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SOCIOTECHNOCRACY IN JOB TRAINING GOVERNANCE: A REFLECTION ON E-GOVERNMENT PRACTICES AT UPTD BLKIP BALI

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ABSTRACT

This article examines the application of sociotechnocracy principles in the governance of vocational training at the Regional Technical Implementation Unit for Industrial and Tourism Training (UPTD BLKIP) in Bali Province, focusing on a critical reflection of its e-government practices. Using a qualitative descriptive approach and a case study method, the study analyzes the planning, implementation, and evaluation strategies of training programs conducted by UPTD BLKIP. The findings reveal that the strategies align with the institution's strategic plans, including the digital simplification of registration processes, online-based promotions, and the provision of industry-relevant training. Evaluation is carried out systematically through satisfaction surveys and graduate tracking. However, the utilization of digital platforms such as SIAPkerja remains suboptimal, limiting program outreach and effectiveness. The novelty of this study lies in integrating the sociotechnocracy framework as an evaluative lens for assessing digital-based training governance in the public sector. This article recommends strengthening adaptive and data-driven digital strategies to foster more responsive and sustainable vocational training governance. The findings contribute to the development of social sciences and humanities, particularly in public policy studies, digital government, and human capital development through e-government-based training.

Keywords: *Digital Governance, E-Government, Public Policy, Sociotechnocracy, Vocational Training*

INTRODUCTION

Amid the surge of digital disruption and the dynamic needs of industry, job training is no longer just an additional program but an urgent necessity to create competent and adaptive human resources (Arni, 2024; Manurung et al., 2023; Rosdiana et al., 2024). However, in reality, many training institutions still struggle to reach potential trainees widely and sustainably (Gani et al., 2024; Ms et al., 2025; Sakir et al., 2024; Sulaiman et al., 2024). One such institution is the Regional Technical Implementation Unit of the Industrial and Tourism Job Training Center (UPTD BLKIP) of Bali Province. Despite employing various promotional strategies and digitizing service processes, public interest in job training programs has not shown a significant increase. Yet, the availability of trained labor is a key factor in supporting the industrial and tourism sectors, which are the backbone of Bali's economy.

This issue becomes even more complex when digital transformation in the public sector has not fully touched upon the governance aspects of job training in depth (Hieng & Prabawati, 2024; Rosdiana et al., 2024; Siregar et al., 2024). Although UPTD BLKIP has developed several digital initiatives such as using Google Forms for registration and promotion through the official website, the optimization of a more comprehensive system like the Job Training Information and Application System (SIAPkerja) is still only halfway implemented. This raises a fundamental question about the extent to which the applied e-government practices can truly address the current challenges of job training governance.

Studies related to job training governance have been widely conducted. For instance, Arion et al. (2024), Kauffeld & Berg (2025), and Wang & Si (2024) discuss the importance of digitalization in accelerating access to job training services but have yet to specifically address the sociotechnical dimensions of its implementation. Research by Alenezi (2023) and Carvalho & Santos (2022) highlights the effectiveness of digital promotion in increasing participant engagement, but they do not describe how strategic evaluations are conducted continuously. Meanwhile, studies by Attanasio et al. (2022), Hughes et al. (2022), and Shaukat et al. (2022) emphasize the importance of stakeholder involvement in developing training strategies, but they have not yet integrated the role of technology as a driver of public policy.

Some literature also discusses the adoption of e-government in the labor sector. For example, AbdulKareem & Oladimeji (2024), Revaldhi et al. (2025), and Soselisa et al. (2024) highlight the challenges of implementing e-government in regions related to infrastructure and digital literacy. Johnson et al. (2021), Sulaiman et al. (2024), and Visvizi et al. (2022) explain the need for data-driven governance in job training to meet labor market demands. On the other hand, studies by Ribeiro-Navarrete et al. (2021) and Rivaldo & Nabella (2023) emphasize the importance of periodically measuring the effectiveness of training strategies to remain relevant. Bell & Reed (2022) and Jackson et al. (2025) even propose a more inclusive participatory evaluation model in job training programs.

