International Journal of Business, Law, and Education
E-ISSN : 2747-136X
Publisher: IJBLE Scientific Publications Community Inc.
Volume 5, Number 2, 2024
https://ijble.com/index.php/journal/index

Case Study on Public Service Responsibility Implementation in Surabaya via the Broadband Learning Centre Programme

Akhmad Riduan[1], Tito Rachmanto[2], Garry Brumadyadisty[3], Siska Armawati Sufa[4], M. Arfani[5]
[1]STIA Bina Banua Banjarmasin, [2]Communication and Informatics, City Government of Surabaya, Indonesia, [3]Syekh Yusuf Islamic University, Tangerang, [45] Dr. Soetomo University, Surabaya

ABSTRACT
This study explores the Broadband Learning Centre (BLC) Programme in Surabaya, Indonesia, a municipal initiative to promote digital inclusion and technology access. Through a case study approach, it examines BLC's strategies to bridge the digital divide, enhance digital literacy, and serve underserved groups, aligning with public service objectives. The research assesses BLC's effectiveness, explores the challenges in managing and sustaining such initiatives, and addresses a gap in literature on targeted digital inclusion efforts in urban governance. The findings aim to provide insights into the operational model, challenges, and social impact of the BLC Programme, offering implications for similar initiatives seeking to integrate public service responsibilities and advance digital equity in other urban settings.

Keywords:
public service responsibility; digital inclusion; Broadband Learning Centre; Surabaya; digital literacy.

INTRODUCTION

The Broadband Learning Centre (BLC) Programme in Surabaya serves as a public service initiative aimed at improving digital literacy and technology access for local communities. This study assesses the programme's implementation, alignment with public service obligations, and effectiveness in mitigating the digital divide. Research emphasizes the pivotal role of broadband infrastructure in enabling equitable education and economic opportunities, particularly in resource-limited areas (Mack, 2023). The BLC Programme is analyzed for its contributions to community empowerment, economic development, and lifelong learning promotion.

Addressing the increasing need for digital literacy, the BLC Programme provides high-speed internet access to stimulate educational and socioeconomic progress in underserved areas. It aligns with public service objectives by incorporating experiential learning, which encourages the application of digital skills in practical contexts (Mason & Dunens, 2019). Studies have highlighted the transformative impact of digital infrastructure on education for marginalized populations (Graves et al., 2021). However, evaluations of government-led digital literacy initiatives in Indonesian urban contexts remain limited, particularly regarding their effects on marginalized communities (Deryana et al., 2023; Lisdiantini et al., 2024).

This research investigates the BLC Programme's role in promoting digital inclusion and lifelong learning among Surabaya's residents. It examines its impact on community engagement, economic empowerment, and digital economy skill development while analyzing challenges such as infrastructure limitations, affordability, and awareness. The findings propose strategies to enhance the programme's sustainability and effectiveness, emphasizing its role in bridging the digital divide and fostering sustainable development.

The study evaluates the BLC Programme within Surabaya's public service framework, focusing on its contributions to economic empowerment and digital economy readiness. It analyzes the programme's objectives, operational strategies, and outcomes, emphasizing its influence on marginalized communities and its capacity to address digital inequalities. Additionally, stakeholder perceptions and programme effectiveness are explored to provide actionable insights for improving community engagement, lifelong learning, and economic resilience.

The research contributes to understanding public service responsibilities in the digital era, offering evidence-based recommendations for digital literacy initiatives. Findings aim to guide policymakers in designing effective strategies for community empowerment and economic development, providing a scalable model for similar programs globally. The literature review underscores the role of broadband infrastructure in advancing education and stimulating local economies, with community-oriented educational approaches enhancing civic engagement and practical skill application (Deni et al., 2022; Mack, 2023; Paul, 2023).

Although previous studies have examined digital literacy programs, limited attention has been given to government-led initiatives targeting urban marginalized populations in Indonesia. This research addresses this gap by evaluating the BLC Programme's impact and proposing strategies to improve its effectiveness and sustainability in advancing digital access and socio-economic development.

The study applies several theoretical frameworks. Digital Divide Theory highlights disparities in ICT access, emphasizing socio-economic variables such as income, education, and geography (Fisk et al., 2022; Moreno-Pérez, 2023). Service-Learning Theory emphasizes experiential learning through community engagement, aligning with the BLC Programme's approach to fostering civic responsibility and practical skill application (Bringle & Hatcher, 2002; Hambali, 2023). Public Service Motivation (PSM) explores the altruistic values driving public service initiatives, highlighting the role of ethical leadership and supportive cultures in program success (Borst et al., 2017; Plimmer et al., 2021). Socio-Economic Development Theory integrates principles of equity, sustainability, and governance to examine the BLC Programme's contributions to economic and social resilience (Derkacz, 2020; Saragih, 2021).

By integrating these theories, the research comprehensively evaluates the BLC Programme's effectiveness in addressing digital inequalities, fostering community engagement, and promoting socio-economic development. The study provides actionable insights into the programme's successes and challenges, establishing it as a model for public service innovation in the digital age.

METHOD

For this case study on the implementation of the BLC Programme as a form of public service responsibility in Surabaya, a qualitative research approach is employed, using a case study methodology to gain an in-depth understanding of the programme's impact and challenges. This research method is suitable for exploring the complexities of a localized public service initiative and how it addresses digital divides and community needs.

Data will be collected through semi-structured interviews with key stakeholders, including government officials, program facilitators, and community members who benefit from the BLC Programme. These interviews aim to gather insights into the

perceptions, experiences, and challenges encountered by stakeholders. Additionally, focus group discussions (FGDs) with participants will provide further qualitative data on the programme's effectiveness in promoting digital literacy and community engagement.

Data analysis will use NVIVO. NVivo is a powerful qualitative data analysis software that facilitates the organization, coding, and analysis of qualitative data, including interviews, focus groups, and open-ended survey responses. Its capabilities are particularly beneficial in the context of axial coding, thematic analysis, and the identification of themes, which are essential components of qualitative research.

