

Service-Learning for Bureaucratic Reform: A Community-Based Approach to Digital Archiving and Administrative Efficiency

 <https://doi.org/xxxxxx>

Humairah Almahdali¹, Desi Sapmawati¹

¹Universitas Pattimura, Jalan Ir. M. Putuhena, Ambon 97233, Indonesia

Abstract

This study aims to develop and empirically examine a community-based service-learning model as an instrument for bureaucratic reform to enhance administrative efficiency through digital archiving in local government. The study is motivated by the persistent reliance on manual, fragmented, and non-standardized archival systems, which undermine efficiency, transparency, and accountability in public service delivery. A qualitative approach was employed using a Participatory Action Research (PAR) design integrated with service-learning principles. The research process involved initial diagnosis, collaborative planning, implementation of digital archiving through training and mentoring, impact evaluation using both quantitative and qualitative indicators, and reflective refinement of the model. The findings reveal a significant improvement in administrative efficiency, evidenced by faster document retrieval, increased data accuracy, and reduced administrative workload. Additionally, the initiative enhanced staff capacity in managing digital archives and fostered a shift toward more transparent, systematic, and data-driven work practices. The participatory nature of service-learning strengthened institutional ownership, supporting the sustainability of the intervention. The novelty of this study lies in the development of a Community-Based Service-Learning for Digital Bureaucratic Reform model that integrates technological innovation, participatory engagement, and capacity building within a unified framework. The study concludes that embedding service-learning in public sector digital transformation offers an effective and sustainable pathway for bureaucratic reform in developing contexts.

Keywords: Administrative Efficiency, Bureaucratic Reform, Capacity Building, Digital Archiving, Local Government



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license

Article Info:

Correspondence E-Mail:
humalume@gmail.com

Received manuscript: 12/02/2025

Final revision: 28/03/2025

Approved: 10/04/2025

Online Access: 25/04/2025

Published: 10/05/2025

How to cite: Almahdali, H., & Sapmawati, D. (2025). Service-Learning for Bureaucratic Reform: A Community-Based Approach to Digital Archiving and Administrative Efficiency. *Jurnal Penelitian dan Pengabdian kepada Masyarakat (JPPM)*, 1(2), 141-161. <https://doi.org/xxxxxx>

Copyright © by the Authors



Publisher: PT. Sarana Mandiri Investama
RT 07 RW 03 Desa Salamrejo Kec. Karanganyar, Kab. Trenggalek, Provinsi Jawa Timur, Indonesia

E-mail:
selectaedukasi@journal@gmail.com

INTRODUCTION

The persistent challenges of administrative inefficiency in local governments across developing regions continue to raise fundamental questions about the capacity of public institutions to adapt to contemporary governance demands. One of the most critical yet often overlooked aspects of this problem lies in the management of public records and archives. In many local administrations, archival practices remain predominantly manual, fragmented, and poorly standardized, resulting in slow document retrieval, frequent data duplication, and heightened risks of document loss. These inefficiencies not only hinder internal administrative

performance but also undermine broader governance principles such as transparency, accountability, and service quality. Empirical evidence suggests that delays in document processing and retrieval significantly affect decision-making processes and public trust, particularly in decentralized governance systems where local governments play a central role in service delivery (Barokah et al., 2025; Indriyani et al., 2025). Despite ongoing efforts toward bureaucratic reform, many digitalization initiatives fail to produce sustainable outcomes due to their top-down nature, limited contextual adaptation, and insufficient investment in human resource capacity (Imam et al., 2025; Sandanayaka et al., 2025).

The urgency of addressing these structural inefficiencies is further amplified by the increasing complexity of governance in transitional and developing societies. Digital transformation is often promoted as a universal solution to bureaucratic challenges; however, its implementation frequently overlooks the socio-cultural and institutional realities of local contexts. As a result, digital systems are introduced without adequate consideration of user readiness, organizational culture, and participatory engagement, leading to low adoption rates and eventual system abandonment (Ahmed et al., 2025; Detthamrong et al., 2025). In this regard, the issue is not merely technological but deeply socio-technical, involving the interplay between systems, actors, and institutional practices. Therefore, addressing archival inefficiency requires not only technological intervention but also a transformative approach that integrates capacity building, participatory governance, and contextualized system design.

A growing body of literature has examined the role of digital governance in improving public sector performance. Studies have demonstrated that well-designed digital systems can enhance administrative efficiency, reduce corruption, and improve service delivery outcomes (Meyvanali et al., 2025; Rahardjanto et al., 2025). However, much of this literature remains focused on technological infrastructure and system architecture, often neglecting the human and institutional dimensions that shape implementation processes. For instance, Anggoro et al. (2025) and Kehinde et al. (2025) highlight that many e-government projects in developing countries fail due to a mismatch between system design and local realities. Similarly, Amelia et al. (2025) and Krova et al. (2025) argue that digital transformation should be understood as a socio-technical process rather than a purely technical upgrade. These perspectives underscore the need for more integrative approaches that bridge technology with organizational and social dynamics.

Parallel to this, the concept of participatory governance has gained prominence as a means of enhancing inclusivity and effectiveness in public administration. Participatory approaches emphasize the involvement of stakeholders in decision-making processes, fostering a sense of ownership and accountability (Vargas-Merino et al., 2025; Widiyanto et al., 2025). In the context of public sector innovation, co-production between government actors and external stakeholders has been shown to improve policy outcomes and implementation sustainability (Chaturvedi Shharma et al., 2025; Sudirman et al., 2025). Nevertheless, the application of participatory governance in digital transformation initiatives

remains relatively underexplored, particularly in relation to administrative functions such as archival management.

Another relevant strand of literature emerges from service-learning, an experiential learning approach that integrates academic knowledge with community engagement. Service-learning has been widely utilized in higher education to promote civic responsibility, practical skills, and reflective learning among students (Kholifah et al., 2025; Saragih et al., 2025). More recent studies have highlighted its potential to contribute to community development and institutional capacity building (Agustus et al., 2025; Sajida, 2025). However, its application beyond educational settings, particularly as a strategic instrument for bureaucratic reform, remains limited. Existing research tends to position service-learning as a pedagogical tool rather than a mechanism for systemic transformation within public institutions.

In the domain of archival management, prior studies have predominantly focused on technical aspects such as digitization processes, metadata standards, and information systems design (Tanchangya et al., 2025; Tlais et al., 2025). While these contributions are valuable, they often adopt a technocratic perspective that overlooks the lived experiences of administrative actors and the organizational contexts in which these systems operate. Research has shown that the success of digital archival systems is closely linked to user competence, institutional support, and workflow integration (Goodburn, 2025; Peter-king Akanzerewai et al., 2025). Yet, few studies have systematically explored how participatory and learning-based approaches can enhance these dimensions in practice.

Taken together, these strands of literature reveal a fragmented understanding of digital transformation in the public sector. While digital governance emphasizes technological innovation, participatory governance focuses on stakeholder engagement, and service-learning highlights experiential and community-based learning, these perspectives are rarely integrated into a cohesive analytical framework. This fragmentation becomes particularly evident in the context of local government administration in developing regions, where resource constraints, institutional rigidity, and socio-cultural diversity demand more adaptive and inclusive approaches. It is within this intersection that the present study finds its grounding, seeking to bring these otherwise disconnected conversations into a more dialogical and practice-oriented engagement.