Furthermore, literature such as Endres et al. (2022) and Kolagar et al. (2022) shows that successful training governance depends not only on the internal strategies of training institutions but also on the support of an integrated digital ecosystem. Research by Sialen (2024) on the success of job training in Jakarta highlights the crucial role of cloud-based integrated applications in connecting training, graduate, and industry data. In the context of Bali, studies by Muka & Suardana (2024) and Prasiasa et al. (2023) point out that training institutions in tourism areas require adaptive and responsive approaches to the ever-changing dynamics of the creative industry.

The review by Longo et al. (2023) and Zhong et al. (2024) indicates that industry-driven training should be complemented by a robust digital monitoring system. This aligns with the ideas of Salsinha & Lukman (2024) and Syauta et al. (2024), who emphasize the need for information system integration to support the strategic decision-making of training institutions. Research by Akintayo et al. (2024) and Garlinska et al. (2023) also adds that the role of technology in job

training is not merely as an administrative tool but also as a learning and evaluation instrument that directly impacts graduate quality.

Although various studies have discussed job training strategies, digitalization, and policy evaluation, few have deeply explored the relationship between social structure, technology, and technocracy in the context of job training at regional government institutions. This is where the gap this research aims to fill lies—a reflective approach to how e-government practices in job training are viewed not just from a technical perspective but within a broader sociotechnocratic framework.

By aligning the social, technological, and policy dimensions, this study introduces a perspective that is still rarely used in analyzing the dynamics of job training institutions. This approach allows exploration not only of how sophisticated the digital systems used are but also of how these strategies live within the organization, respond to participant needs, and impact the wider community. Here lies the novelty of this study—namely, in providing a comprehensive understanding of job training governance practices in the sociotechnocratic e-government context.

Therefore, the purpose of this research is to identify and evaluate the strategies implemented by UPTD BLKIP Bali Province in increasing potential workers' interest in training programs and to reflect on the e-government practices carried out through a sociotechnocratic approach. It is hoped that the results of this study can serve as valuable input for developing more adaptive, data-driven, and sustainable job training governance models in the digital era.

RESEARCH METHOD

This study uses a qualitative descriptive approach as the main framework to explore in depth the strategies employed by UPTD Industrial and Tourism Job Training Center (BLKIP) Bali Province to increase public participation in job training programs. This approach was chosen because it allows the researcher to examine phenomena contextually and holistically, particularly in understanding the institution's internal dynamics and the complexities of policy implementation on the ground. As expressed by Puspitasari & Ayustia (2025), the qualitative approach facilitates the exploration of meaning behind social actions and organizational strategies, especially in the context of technology-based public services such as e-government.

The selection of UPTD BLKIP Bali Province as the research site was not without reason. Bali, as a region with a strong tourism and creative industry sector, requires competent human resources relevant to labor market needs. However, there are still significant challenges in increasing job training participation at this institution. UPTD BLKIP serves as an important representation of how regional government agencies attempt to ground the digitalization of job training services, particularly through the integration of digital platforms such as SIAPkerja and other technology-based strategies. Therefore, this institution becomes a highly relevant site to study in the context of reflecting on e-government practices and sociotechnocratic governance

at the regional level.

The informants in this study were selected through purposive sampling, considering their capacity and the relevance of their roles in organizing the job training programs. Seven informants were involved in the data collection process, consisting of three staff members from the Administrative Division responsible for administrative management and promotion, two from the Reporting Division handling program monitoring and evaluation, and two from the Program and Training Implementation Division responsible for planning and technical execution of the training. The selection of these informants was done carefully to ensure that the data obtained came from sources with direct knowledge and experience in the institution's strategic processes.

