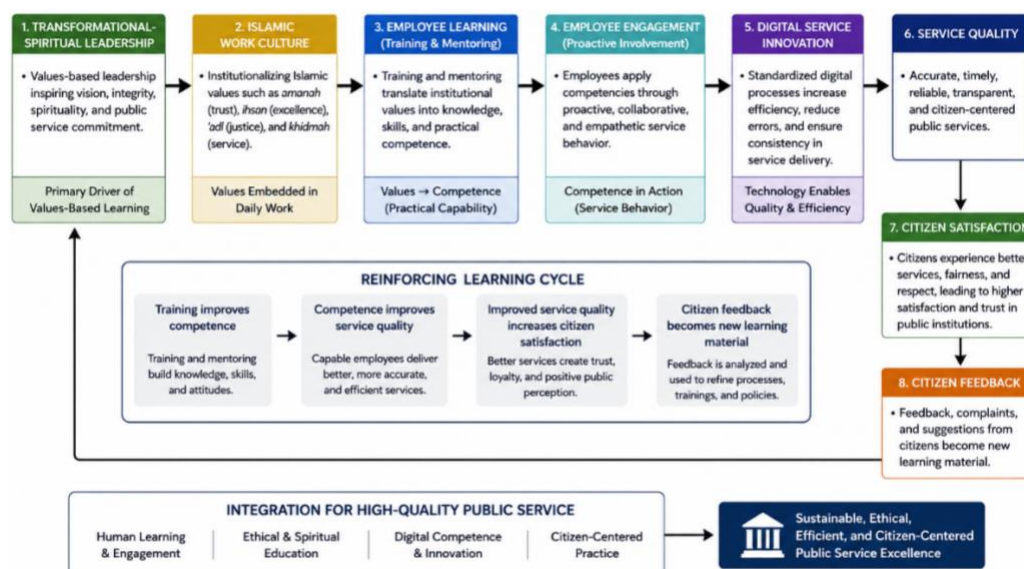


Figure 1. Service Quality and Employee Engagement (SERVE)

Figure 1 illustrates the dynamic relationship between transformational-spiritual leadership, Islamic work culture, digital service innovation, employee learning engagement, and service quality. Leadership serves as the primary driver of values-based learning. Training and mentoring translate institutional values into practical competence. Employee involvement operationalizes these competencies through proactive service behavior, while standardized digital processes increase efficiency and reduce service errors. The relationship creates a reinforcing learning cycle: training improves competence; competence improves service quality; improved service quality increases citizen satisfaction; and citizen feedback becomes new learning material for further service improvement. This visualization highlights that high-quality public service is not achieved through technology or procedures alone but through the integration of human learning, ethical education, digital competence, and citizen-centered practice.

The findings also indicate that the training design embedded within PTSP transformation followed an adult learning orientation. Employees were not trained through abstract instruction alone but through practical, problem-centered, and experience-based learning. The core learning contents included digital service workflow, ethical service conduct, anti-corruption values, citizen communication, complaint handling, service performance evaluation, and reflective improvement. Mentoring by senior staff and supervisors functioned as a bridge between formal training and practical service implementation. This shows that SERVE is not merely a service quality construct but also a competency development construct, in which service improvement depends on employees' ability to learn, adapt, and apply new professional standards.

From a curriculum design perspective, the PTSP transformation suggests the need for a structured training curriculum for public service employees. The curriculum should include at least five learning modules: (1) digital service literacy, covering e-PTSP operation, digital queue systems, and service tracking; (2) ethical and anti-corruption service, covering integrity, fairness, and gratification prevention; (3) citizen communication, covering clarity, patience, empathy, and complaint response; (4) procedural competence, covering SOPs, service flow, document verification, and cross-unit coordination; and (5) reflective service improvement, covering performance review, feedback analysis,

and problem-solving. These modules demonstrate that public service transformation can directly contribute to educational practice by offering a competency-based training model for civil servants.

The data show that service quality improvements are driven by the interplay between engaged employees, ethical leadership, digitalized processes, and competency development systems. SERVE encapsulates how employee initiative, professional learning, skill enhancement, and value orientation collectively improve public service outcomes. This clarifies that high-quality service is not merely the product of systems and technologies but emerges from active employee learning engagement supported by value-based leadership and competency-oriented professional development.