In this light, the present study subtly departs from conventional approaches by positioning community-based service-learning not merely as an educational method but as an embedded strategy for facilitating digital bureaucratic reform. Rather than treating technology adoption as an end in itself, this approach foregrounds the processes through which systems are collectively constructed, negotiated, and sustained by those who use them. Such a perspective allows for a more nuanced understanding of digital transformation as a lived and relational process, shaped by interactions between academic actors, government officials, and institutional environments. The integration of capacity building, participatory design, and iterative reflection within a single framework offers a pathway that

is both context-sensitive and operationally grounded.

Accordingly, this study aims to develop and empirically examine a community-based service-learning model for enhancing administrative efficiency through archival digitalization in local government settings. Specifically, the study seeks to reconstruct archival management practices from manual to digital systems based on local needs, strengthen the capacity of government personnel in managing digital archives, and assess the impact of this transformation on administrative efficiency and governance quality. By doing so, the study aspires not only to contribute to academic discourse but also to offer a practical and adaptable model for bridging research and community engagement in the pursuit of sustainable public sector innovation.

RESEARCH METHOD

This study employs a qualitative approach with a Participatory Action Research (PAR) design integrated with service-learning principles. The choice of a qualitative method is grounded in the need to deeply understand the social, institutional, and cultural dynamics that shape archival management practices within local government settings. Unlike quantitative approaches that prioritize measurement and generalization, qualitative inquiry allows for a nuanced exploration of lived experiences, meanings, and interactions among actors involved in administrative processes (Hati, 2025; Mirkova & Padrón-Fumero, 2025). This is particularly relevant given that the transformation from manual to digital archival systems is not merely a technical shift, but a socio-technical process involving changes in behavior, organizational culture, and institutional routines. PAR is adopted as it emphasizes collaboration, reflexivity, and iterative problem-solving between researchers and participants, making it especially suitable for contexts where research is expected to generate both knowledge and practical change (Rahmania et al., 2025; Vujić et al., 2025).

The research was conducted in a local government office characterized by persistent reliance on manual archival systems, limited technological infrastructure, and ongoing efforts toward administrative reform. The selection of this site was based on its representativeness of many local administrations in developing regions, where digital transformation initiatives often encounter structural and human resource constraints. Moreover, the willingness of the institution to engage collaboratively in a service-learning framework provided a conducive environment for implementing participatory interventions and observing their impacts in real time.

Informants in this study consisted of 15 individuals selected through purposive sampling, ensuring that those involved had direct experience and relevance to archival management practices. These included administrative staff responsible for document handling, mid-level managers overseeing workflow processes, and institutional leaders involved in policy and decision-making. In addition, a small group of academic participants involved in the service-learning program were included to capture the co-production dynamic between academia and government. The selection of these informants was guided by their

strategic positions within the organizational structure, enabling a comprehensive understanding of both operational and managerial perspectives. Their inclusion also reflects the study's commitment to capturing diverse voices within the institutional ecosystem.

Data collection was carried out through multiple, interconnected techniques to ensure depth and richness of information. In-depth semi-structured interviews were conducted to explore participants' experiences, perceptions, and challenges related to archival practices and digital transformation. This method was chosen for its flexibility in allowing participants to articulate their views while enabling the researcher to probe emerging themes (Kanbara et al., 2025; Valbuena et al., 2025). Participant observation was also employed during the implementation of the digitalization program, allowing the researcher to directly engage with daily administrative activities, training sessions, and interactions between actors. This immersive approach provided contextual insights that might not emerge through interviews alone. In addition, document analysis was conducted on existing archival records, standard operating procedures, and institutional reports to understand the formal structure and evolution of archival practices. To ensure the credibility and trustworthiness of the findings, triangulation was applied through the integration of data sources, methods, and perspectives. Data triangulation was achieved by comparing information obtained from different informants across hierarchical levels, while methodological triangulation involved cross-validating findings from interviews, observations, and document analysis (Alam et al., 2025; Isah et al., 2025).

RESULTS AND DISCUSSION

Reconfiguring Archival Practices: From Fragmentation to Integrated Digital Systems

The initial phase of this study revealed a deeply entrenched pattern of archival management characterized by manual handling, fragmented storage systems, and the absence of standardized procedures across administrative units. Documents were often stored in disparate physical locations, relying heavily on individual staff memory rather than systematic indexing. This condition created significant inefficiencies, particularly in document retrieval processes, where locating a single file could take hours or even days depending on staff availability. As one administrative staff member (informant AR) noted during the interview, "sometimes we know the document exists, but finding it depends on who last handled it." Such practices not only increased administrative workload but also introduced risks of data duplication and document loss, ultimately weakening institutional accountability. These findings resonate with broader observations in developing administrative contexts, where legacy systems persist due to limited resources and institutional inertia (Ofosu & Arthur-Holmes, 2025; Widiyanto et al., 2025).

Through the participatory diagnostic stage of the Participatory Action Research (PAR) process, these inefficiencies were not treated merely as technical shortcomings but as manifestations of deeper socio-organizational dynamics. Observations conducted during daily administrative routines revealed that staff had developed informal coping mechanisms, such

as personal labeling systems and ad hoc categorization, which, while functional at an individual level, failed to scale institutionally. A mid-level manager (informant DS) explained that “everyone has their own way of organizing files, but there is no shared system that we all follow.” This fragmentation underscores the absence of institutional alignment, where organizational routines evolve in isolation rather than through coordinated design. In this sense, the problem extends beyond the lack of digital tools to include the absence of a shared operational framework.

The transition toward an integrated digital archival system emerged through a collaborative reconstruction process grounded in service-learning principles. Rather than imposing a predefined technological solution, the research team engaged administrative staff in co-designing a system that reflected their actual workflow needs. This participatory approach proved crucial in aligning technological innovation with existing practices, thereby reducing resistance to change. Training sessions and iterative feedback loops enabled staff to gradually internalize new procedures, such as standardized file naming conventions, digital indexing, and centralized storage protocols. The process was intentionally incremental, allowing participants to adapt at a manageable pace while maintaining continuity in administrative operations. As reflected by one participant (informant ML), “the system feels like ours because we helped build it step by step.”

Empirical observations during the implementation phase indicated that this co-constructed system significantly improved the coherence of archival practices. Documents that were previously scattered across multiple locations were systematically digitized and organized within a unified database, enabling faster and more reliable access. Importantly, the introduction of digital tools was accompanied by the establishment of shared standards, which served as a common reference point for all staff. This dual transformation, technological and procedural, illustrates what (Kabir et al., 2025; Myslikova, 2025) conceptualizes as socio-technical system reconfiguration, where digital transformation is understood as the interplay between technological artifacts and organizational structures. In this case, the digital system did not simply replace manual processes but redefined how administrative work was organized, coordinated, and evaluated.

To illustrate the extent of change, Table 1 presents a comparative overview of key archival practices before and after the intervention.