Data collection was carried out using three main methods: observation, in-depth interviews, and documentation. Direct observation was conducted on daily activities within UPTD BLKIP, including the training registration process, promotional activities, and the training implementation itself. This observation aimed to capture the patterns of actions and interactions occurring in daily work dynamics and to identify how digital systems such as SIAPkerja are operated in practice. In-depth interviews were conducted using a semi-structured approach, providing space for informants to express their views and experiences freely while remaining focused on the research topics. This approach was used to gather narrative and reflective data while gaining an understanding of the strategic dynamics not always formally documented within institutional records.

Documentation was carried out by collecting and analyzing various official documents related to job training strategies, including strategic plans, training implementation reports, participant satisfaction survey results, and digital archives from the institution's official website and social media. This document analysis helped the researcher verify and strengthen findings from observations and interviews, as well as provide a historical and administrative dimension in assessing the consistency of the strategies applied.

To ensure the credibility and validity of the data, triangulation techniques were thoroughly applied. Triangulation was conducted by combining the three data collection methods—observation, interviews, and documentation—to complement and verify the obtained information. According to Abdalla et al. (2018) and Moon (2019), triangulation is an important method in qualitative research because it allows researchers to test the consistency of data from various sources and approaches. In practice, the researcher compared data from interviews with field observation findings and documentary evidence to obtain a comprehensive and in-depth picture of job training governance strategies at UPTD BLKIP.

This research was conducted over one month, from March 4 to April 30, 2025. This time frame was chosen to give the researcher sufficient time to perform repeated observations, deepen communication relationships with informants, and gain full access to relevant key documents. This duration also allowed the researcher to observe changes or dynamics in training strategies, whether routine or incidental.

RESULTS AND DISCUSSION

Sociotechnocracy in Strategic Planning of Job Training

In the strategic planning process for job training at UPTD BLKIP Bali Province, it is clear that the principles of sociotechnocracy are beginning to take shape within the institutional orientation, especially in responding to the continuously changing dynamics of the labor market in the digital era. Sociotechnocracy itself is an approach that combines technocratic logic — such as the use of digital systems, data-based management, and procedural efficiency — with social values, such as community participation, commitment to public service, and sensitivity to local needs. In this context, UPTD BLKIP is not only striving to design training based on industry trends and labor market data but is also taking into account the aspirations and social barriers faced by prospective trainees, particularly those from regions with limited access to technology.

As expressed by one informant from the Training Programs and Implementation Division (initial: S), the preparation of training strategies does not merely follow the master plan from the provincial government or ministry but also goes through an internal dialogue process that considers the achievements of previous trainings and barriers to community participation. According to them, although technology is widely used, “not all communities can be reached if we only rely on digital channels.” This statement reflects institutional awareness of the limitations of technology as the sole approach in planning and highlights the importance of including social aspects in the process.

In the field, the researcher’s observations during visits to the planning staff’s workspace revealed a dynamic yet structured atmosphere. The walls were filled with training schedule schemes, target indicators, and evaluation notes from the previous year’s training. Both printed and digital documents showed that the strategy formulation had indeed utilized digital tools such as spreadsheets, participant monitoring dashboards, and Google Form evaluations. However, in several planning meetings, discussions were still conducted face-to-face, indicating the importance of direct social interaction as a means of clarification, learning, and cross-division collaboration. This illustrates the interplay between the technocratic dimension, represented by the use of digital tools, and the social dimension, manifested in participatory discussion and deliberation.

In theoretical terms, this aligns with the views of Ravšelj et al. (2022) and Tan & Crompvoets (2022), who argue that technology in the public sector should not merely be seen as an administrative or automation tool, but as a new space for interaction between the government and citizens. Local governments, in this case, UPTD BLKIP, are tasked not only with providing platforms or systems but also with designing social structures that enable these systems to be used, understood, and accessed equitably by the public. In the context of Bali, with its social characteristics deeply rooted in customary communities and local culture, such an approach becomes highly crucial.