The pattern indicates that successful service delivery relies on three mutually reinforcing elements: (1) transformational-spiritual leadership shaping values, motivation, and learning culture; (2) engaged employees applying competencies, ethics, and digital skills through continuous learning processes; and (3) standardized, efficient procedures ensuring consistency and responsiveness. This triad demonstrates that service excellence is both value-driven and learning-oriented, highlighting the importance of competency-based education, professional development, mentoring, and continuous workplace learning in achieving high-quality, citizen-centered public services.

Table 3. Interview Evidence - Service Quality and Employee Engagement

Evidence Source	Empirical Evidence	Educational Indicator	Construct Interpretation
Interview with Deputy Head of Service	"Staff participate in digital workflow training, ethical service workshops, and performance review meetings."	Formal training, ethical learning, and competency development	SERVE – Learning engagement and service excellence
Interview with Senior Officer	"Digitalization improved processing times, but proactive guidance and clear communication with citizens make the difference."	Communication competence and experiential learning	SERVE – Citizen-centered professional competence
Observation	Team briefings, mentoring practices, service feedback loops, and collaborative problem-solving were conducted regularly.	Mentoring, peer learning, and reflective practice	SERVE – Workplace learning engagement
PTSP Digital Report 2023	Service processing became faster, more traceable, and less dependent on manual paper disposition.	Digital literacy and procedural competence	SERVE – Digital-supported learning outcome
Community Satisfaction Index data	IKM increased from 78% in 2020 to 92% in 2023.	Service quality outcome of improved employee competence	SERVE – Public satisfaction as learning impact
Complaint record	Public complaints decreased by 60% after digital transformation.	Improved communication, clarity, and service responsiveness	SERVE – Competency-based service improvement
SPKP, Quarter IV 2025	IPKP reached 3.92 with "Very Good" category or Predicate A.	High perceived quality of employee service performance	SERVE – Evidence of service competence
SPAK, Quarter IV 2025	IPAK reached 3.92 with "Very Good" category or Predicate A.	Ethical service competence and integrity	SERVE + ETHIC – Ethical learning outcome

Table 3 demonstrates that employee engagement is consistently linked to training, mentoring, ethical leadership, digitalized workflows, and measurable service outcomes. Transformational-spiritual leadership provides the normative framework, while training, standard procedures, mentoring, and digital platforms operationalize service excellence. Across levels, employees demonstrate initiative, responsiveness, and adherence to value-driven standards, confirming that

SERVE is realized through a combination of human, educational, procedural, and technological mechanisms. The inclusion of IKM, complaint reduction, IPKP, and IPAK data strengthens the empirical basis of the finding by showing that employee learning and competency development are reflected in institutional evaluation indicators and user perceptions.

The overarching pattern suggests a synergistic relationship among leadership, employee learning engagement, and digital process standardization. Transformational-spiritual leadership shapes ethical conduct, learning motivation, and professional commitment. Training and mentoring develop technical, ethical, and communication competencies. Standardized digitalized processes then amplify the effects of competency development and continuous learning, ensuring consistent service quality. Together, these elements form a self-reinforcing workplace education system, illustrating that high-quality public service emerges from the integration of human learning, educational design, cultural values, and technological support.

3.1.3 Ethical Governance and Institutional Sustainability (ETHIC)

The third finding examines ethical governance and institutional sustainability as long-term outcomes of PTSP transformation. Operationally, this sub-finding emphasizes integrating efficiency, transparency, accountability, and citizen satisfaction within a framework guided by Islamic ethical principles. However, the main educational focus lies in how ethical governance functions as workplace moral education and professional character formation. ETHIC (Ethical Transparency and Human-centered Institutional Governance) is understood as a learning process in which employees internalize institutional values through leadership guidance, mentoring, reflective evaluation, citizen feedback, and repeated ethical practice.

The construct captures both the normative and operational dimensions of governance. Ethical values shape decision-making and professional conduct, while sustainable systems ensure that transparency, accountability, and responsiveness are consistently maintained. In this sense, PTSP transformation reflects not only governance reform but also institutional moral education embedded in daily organizational life. The educational significance of ETHIC lies in its ability to explain how public institutions teach integrity, responsibility, transparency, and human-centered service through formal and informal learning mechanisms.

The findings show that ethical governance was institutionalized through several formal mechanisms. Document analysis identified Law No. 25 of 2009 on Public Services, PMA No. 65 of 2020, the PTSP Digital Report 2023, SPKP, SPAK, the Community Satisfaction Index Report, and the Zone Integrity evaluation report as key references for regulating, monitoring, and evaluating service performance. These documents provided the institutional basis for transparency, accountability, anti-corruption commitment, and service quality improvement. From an educational perspective, these documents also served as learning resources, providing normative content for employee training, ethical reflection, and service evaluation.

