



Implementation of E-Governance Through the Development of Information Technology-Based Employee Competencies at the Supreme Court Training and Leadership Center

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Abstract

Background This research analyzes the implementation of e-governance to accelerate digital transformation and build an adaptive training ecosystem at the Management and Leadership Training Center of the Supreme Court.

Methods Utilizing a qualitative descriptive approach through literature study and institutional observation, the findings are mapped using four analytical frameworks: Governance, Network, Institutional, and Multi-Level.

Results The study reveals that integrating systems such as SIMDIKLAT, a Learning Management System (LMS), e-assessment, and e-administration has significant potential to create an intelligent, integrated, and accountable training ecosystem. The success of this transformation heavily relies on three main pillars: intensive digital collaboration across units, the implementation of robust Standard Operating Procedures (SOPs), and seamless system interoperability. However, the implementation faces significant challenges, including uneven technological infrastructure, a digital literacy gap among staff and trainers, and complex issues related to data security and a not-yet fully adaptive work culture.

Conclusions The implications of these findings are exploratory, necessitating further empirical validation and testing to measure the specific impact of each framework on training performance and effectiveness. Practically, this research recommends strategic actions, such as strengthening and equalizing technology infrastructure, aligning curricula with digital competency needs, utilizing learning analytics data for decision-making, and building strategic partnerships with various stakeholders. The originality of this study lies in its contribution of a multidimensional analytical framework specifically designed to orchestrate e-governance transformation within government training institutions, a topic still relatively rarely discussed in a holistic and integrated manner in the existing literature.

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Keywords

Key words: E-Governance, Digital Transformation, Innovation Governance, Competency Development, Pusdiklat

Introduction

Overall, the transformation of the public sector promoted by the New Public Management (NPM) paradigm emphasizes efficiency, accountability, transparency, and responsiveness of the bureaucracy, in which the development of e-government has become a strategic method (Rahmadi & Rusmiati, 2025; Wulandari, 2024; Walker et al., 2013). However, the implementation of information technology in e-government is often still limited to the provision of websites and static information services, whereas its essence is the transformation of the relationship between the government and all stakeholders through online electronic media (Adiyarta, A., et al. 2022). More than just electronic services, e-governance encompasses changes in governance, policy processes, and stakeholder relations, which according to the United Nations Department of Economic and Social Affairs (UNDESA) is the right solution to overcome the pathology of public services in the digital age (Prasetyo et al., 2024; Pougel, F et al., 2024). In various international studies, e-governance is understood as a comprehensive approach that integrates information technology with institutional reform to improve government effectiveness, transparency in decision-making, and broader public participation (Lee et al., 2011). These findings confirm that the success of e-governance is greatly influenced by organizational readiness and the capacity of officials to manage technology-based change (Cordella & Tempini, 2015; Yoo et al., 2021; Margetts & Dunleavy, 2013).

This realization requires changes in character, mentality, mindset, and reform of the state apparatus's work system based on information technology (Haris, S., & Syafarudin, S., 2025; Dewi et al., 2023). Digital transformation in the public sector is believed to be able to create modern and fast good governance, provided that it is supported by the management and improvement of human resource competencies (Cordella & Tempini, 2015; Amir et al., 2023; Berampu & Sari, 2021; Tahirs et al., 2023). This is in line with Government Regulation No. 11 of 2017, which defines competence as the knowledge, skills, and behavioral attitudes that civil servants must possess, making competency-based development of the State Civil Apparatus (ASN) a necessity for achieving excellent organizational performance and public service (Komara, 2019; Sudewo & Sulastri, 2022; Irawati et al., 2024). Previous studies have shown that digital competence, technological literacy, and the adaptive abilities of civil servants have a significant influence on the successful implementation of e-government and the improvement of public service quality (Cordella et al., 2024; Hujran et al., 2015). Thus, digital transformation cannot be separated from the agenda of strengthening the capacity of civil servants in a systematic and sustainable manner (Sabdenov et al., 2025).