Table 1 Comparison of Archival Practices Before and After Digitalization

Aspect	Before Intervention	After Intervention
Storage system	Physical, scattered	centralized digital database
Retrieval time	1–3 days	5–15 minutes
Data accuracy	Prone to duplication	Standardized and verified
Workflow system	Individual-based	System-based and collaborative
Risk of data loss	High	Significantly reduced

Source: Research analysis (2025)

The data demonstrate a clear shift from individualized, memory-dependent practices toward a more system-oriented and collaborative model. Notably, the reduction in retrieval time from days to minutes reflects not only technological efficiency but also improved coordination among staff. This finding supports the argument that digital transformation in public administration must be approached as an integrated process that combines system design with organizational learning (Lyu, 2025; Nadeem & Matsuyuki, 2025; Shawar et al., 2025).

Beyond measurable improvements, the transformation also reshaped how staff perceived their roles within the administrative system. The introduction of a shared digital platform fostered a sense of collective responsibility, as actions performed by one individual became visible and accessible to others. This visibility encouraged greater accountability and consistency in document handling. Observational data further indicated that staff began to rely less on informal communication and more on system-based verification, marking a subtle but significant shift in organizational culture. Such changes highlight the importance of contextualizing digitalization efforts within the lived realities of institutional actors, rather than treating them as purely technical upgrades.

Service-Learning as a Catalyst for Capacity Building and Institutional Learning

The implementation of service-learning within this study functioned not merely as a supporting activity, but as a central mechanism for fostering capacity building and institutional learning among local government staff. At the outset of the intervention, the majority of administrative personnel demonstrated limited familiarity with digital archival systems, with their competencies largely confined to routine manual practices. This gap was not only technical but also cognitive, reflecting a broader hesitation toward technological change. As one staff member (informant RK) expressed during an early interview, “we are used to doing things the old way, and digital systems feel complicated at first.” Such responses illustrate that the challenge of digital transformation lies as much in mindset and confidence as in skill acquisition. In this context, service-learning provided a structured yet flexible platform through which learning could occur organically, grounded in real administrative tasks rather than abstract instruction.

The training and mentoring processes were intentionally designed to follow an experiential learning cycle, where participants engaged directly with digital tools while reflecting on their experiences and gradually refining their practices. Instead of one-off training sessions, the approach emphasized continuous engagement through hands-on activities, collaborative problem-solving, and iterative feedback. This method proved particularly effective in bridging the gap between theoretical understanding and practical application. Observations during training sessions revealed that participants became more engaged when they could immediately apply what they learned to their daily responsibilities. A mid-level administrator (informant DS) noted that “learning by doing makes it easier to understand, especially when we see how it helps our actual work.” This aligns with the principles of experiential learning, which emphasize the importance of concrete experience

and reflective practice in building sustainable knowledge (Imam et al., 2025; Kumeh et al., 2025).

Over time, this process contributed to a noticeable improvement in both technical and adaptive capacities. Staff members who initially struggled with basic digital functions gradually developed proficiency in tasks such as document scanning, indexing, and database navigation. More importantly, they began to demonstrate increased confidence in engaging with new systems and troubleshooting minor issues independently. This shift suggests that capacity building extended beyond skill acquisition to include the development of self-efficacy and adaptive readiness, key components of organizational resilience in the face of change (Heinkel et al., 2025; Sim & Young, 2025). The participatory nature of service-learning further reinforced this development, as participants were not passive recipients of knowledge but active contributors to the learning process.

A critical dimension of this transformation was the emergence of reciprocal learning between academic actors and government staff. Rather than a unidirectional transfer of knowledge, the interaction created a dialogical space where both parties learned from each other. Academic participants brought technical expertise and methodological frameworks, while practitioners contributed contextual knowledge and practical insights into administrative workflows. This exchange enriched the design and implementation of the digital archival system, ensuring that it remained grounded in local realities. One academic participant (informant AL) reflected that “we came with a plan, but it changed as we learned from how the office actually works.” This dynamic illustrates the co-productive nature of service-learning, where knowledge is jointly constructed through engagement and reflection (Ahmed et al., 2025; Trafford, 2025).

The cumulative impact of these processes is summarized in Table 2, which outlines key dimensions of capacity development observed during the study.

Table 2 Capacity Building Outcomes through Service-Learning Implementation

Dimension	Initial Condition	Post-Intervention Condition
Technical skills	Limited to manual archiving	Proficient in digital archiving tools
Confidence level	Low, hesitant toward technology	Increased confidence and autonomy
Problem-solving ability	Dependent on others	Able to troubleshoot basic issues independently
Learning approach	Passive, instruction-based	Active, experience-based
Collaboration	Fragmented, individual-based	Collaborative and knowledge-sharing oriented

Source: Research analysis (2025)

The findings presented in Table 2 indicate that service-learning facilitated multidimensional capacity development, encompassing not only technical competencies but also behavioral and relational aspects of learning. This holistic transformation reflects what

Chankseliani et al. (2025) and Marquardt et al. (2025) describe as transformative learning in organizational contexts, where individuals reinterpret their assumptions and develop new ways of thinking and acting through critical reflection and experience. In this study, such transformation was evident in the gradual shift from resistance to acceptance, and eventually to proactive engagement with digital systems.

Beyond individual learning, the intervention also contributed to the emergence of institutional learning. As staff members began to share knowledge and standardize practices, learning became embedded within organizational routines rather than remaining confined to individual experiences. Informal peer-to-peer mentoring emerged as a significant outcome, with more confident staff supporting their colleagues in navigating the new system. This internalization of knowledge is crucial for sustaining change, as it reduces dependency on external facilitators and strengthens the organization's capacity for continuous improvement. Observational data indicated that discussions about archival practices became more frequent and structured, signaling a shift toward a more reflective and learning-oriented organizational culture.

Enhancing Administrative Efficiency: Evidence from Digital Archiving Implementation

The implementation of digital archiving within this study produced measurable and perceptible improvements in administrative efficiency, reflecting both technical advancements and shifts in organizational practices. Prior to the intervention, administrative processes were characterized by prolonged document retrieval times, redundant data handling, and a heavy reliance on manual verification. These inefficiencies were not only time-consuming but also cognitively demanding for staff, as they required constant cross-checking and informal coordination. Through the Participatory Action Research (PAR) process, the introduction of a digitally integrated archival system enabled a systematic restructuring of these processes, allowing administrative tasks to be performed with greater speed, accuracy, and consistency.

Quantitative indicators provide a clear illustration of these improvements. The average time required to retrieve documents, which previously ranged from one to three days depending on document location and staff availability, was reduced to a matter of minutes following the implementation of the digital system. Similarly, the number of archived documents that could be processed within a given period increased significantly, as digital tools streamlined indexing and storage procedures. Administrative workload also showed a notable decline, particularly in repetitive tasks such as document duplication and manual sorting. These findings suggest that digitalization not only accelerates individual tasks but also enhances overall workflow efficiency by eliminating unnecessary steps and redundancies.

To further clarify these changes, Table 3 presents a summary of key efficiency indicators before and after the intervention.