1. Axial Coding and Thematic Analysis in NVivo

Axial coding is a process that follows open coding, where researchers begin to identify relationships between codes and categories. NVivo supports this process by allowing researchers to create nodes, which are essentially codes that represent specific themes or concepts derived from the data. For instance, in a study examining children's perceptions of body image, NVivo was used to identify five distinct themes, such as facial features and personality traits, which were then coded to enhance the rigor of the analysis (Han & Kim, 2020). Similarly, in qualitative patient interviews, NVivo facilitated the coding of interview transcripts, enabling researchers to systematically identify and analyze themes related to patient experiences (Konidaris et al., 2023).

Thematic analysis, as outlined by Braun and Clarke, is another widely accepted method for interpreting qualitative data. NVivo aids in this process by providing tools for both inductive and deductive coding, allowing researchers to derive themes from the data while also testing pre-existing theories (Bayne et al., 2020). For example, researchers analyzing data from interviews about early childhood educators' awareness of adverse childhood experiences utilized NVivo to conduct thematic analysis, demonstrating its flexibility in summarizing and interpreting qualitative data (Smith & McIsaac, 2022).

2. Coding Features and Data Management

NVivo's coding features are designed to streamline the qualitative analysis process. Researchers can import various data types, including text, audio, and video, and utilize NVivo's advanced coding capabilities to categorize and analyze this data effectively. The software allows for the creation of hierarchical structures of codes, enabling researchers to develop sub-categories under broader themes (Rusydiana, 2023). This hierarchical coding structure is essential for organizing complex qualitative data and ensuring that all relevant aspects are captured during analysis.

Moreover, NVivo offers functionalities such as the coding comparison feature, which helps assess inter-coder reliability by comparing the coding decisions made by different researchers (Sheep et al., 2016). This feature enhances the credibility of the analysis by ensuring consistency in how data is coded and interpreted. Additionally, NVivo's memo-writing capabilities allow researchers to document their analytical thoughts and decisions throughout the coding process, creating an audit trail that can be invaluable for transparency and reproducibility.

3. Visualizing Data and Enhancing Interpretation

Another significant advantage of using NVivo is its ability to visualize data through various tools, such as word clouds and models, which can help researchers identify patterns and trends within their data (Huang et al., 2023). For instance, in studies exploring social media content, NVivo's word cloud feature was employed to

visualize the frequency of terms used, providing insights into the dominant themes present in tenyhe data (Khan & Gupta, 2023). Such visual representations can enhance the interpretative process, making it easier for researchers to communicate their findings effectively.

For data analysis, a thematic analysis approach will be applied, focusing on identifying recurring themes related to digital access, community empowerment, and public service delivery. Key themes such as digital inclusivity, economic resilience, and public service motivations will be derived from the data, guided by the theoretical framework established. This analysis will allow for an interpretation of how the BLC Programme aligns with public service objectives and the socio-economic needs of Surabaya's residents.

RESULTS AND DISCUSSION

To analyze the data using NVIVO, the interview results from organizers, government employees involved in the BLC implementation, and BLC participants were coded. The data gathered from these interviews revealed the following information:

In order to demonstrate the steps of Initial Coding, Axial Coding, and Selective Coding based on the interviews, step by step will be explained before going into the further coding process.

TABLE 1. Steps of Coding

Step	Definition	Examples/Categories/Core Theme
Step 1: Initial Coding	Identify and label raw data segments with descriptive codes.	- Purpose of BLC: Enhancing digital literacy, providing free technology training. - Community Impact: Reducing digital divide, promoting inclusivity. - Challenges: Infrastructure issues, lack of awareness, training resources. - Stakeholder Role: Public-private partnerships, government support. - Opportunities: Digital entrepreneurship, workforce development.
Step 2: Axial Coding	Organize initial codes into categories based on relationships and common themes.	Categories: 1. Program Objectives: - Enhance digital literacy. - Promote equitable access. - Prepare participants for the digital era. 2. Implementation Challenges: - Infrastructure limitations. - Social and cultural barriers. - Sustainability of resources. 3. Outcomes and Benefits: - Bridging the digital divide. - Supporting economic growth. - Encouraging civic engagement. 4. Stakeholder Involvement: - Role of local government. - Contributions of private sector. - Community participation.

Step	Definition	Examples/Categories/Core Theme
Step 3: Selective Coding	Integrate categories into a core theme that unifies the findings.	Core Theme: "The Broadband Learning Centre (BLC) Programme as a Model for Digital Inclusion and Community Empowerment in Urban Public Services." Integration: - The BLC Programme exemplifies public service through its goals of digital literacy and inclusivity. - It addresses challenges like infrastructure gaps and resource sustainability. - Outcomes include economic empowerment and community development. - The programme's success depends on strong stakeholder collaboration and adaptive strategies.

TABLE 2. Coding

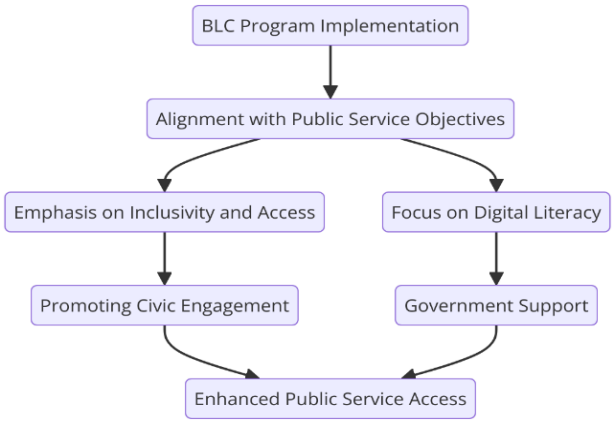
Theme	Code	Associated Quote
Program Goals and Public Service Alignment	Improving digital literacy	*"Program ini bertujuan utama untuk meningkatkan literasi digital dan keterampilan teknologi di masyarakat, baik untuk anak-anak maupun orang dewasa."*
	Reducing digital divide	*"BLC membantu mengurangi kesenjangan digital dan memastikan semua orang memiliki akses yang sama terhadap peluang di era modern."*
	Supporting public service goals	*"BLC merupakan bagian dari pelayanan publik, mendukung masyarakat dalam era digital."*
	Access to free digital education	*"Pendidikan digital gratis ini sangat membantu terutama bagi masyarakat yang kurang mampu."*
Operational Model: Accessibility and Inclusivity	Accessibility for marginalized groups	*"Melalui fasilitas dan pelatihan gratis... BLC membantu masyarakat terpinggirkan dalam memperoleh keterampilan teknologi."*
	Strategic location planning	*"BLC memilih lokasi pusat belajar yang strategis dan merancang program dengan berbagai tingkat kesulitan."*
	Limited infrastructure in remote areas	*"Infrastruktur yang terbatas membuat akses di daerah terpencil lebih sulit untuk dijangkau."*
	Challenges with consistent internet access	*"Keterbatasan akses internet di beberapa pusat BLC mempengaruhi kelancaran pelatihan."*
Community Engagement and Social Inclusion	Community outreach collaborations	*"Mereka mempromosikan kegiatan lewat komunitas, sekolah, dan organisasi lokal supaya lebih banyak orang tahu dan tertarik ikut serta."*
	Social inclusion in digital learning	*"BLC membantu mengurangi kesenjangan digital... membuka kesempatan bagi masyarakat yang kurang terlayani untuk mendapatkan pendidikan nonformal."*
	Encouraging participant knowledge sharing	*"Peserta diajak untuk berbagi ilmu dengan teman, keluarga, atau tetangga, menciptakan efek domino yang bermanfaat bagi lingkungan sekitar."*
	Strengthening community bonds	*"Program ini juga sering mengadakan kegiatan kelompok yang mengajarkan kerja sama dan bagaimana saling menghargai."*