In the context of judicial institutions, improving the capacity and competence of civil servants is a key factor in ensuring the quality, fairness, and accountability of public services. The Supreme Court's Management and Leadership Training Center has the strategic task of preparing officials with high managerial, leadership, and digital literacy skills, in line with the transformation of modern bureaucracy. This is in line with the New Public Management perspective, which emphasizes the importance of human resource development as a strategic asset of public organizations to achieve optimal performance (Hamid et al. 2020; Daniel, 2023; Chai et al., 2018). Education and training patterns that emphasize good governance determine the transformation of civil servants into officials with integrity, competence, and adaptability, where quality and continuous training is necessary to deal with changes in technology, the environment, structure, and human resources (Nurmiyati et al. 2025;

Awortwi, 2010; Papea et al., 2023). Empirical studies also confirm that public organizations with structured, competency-based training systems tend to be better prepared to deal with the dynamics of change and the demands of public accountability (Ramachandran et al. 2024; Mukred et al., 2021).

Advances in information technology have driven major changes in the development of civil servant competencies, including the transformation of face-to-face learning to online learning, the digitization of administration, and data-driven innovation to build an accountable and adaptive training ecosystem, while meeting the minimum requirement of 20 hours of lessons per year in accordance with PerLAN No. 10 of 2018. This transformation is in line with the concept of data-driven governance, which emphasizes the use of real-time data as the basis for planning, monitoring, and evaluating public policies (Khurana et al., 2022; Olaniyi et al., 2023). High human resource satisfaction, which is influenced by development opportunities and a supportive work environment, has a direct impact on productivity, motivation, and the quality of public services (Kumar et al., 2013; Brownson et al., 2017), making the strengthening of technology-based competency development systems a strategic investment for public organizations.

However, prior to the implementation of e-governance, the Supreme Court Training Center faced various fundamental challenges, such as manual and fragmented administrative processes, conventional systems that were prone to errors and hindered coordination, and the absence of an integrated digital platform, which resulted in training services that were not transparent and difficult to track. This situation is in line with Heeks' (2006) findings, which state that the failure of public sector digitization is often caused by a gap between organizational needs and technology system design (Cortellazzo et al. 2019; Mensah et al., 2020). Variations in digital capabilities among employees and instructors, reliance on face-to-face methods, and limitations in technology infrastructure and data security slow down technology adoption. From a governance perspective, the absence of a real-time data system makes it difficult to evaluate performance and make data-driven decisions, as also identified in the OECD (2018) study on the challenges of digital transformation in the public sector.

Based on the above explanation, this study aims to analyze the implementation of e-governance, identify challenges, and formulate strategies to overcome these challenges in order to improve the development of information technology-based civil servant competencies at the Supreme Court's Management and Leadership Training Center. This analysis is based on the New Public Management theory and the concept of e-governance, which provide a framework for understanding digital transformation and participatory and accountable governance, thereby explaining the relationship between managerial reform, the use of information technology, and the strengthening of civil servant capacity in supporting the performance of modern judicial institutions.

Methods

This study uses a qualitative descriptive approach with literature study and institutional observation methods. The analysis was conducted by mapping the findings to four governance frameworks to clarify theory-based qualitative interpretation techniques. Data were obtained through documentation of policies, activity reports, and electronic-based training systems at the Supreme Court Education and Training Center (Pusdiklat). The literature study was conducted on books, scientific journals, and regulations related to e-

governance, Science and Technology (IPTEK), and ASN competency development. Descriptive analysis was used to interpret the findings and describe the extent to which IPTEK integration supports the implementation of e-governance in ASN training.

Results and Discussion

Implementation of E-Governance in Supporting the Development of ASN Competencies at the Supreme Court Management and Leadership Training Center

The development of civil service competencies through the implementation of e-governance is a strategic step in realizing an adaptive, effective, and competitive bureaucracy in the digital age. Theoretically, this approach is in line with the concept of e-governance according to the United Nations Department of Economic and Social Affairs (UNDESA), which emphasizes that the use of information and communication technology (ICT) in government is not only aimed at digitizing services, but also at transforming governance processes, the work patterns of civil servants, and the relationship between institutions and stakeholders.

From a good governance perspective, the implementation of an electronic-based government system enables the management of personnel data, the provision of training, and the evaluation of civil servant performance to be carried out in a more transparent, accountable, effective, and efficient manner. The integration of information technology in governance not only accelerates administrative and learning processes, but also strengthens the professionalism of civil servants as key actors in a modern, performance-oriented bureaucracy, as emphasized in the New Public Management (NPM) paradigm and the digital government approach.