Table 3 Administrative Efficiency Indicators Before and After Digital Archiving Implementation

Indicator	Before Implementation	After Implementation
Average document retrieval time	1–3 days	5–15 minutes
Number of documents processed per week	Limited and inconsistent	Increased and stable
Administrative workload	High, repetitive	Reduced and streamlined
Data duplication rate	Frequent	Minimal
Error rate in document handling	Relatively high	Significantly reduced

Source: Research analysis (2025)

While these quantitative improvements are substantial, the qualitative dimension of efficiency offers equally important insights into the transformation process. Interviews with administrative staff reveal a shift in how efficiency is experienced and perceived. Rather than viewing efficiency solely as speed, participants began to associate it with clarity, predictability, and ease of work. One staff member (informant ML) explained that “now we don’t have to guess where documents are or ask multiple people; everything is already in the system.” This sense of procedural clarity reduced uncertainty and allowed staff to focus on more substantive aspects of their work. Another informant (RK) noted that “the system makes our work lighter, not because we do less, but because we do it more systematically.” These reflections indicate that efficiency gains are closely tied to the reorganization of work practices and the establishment of shared standards.

From an analytical perspective, these findings can be understood through the lens of digital-era governance, which emphasizes the role of digital technologies in simplifying administrative processes and integrating fragmented systems (Tatik et al., 2025; Tsuladze et al., 2025). In this framework, efficiency emerges not merely from automation but from the redesign of workflows and the consolidation of information into coherent, accessible structures. The digital archival system implemented in this study exemplifies this principle by replacing dispersed, paper-based processes with a centralized and searchable database. This integration reduces transaction costs, minimizes errors, and enhances coordination across administrative units.

However, the study also reveals that technological integration alone is insufficient to produce sustained efficiency gains. The effectiveness of the digital system was closely linked to the capacity of staff to use it effectively and consistently. Training and mentoring, as part of the service-learning approach, played a critical role in ensuring that users could navigate the system confidently and adhere to standardized procedures. Observational data indicated that when staff deviated from agreed-upon protocols, such as inconsistent file naming or incomplete data entry, the efficiency of the system was temporarily compromised. This highlights the interdependence between technological systems and human practices, reinforcing the idea that efficiency is a socio-technical outcome rather than a purely technical one (Alkhaja et al., 2025; Supranoto et al., 2025).

Moreover, the integration of quantitative and qualitative indicators within this study allows for a more holistic understanding of administrative efficiency. While numerical data capture measurable improvements, qualitative insights reveal how these changes are internalized and sustained within the organization. For instance, the reduction in workload was not only a matter of fewer tasks but also a reflection of reduced cognitive strain and improved coordination. Staff no longer needed to rely on memory or informal networks to locate documents, as the system provided a reliable and transparent reference point. This shift contributed to a more stable and predictable working environment, which is essential for long-term organizational performance.

Another important dimension of efficiency observed in this study is its relationship with accountability and transparency. The digital system created a traceable record of document handling, allowing supervisors to monitor workflows and identify potential bottlenecks. This visibility encouraged more disciplined practices among staff, as actions were no longer confined to individual knowledge but became part of a shared institutional record. In this sense, efficiency gains were accompanied by improvements in governance quality, aligning with broader objectives of bureaucratic reform.

Participatory Co-Production and the Emergence of Institutional Ownership

The participatory dimension embedded within the service-learning approach revealed a critical dynamic in the success of the digital archiving initiative: the gradual emergence of institutional ownership among local government actors. Rather than positioning administrative staff as passive recipients of externally designed reforms, the Participatory Action Research (PAR) framework enabled their active involvement in diagnosing problems, designing solutions, and implementing changes. This shift in positioning had profound implications for how the intervention was perceived and sustained. At the early stages, several participants expressed skepticism toward digitalization initiatives, often associating them with externally imposed programs that were rarely maintained beyond initial implementation. However, as the process unfolded, this perception began to change. One senior staff member (informant DS) reflected that “this is different from previous programs because we are involved from the beginning, not just told what to do.” Such statements illustrate how participation fosters a sense of inclusion that is foundational to ownership.

The co-production process unfolded through iterative cycles of dialogue, experimentation, and reflection, where academic actors and government staff collaboratively shaped the digital archival system. This interaction was not merely consultative but genuinely co-creative, with local actors contributing insights into workflow realities, institutional constraints, and practical feasibility. For instance, during system design discussions, staff proposed adjustments to file categorization structures to better align with existing administrative routines. These inputs were not only accommodated but became integral to the system’s architecture. As one participant (informant ML) noted, “the system works for us because it follows how we actually work, not how someone else thinks we should work.” This alignment between system design and user practice is a key factor in fostering both

acceptance and long-term commitment.

From an analytical standpoint, these findings resonate with the evolving discourse on co-production in public services, which emphasizes the collaborative generation of value through the interaction between state and non-state actors (Acheampong, 2025; Kumar, 2025). In this framework, public service outcomes are not delivered unilaterally by government institutions but are co-created through shared responsibility and mutual engagement. The present study extends this perspective by demonstrating how co-production can operate not only in service delivery but also in internal administrative reform processes. By involving staff directly in the transformation of archival systems, the initiative cultivated a sense of agency that transcended procedural compliance and moved toward collective stewardship.

The development of institutional ownership was further reinforced through the visibility and shared accountability embedded in the digital system. Unlike manual practices, where document handling was often individualized and opaque, the digital platform created a transparent environment in which actions could be tracked and verified. This visibility encouraged more disciplined and consistent practices, as staff became aware that their contributions were part of a collective system. Importantly, this was not experienced as surveillance but as a form of shared responsibility. An administrative officer (informant RK) explained that “now we can see what others have done, and it helps us coordinate better.” This suggests that ownership is not only about emotional attachment but also about relational awareness within the organizational system.

The impact of participatory co-production on institutional ownership can be further illustrated through the patterns of engagement observed during and after the intervention. Table 4 summarizes key dimensions of ownership development identified in the study.

Table 4 Indicators of Institutional Ownership in Digital Archiving Implementation

Dimension	Initial Condition	Post-Intervention Condition
Participation in decision-making	Limited, top-down	Active, collaborative
Perception of reform initiatives	External imposition	Internal initiative
Commitment to system use	Conditional, inconsistent	Strong and sustained
Initiative for improvement	Minimal	Increasingly proactive
Responsibility for system maintenance	Individual, unclear	Collective and structured

Source: Research analysis (2025)

The patterns reflected in Table 4 indicate that ownership emerged not as an immediate outcome but as a gradual process shaped by continuous engagement and mutual trust. One notable development was the increasing initiative taken by staff to refine and expand the system beyond its initial design. For example, several participants independently proposed additional features, such as categorization for new document types and periodic data audits to maintain system integrity. These actions signal a transition from compliance to commitment, where actors no longer merely follow procedures but actively contribute to

system improvement. This aligns with the argument that co-production enhances not only effectiveness but also sustainability by embedding innovation within local practices (Prasetio et al., 2025).