Theme	Code	Associated Quote
Socio-Economic Development through Digital Skills	Increased job readiness	*"Program ini membantu peserta memperoleh keterampilan digital yang sangat dibutuhkan di pasar kerja saat ini."*
	Support for local entrepreneurship	*"Banyak materi yang diajarkan, seperti cara memulai bisnis online, memasarkan produk lewat media sosial, dan mengelola toko online."*
	Skills for digital economy	*"Keterampilan digital yang mereka pelajari memberi mereka peluang besar untuk bekerja di bidang yang terus berkembang."*
	Local economic growth	*"Program ini memberikan kontribusi terhadap pertumbuhan ekonomi lokal... membantu peserta memulai usaha sendiri."*
Sustainability and Operational Challenges	Funding and resource constraints	*"Pemerintah memberikan dukungan lewat dana, fasilitas, dan kebijakan... namun kebutuhan anggaran tetap menjadi tantangan."*
	Shortage of skilled trainers	*"Menjaga kualitas materi dan pengajaran menjadi tantangan, terutama karena kekurangan pengajar yang terlatih."*
	Dependency on partnerships	*"Sektor swasta bisa mendukung lebih banyak pelatihan atau penyediaan perangkat teknologi."*
	Balancing free services with quality	*"Menjaga pelatihan berkualitas tanpa biaya memerlukan dukungan berkelanjutan dari pemerintah dan sektor swasta."*
Feedback and Adaptation	Monitoring participant success	*"Keberhasilan diukur dari banyaknya peserta yang menyelesaikan pelatihan dan seberapa besar keterampilan yang bisa mereka terapkan."*
	Feedback-driven curriculum adjustments	*"Umpan balik dari peserta penting dalam membuat penyesuaian terhadap program, misalnya materi yang dianggap terlalu sulit."*
	Regular program evaluations	*"Keberhasilan program biasanya diukur dari beberapa hal... serta bagaimana mereka bisa menggunakan keterampilan yang dipelajari dalam kehidupan sehari-hari."*
Challenges in Reaching Marginalized Groups	Low awareness among older generations	*"Kurangnya pemahaman di masyarakat tentang pentingnya literasi digital, terutama di kalangan yang lebih tua."*
	Limited personal device access	*"Keluarga yang tidak punya perangkat teknologi di rumah... program ini memberi kesempatan bagi semua orang untuk belajar."*
	Limited facility expansion capacity	*"Keterbatasan fasilitas di beberapa lokasi membuat program tidak dapat menjangkau lebih banyak orang."*

This table illustrates the various facets of the BLC Programme, detailing its achievements in digital literacy, community engagement, and socio-economic empowerment, as well as the obstacles it faces in operational sustainability and accessibility. Each theme and code corresponds to specific quotes that encapsulate the program's core objectives and challenges, helping to visualize the impact and limitations of BLC's efforts in bridging Surabaya's digital divide.

Based on the data findings mentioned above, the following diagrams can be created:

1. Program Implementation and Alignment with Public Service Objectives



The Broadband Learning Centre (BLC) Programme in Surabaya exemplifies a strategic alignment with the city's public service objectives, serving as a pivotal tool for digital inclusion and civic empowerment. At the core of the BLC's mission is its commitment to bridging the digital divide by providing accessible digital literacy training to underserved communities. Through its carefully planned implementation, the BLC Programme integrates digital skills development within Surabaya's public service framework, ensuring that the program not only advances digital knowledge but also supports broader community needs. This alignment underscores the program's role in promoting both educational equity and social inclusion, aligning closely with Surabaya's commitment to fostering a more digitally inclusive society.

A fundamental aspect of the BLC Programme is its emphasis on inclusivity and accessibility, a strategy designed to reach marginalized groups, including individuals in remote and economically disadvantaged areas. By prioritizing accessibility, the BLC ensures that participants from all demographics can benefit from digital education, which directly addresses socio-economic barriers to technology access. This inclusivity is essential in supporting Surabaya's public service goals, as it helps equip underserved communities with the skills necessary to participate in the digital age. Alongside this inclusivity, the program's focus on digital literacy empowers participants to engage confidently with digital tools, providing them with essential competencies that enable self-sufficiency and independence in the digital world.