Figure 1. Main Components and Functions of E-Governance

Source: Processed by the Author (2025)

E-Governance within the Supreme Court's Management and Leadership Training Center represents the integrated application of ICT to improve the effectiveness, efficiency, and transparency of civil servant education and training. This implementation is not merely the digitization of training administration, but reflects a systemic transformation of learning governance, evaluation systems, and data-based civil servant competency management, as emphasized in the theory of public sector digital transformation. Several forms of e-governance implementation that have been developed and implemented at the Supreme Court's Management and Leadership Training Center include:

A. Training Management Information System (SIMDIKLAT)

The implementation of the Training Management Information System (SIMDIKLAT) at

the Supreme Court's Management and Leadership Training Center reflects the principles of efficiency and accountability in e-governance theory. This system is used to manage the entire training cycle, from participant administration, attendance confirmation, certificate management, to training alumni data.

Within the framework of good governance, SIMDIKLAT serves as an instrument for strengthening transparency and administrative control, as all training data is digitally documented and accessible in real-time by authorized parties. This supports data-driven decision making and enhances institutional accountability in the management of civil servant competency development.

B. Learning Management System (LMS)

The use of Learning Management Systems (LMS) in conducting online and blended learning reflects the application of the principles of accessibility, inclusivity, and flexibility in learning, as emphasized in digital learning governance theory. LMS provides an integrated platform for civil servants to access learning materials, complete assignments, engage in discussions, participate in evaluations, and obtain digital certificates.

As stated by [Kristiana \(2023\)](#), LMS is a technology platform that supports administration, documentation, reporting, and delivery of internet-based learning materials. In the context of e-governance, the LMS at the Supreme Court Training Center not only functions as a learning medium but also as an instrument for transforming the governance of ASN training, as it integrates digital attendance, pre-tests and post-tests, widyaiswara evaluations, infrastructure evaluations, and training outcome evaluations into one integrated system.

The implementation of this LMS is in line with the concept of capacity building in e-governance, where the strengthening of ASN competencies is carried out through the use of technology that enables equal access to training for ASN throughout Indonesia without geographical limitations.

C. E-Assessment and Digital Monitoring

The implementation of an electronic assessment system (e-assessment) through the SIKEP (Integrated Personnel Information System) application reflects the principles of performance accountability and transparency of the apparatus in e-governance theory. Through SIKEP, all judicial officials can manage attendance and personnel data digitally, making the performance evaluation process more objective, standardized, and measurable.

In addition, the implementation of the e-Monitoring and Evaluation (e-Monev) application, which is integrated with Bappenas and the Ministry of Finance, reflects the principle of digital government system interoperability, as emphasized in the digital government maturity model framework. This system enables real-time monitoring of budget realization and training output, thereby increasing resource management efficiency and strengthening institutional fiscal accountability.

D. E-Administration and E-Document Management

The implementation of e-administration and e-document management through the E-

Kinerja system, which is integrated with the National Civil Service Agency (BKN), reflects the transformation towards a paperless bureaucracy, as stated in modern e-governance theory. The digitization of correspondence, document archiving, and ASN performance recording reinforces the principles of efficiency, transparency, and accountability, while also creating an auditable digital footprint. From a good governance perspective, this system contributes to improved internal oversight and control of ASN performance, as all administrative and performance activities are systematically documented and integrated across institutions.

The Impact of E-Governance Implementation on the Development of Civil Servant Competence within the Supreme Court

The implementation of e-governance within the Supreme Court, particularly through the Management and Leadership Training Center, demonstrates a transformation in line with the New Public Management (NPM) paradigm, which emphasizes efficiency, effectiveness, accountability, and performance orientation. Within the NPM framework, information technology is positioned as a strategic instrument for reforming public sector management, including the management of human resources. The digitization of training and competency management for civil servants not only increases organizational productivity but also strengthens the professionalism of civil servants as strategic assets of public organizations:

- A. Accessibility and equity in training for civil servants from judicial institutions throughout Indonesia can now participate in online training, without being constrained by distance and transportation costs. From an e-governance perspective, the use of digital platforms such as LMS and SIMDIKLAT expands civil servants' access to training without geographical and structural limitations. This reflects the principle of inclusive governance, whereby the state ensures equal opportunities for competency improvement for all civil servants, including those in remote areas. In a multi-level framework, the integration of central and regional systems enables cross-level coordination between levels of government, so that training implementation becomes more equitable and synchronized with national civil service development policies.
- B. The efficiency and transparency of administrative and evaluation processes have become faster, more accurate, and digitally traceable, thereby increasing public trust and accountability. The efficiency and transparency resulting from e-assessment, e-money, and e-administration are direct manifestations of NPM principles, particularly performance orientation and managerial accountability. Digital systems enable real-time, documented, and auditable administrative and performance evaluation processes. Within the institutional framework, this digitization strengthens institutional capacity through system-based standard operating procedures (SOPs), while reducing manual bureaucratic practices that are prone to inefficiency and information asymmetry.
- C. Continuous Learning ASN Judicial Institutions can easily access training materials anytime and anywhere, so that the learning process does not stop after formal training is completed. The implementation of LMS, blended learning, and virtual learning ecosystems supports the creation of continuous learning, which is in line with the theory of network governance. ASNs are no longer positioned as passive training participants, but as actors in a learning network that is interconnected across units, regions, and generations. Through digital forums, webinars, and knowledge sharing, a collaborative learning ecosystem is formed that strengthens organizational learning capacity and a culture of

lifelong learning within the Supreme Court environment.

- D. Data-Driven Policy in competency development Training data, evaluation results, and civil servant performance can be processed to form the basis for formulating more targeted competency development policies. The use of training data, evaluation results, and civil servant performance as the basis for formulating competency development policies reflects the application of data-driven governance. Within this framework, strategic decisions are no longer based solely on intuition, but on empirical evidence generated by digital systems. This strengthens the institutional capacity of the Training Center in designing curricula based on the real needs of the organization, mapping civil servant talent, and adjusting learning paths to the demands of the position and national policies.

Digital-based science and technology innovations serve as catalysts in the transformation of the ASN learning system at the Supreme Court's Management and Leadership Training Center. Digital technology developments are not merely technical tools, but also a strategic foundation for creating learning models that are more effective (high impact), adaptive (easily adjustable to change), and sustainable (continuously updated). The development of digital technology has enabled training institutions to shift from conventional approaches to modern learning models based on e-learning, blended learning, and virtual learning ecosystems that are more inclusive and interactive. In this way, learning becomes more focused on learning outcomes, rather than just attendance or participant presence.

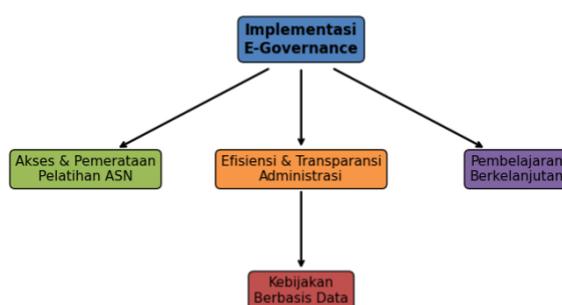


Figure 2. Conceptual Framework

Source: Processed by the Author (2025)

The diagram shows that the implementation of e-governance at the Supreme Court's Management and Leadership Training Center has resulted in increased access to and equitable distribution of training for civil servants, administrative efficiency and transparency, and the establishment of continuous learning. Technological innovations have enabled the learning system at the Supreme Court's Management and Leadership Training Center to adapt to changes in the environment, organizational needs, and developments in national policy, including:

1. Data-Driven Learning Design

Through the use of big data and learning analytics, the Training Center can accurately identify the competency needs of civil servants, adjust the curriculum based on performance results, and map the potential of participants.

2. Personalized Learning Path

Technology enables every civil servant to have a learning path tailored to their position, interests, and competency level. This increases the relevance of training and motivates civil servants to continue learning.

3. Virtual Collaboration and Knowledge Sharing

Through digital forums, discussion rooms, and interactive webinars, civil servants can interact across work units and regions. This strengthens a culture of knowledge sharing and cross-generational collaboration.

Thus, learning becomes more flexible and responsive to the dynamics of bureaucracy and the needs of the judicial organization. Science and technology innovations also shape a sustainable learning ecosystem within the MA Leadership Training Center, where civil servants not only learn during formal training but also continue to develop themselves throughout their careers through:

1. Integration of the Learning Platform with the Civil Service Career System

Digital training results are linked to personnel data and performance appraisal systems, thus becoming part of the ASN career journey.