The emergence of institutional ownership also played a crucial role in addressing one of the most persistent challenges in bureaucratic reform: sustainability. Many digital initiatives fail not because of flawed design, but because they lack continued engagement from users once external support is withdrawn. In this study, however, the participatory nature of the intervention created a foundation for ongoing commitment. Observational data collected during the later stages of the research indicated that staff continued to use and adapt the system independently, even in the absence of direct facilitation. Informal peer support mechanisms also began to emerge, with more experienced users assisting their colleagues in navigating the system. This internalization of knowledge and responsibility suggests that the reform process had moved beyond project-based implementation toward institutional integration.

Toward a Community-Based Service-Learning Model for Digital Bureaucratic Reform

The preceding findings converge toward a broader conceptual synthesis that situates service-learning not only as a pedagogical approach but as a transformative framework for bureaucratic reform. What emerges from this study is a grounded model of Community-Based Service-Learning for Digital Bureaucratic Reform, an integrative framework that connects technological innovation, participatory engagement, and capacity building within a single, iterative process. Rather than treating digitalization as a linear transition from manual to electronic systems, this model conceptualizes reform as a dynamic and relational process shaped by continuous interaction between actors, tools, and institutional contexts. In this sense, the model reflects a shift from viewing reform as a product to understanding it as an evolving practice embedded in everyday administrative life.

At the core of this model lies an initial diagnostic phase, where problems are not predefined by external experts but co-identified through engagement with local actors. The findings demonstrate that this stage is critical in uncovering not only technical inefficiencies but also the informal practices and tacit knowledge that sustain existing systems. Through observations and interviews, the research revealed that administrative inefficiencies were deeply intertwined with organizational habits and adaptive strategies developed over time. One informant (AR) noted that “we have our own ways of making things work, even if they are not efficient.” Such insights highlight that any meaningful reform must begin with a careful understanding of how systems are actually lived and experienced. This diagnostic phase thus becomes a process of mutual learning, where researchers and practitioners jointly interpret the institutional landscape, aligning with the principles of context-sensitive digital transformation (Indah et al., 2025; Khatri et al., 2023; MA et al., 2022).

Building on this shared understanding, the model advances into a co-design phase, where solutions are collaboratively developed rather than externally imposed. The study shows that this stage plays a pivotal role in ensuring the relevance and adaptability of the

digital system. Instead of introducing a rigid technological framework, the system evolved through iterative discussions, adjustments, and feedback from participants. This process allowed local knowledge to shape system architecture, ensuring compatibility with existing workflows while gradually introducing standardization. As one participant (ML) reflected, “the system fits our work because we helped shape it from the beginning.” This co-design process resonates with contemporary perspectives on co-production, where value is generated through collaborative problem-solving and shared ownership of outcomes (Farida et al., 2024; Khumairoh et al., 2024; Saleh et al., 2024). Importantly, it also reduces resistance to change, as actors perceive the system not as an external intervention but as an extension of their own practices.

The implementation phase of the model is characterized by the integration of experiential learning through service-learning activities. Training and mentoring are not treated as separate components but are embedded within the process of system use, allowing participants to learn by doing. This approach facilitates a gradual internalization of new practices, as users engage directly with digital tools while reflecting on their experiences. The findings indicate that this stage is crucial for bridging the gap between technical design and practical application. Participants not only acquired new skills but also developed confidence and adaptive capacity, enabling them to navigate and sustain the system independently. This aligns with the notion of transformative learning in organizational contexts, where experience-based engagement fosters deeper cognitive and behavioral change (Rahmasari et al., 2019; Wang et al., 2023). The integration of learning within implementation ensures that capacity building is not an afterthought but an inherent component of reform.

Equally important is the evaluative dimension of the model, which combines quantitative and qualitative assessments to capture both measurable outcomes and lived experiences. The study demonstrates that evaluation is not conducted as a final step but as an ongoing process that informs continuous improvement. Indicators such as document retrieval time and data accuracy provide tangible evidence of efficiency gains, while participant reflections reveal shifts in perception, confidence, and work culture. This dual approach allows for a more holistic understanding of impact, recognizing that institutional change cannot be fully captured through metrics alone. One informant (DS) observed that “it’s not just faster now, but also clearer and more organized,” suggesting that the benefits of digitalization extend beyond speed to include cognitive and organizational clarity. Such insights reinforce the importance of integrating reflective practices into reform processes, ensuring that learning and adaptation remain continuous.

The final component of the model is reflection, which serves as a bridge between practice and knowledge production. Through structured reflection sessions, both academic and practitioner participants critically examined the process, identifying strengths, limitations, and areas for refinement. This reflexive dimension is central to the PAR approach, as it transforms practical experience into actionable knowledge that can inform future

interventions (Badriyah et al., 2024; Zhang et al., 2023). More importantly, reflection fosters a sense of collective ownership over the reform process, as participants recognize their contributions to both the outcomes and the learning generated. This recursive cycle of action and reflection ensures that the model remains adaptive, capable of evolving in response to changing institutional needs.

What distinguishes this model from conventional digitalization approaches is its rejection of technocratic and top-down paradigms. Traditional models often prioritize system deployment over user engagement, leading to solutions that are technically sound but socially disconnected. In contrast, the community-based service-learning model emphasizes alignment between technology, people, and context. It recognizes that digital tools are only as effective as the practices and relationships that sustain them. By embedding participation and learning within every stage of the process, the model addresses not only the “how” of digital transformation but also the “who” and “why” that underpin its success. This integrative perspective resonates with recent discussions on digital-era governance, which highlight the need for holistic and user-centered approaches to public sector innovation (Beyers et al., 2023; Roling et al., 2024).

The implications of this model extend beyond the immediate research setting, offering a transferable framework for local governments facing similar challenges. While contextual adaptation remains essential, the underlying principles of co-diagnosis, co-design, experiential implementation, iterative evaluation, and collective reflection provide a flexible structure that can be applied across diverse institutional environments. The study suggests that when reform is approached as a collaborative and learning-oriented process, it is more likely to produce sustainable outcomes that endure beyond the duration of specific projects. In this sense, the model contributes both theoretically and practically, bridging the gap between academic knowledge and real-world application. It demonstrates that service-learning, when embedded within a participatory and socio-technical framework, can serve as a powerful catalyst for reimagining bureaucratic reform in developing contexts.

CONCLUSION

This study demonstrates that the development and implementation of a community-based service-learning model can function as an effective instrument for bureaucratic reform, particularly in addressing the structural inefficiencies associated with manual and fragmented archival systems in local government. Rather than relying on conventional top-down digitalization approaches, the findings confirm that embedding participatory engagement and experiential learning within the reform process enables a more context-sensitive and sustainable transformation. The integration of collaborative diagnosis, co-designed system development, and iterative capacity building not only improved measurable administrative efficiency, such as faster document retrieval, higher data accuracy, and reduced workload, but also reshaped organizational practices toward more systematic, transparent, and data-driven modes of operation. Importantly, the study affirms that the sustainability of such

reforms is closely linked to the emergence of institutional ownership, which is cultivated through the active involvement of local actors throughout the process. In this respect, the proposed Community-Based Service-Learning for Digital Bureaucratic Reform model offers a nuanced contribution by bridging technological innovation with human and institutional dimensions, positioning digital transformation not merely as a technical upgrade but as a socially embedded process of collective learning and change.