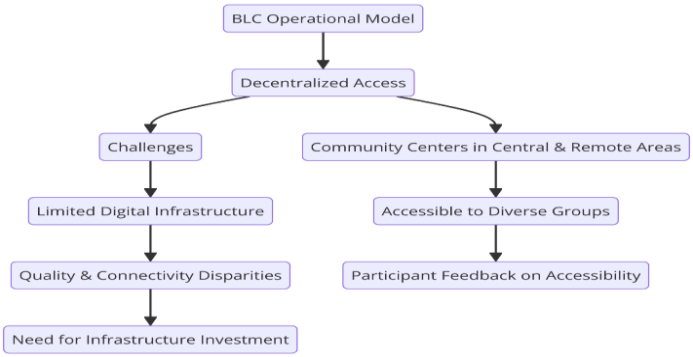
The BLC Programme also promotes civic engagement by encouraging participants to use their digital skills to contribute to their communities. This focus on civic engagement fosters a culture of shared responsibility, where individuals are not only consumers of digital resources but also active contributors to local development initiatives. By empowering participants to leverage digital skills for civic involvement, the program strengthens community bonds and encourages broader engagement in public service offerings. This element of civic engagement amplifies the BLC's impact, as participants are more likely to use their skills to benefit others, thereby creating a ripple effect that extends the program's reach and influence.

The success and sustainability of the BLC Programme are bolstered by government support, which provides essential resources and funding for the program's ongoing operation. Government backing enhances the program's integration into Surabaya's public service framework, lending it the legitimacy and stability necessary to achieve long-term impact. This support also enables the BLC to maintain quality and expand its services, ensuring that digital education remains accessible to a wide

audience. Such government involvement positions the BLC as a credible, community-centered initiative that resonates with Surabaya's public service goals, further strengthening its role as a vital resource for digital literacy and inclusion.

Ultimately, these combined efforts culminate in enhanced public service access for the residents of Surabaya. By integrating inclusivity, digital literacy, civic engagement, and government support, the BLC Programme effectively expands access to public services, allowing more citizens to participate actively in the digital economy and society. This expanded access aligns with Surabaya's vision of a digitally inclusive urban environment, where individuals from all backgrounds can engage with public services and digital resources. The BLC Programme, therefore, stands as a comprehensive model for digital inclusion, showcasing how municipal initiatives can support public service goals by empowering communities through accessible digital literacy education. Through this multifaceted approach, the BLC Programme not only bridges the digital divide but also strengthens civic participation, reinforcing Surabaya's commitment to fostering an inclusive and engaged society.

2. Accessibility and Inclusivity of the Operational Model



For Accessibility and Inclusivity of the Operational Model, a diagram can be made as below :

The Broadband Learning Centre (BLC) Programme employs an operational model centered on decentralized access, strategically designed to ensure inclusivity by establishing centers in both central urban and remote, underserved areas of Surabaya. This model reflects a commitment to providing digital literacy opportunities to diverse population segments, including seniors, low-income individuals, and people with disabilities, who might otherwise lack access to digital resources. By situating community centers across varied geographic locations, the BLC Programme effectively broadens its reach, allowing these marginalized groups to participate in digital literacy initiatives and aligning with Surabaya's public service mandate.

However, the decentralized model introduces challenges, particularly in regions with limited digital infrastructure. Remote areas often experience lower-quality digital connectivity and service inconsistency, resulting in disparities in the training experience among participants. In some locations, unreliable internet access and insufficient technological resources hinder the program's objective of providing uniform digital literacy education. These limitations suggest that, while the decentralized model expands access, it also highlights infrastructural weaknesses that can undermine the program's effectiveness. Ensuring consistent quality and connectivity across all

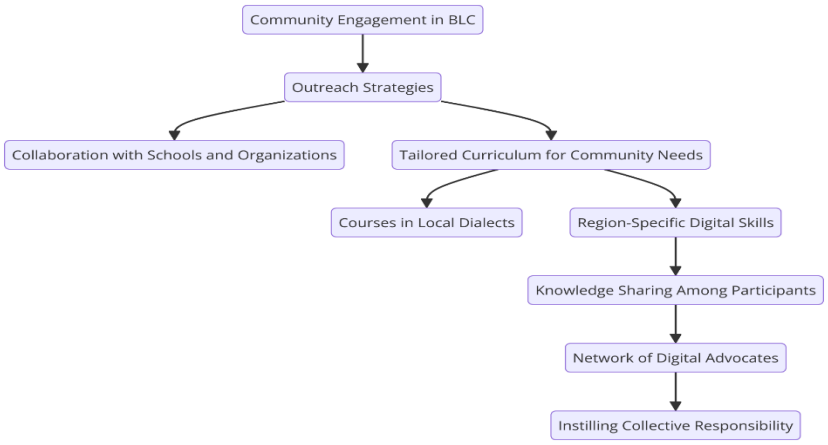
centers is crucial to achieving the program's inclusivity goals, emphasizing a gap in infrastructure that needs to be addressed.

The disparity in quality and connectivity between central and remote centers points to the need for targeted infrastructure investment. As digital access becomes an essential component of public service, upgrading infrastructure in underserved areas would significantly support BLC's mission of inclusive digital literacy. Without such investment, the program risks reinforcing digital inequities, where participants in well-connected areas benefit from a better training experience than those in remote regions. Consequently, enhancing infrastructure emerges as a critical requirement for the BLC Programme's success in delivering uniform and accessible digital education citywide.

Despite these challenges, participant feedback highlights the accessibility and value of BLC's training programs. Individuals from diverse backgrounds, particularly those traditionally excluded from digital spaces, appreciate the accessible format and localized presence of BLC centers. This positive feedback underscores that the program is achieving its goal of inclusivity in terms of physical and social accessibility. However, participants' concerns regarding connectivity and facility quality reinforce the necessity for further infrastructure improvements to ensure that each center provides an equally enriching educational experience.

3. Community Engagement as a Tool for Social Inclusion

A comprehensive diagram can be developed to visually represent and explain the role of community engagement as a tool for promoting social inclusion. This diagram would outline the key components, processes, and outcomes of community engagement, demonstrating how it fosters connections among diverse groups, encourages participation in decision-making, and addresses barriers to inclusion.



The Broadband Learning Centre (BLC) Programme emphasizes community engagement as a foundational tool for promoting social inclusion. By integrating outreach strategies within its model, BLC aims to foster broad and inclusive participation across Surabaya. One of the primary methods for achieving this is through collaboration with local schools, organizations, and community leaders, which enhances BLC's visibility and credibility within the community. This collaborative approach not only increases community involvement but also ensures that the program addresses the specific needs of different community groups.