Digital service mechanisms also strengthened transparency by providing electronic queue systems, public monitors, and automatic notifications. These tools ensured that service order and progress were determined by system-based procedures rather than personal relations, thereby reducing discretionary practices and strengthening fairness in service delivery. For employees, these mechanisms created repeated opportunities for learning about ethical service behavior. Transparency was not only taught as an abstract value but practiced through digital systems, monitored through evaluation, and reinforced through feedback.

Table 4. Interview Evidence - Ethical Governance and Institutional Sustainability

Evidence Source	Empirical Evidence	Educational Indicator	Construct Interpretation
Interview with Director of Administration	"All policies and service procedures are reviewed for compliance with ethical standards and transparency before implementation."	Ethics education and policy-based learning	ETHIC – Ethical governance as institutional learning
Interview with Internal Audit Officer	"We conduct regular audits and feedback sessions to ensure accountability and efficiency in all operational areas."	Reflective learning through audit and feedback	ETHIC – Accountability as learning mechanism
Interview with Public Relations Coordinator	"Citizen complaints and feedback are integrated into planning to improve services while maintaining ethical standards continuously."	Public feedback as learning material	ETHIC – Participatory learning and human-centered governance
Regulatory documents	Law No. 25 of 2009 and PMA No. 65 of 2020 guided public service standards and institutional procedures.	Regulatory literacy and professional ethics learning	ETHIC – Rule-based ethical education
Evaluation documents	PTSP Digital Report 2023, IKM Report, SPKP, SPAK, and Zone Integrity evaluation reports were used to monitor service quality and integrity.	Evidence-based evaluation and learning accountability	ETHIC – Evaluation as professional learning
Digital service system	Electronic queue, public monitor, and automatic notifications supported transparent and fair service flows.	Ethical behavior through transparent systems	ETHIC – Digital transparency as applied ethics
Institutional recognition	Malang City received recognition as one of the PTSP implementers in the "Very Successful" category in East Java.	Institutional legitimacy as an outcome of learning-based governance	ETHIC – Sustainability through professional integrity

The interview findings in Table 4 indicate that ethical governance is institutionalized through both formal systems and educational processes. The Director of Administration's emphasis on reviewing policies for ethical compliance demonstrates that ethical standards serve not merely as regulations but also as educational tools that guide employee behavior and organizational culture. From the perspective of moral education and values education, this process strengthens employees' ethical awareness, responsibility, and professional integrity through repeated exposure to institutional norms and reflective practice.

Similarly, the Internal Audit Officer's explanation regarding regular audits and feedback sessions suggests that accountability mechanisms also serve as organizational learning processes. Monitoring activities are not limited to procedural controls; they also encourage employees to evaluate practices, reflect on mistakes, and continuously improve service performance. This interpretation positions accountability as an ethical learning outcome in which staff develop discipline, transparency, and responsibility through experiential workplace learning. The presence of SPKP and SPAK as periodic evaluation instruments further strengthens this finding, as ethical governance is assessed not only through internal claims but also through service quality and anti-corruption perception indicators.

The Public Relations Coordinator's statement further highlights the role of citizen feedback in shaping institutional character development. By integrating complaints and public input into service planning, the institution creates participatory learning opportunities that strengthen empathy, responsiveness, and human-centered values among employees. The 60% decrease in public complaints after the digital transformation supports this interpretation, as it indicates that service users perceived

improvements in transparency, communication, and procedural clarity. These findings demonstrate a model of workplace learning in which ethical principles are reinforced through interaction, reflection, evaluation, and continuous engagement with stakeholders.

The findings reveal that ethical governance and institutional sustainability emerge through four interconnected educational processes: (1) ethical policy alignment and transparency as regulatory literacy, (2) accountability mechanisms as reflective learning systems, (3) citizen-centered participation as empathy and professional character development, and (4) evidence-based evaluation through service quality, anti-corruption perception, complaint reduction, and public satisfaction indicators. ETHIC therefore represents more than institutional regulation. It reflects a system of workplace moral education in which ethical values become embedded within organizational routines and professional identities.