Furthermore, the researcher noted that training planning also takes into account labor market data from the Department of Manpower and external sources such as reports on labor

needs from the tourism, creative industries, and light manufacturing sectors. This data integration indicates a tendency toward evidence-based planning, which is one of the main features of technocratic governance. However, the success of this planning still depends on how the data is interpreted and translated into inclusive and applicable training formats. For example, although there is high demand from the hospitality sector, an informant from the Reporting Division (initial: I) mentioned that "many prospective participants are still hesitant to register because the information doesn't reach them, or they lack confidence as they have never joined a training before." This highlights the importance of the social dimension in bridging the gap between plans and reality.

The strategic planning process at UPTD BLKIP Bali reflects the initial embodiment of sociotechnocratic practice. On the one hand, they have begun integrating digital systems and data into policy formulation, but on the other hand, they continue to uphold social aspects such as interpersonal communication, direct dissemination of information, and consideration of participants' social limitations. This blend of technological sophistication and social closeness is the essence of sociotechnocracy. These findings also show that the success of planning is not only measured by how systematically the strategy is designed but also by how far it can respond to the social diversity within the community.

Effective training planning in the digital era cannot be separated from the understanding that technology is merely one tool within a broader ecosystem. Planning that ignores social realities risks failing to reach those who need it most. Therefore, social engagement, sensitivity to context, and awareness of technological limitations become essential elements in building governance that is not only sophisticated in its systems but also ethically robust and socially sustainable.

Strategy Implementation: Digitalization Not Yet Fully Integrated

Strategy formulation includes developing a vision and mission, identifying external organizational opportunities and threats, determining internal strengths and weaknesses, setting long-term goals, generating alternative strategies, and selecting the most appropriate strategies (Anggraini & Tukiman, 2022; Octaziano Blanco & Hardjati, 2024). According to this theory, the strategy formulation referred to by UPTD BLKIP is the chosen strategy to achieve the organization's goals. In this context, the goal of UPTD BLKIP is to increase the interest of prospective workers in participating in training, which will subsequently help reduce unemployment (Haribowo et al., 2025; Iqbalsyah et al., 2025). The selected strategies include routine promotions to vocational schools (SMKs) and polytechnics in Bali, intensifying the delivery of updated information via UPTD BLKIP's Instagram page and the SIAPkerja website, as well as developing and expanding employment partnerships. Below is a display of some of the partners that have established collaborations with UPTD BLKIP, which by 2025 has recorded 163 partnerships to improve the quality of prospective workers.