ETHICAL STATEMENT AND DISCLOSURE

This study was conducted in accordance with established ethical principles, including informed consent, protection of informants' confidentiality, and respect for local cultural values. Special consideration was given to participants from vulnerable groups to ensure their safety, comfort, and equal rights to participate. No external funding was received, and the authors declare no conflict of interest. All data and information presented were collected through valid research methods and have been verified to ensure their accuracy and reliability. The use of artificial intelligence (AI) was limited to technical assistance for writing and language editing, without influencing the scientific substance of the work. The authors express their gratitude to the informants for their valuable insights, and to the anonymous reviewers for their constructive feedback on an earlier version of this manuscript. The authors take full responsibility for the content and conclusions of this article.

REFERENCES

- Acheampong, A. O. (2025). Enhancing climate change resilience: Does development aid and governance mitigate climate change vulnerability in the Asia-Pacific? *International Journal of Disaster Risk Reduction*, 127, 105650. <https://doi.org/10.1016/j.ijdrr.2025.105650>
- Agustus, F. S., Andoko, D., Muniasari, M., Savitri, C. M., Nurisnaeny, P. S., & Maya, H. B. (2025). Strengthening the Papua Steering Committee strategy: Reducing instability for accelerated development in Papua, Indonesia. *Social Sciences & Humanities Open*, 11, 101413. <https://doi.org/10.1016/j.ssaho.2025.101413>
- Ahmed, M. Y., Abdullahi, A. M., Hussein, H. A., & Hassan, A. Y. (2025). Empowering communities: Assessing the impact of decentralisation on citizen participation in formal organisations within Somalia's evolving governance landscape. *Social Sciences & Humanities Open*, 12, 102147. <https://doi.org/10.1016/j.ssaho.2025.102147>
- Alam, M., Rakib, A. K. M., Hasan, A. S. M. M., Siddique, M. N. I., Kabir, M. A., & Trianni, A. (2025). Decarbonizing road transportation: Barriers and drivers in an emerging economy context. *Transportation Research Part D: Transport and Environment*, 143, 104723. <https://doi.org/10.1016/j.trd.2025.104723>
- Alkhaja, N., Alawadi, K., Almemari, K., & Alshehhi, G. (2025). How is urban agriculture practiced, institutionalized, implemented, and sustained? A literature review. *Progress in Planning*, 192, 100917. <https://doi.org/10.1016/j.progress.2024.100917>
- Amelia, B. S., Sari, D. W., Tarbiyah Islamiya, H. A., Mukaffi, Z., Sarmidi, T., Cahyono, H., Adli, F. F., Alias, N. S., & Darmawan, R. R. (2025). Navigating post-harvest challenges: Fish loss and safety risks in East Java's small-scale fisheries. *Social Sciences & Humanities Open*,

- 12, 102103. <https://doi.org/10.1016/j.ssaho.2025.102103>
- Anggoro, K. J., Pratiwi, D. I., & Pawestri, N. (2025). Integrating students' native language in EFL lessons: Insights from international teachers in Thailand. *Social Sciences & Humanities Open*, 12, 101919. <https://doi.org/10.1016/j.ssaho.2025.101919>
- Badriyah, N., Sulaeman, M. M., Wibowo, S. N., & Anggapratama, R. (2024). The Role of Constructive Conflict Management in Fostering Team Collaboration and Innovation: A Perspective of Transformational Leadership. *Journal of Contemporary Administration and Management (ADMAN)*, 2(1), 402–408. <https://doi.org/10.61100/adman.v2i1.159>
- Barokah, R. A., Kartawan, Sutisna, D., & Pratminingsih, S. A. (2025). Work-life balance and its influence on organizational citizenship behavior and performance in Indonesian higher education. *Social Sciences & Humanities Open*, 12(10), 102102. <https://doi.org/10.1016/j.ssaho.2025.102102>
- Beyers, F., Leventon, J., & Heinrichs, H. (2023). Collaborative governance or state regulation? Endless efforts but little capacity for sustainability transformation of the German textile sector. *Environmental Policy and Governance*, 33(1), 56–77. <https://doi.org/10.1002/eet.1996>
- Chankseliani, M., Kwak, J., Hanley, N., Akkad, A., Crisostomo, M., & Wang, Z. (2025). International student mobility and poverty reduction: A qualitative study of the mechanisms of systemic change. *World Development*, 195, 107116. <https://doi.org/10.1016/j.worlddev.2025.107116>
- Chaturvedi Shharma, P., Bansal, R., Luqman Aziz, A., & Propheto, A. (2025). Can renewable energy investments alone deliver energy, emissions, and employment gains? A state-level systems analysis from India. *Social Sciences & Humanities Open*, 12, 102248. <https://doi.org/10.1016/j.ssaho.2025.102248>
- Detthamrong, U., Laochankham, S., Emperador-Garnace, X. R., Jitsaeng, K., Chaichuay, V., Chansanam, W., & Li, C. (2025). Thematic shifts in E-governance research: From foundational frameworks to emerging technologies. *Social Sciences & Humanities Open*, 12, 101888. <https://doi.org/10.1016/j.ssaho.2025.101888>
- Farida, Y., Hamidah, A., Sari, S. K., & Hakim, L. (2024). Modeling the Farmer Exchange Rate in Indonesia Using the Vector Error Correction Model Method. *MATRIK: Jurnal Manajemen, Teknik Informatika Dan Rekayasa Komputer*, 23(2), 309–322. <https://doi.org/10.30812/matrik.v23i2.3407>
- Goodburn, C. (2025). Urbanising the Villages: Three modes of village incorporation and the implications for structural transition in India's "Chinese-style" special economic zones (SEZs). *World Development*, 188, 106882. <https://doi.org/10.1016/j.worlddev.2024.106882>
- Hati, B. (2025). Tales and plays in the flames: How stories and theatrics converge fire disaster knowledge and action in marginalized contexts. *International Journal of Disaster Risk Reduction*, 128, 105676. <https://doi.org/10.1016/j.ijdrr.2025.105676>
- Heinkel, S.-B., Miller, C., Thiebes, B., Zin Mar Than, Tin Tin Kyi, Toe Aung, Saw Sandar Oo, Win Lei Mar, Willkomm, M., Win Maung, Zin Nwe Myint, Khin Khin Soe, Spohner, R., & Kraas, F. (2025). Institutional risk and crisis communication on natural hazards and disaster risks in Yangon, Myanmar. *International Journal of Disaster Risk Reduction*, 116, 105064. <https://doi.org/10.1016/j.ijdrr.2024.105064>
- Imam, S. F., Riyanto, S., Santoso, S., & Ramli, Y. (2025). Analyzing the influence of leadership, learning, and empowerment on public sector performance: Combining PLS-SEM with