The educational implication of ETHIC is that ethical governance requires a structured learning design. The PTSP transformation suggests that ethics should be incorporated into public service training curricula through modules on public service integrity, anti-corruption behavior, citizen communication, complaint handling, digital transparency, and reflective service evaluation. Mentoring should help employees translate these modules into daily practice. Adult learning principles are relevant because employees learn most effectively when training is linked to real service problems, direct citizen interaction, and performance feedback from the institution. Therefore, the sustainability of PTSP transformation depends not only on regulatory compliance but also on the continuous design of training curricula that connect ethical values, technical competence, and public accountability.

Sustainable governance is achieved through the interaction of ethics, learning, participation, and documented evaluation. Leadership establishes ethical direction, operational systems reinforce accountability, stakeholder engagement creates opportunities for reflective improvement and character formation, and institutional evaluation documents provide measurable evidence of progress. As a result, ethical governance becomes institutionalized not only through formal procedures but also through ongoing educational processes that shape employee attitudes, competencies, and behaviors. This confirms that long-term public trust and institutional legitimacy are sustained when governance systems integrate ethical standards with continuous workplace learning, competency development, mentoring, and character education.

3.2 Discussion

The findings demonstrate that the transformation of One-Stop Service Management (PTSP) should be understood not merely as an administrative reform or digital governance initiative but as a workplace learning ecosystem that continuously develops employees' professional competence, ethical awareness, and adaptive capacity. Unlike previous studies that primarily emphasize the structural and technological dimensions of public service transformation (Das, 2024; Kurti & Kina, 2024; Latupeirissa et al., 2024), this study reveals that sustainable improvements in service quality emerge because organizational transformation simultaneously functions as an educational process. Employees do not simply adopt new digital platforms or standardized procedures; they participate in continuous learning through training, mentoring, reflective evaluation, collaborative problem-solving, and daily interaction with citizens. This finding reinforces the argument that organizational performance is fundamentally influenced by the quality of workplace learning, where knowledge is created, shared, and institutionalized through social interaction rather than transferred solely through formal instruction (Argote, 2013; Billett, 2022).

The empirical evidence further supports Organizational Learning Theory, which explains that organizational adaptation depends on the collective ability of members to generate, retain, and apply knowledge in response to environmental change (Argote, 2013). In the PTSP context, leadership, standardized operating procedures, digital workflows, mentoring, and continuous evaluation collectively function as organizational learning mechanisms that facilitate knowledge integration across institutional levels. Rather than viewing standard operating procedures merely as

administrative instruments, this study demonstrates that they also operate as pedagogical tools through which employees internalize institutional values, improve procedural competence, and construct shared professional practices. Consequently, organizational learning becomes embedded within everyday work activities, enabling continuous service improvement rather than episodic organizational change. This interpretation extends previous governance studies by illustrating that technological innovation alone cannot sustain public service transformation unless it is accompanied by systematic learning opportunities that strengthen employees' competencies and professional judgment (Maheshwari et al., 2025; Sliwka et al., 2024).

Another important finding concerns employee engagement, which emerged as a learning-oriented phenomenon rather than merely a motivational construct. Previous studies frequently associate employee engagement with organizational commitment, productivity, and job satisfaction (Al-Refaei et al., 2023; Biswakarma & Subedi, 2025). However, the present study demonstrates that engagement develops primarily through continuous participation in workplace learning activities, including digital workflow training, ethical service workshops, mentoring, peer collaboration, and reflective performance reviews. These educational processes enable employees to strengthen digital literacy, communication competence, ethical reasoning, and problem-solving abilities while simultaneously improving service responsiveness. The substantial increase in community satisfaction alongside the reduction in public complaints indicates that professional learning generated observable improvements in service performance. These findings are consistent with Adult Learning Theory, which argues that adults learn most effectively when educational experiences are directly connected to authentic workplace problems and immediate professional responsibilities (Knowles et al., 2020). Employees in the PTSP transformation learned not through abstract theoretical instruction but through experience-based activities that required them to interpret service challenges, evaluate alternative solutions, and apply new competencies within real organizational settings.

The findings also demonstrate that ethical governance represents a form of professional education rather than merely a regulatory mechanism. Existing governance literature generally conceptualizes accountability, transparency, and integrity as institutional principles intended to improve organizational legitimacy (Brigue & Orlu, 2023; Kikasu & Dorasamy, 2025). The present study extends this perspective by showing that ethical governance simultaneously functions as a process of workplace moral education. Regulatory frameworks, audit systems, citizen complaints, performance evaluation, and digital transparency mechanisms provide continuous learning opportunities through which employees develop ethical awareness, professional responsibility, and reflective judgment. Rather than being enforced exclusively through compliance procedures, ethical values become embedded within everyday organizational practice through repeated interaction, mentoring, feedback, and institutional reflection. This finding aligns with values education literature, which argues that ethical competence develops through sustained experiential engagement rather than isolated ethics training (Najafov, 2025; Purwaningsih, 2024). Consequently, institutional integrity should be understood not only as an organizational outcome but also as an educational achievement resulting from continuous professional learning.