An important feature of BLC's outreach is its tailored curriculum, designed to meet community-specific needs. Recognizing the diverse linguistic and cultural backgrounds within Surabaya, BLC offers courses in local dialects, which makes the

program more accessible to non-native speakers and those who might be unfamiliar with standard digital literacy training. Additionally, BLC provides training in region-specific digital skills that align with the economic and social needs of different neighborhoods. For instance, communities focused on small-scale agriculture or craft industries might receive targeted digital marketing skills to help participants promote their products online. This customization ensures that the program remains relevant and applicable to participants' daily lives.

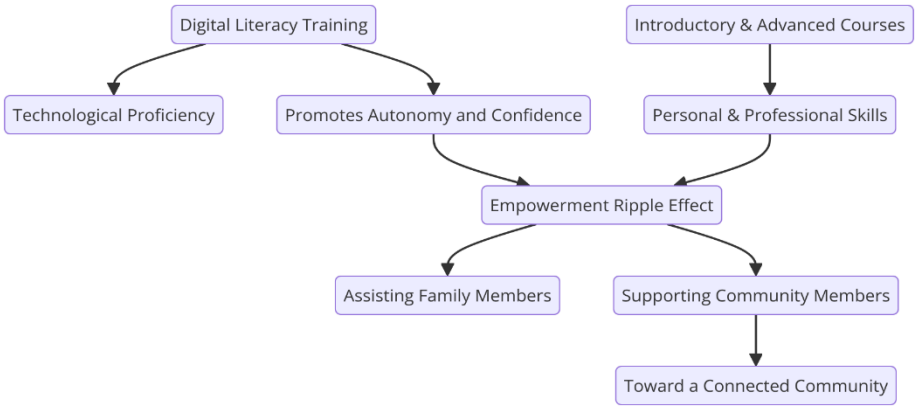
BLC's approach goes beyond individual skill-building by fostering a culture of knowledge sharing among participants. Encouraged to pass on their newfound skills, participants actively contribute to a growing network of digital advocates within their communities. This network not only supports other community members in developing digital skills but also helps reinforce the program's impact, as each participant becomes a potential multiplier of digital literacy. Through these interactions, BLC promotes a broader vision of digital inclusion, where each individual contributes to uplifting the community as a whole.

Ultimately, BLC's strategy instills a sense of collective responsibility among participants. By fostering a supportive community of digital advocates, the program encourages participants to take ownership of their roles in community development. This collective mindset nurtures a community-driven effort toward digital inclusion, where participants recognize their contributions as part of a larger goal of community empowerment and social progress. In this way, BLC not only enhances digital literacy but also strengthens community bonds, creating a sustainable model for social inclusion through digital engagement.

This holistic engagement approach exemplifies how digital literacy can be used as a vehicle for community empowerment, demonstrating that, with tailored curriculum and strategic outreach, public service initiatives like BLC can drive meaningful social change.

4. Digital Literacy as an Empowerment Tool

The digital literacy diagram can be used to explain its relationship with empowerment tools, as shown in the diagram below.



The Broadband Learning Centre (BLC) Programme in Surabaya uses digital literacy as a powerful tool for empowerment, building both individual confidence and technological proficiency within the community. The programme's structure offers both

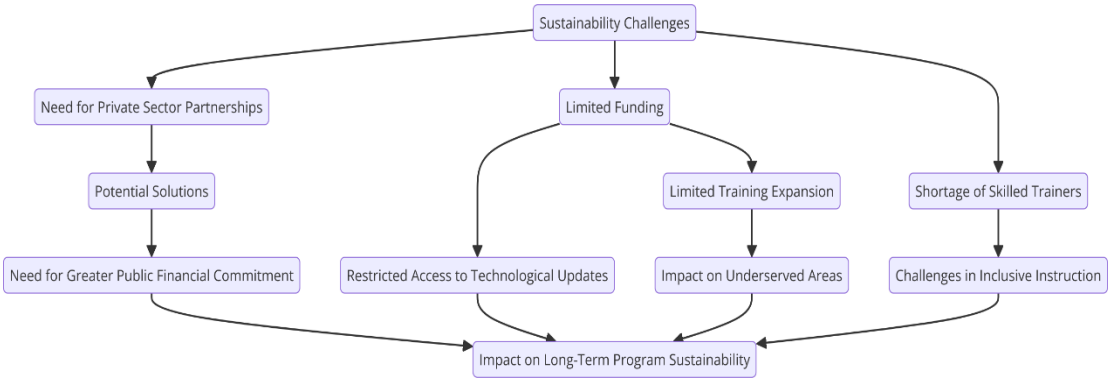
introductory and advanced courses, which accommodate learners at various skill levels and enable them to develop practical competencies relevant to personal and professional applications. This dual approach ensures that participants not only become proficient in using technology but also develop autonomy, gaining confidence to engage independently with digital platforms and tools.

A particularly impactful outcome of the BLC Programme is the "empowerment ripple effect." As participants gain digital skills, they are often inspired to support others in their networks—assisting family members, friends, and broader community members in navigating digital spaces. This sharing of knowledge promotes a collective growth in digital literacy, thereby fostering a more connected and digitally empowered community. By encouraging participants to extend their digital literacy to those around them, BLC amplifies its impact, creating a network of digital advocates within Surabaya.

Ultimately, BLC's focus on digital literacy supports Surabaya's transition into a digitally inclusive society. Through personal empowerment and community support, the programme lays the foundation for a digitally connected and resilient community, where individuals not only have the skills to navigate the digital world but also the confidence to help others.

5. Challenges in Sustainability and Resource Availability

When talking about sustainability challenges, the diagram below can explain its relationship with resource availabilty.



The Broadband Learning Centre (BLC) Programme in Surabaya encounters significant sustainability challenges that impact its long-term effectiveness and reach, as illustrated in the diagram. The primary issues stem from limited funding and a shortage of skilled trainers, which restrict the program's ability to expand and deliver consistent service quality across all areas, particularly underserved communities.

Limited funding is a major obstacle, affecting BLC's capacity for training expansion and technological updates essential for keeping the program relevant and accessible. The lack of sufficient financial resources restricts access to modern digital tools, which are necessary to maintain high-quality training and engagement, especially in remote or low-income areas. Additionally, restricted funding limits the program's expansion potential, curtailing its ability to reach all communities in need.