- SVM and k-NN approach. *Social Sciences & Humanities Open*, 12, 102086. <https://doi.org/10.1016/j.ssaho.2025.102086>
- Indah, L. S. M., Arifin, B., & Ambya, A. (2025). Household income exchange rates and farmer welfare in rice-farming communities: Evidence from Lampung Province, Indonesia. *Central Community Development Journal*, 5(2), 41–53. <https://doi.org/10.55942/ccdj.v5i2.1146>
- Indriyani, R., Murti, B., Anggraini, N. A., & Puspitasari, Y. (2025). Addressing chronic energy deficiency among Indonesian pregnant women: A social cognitive theory perspective. *Social Sciences & Humanities Open*, 12(2), 102122. <https://doi.org/10.1016/j.ssaho.2025.102122>
- Isah, A., Egli, F., Stünzi, A., & Schmidt, T. (2025). How do developing countries estimate their climate finance needs under the Paris Agreement? *Global Environmental Change*, 95, 103087. <https://doi.org/10.1016/j.gloenvcha.2025.103087>
- Kabir, S., Khan, F. M., & Saha, D. (2025). From relief shelters to self-organized communities: Building disaster resilience in coastal Bangladesh. *Progress in Disaster Science*, 28, 100469. <https://doi.org/10.1016/j.pdisas.2025.100469>
- Kanbara, S., Shaw, R., Eguchi, K., & Das, S. (2025). Lessons from the 2024 Noto Peninsula Earthquake: Need for digital transformation in disaster response. *Progress in Disaster Science*, 25, 100400. <https://doi.org/10.1016/j.pdisas.2024.100400>
- Kehinde, A. D., Oyenpemi, L. O., & Oladimeji, O. O. (2025). Leveraging agricultural cooperative membership to improve the technical efficiency of smallholder cocoa farmers in Nigeria. *Social Sciences & Humanities Open*, 12, 102068. <https://doi.org/10.1016/j.ssaho.2025.102068>
- Khatri, P., Kumar, P., Shakya, K. S., Kirlas, M. C., & Tiwari, K. K. (2023). Understanding the intertwined nature of rising multiple risks in modern agriculture and food system. *Environment, Development and Sustainability*, 26(9), 24107–24150. <https://doi.org/10.1007/s10668-023-03638-7>
- Kholifah, N., Nurtanto, M., Sutrisno, V. L. P., Majid, N. W. A., Subakti, H., Daryono, R. W., & Achmadi, A. (2025). Unlocking workforce readiness through digital employability skills in vocational education Graduates: A PLS-SEM analysis based on human capital Theory. *Social Sciences & Humanities Open*, 11, 101625. <https://doi.org/10.1016/j.ssaho.2025.101625>
- Khumairoh, U., Teixeira, H. M., Yadav, S., Schulte, R. P. O., Batas, M. A., Asmara, D. H., Flor, R. J., Agustina, R., Setiawan, A., Nurlaelih, E. E., Purnomo, M., & Groot, J. C. J. (2024). Linking types of East Javanese rice farming systems to farmers' perceptions of complex rice systems. *Agricultural Systems*, 218(6), 104008. <https://doi.org/10.1016/j.agsy.2024.104008>
- Krova, M., Saptati, R. A., Hutapea, R. T. P., Pribadi, E. R., Sabat, D. M., Sol'Uf, M. M., Saptana, Mahendri, I. G. A. P., Kindangen, J. G., Sondakh, J. O. M., & da Silva, H. (2025). Comparative study of factors supporting broiler business development in Indonesian Border Areas with various characteristics: Structural Equation modeling using Partial Least Squares (SEMPLS). *Social Sciences & Humanities Open*, 12, 102170. <https://doi.org/10.1016/j.ssaho.2025.102170>
- Kumar, M. (2025). World-class dreams, marginalized realities: Neoliberal urban governance in the Global South. *Journal of Urban Management*, 14(4), 1130–1140. <https://doi.org/10.1016/j.jum.2025.04.007>

- Kumeh, E. M., Hiron, M., McDermott, C. L., & Ramcilovic-Suominen, S. (2025). Ghana's landscape approach to REDD+: Is it decentralizing or recentralizing power? *Geoforum*, 167, 104454. <https://doi.org/10.1016/j.geoforum.2025.104454>
- Lyu, Y. (2025). Teacher research self-efficacy and teacher research environment in higher education: University teachers' perceptions from a social cognitive perspective. *International Journal of Educational Research Open*, 9, 100543. <https://doi.org/10.1016/j.ijedro.2025.100543>
- Ma, J., Li, F., Zhang, H., & Khan, N. (2022). Commercial cash crop production and households' economic welfare: Evidence from the pulse farmers in rural China. *Journal of Integrative Agriculture*, 21(11), 3395–3407. <https://doi.org/10.1016/j.jia.2022.09.006>
- Marquardt, J., Wijayanti, F. W., & Fathurrahman, R. (2025). Long-term programs, short-term effects? How development partners struggle to institutionalize renewable energy solutions in Indonesia. *Earth System Governance*, 26, 100282. <https://doi.org/10.1016/j.esg.2025.100282>
- Meyvanali, M., Ardi, A., Berlianto, M. P., & Sunarjo, R. A. (2025). Strengthening job performance through social cognitive factors: The roles of self-efficacy, work engagement, and knowledge-oriented leadership. *Social Sciences & Humanities Open*, 12, 101999. <https://doi.org/10.1016/j.ssaho.2025.101999>
- Mirkova, I., & Padrón-Fumero, N. (2025). From vulnerability to resilience: Empowering stakeholder-driven just transitions in island tourism economies. *Energy Research & Social Science*, 121, 103966. <https://doi.org/10.1016/j.erss.2025.103966>
- Myslikova, Z. (2025). How informal institutions drive innovation: Insights from energy technology innovation systems in Latin America. *Energy Research & Social Science*, 119, 103899. <https://doi.org/10.1016/j.erss.2024.103899>
- Nadeem, M., & Matsuyuki, M. (2025). Institutional challenges and opportunities for encouraging transit-oriented development with bus rapid transit in Lahore, Pakistan. *Transportation Research Interdisciplinary Perspectives*, 31, 101431. <https://doi.org/10.1016/j.trip.2025.101431>
- Ofosu, G., & Arthur-Holmes, F. (2025). Becoming a friend of the foe: The evolving perspectives on the 'cohabitation' strategies of large-scale and artisanal and small-scale mining operations. *World Development*, 195, 107137. <https://doi.org/10.1016/j.worlddev.2025.107137>
- Peter-king Akanzerewai, A., Takyi, S. A., Amponsah, O., & Ankrah, D. (2025). Capital city functions and sustainable city nexus: Sustainability analysis of major regional capital cities in Ghana. *Urban Governance*, 5(3), 372–385. <https://doi.org/10.1016/j.ugj.2025.06.002>
- Prasetyo, E. A., Novizayanti, D., & Putri, A. N. A. (2025). Cluster analysis of potential autonomous vehicle (AV) adopters in Indonesia's new capital. *Transportation Research Interdisciplinary Perspectives*, 29(12), 101318. <https://doi.org/10.1016/j.trip.2024.101318>
- Rahardjanto, A., Husamah, Hudha, A. M., & Permana, T. I. (2025). Ecocultural practices in East Java, Indonesia: A hermeneutic phenomenological study on "Reresik Kali" as local wisdom for river conservation. *Social Sciences & Humanities Open*, 12, 102176. <https://doi.org/10.1016/j.ssaho.2025.102176>
- Rahmania, T., Kertamuda, F., Wulandari, S. S., & Marfu, A. (2025). Empowering women for a sustainable future: Integrating gender equality and environmental stewardship. *Social*