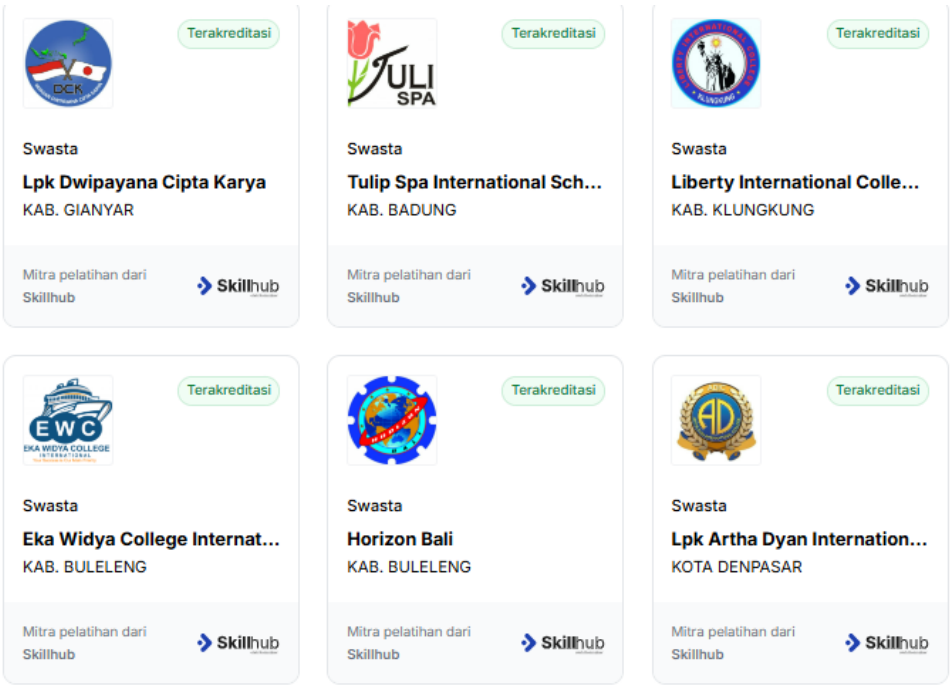


Figure 1 Display of Partners That Have Established Collaborations with UPTD
Source: UPTD BLKIP Bali Province

The training strategy promoted by UPTD BLKIP does not stand alone but is integrated with local industry needs. UPTD BLKIP Bali Province has developed a strategic plan (Renstra) that emphasizes the importance of industry-standard training so that graduates can immediately adapt to the labor market. By involving practitioners and expert instructors in their fields, the training programs are expected to reduce unemployment and support the growth of the industrial and tourism sectors. The collaboration between UPTD BLKIP Bali Province and the business world is the key to the program's success. This synergy facilitates the development of relevant curricula and the implementation of practical training. Additionally, the involvement of industry associations contributes to updating training materials in line with technological developments and market trends (Kusnadi et al., 2022; Nasution & Irham, 2023).

In this context, adaptive and collaborative training strategies not only strengthen human resource quality but also increase UPTD BLKIP's attractiveness in the eyes of prospective workers. When training participants see real job opportunities after training, their interest in joining increases significantly. This shows that UPTD BLKIP's success in attracting prospective workers' interest largely depends on how well the implemented training strategies can bridge the participants' needs with industry demands. Sustaining partnerships with the industrial sector, regularly evaluating program effectiveness, and conducting communicative promotions are essential elements in strengthening UPTD BLKIP's position as a responsive and relevant training center amid ever-changing labor market dynamics.

Training and human resource (HR) development is a structured process aimed at improving employees' knowledge, skills, and abilities so they can work more optimally

(Khoerunnisa et al., 2024). Training typically focuses on short-term learning aimed at improving specific technical skills directly related to current jobs (Salsabila & Hertati, 2022; Winanda & Mubarak, 2020). Meanwhile, development is more oriented toward long-term learning, covering not only technical skill improvement but also other aspects such as attitude formation, managerial capability development, and leadership potential (Purnama et al., 2024). UPTD Industrial and Tourism Job Training Center (BLKIP) organizes various training programs designed to enhance workers' skills in line with industry and tourism needs. These programs cover 14 diverse vocational fields, offering a wide range of options for training participants.

Some of the offered vocational fields include Automotive Engineering, Electrical Engineering, Electronics Engineering, Refrigeration, Business and Management, and Information and Communication Technology. Additionally, there are trainings in Garment Apparel, Featured Tourism, Processing, Culinary Arts, Housekeeping, as well as foreign language training such as English, Mandarin, and Japanese. UPTD BLKIP aims to ensure that the training materials provided are always up to date and aligned with current industry needs (Puspitasari & Ayustia, 2024). Recognizing the importance of foreign language proficiency for the workforce in the globalization era, UPTD BLKIP, besides offering English and Japanese, in 2021 opened its first Mandarin vocational class.

This program is conducted with native-speaking instructors from Taiwan and aims to improve Mandarin language competence in facing free competition, particularly in the tourism industry both domestically and abroad. This reflects efforts to enhance workforce quality and competence, as UPTD BLKIP actively collaborates with various parties, including the private sector (Putri & Nurmanina, 2025). These trainings not only contribute to workforce readiness but also serve as a means for continuous competency development (Salsabila & Hertati, 2022). Job training programs show significant relevance in contributing to improving workforce quality while also serving as a medium for individual competency development (Iqbalsyah et al., 2025). The higher the level of alignment between training materials and labor market needs, the greater the program's potential to produce educated, skilled, and competitive workers (Kusnadi et al., 2022).