Another crucial challenge is the shortage of skilled trainers who are qualified to provide inclusive, high-quality instruction. This shortfall hinders the program's objective of delivering comprehensive digital literacy education to diverse groups, including individuals with varying educational backgrounds and specific needs.

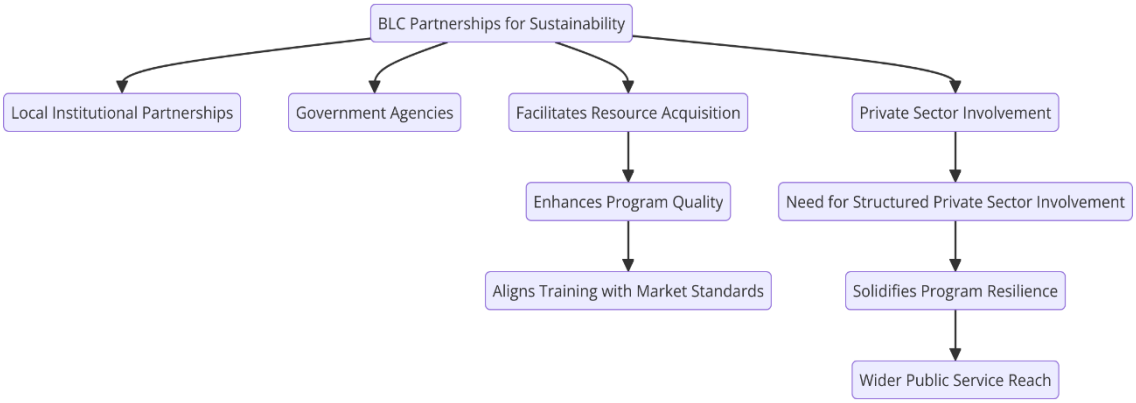
Without skilled instructors, the program struggles to maintain a uniform standard of education across all centers, which impacts the consistency and inclusivity of the digital training offered.

To address these challenges, the BLC Programme must explore private sector partnerships and encourage greater financial support from public bodies. Collaborations with private organizations could provide additional resources, enabling access to updated technology and expanding the reach of training programs. Moreover, increased public financial investment is essential for enhancing the program's resilience, ensuring that it can consistently deliver its services without interruptions due to budget constraints.

Ultimately, these challenges underscore the need for a more robust, diversified funding strategy to support BLC's mission. By securing additional resources and fostering partnerships, the program can improve its sustainability, expand its impact, and deliver equitable digital literacy training across all regions, thereby supporting Surabaya's goal of digital inclusion for all residents.

6. Institutional and Community Partnerships for Sustainability

Regarding institutions and communities, the diagram below can briefly explain their relationship with sustainability.



The Broadband Learning Centre (BLC) Programme in Surabaya addresses its sustainability challenges through strategic partnerships with local institutions, government agencies, and private sector entities. These partnerships are essential to ensuring the continued availability of resources, maintaining program quality, and aligning BLC's training modules with current market standards.

Local institutional partnerships and government agency support play a significant role in facilitating the acquisition of essential resources. By collaborating with these entities, BLC enhances its operational capacity and ensures that training materials and facilities meet industry expectations. This alignment with market standards is crucial for maintaining the relevance and effectiveness of the program's curriculum, which in turn enhances the employability of its participants and the overall quality of digital education provided.

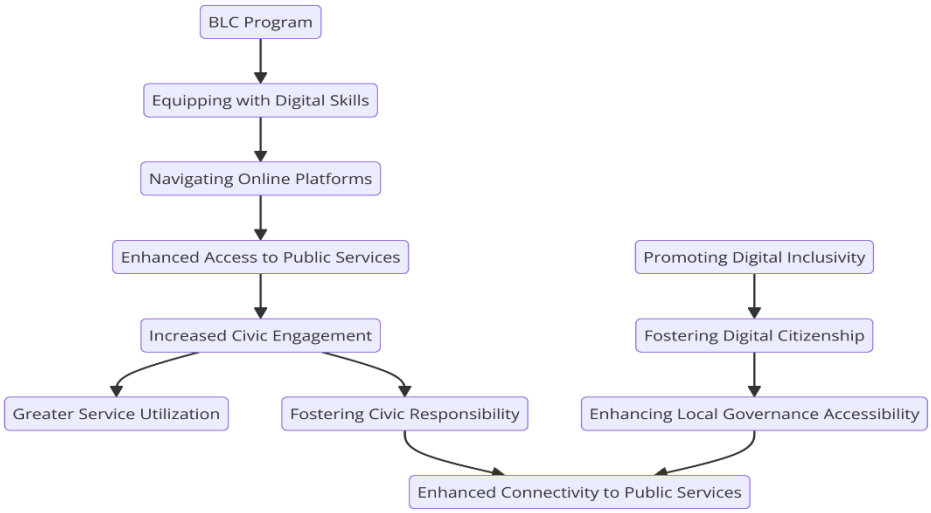
Private sector involvement is another critical aspect of BLC's sustainability strategy. However, there is a need for more structured and formalized engagement with private companies to secure ongoing financial and technological support. Structured private sector involvement would not only solidify BLC's operational resilience but also expand its public service reach, allowing the program to serve a

broader demographic across Surabaya. Such partnerships could provide the financial commitment needed to address funding gaps, facilitate regular updates to digital infrastructure, and provide skilled trainers.

Strengthening these institutional and community partnerships is essential for BLC to ensure sustained impact in digital literacy and inclusion. By building a robust support network across sectors, BLC can secure the resources required for long-term resilience, maintain high standards in training, and extend its services to underserved areas, reinforcing its role as a vital public service provider in Surabaya.

7. Impact on Public Service Accessibility and Civic Engagement

The following provides a concise explanation of the impact on public service accessibility and civic engagement, accompanied by a diagram.