- Sciences & Humanities Open*, 11, 101503. <https://doi.org/10.1016/j.ssaho.2025.101503>
- Rahmasari, A., Sunani, E. H., Jannah, M., Fathulaili, F., Kurnia, L., & Satria, A. (2019). ARDL method : Forecasting poverty data in NTB. *JTAM | Jurnal Teori Dan Aplikasi Matematika*, 3(1), 52. <https://doi.org/10.31764/jtam.v3i1.767>
- Roling, W. M., Grum, M., Gronau, N., & Kluge, A. (2024). The roots of errors in adaptive performance: clustering behavioral patterns after the introduction of a change. *Journal of Workplace Learning*, 36(4), 267–281. <https://doi.org/10.1108/JWL-10-2023-0168>
- Sajida. (2025). Three decades of multilevel governance research: A scientometric and conceptual mapping in the social sciences. *Social Sciences & Humanities Open*, 12, 101745. <https://doi.org/10.1016/j.ssaho.2025.101745>
- Saleh, T. W., Lakitan, B., Budianta, D., Yamin, M., Cahya, G., & Huanza, M. (2024). The impact of government purchase price policy of rice for producers and consumers in Indonesia. *Jurnal Lahan Suboptimal: Journal of Suboptimal Lands*, 13(1), 52–60. <https://doi.org/10.36706/jlso.13.1.1024.654>
- Sandanayaka, I., Rathnayake, D., Athalage, D., Wijesuriya, P., & Jayathilaka, R. (2025). Interweaving globalisation and growth: A causal exploration across income levels. *Social Sciences & Humanities Open*, 11, 101399. <https://doi.org/10.1016/j.ssaho.2025.101399>
- Saragih, T. S., Ratminto, Djunaedi, A., Ikhwan, H., Dahyan, A., Pramasanti, A. N., & Mahaganti, F. S. (2025). Innovative models to enhance user experience in JMO mobile: A case study of migrant workers in East Java, Indonesia. *Social Sciences & Humanities Open*, 12, 101916. <https://doi.org/10.1016/j.ssaho.2025.101916>
- Shawar, Y. R., Meraj, S., Koon, A. D., & Shiffman, J. (2025). Political factors shaping national systems of care for orphans and vulnerable children in low-income countries: Scoping review and framework. *Children and Youth Services Review*, 176, 108377. <https://doi.org/10.1016/j.childyouth.2025.108377>
- Sim, L.-C., & Young, K. E. (2025). What impedes solar energy deployment? New evidence from power developers in the Arab Gulf states. *Energy for Sustainable Development*, 84, 101597. <https://doi.org/10.1016/j.esd.2024.101597>
- Sudirman, S., Ramadhita, R., Bachri, S., & Whindari, Y. (2025). The transformation of state islamic higher education institutions into World-Class University: From globalisation to institutional values. *Social Sciences & Humanities Open*, 12, 101705. <https://doi.org/10.1016/j.ssaho.2025.101705>
- Supranoto, Sasmito, L., Indriastuti, S., Prayitno, H., & Sawir, M. (2025). From parallel to partnership governance: Strengthening institutional synergy for stunting reduction in decentralized Indonesia. *Social Sciences & Humanities Open*, 12, 102051. <https://doi.org/10.1016/j.ssaho.2025.102051>
- Tanchangya, T., Tafsirun, U., Islam, M. S., Islam, N., Chakma, J., & Esquivias, M. A. (2025). Role of financial technology in small-scale natural Resource management through sustainable financing in Venezuela. *Social Sciences & Humanities Open*, 11, 101636. <https://doi.org/10.1016/j.ssaho.2025.101636>
- Tatik, T., Nguyen, H. T. M., & Loughland, T. (2025). Exploring factors influencing Indonesian novice teachers' achievement of teacher professional standards during induction: A cultural-historical activity theory perspective. *Teaching and Teacher Education*, 159, 105013. <https://doi.org/10.1016/j.tate.2025.105013>
- Tlais, S., Hamdan, R., HajjHusseini, H., Alkhatib, A., & Hallal, K. (2025). Post-COVID student preferences: Shaping higher education's future. *Social Sciences & Humanities Open*, 11,

101582. <https://doi.org/10.1016/j.ssaho.2025.101582>
- Trafford, Z. (2025). The constructive power of informality? Relationships, emotion, and empathy in the administration of social assistance for childhood disability in South Africa. *Social Science & Medicine*, 380, 118211. <https://doi.org/10.1016/j.socscimed.2025.118211>
- Tsuladze, A., Zoidze, A., Kotrikadze, N., Stauke, J., & Gotsadze, G. (2025). Breaking barriers to universal health coverage: Insights from Georgia's chronic disease medicine program. *SSM - Health Systems*, 5, 100129. <https://doi.org/10.1016/j.ssmhs.2025.100129>
- Valbuena, D., Santander, J., García-Estévez, J., & Franco, N. (2025). Unveiling policy gaps to better address the causes and drivers of tropical deforestation: A case study from the Colombian Amazon. *Land Use Policy*, 158, 107697. <https://doi.org/10.1016/j.landusepol.2025.107697>
- Vargas-Merino, J. A., Pillaca-Villarruel, C. del P., Silvera-Otañe, G. P., Fernández-Hurtado, G. A., Olórtégui-Alcalde, L. M., & Berrospi-Ytashashi, A. M. (2025). Unraveling the influence of political marketing on electoral decision-making: A robust analysis with PLS-SEM. *Social Sciences & Humanities Open*, 12, 101811. <https://doi.org/10.1016/j.ssaho.2025.101811>
- Vujić, I., Lenzholzer, S., Carsjens, G. J., Brown, R. D., & Tavares, S. G. (2025). Communicating Urban Climate: An International Overview. *City and Environment Interactions*, 28, 100248. <https://doi.org/10.1016/j.cacint.2025.100248>
- Wang, D., Chen, C., & Findlay, C. (2023). A review of rural transformation studies: Definition, measurement, and indicators. *Journal of Integrative Agriculture*, 22(12), 3568–3581. <https://doi.org/10.1016/j.jia.2023.10.038>
- Widiyanto, A., Nurrochmat, D. R., Trison, S., & Subarudi. (2025). An IAD framework analysis of social forestry institutional transformation: A case of Forest Areas with Special Management (KHDPK) in Indonesia. *Social Sciences & Humanities Open*, 12, 101928. <https://doi.org/10.1016/j.ssaho.2025.101928>
- Zhang, Z., Zhang, G., Hu, Y., Jiang, Y., Zhou, C., & Ma, J. (2023). The evolutionary mechanism of haze collaborative governance: novel evidence from a tripartite evolutionary game model and a case study in China. *Humanities and Social Sciences Communications*, 10(1), 69. <https://doi.org/10.1057/s41599-023-01555-8>