2. Self-Learning Platform

ASN are encouraged to learn independently through digital modules that are available at any time, enabling competency development without having to wait for formal training.

3. ASN Digital Community

Pusdiklat can facilitate a community of practice based on an online platform, where participants share best practices, policy innovations, or technology-based public service ideas.

4. Sustainable Innovation through Digital Research and Evaluation

Pusdiklat can use training outcome data to update learning methods, content, and strategies to remain relevant to future challenges.

Through the application of science and technology innovation and digitalization, the Supreme Court's Management and Leadership Training Center contributes to the realization of professional and competent civil servants who are proficient in data- and technology-based technical and managerial skills, adaptive and innovative, ready to face dynamic policy changes and public demands, collaborative, and digitally savvy, able to work across platforms and utilize technology for better public service.

Challenges in implementing digital transformation, especially in developing employee competencies

In the implementation of e-governance that integrates information technology into the governance process, various challenges are inevitable. Theoretically, UNDESA emphasizes that the digital transformation of the public sector is not merely a matter of technology, but rather a systemic change process that encompasses institutional aspects, human resources, organizational culture, and regulatory frameworks. Therefore, the problems that arise in developing digital-based employee competencies at the Supreme Court's Management and

Leadership Training Center can be understood as the dynamics of the transition from conventional bureaucracy to digital governance. Based on the results of interviews with the managers of the Supreme Court's Management and Leadership Training Center, the implementation challenges can be analyzed into the following main dimensions:

1. Infrastructure and Technology Challenges

Within the institutional framework, the availability of ICT infrastructure is a key prerequisite for the success of e-governance. However, there are still limitations in internet networks and hardware in a number of judicial work areas, which directly impacts the low level of access to online training for civil servants. This condition indicates a digital divide between regions, which, from a multi-level governance perspective, reflects the suboptimal synchronization of digital capacity between the central and regional governments.

In addition, the integration of digital systems such as SIMDIKLAT, e-learning, and personnel databases has not been fully developed in an interoperable manner. The lack of integration between these systems has led to data duplication and dependence on additional manual processes, which contradicts the principles of efficiency and process simplification as emphasized in the New Public Management paradigm. Cybersecurity is also a significant challenge, given the increasing risk of leakage and misuse of ASN training and certification data in digital systems.

2. Human Resource and Digital Literacy Challenges

From an NPM perspective, civil servants are positioned as human capital that determines the success of bureaucratic reform. However, research shows that some civil servants and lecturers still have limited digital literacy, making it difficult for them to operate online learning platforms. This hinders the optimization of technology in the competency development process.

The digital competency gap between senior and junior civil servants also causes inequality in technology adoption. In capacity building theory, this condition reflects the need for a tiered and sustainable capacity building strategy. In addition, resistance to change—where some employees are still more comfortable with face-to-face training patterns—indicates challenges in changing the mindset and mentality of the apparatus, which according to e-governance theory is a crucial aspect of digital transformation in the public sector.

3. Organizational Culture Challenges

The transformation towards a digital work culture cannot be achieved instantly, as it is closely related to the values, norms, and work habits of bureaucracy. Within the framework of institutional culture, an organizational culture that is still hierarchical and procedural tends to slow down innovation and digital experimentation. Centralized decision-making patterns often hinder flexibility and speed of technological adaptation. From a network governance perspective, the limitations of a

collaborative culture also pose a challenge, as e-governance requires horizontal interaction, cross-unit work, and open knowledge sharing. In addition, the limited reward system for civil servants who innovate in the use of technology shows that organizational incentives do not yet fully support the digital transformation agenda.

4. Regulatory and Policy Challenges

In e-governance theory, the success of government digitization is greatly influenced by the alignment between technological innovation and the regulatory framework. However, not all internal policies and regulations within the Supreme Court fully support the implementation of digital-based training. This condition creates uncertainty in the implementation and recognition of online training results. In addition, the absence of comprehensive national standards for the certification and validation of online training has resulted in the low binding power of training outcomes on the ASN career development system. From a policy alignment perspective, this challenge highlights the need for policy harmonization so that digital transformation in competency development can be formally integrated into the national civil service system.