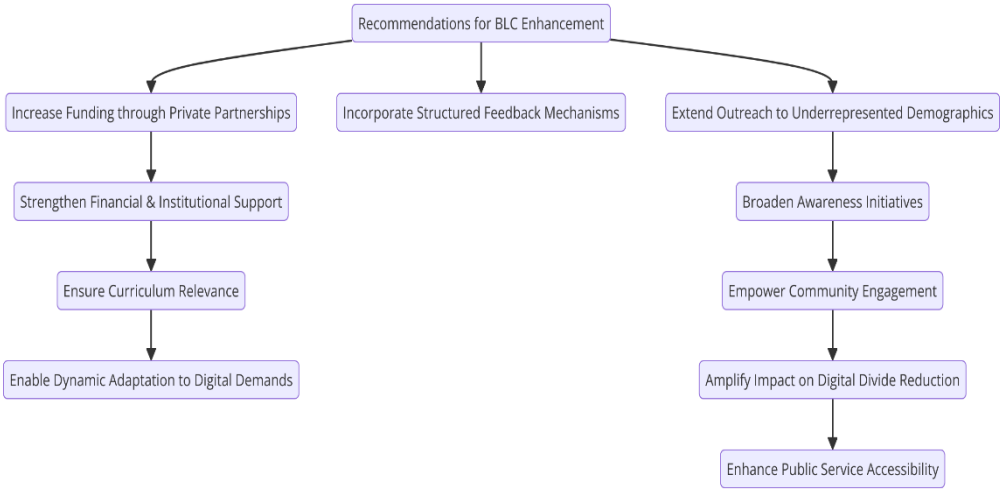
The Broadband Learning Centre (BLC) Programme has significantly impacted public service accessibility and civic engagement in Surabaya by equipping participants with essential digital skills. Through training that focuses on navigating online platforms, participants gain the confidence and ability to access a range of government services digitally. This newfound skill not only makes public services more accessible but also fosters greater civic engagement, with participants more actively utilizing and interacting with available services.

The program's structure aligns with Surabaya's civic goals by encouraging a sense of civic responsibility among participants. By enabling citizens to engage digitally with government services, BLC not only increases service utilization but also enhances the community's overall connectivity to public service infrastructure. This process helps promote a culture of digital inclusivity, bridging gaps in service access and empowering participants to engage in their community more actively.

A secondary benefit of the program is its role in fostering digital citizenship and enhancing local governance accessibility. By promoting digital literacy, BLC ensures that participants understand the value and responsibility of civic engagement in a digital context. This fosters digital citizenship and builds a more inclusive governance model where community members are better equipped to interact with public services and contribute to local governance initiatives. Consequently, BLC stands as a pivotal model in advancing digital inclusivity and strengthening the bond between citizens and public service institutions.

8. Future Directions and Recommendations for Policy and Practice

The diagram below offers a detailed explanation to support recommendations for the government in formulating policies related to this matter. It visually outlines the key elements, relationships, and potential outcomes, providing a clear framework for understanding the issue and guiding effective policy development. This approach ensures that the recommendations are grounded in a structured analysis and are accessible for informed decision-making.



The analysis of the diagram underscores a series of strategic recommendations aimed at enhancing the effectiveness and sustainability of the Broadband Learning Centre (BLC) Program in Surabaya. These recommendations are organized around three main pillars: funding, feedback mechanisms, and outreach.

First, increasing funding through private partnerships emerges as a critical recommendation. The diagram suggests that to overcome existing financial limitations, BLC should seek to diversify its funding sources by forming partnerships with private sector entities. Strengthened financial and institutional support is essential to ensure that BLC's curriculum remains relevant and up-to-date with the latest digital trends and demands. With additional funding, BLC can dynamically adapt its offerings to align with evolving technological requirements, thereby enhancing the program's ability to address the digital literacy needs of the community effectively.

Second, the importance of incorporating structured feedback mechanisms is highlighted. Regular feedback from participants plays a vital role in enabling continuous curriculum improvement. The diagram emphasizes the need for formalized feedback systems to ensure training content stays aligned with local job market trends and emerging digital advancements. By systematically gathering insights from participants, BLC can make timely adjustments to its curriculum, ensuring that the skills it imparts remain applicable, relevant, and valuable in the rapidly changing digital landscape.

Finally, extending outreach to underrepresented demographics is identified as crucial for reaching underserved and marginalized groups within the community. Broadening awareness initiatives can help increase engagement within these communities, empowering more individuals to participate in digital literacy training. Enhanced outreach efforts not only expand BLC's reach but also amplify its impact on reducing the digital divide and improving access to public services, supporting a more inclusive approach to digital empowerment across Surabaya.

Together, these recommendations aim to strengthen BLC's capacity to bridge digital inequalities in Surabaya. By securing additional funding, ensuring curriculum relevance through structured feedback, and broadening access for underrepresented groups, BLC can make a more significant impact in fostering digital literacy and enhancing civic engagement throughout the city. These strategies are essential to ensure that the BLC Program remains resilient, responsive, and inclusive in its mission to empower the community through digital education.

CONCLUSION

The Broadband Learning Centre (BLC) Programme in Surabaya demonstrates an effective approach to advancing public service responsibilities by promoting digital inclusion. This initiative aligns with Surabaya's objectives of fostering civic engagement and social equity, significantly benefiting underserved communities by equipping individuals with essential digital skills and improving access to online public services. By addressing the digital divide, the programme empowers participants to engage in the digital economy while strengthening community connectivity and awareness.

The programme's decentralized operational model successfully extends its reach to remote and marginalized areas but underscores challenges related to infrastructure quality and connectivity. Overcoming these issues is essential for delivering consistent and effective digital literacy training across all locations. The programme's sustainability relies heavily on public-private partnerships, which provide critical financial and technological resources. Strengthening these collaborations will ensure a robust service model capable of adapting to evolving community digital needs.

Community engagement is a cornerstone of the BLC's success. Participants are encouraged to disseminate their digital skills within their social networks, creating a multiplier effect that amplifies the programme's benefits. This strategy fosters a culture of collective responsibility, where participants not only enhance their own competencies but also contribute to broader community digital literacy.

To further enhance the BLC Programme's impact, future initiatives should focus on increasing private sector involvement, integrating regular feedback mechanisms, and expanding outreach to underrepresented groups. These strategies will ensure the programme remains adaptable to changing digital demands and broadens its community influence. Overall, the BLC Programme exemplifies a successful model for municipal digital literacy initiatives, driving social inclusion, empowering communities, and ensuring equitable access to digital resources in the digital era.