One of the challenges is the lack of understanding among prospective workers regarding the registration process through digital platforms. To address this, UPTD BLKIP's strategy is to simplify the registration process by using Google Forms, even though this has caused the implementation of the Relasi website, UPTD BLKIP's dedicated registration website, to be underutilized. Considering these conditions, it can be concluded that the strategy formulation has been carried out fairly in accordance with the established strategic plan, but the strategy has not yet been fully ideal and sustainable for the development of the vision and mission to achieve the goal of increasing prospective workers' interest.

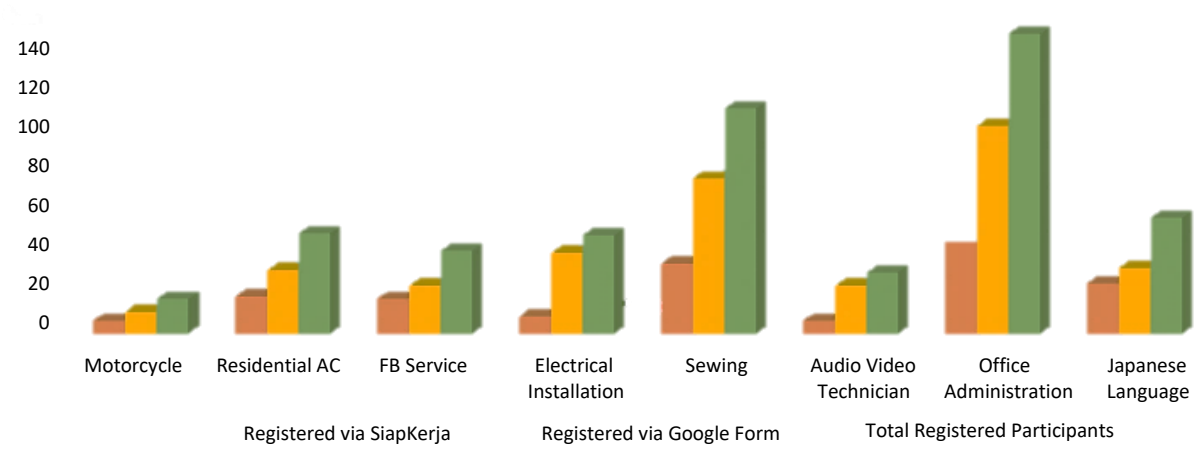


Figure 2 Graph of Training Participant Registration 2022–2024
Source: UPTD BLKIP Bali Province, 2025

Looking at the Graph of Training Participant Registration 2022–2024 shows a striking gap between the number of participants registering through the official SIAPKerja platform and those registering through UPTD BLKIP's Google Forms. Some trainings such as Sewing, Office Administration, and Audio Video Technician show a dominance of registrants through Google Forms compared to SIAPKerja. This reflects that participants prefer the informal route provided directly by UPTD BLKIP over the specialized platform for training registration. This imbalance indicates that the job training registration process still faces obstacles, particularly in terms of accessibility and public understanding of the SIAPKerja system. This gap needs to be further examined as an indication of the weak effectiveness of the government-developed digital system's socialization.

This phenomenon shows that the effectiveness of the SIAPKerja platform's socialization still needs improvement. Although SIAPKerja is an integrated system developed by the Ministry of Manpower, in reality, participants tend to choose the more practical and familiar route. The role of BLKIP in directing prospective participants to use SIAPKerja seems not yet optimal. The high reliance on Google Forms indicates that the public is more comfortable using conventional methods they are already familiar with. Therefore, UPTD BLKIP needs a more massive and comprehensive strategy to socialize and direct the use of SIAPKerja as the main channel for training registration.