Overall, these challenges indicate that the development of digital technology-based employee competencies at the Supreme Court's Management and Leadership Training Center still faces structural, cultural, and institutional obstacles. Within the framework of e-governance and New Public Management, this condition confirms that digital transformation requires more than just the provision of technology; it also requires strengthening human resource capacity, organizational culture reform, system integration, and consistent regulatory support. Without comprehensive handling of these factors, the process of developing the competencies of civil servants has the potential to be less than optimal and uneven.

The Supreme Court Management and Leadership Training Center's Strategy for Facing Challenges

Within the framework of e-governance, strategies for facing the challenges of digital transformation must include the dimensions of technology, human resources, institutions, organizational culture, and policy. UNDESA emphasizes that the success of digital government is largely determined by the alignment between ICT infrastructure, bureaucratic capacity, and governance reform. In line with this, the Supreme Court's Management and Leadership Training Center has developed various innovative and adaptive strategies that reflect the principles of New Public Management (NPM) and good governance:

1. Strengthening Infrastructure and Technology

Strengthening digital infrastructure is the main foundation of e-governance. The development of a Learning Management System (LMS) integrated with the Training Management Information System (SIMDIKLAT) reflects the principles of system integration and process simplification as emphasized in NPM. This integration forms a digital ecosystem that supports administrative efficiency, data consistency, and accountability in ASN training management. The use of cloud computing technology with national security standards reflects the strengthening of institutional capacity in

maintaining data security and reliability. Meanwhile, cooperation with regional agencies to improve digital access demonstrates the application of multi-level governance, where cross-regional coordination is key to equal access to civil servant competency development.

2. Capacity Building and Digital Literacy for Civil Servants

From an NPM perspective, civil servants are positioned as strategic human capital. Therefore, digital literacy training for civil servants and lecturers is a key strategy for improving the capacity of the civil service to adopt technology. Mentorship and peer learning programs reflect the learning organization approach, which encourages horizontal knowledge transfer and accelerates the digital adaptation process. The development of a digital competency-based curriculum, which includes mastery of science and technology, data analytics, and public service innovation, is in line with the performance-oriented training principle in NPM, where training outcomes are expected to have a direct impact on improving the performance of the judicial organization.

3. Strengthening Work Culture and Change Management

Digital transformation cannot be separated from organizational cultural change. The internalization of a digital mindset through the values of innovation, collaboration, and technological openness reflects efforts to reform a bureaucratic culture that has tended to be hierarchical. In e-governance theory, changing the mindset of the civil service is a prerequisite for successful government digitalization. The application of digital leadership in the Training Center environment serves as a change agent, where leaders set an example in the use of digital systems and data-driven decision making. Providing incentives and appreciation for digital innovation strengthens the motivation mechanism, which in NPM is considered important for encouraging the performance and creativity of the civil service.

4. Policy Reform and Collaboration

The strategy for developing internal digital transformation policies demonstrates Pusdiklat's commitment to creating regulatory certainty for the implementation of e-learning-based training. This standardization is important within the governance framework so that the results of online training are formally recognized in the civil service system. Collaboration with other institutions such as the MA's Research and Development Agency for Training and Development and the LAN reflects the application of network governance, where the success of e-governance does not depend on a single institution, but on cross-institutional cooperation to share resources, knowledge, and best practices. The use of a digital monitoring and evaluation system based on a data dashboard strengthens accountability and evidence-based policy-making.

5. Development of a Sustainable Digital Learning Ecosystem

The implementation of blended learning as a new standard reflects an adaptive

approach to developing ASN competencies, combining the advantages of face-to-face and online learning. The use of learning analytics to analyze training outcome data demonstrates the application of data-driven governance, where digital information is utilized to improve the quality of learning design and competency relevance. The formation of a digital community of practice strengthens the ASN learning network and supports the creation of a sustainable learning ecosystem. From a network governance perspective, this community becomes a space for collaboration that encourages innovation and knowledge exchange across units and judicial regions.