Reference

Bayne, A., Dullabh, P., Skillman, M., Ubri, P., Rotondo, C., Zainulbhai, S., Frosch, D. L., & Devers, K. J. (2020). Engaging Patients and Stakeholders in Preresearch: Findings From the Pipeline to Proposal Awards Initiative. *Journal of Comparative Effectiveness Research*, *9*(10), 721–736. https://doi.org/10.2217/cer-2019-0203

Borst, R. T., Kruyen, P. M., & Lako, C. J. (2017). Exploring the Job Demands–Resources Model of Work Engagement in Government: Bringing in a

Psychological Perspective. *Review of Public Personnel Administration*, *39*(3), 372–397. https://doi.org/10.1177/0734371x17729870

Bringle, R. G., & Hatcher, J. A. (2002). Campus–Community Partnerships: The Terms of Engagement. *Journal of Social Issues*, *58*(3), 503–516. https://doi.org/10.1111/1540-4560.00273

Deni, S., Deni, A., & Husain, T. (2022). The Grand Model of Bureaucratic Reform in Strengthening Government Innovation: A Review of North Maluku Province, Indonesia. *Journal of Public Policy and Administration*, *6*(4), 165. https://doi.org/10.11648/j.jppa.20220604.12

Derkacz, A. J. (2020). From Emerging to Developed Market: The Neoinstitutional Approach Based on the Case of Poland. *International Journal of Contemporary Management*, *19*(2), 37–70. https://doi.org/10.4467/24498939ijcm.20.005.12670

Deryana, L., Hadady, H., Jabid, A. W., & Sirat, A. H. (2023). Digital Service Innovation and Customer Value. *International Journal of Business, Law, and Education*, *4*(2), 662–669. https://doi.org/10.56442/ijble.v4i2.230

Fisk, R. P., Gallan, A., Joubert, A. M., Beekhuyzen, J., Cheung, L., & Russell-Bennett, R. (2022). Healing the Digital Divide With Digital Inclusion: Enabling Human Capabilities. *Journal of Service Research*, *26*(4), 542–559. https://doi.org/10.1177/10946705221140148

Graves, J. M., Abshire, D. A., Amiri, S., & Mackelprang, J. L. (2021). Disparities in Technology and Broadband Internet Access Across Rurality. *Family & Community Health*, *44*(4), 257–265. https://doi.org/10.1097/fch.0000000000000306

Hambali, U. (2023). Virtual Reality Based Hypermedia Training for Teachers of MAN 2 Model Makassar. *Ipmas*, *3*(3), 132–141. https://doi.org/10.54065/ipmas.3.3.2023.302

Han, T., & Kim, H. (2020). The Ideal Man and Woman: South Korean Children's Body Image Perceptions. *Family and Consumer Sciences Research Journal*, *49*(1), 24–36. https://doi.org/10.1111/fcsr.12370

Huang, J., Irfan, M., Fatima, S. S., & Shahid, R. M. (2023). The Role of Lean Six Sigma in Driving Sustainable Manufacturing Practices: An Analysis of the Relationship Between Lean Six Sigma Principles, Data-Driven Decision Making, and Environmental Performance. *Frontiers in Environmental Science*, *11*. https://doi.org/10.3389/fenvs.2023.1184488

Khan, S., & Gupta, S. (2023). Using a Hermeneutic Phenomenological Approach to Twitter Content: A Social Network's Analysis of Green Accounting as a Dimension of Sustainability. *Qualitative Research in Financial Markets*, *15*(4), 672–692. https://doi.org/10.1108/qrfm-02-2022-0031

Konidaris, G., Rofail, D., Randall, J., LaFontaine, P. R., Chen, C.-I., Bury, D., Geiger, A., Sasané, M., & Symonds, T. (2023). Qualitative Patient Interviews to Characterize the Human Burden of Advanced Basal Cell Carcinoma Following Hedgehog Pathway Inhibitor Treatment. *Dermatology and Therapy*, *13*(8), 1747–1761. https://doi.org/10.1007/s13555-023-00945-9

Lisdiantini, N., Sufa, S., Bindara, F. Z. P., Rohman, S. R., & Pradana, A. P. R. (2024). Marketing Communication Strategy Pt. Go-Jek Indonesia in Increasing the Number of Consumers. *Journal of International Multidisciplinary Research*, *2*(3), 78–99. https://doi.org/10.62504/jimr380

Mack, E. A. (2023). A Review of the Literature About Broadband Internet Connections and Rural Development (1995-2022). *International Regional Science Review*, *47*(3), 231–292. https://doi.org/10.1177/01600176231202457

Moreno-Pérez, A. (2023). *Effects of Exogenous Application of Methyl Jasmonate and Salicylic Acid on the Physiological and Molecular Response of 'Dusa®' Avocado to Rosellinia Necatrix*. https://doi.org/10.21203/rs.3.rs-3327667/v1

Paul, C. (2023). Digital Divide and Uptake of Public E-Service in Nigeria: A Narrative Review. *Journal of Technology Innovations and Energy*, *2*(4), 27–41. https://doi.org/10.56556/jtie.v2i4.656

Plimmer, G., Berman, E. M., Malinen, S., Franken, E., Näswall, K., Kuntz, J., & Löfgren, K. (2021). Resilience in Public Sector Managers. *Review of Public Personnel Administration*, *42*(2), 338–367. https://doi.org/10.1177/0734371x20985105

Rusydiana, A. S. (2023). A Comprehensive Study on the Scientific Literatures Performance of Cash Waqf Linked Sukuk (CWLS) Using NVivo. *Islamic Social Finance*, *3*(1). https://doi.org/10.58968/isf.v3i1.214

Saragih, R. (2021). A Socio-Economic Proposed Theoretical Framework for Responding to the Covid-19 Outbreak. *E3s Web of Conferences*, *317*, 1084. https://doi.org/10.1051/e3sconf/202131701084

Sheep, M. L., Fairhurst, G. T., & Khazanchi, S. (2016). Knots in the Discourse of Innovation: Investigating Multiple Tensions in a Reacquired Spin-Off. *Organization Studies*, *38*(3–4), 463–488. https://doi.org/10.1177/0170840616640845

Smith, M. E., & McIsaac, J.-L. D. (2022). Adverse Childhood Experiences: Early Childhood Educators' Awareness and Support. *Healthy Populations Journal*, *2*(1). https://doi.org/10.15273/hpj.v2i1.11078