This simplification step aims to facilitate the registration process for prospective training participants, especially those less familiar with digital technology use. The chosen strategy reflects UPTD BLKIP's adaptive capacity in responding to challenges encountered in the field. With a simpler registration process, it is expected to increase accessibility and participation among prospective workers. Although the Relasi website has not been maximally utilized, alternatives such as Google Forms demonstrate a commitment to maintaining efficient service delivery. Moving forward, evaluation and development of the registration system are needed to remain relevant and support the institution's vision and mission sustainably.

Strategy Evaluation: Towards Accountability and Sustainability

To ensure the effectiveness of its training, the UPTD BLKIP Bali Province implements a comprehensive monitoring and evaluation system. This evaluation is conducted through participant satisfaction surveys, post-training performance measurements, and field data analysis related to workforce absorption. The results of these evaluations form the basis for improving future programs so they can remain relevant to industry needs and effectively address existing labor market challenges. Through an integrated training strategy, UPTD BLKIP Bali Province is committed to realizing its long-term vision of improving human resource quality. Optimal training programs are expected not only to produce competent workers but also to contribute to economic development and community welfare.

According to Purnama et al. (2024), strategic management is a blend of art and science in formulating, implementing, and evaluating various strategic decisions that enable an organization to achieve its goals. The primary objective of strategic management is to capitalize on existing opportunities and create new ones that can support the organization's future development. In the context of UPTD BLKIP, strategic management is reflected in their efforts to design and adjust training programs according to labor market demands. The research findings explain that applying adaptive, evaluation-based strategies can enhance the relevance of programs to labor market needs. This also helps create broader career opportunities for training graduates and increases the competitiveness of the workforce produced.

The evaluations conducted by UPTD Balai Latihan Kerja Industri dan Pariwisata (BLKIP) are a crucial part of ensuring the effectiveness of the implemented training programs. These evaluations aim to assess how far the training can positively impact participants, particularly in terms of job readiness and career achievements after completing the program. By evaluating programs regularly, BLKIP can identify the strengths and weaknesses of current training implementations. The evaluation results also serve as the foundation for formulating improvements and developing future training programs. Evaluation is carried out not just as a formality but as a strategic step to improve human resource quality.

One form of evaluation is monitoring and conducting satisfaction surveys among training participants. These surveys cover various aspects such as the quality of training materials, instructor performance, provided facilities, and the relevance of training to job requirements. Participants are asked to provide honest assessments so that the evaluation results genuinely reflect their experiences during the training. Through this approach, BLKIP can directly gauge participant satisfaction and identify which aspects need improvement. This evaluation serves as an important tool in maintaining high training quality aligned with industry developments.

Teble 1 Graduated Training Participants

Funding Source	Employment Status from Training Provider	Company/Business Name	Training Relevance to Placement
State Budget (APBN)	Employed	Alami Spa	Yes
State Budget (APBN)	Enterpreneur	-	Yes
State Budget (APBN)	Employed	Adiz Cell	Yes
State Budget (APBN)	Employed	PT. Tunas Jaya Sanur (Group)	Yes
State Budget (APBN)	Employed	Healing Massage	Yes
State Budget (APBN)	Employed	Land Coffee Bar n Kitchen	Yes
State Budget (APBN)	Enterpreneur	-	Yes
State Budget (APBN)	Employed	Bali Acting Class	Yes
State Budget (APBN)	Employed	PT. Penkalis Sridanta	Yes
State Budget (APBN)	Enterpreneur	-	Yes
State Budget (APBN)	Enterpreneur	-	Yes
State Budget (APBN)	Enterpreneur	Freelance	Yes
State Budget (APBN)	Employed	DWP Consulting	Yes
State Budget (APBN)	Not Employed	Melanjutkan Kuliah	No
State Budget (APBN)	Employed	Chai of The Tiger Ubud	Yes
State Budget (APBN)	Employed	Fins Beach Club	Yes
State Budget (APBN)	Enterpreneur	-	Yes
State Budget (APBN)	Enterpreneur	-	Yes
State Budget (APBN)	Enterpreneur	-	Yes

Source: UPTD BLKIP Provinsi Bali

In addition, UPTD BLKIP also records the status of its training graduates, including whether they have obtained jobs, in which sectors they are employed, and how closely their jobs relate to the training they received. This information is gathered through follow-up surveys regularly given to alumni. The data obtained serves as a key indicator for measuring the program's success in connecting graduates with the job market. By tracking the career paths of graduates, UPTD BLKIP can adjust training materials to be more relevant to labor market needs. This evaluative approach reflects UPTD BLKIP's commitment to ensuring that the provided training genuinely impacts the enhancement and empowerment of the workforce.