From a theoretical perspective, this study contributes by integrating Organizational Learning Theory, Adult Learning Theory, and Transformative Learning Theory into a unified explanation of workplace learning within public institutions. Previous research has generally examined these theoretical perspectives independently or within formal educational contexts. In contrast, the present findings indicate that professional transformation occurs through the interaction of leadership, organizational culture, digital governance, mentoring, ethical reflection, and competency development operating simultaneously within daily work practices. Employees gradually reconstructed their understanding of public service from procedural compliance toward citizen-centered professionalism characterized by ethical responsibility, digital competence, and collaborative problem-solving. Such changes reflect the transformative learning process described by Mezirow (2018), in which individuals critically reassess previous assumptions and construct new professional perspectives through

experience and reflection. Accordingly, organizational transformation is interpreted not simply as institutional modernization but as a continuous educational process that reshapes professional identity.

Building upon these findings, this study proposes the Sustainable Digital Governance–One-Stop Service Management (SDG–PTSP) Model as an educational framework for public sector transformation. Unlike conventional governance models that primarily focus on administrative efficiency and technological innovation, the SDG–PTSP model conceptualizes TRUST, SMART, SERVE, and ETHIC as interconnected learning mechanisms. TRUST represents values-based leadership that cultivates ethical orientation and organizational commitment; SMART emphasizes strategic management as a system for organizational learning and competency development; SERVE positions employee engagement as the outcome of continuous professional learning; and ETHIC conceptualizes accountability and transparency as products of workplace moral education. The integration of these four dimensions demonstrates that sustainable public service reform depends on the alignment of educational processes with organizational systems rather than on technological modernization alone. This integrated perspective extends contemporary educational management literature by positioning public institutions as environments for lifelong professional learning and competency development (Billett, 2022; Tynjälä, 2022).

The findings also generate important practical implications for educational policy and professional development. Public institutions should design competency-based learning systems that combine digital literacy, ethical governance, communication skills, procedural competence, and reflective practice within structured workplace curricula. Professional development should move beyond short-term technical training toward continuous learning supported by mentoring, collaborative reflection, performance feedback, and experiential problem-solving. Likewise, higher education institutions preparing future civil servants should strengthen curricula in workplace learning, organizational learning, digital governance, ethics education, and competency-based professional development to ensure graduates are prepared for increasingly complex public-sector environments. Therefore, sustainable public service transformation requires simultaneous investment in organizational systems and human learning capacity. The principal contribution of this study lies in demonstrating that governance innovation becomes sustainable only when institutional reform is understood as a continuous educational process in which employees learn, reflect, adapt, and develop professional competence throughout their organizational careers.

4. CONCLUSION

This study demonstrates that the transformation of One-Stop Service Management (PTSP) extends beyond administrative reform and digital governance by functioning as a workplace learning ecosystem that continuously develops civil servants' professional competence, digital literacy, ethical awareness, communication skills, and adaptive capabilities. The findings indicate that sustainable improvements in public service quality are achieved through the integration of values-based leadership, organizational learning, competency-based training, mentoring, reflective practice, and ethical governance, which are conceptualized in the proposed Sustainable Digital Governance–One-Stop Service Management (SDG–PTSP) model comprising the interconnected dimensions of TRUST, SMART, SERVE, and ETHIC. The study contributes to educational scholarship by positioning public institutions as environments for lifelong professional learning where organizational transformation is driven by continuous education rather than technological innovation alone. Nevertheless, this research is limited by its single qualitative case study conducted within one value-based public institution, which may restrict the transferability of the findings to different organizational, cultural, and administrative contexts. In addition, the proposed model has not yet been empirically validated across multiple institutions or examined using quantitative or longitudinal approaches. Therefore, future research should test the SDG–PTSP model in diverse public-sector settings, employ mixed-methods and longitudinal designs to evaluate the long-term impact of workplace learning on organizational performance, and investigate the relationships among leadership, professional learning, competency

development, digital governance, employee engagement, and citizen satisfaction to further refine the theoretical and practical understanding of workplace learning in public service transformation.

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