The Impact of Strategy on Training Center Transformation

The implementation of various digital transformation strategies at the Supreme Court's Management and Leadership Training Center has had a tangible impact, reflecting the successful implementation of e-governance as an instrument for reforming the governance of civil servant competency development. From the perspective of UNDESA, this impact marks a shift from a conventional administrative approach to digital governance that is oriented towards performance, participation, and accountability:

a. Efficiency in Training Implementation (Faster, Cost-effective, and Flexible)

Faster, more cost-effective, and flexible training implementation reflects the main principles of New Public Management, namely efficient use of resources and optimization of work processes. The digitization of training through LMS, SIMDIKLAT, and electronic evaluation systems enables a reduction in operational costs, implementation time, and dependence on face-to-face mechanisms. In the institutional framework, this condition shows an increase in the institutional capacity of the Training Center in managing training programs in a modern and sustainable manner.

b. Increased Participation of Civil Servants from All Over Indonesia Through Online Platforms

The increased participation of civil servants from all over Indonesia through online platforms reflects the success of e-governance in expanding the reach of public services. From a network governance perspective, digital platforms form learning networks that connect civil servants across work units and regions. Meanwhile, in multi-level governance, the integration of central and regional systems enables equitable access to training and strengthens the coordination of civil servant competency development policies at the national level.

c. The Formation of a Culture of Continuous Learning Within the Supreme Court

The formation of a culture of continuous learning within the Supreme Court demonstrates a transformation in organizational values and behavior, as described in the theories of learning organizations and e-governance. The use of e-learning, blended learning, and digital learning communities encourages civil servants to continue developing their competencies independently and collaboratively. From an institutional culture perspective, this change marks a shift from a training culture based on attendance to a learning culture based on results and long-term capacity building.

d. Increased Transparency and Accountability in Training Program Management

Increased transparency and accountability in training program management is a direct result of the implementation of a documented and integrated digital system. Within the framework of good governance, the use of e-assessment, e-monitoring, and data dashboards allows the training process to be monitored and evaluated in real time. This reinforces data-driven governance practices, where training policy decisions and improvements are based on accurate and traceable empirical evidence.

Overall, the impact of the strategy implemented by the Supreme Court's Management and Leadership Training Center shows that e-governance serves as a catalyst for institutional transformation. This transformation not only improves the operational effectiveness of training, but also strengthens civil servant participation, builds a culture of continuous learning, and increases the transparency and accountability of training management. Thus, this strategy contributes significantly to strengthening the institutional capacity of the Supreme Court in realizing a modern, adaptive, and performance-oriented judicial bureaucracy.

Conclusion

The Supreme Court's Management and Leadership Training Center has innovated digital-based science and technology in developing employee competencies through the implementation of effective, adaptive, and sustainable ASN learning. The use of digital technology, data analytics, and interactive learning not only serves as a means of knowledge transfer but also contributes to shaping a new learning culture among ASNs. This culture places innovation, collaboration, and lifelong learning as the main foundations of state apparatus professionalism. The e-governance-based digital transformation implemented at the Supreme Court's Management and Leadership Training Center can thus be seen as a strategic step towards the realization of a modern learning bureaucracy that is oriented towards performance, accountability, and improving the quality of public judicial services.

However, the implementation of information technology-based employee competency development policies does not always run smoothly and without obstacles. This study found challenges arising from infrastructure limitations, variations in human resource capacity, organizational cultural resistance, and regulatory and policy aspects that are not yet fully adaptive to digitalization. Nevertheless, the Supreme Court's Management and Leadership Training Center has responded to these challenges through various strategies, ranging from strengthening technology and infrastructure, drafting internal regulations, to establishing a more innovative, efficient, and sustainable digital work culture. The success of these strategies is also supported by the commitment of leaders, cross-unit collaboration, and the readiness of civil servants to embrace change and improve their competencies, both institutionally and independently, which collectively strengthen the Training Center's position as an institution supporting the realization of good governance principles.

The limitations of this study lie in its scope, which is still focused on a single institution, namely the Supreme Court's Management and Leadership Training Center, and in its use of a qualitative approach with interviews and internal documentation as the main sources of data. This study has not quantitatively measured the impact of digital transformation on improving the performance of individual civil servants or the performance of the judicial

organization directly, nor has it compared e-governance practices between other government training institutions. Therefore, further research is recommended to develop quantitative or mixed methods approaches to measure policy effectiveness more objectively, conduct comparative studies between institutions, and explore the long-term effects of digital transformation on civil servant careers, public service quality, and strengthening governance in the judicial sector.

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