Towards Sociotechnocratic-Based Training Governance

Moving towards sociotechnocratic-based job training governance is not merely a matter of introducing technology into bureaucracy but goes further: it is a process of uniting two logical axes that have often been separated—social logic and technocratic logic. This study found that UPTD BLKIP Bali Province has taken initial steps in integrating the two, although still partially and not yet fully systematic. In the planning context, the use of local industry needs data and internal labor trend mapping reports shows an effort toward data-informed planning, a main feature of technocratic governance. However, at the same time, the design of training programs still considers the social needs of the community, particularly vulnerable youth groups and lower-middle-income groups, who in practice do not all have optimal access to digital information.

The implementation of training programs also reflects a hybrid approach. On the one hand, the use of social media and Google Forms as registration tools demonstrates system modernization, but implementing staff still feel the need to conduct direct outreach to villages or communities. As expressed by an informant from the Administration Division (initial: L), "if we only rely on digital platforms, the participants will be uneven, with many coming only from urban areas." This shows that digitalization has not replaced the role of social relations but runs alongside it. Field observations clearly illustrated this when the researcher followed one of the outreach sessions conducted directly at a village hall. The interactions that occurred were not just about delivering training information but also about building trust and personally addressing the doubts of prospective participants—dimensions that are difficult to replace with digital media.

Training evaluations also blend technocratic and social elements. Participant satisfaction surveys are conducted via online forms, but at the same time, staff also directly contact alumni to inquire about their post-training progress. This approach underscores the importance of a human touch in the feedback collection process, which not only produces statistical data but also richer, more contextual experience narratives. In practice, the success of training is measured not only by the number of participants or graduation rates but by how much participants feel engaged and motivated to apply their competencies in the workforce.

The following table summarizes the interaction between social and technocratic dimensions in the three stages of training governance at UPTD BLKIP:

Tabel 2 Synthesis of Social and Technocratic Dimensions

Stages	Social Dimension	Technocratic Dimension
Planning	Accommodating local and vulnerable group needs	Using industry trend and labor data
Implementation	Direct outreach, interpersonal communication	Digital registration and training promotion
Evaluation	Alumni interviews and manual post-training monitoring	Online satisfaction surveys, system-based reporting

Source: UPTD BLKIP Provinsi Bali, 2025

From this synthesis, it can be understood that the sociotechnocratic approach requires institutions like UPTD BLKIP not to side with only one dimension but to build bridges between the two. As emphasized in the theory of digital-era governance by Fountain (2020), digital governance is not only about technological infrastructure but also about creating a collaborative ecosystem where technology and humans work in harmony to deliver more adaptive, inclusive, and sustainable public services. In this framework, technology acts as a catalyst, not as a substitute for the social dimension.

The findings of this study strengthen the proposition that sociotechnocracy can serve as both an evaluative and conceptual approach in designing and reforming job training governance models in the digital era. Often, digitalization is understood merely as an administrative transition toward efficiency, but this research shows that the success of digitalization is highly determined

by the institution's and its human resources' social capacity to bridge the digital gap, build trust with the community, and adapt strategies based on real-time feedback. As stated by one of the training evaluation staff (initial: R), "the system can be made sophisticated, but if no one ensures that participants understand and feel involved, the data ultimately won't reflect reality."

Therefore, this study offers several strategic recommendations. First, there is a need for updating digital strategies to be more adaptive and responsive to field conditions, including developing a real-time training dashboard to monitor participant engagement and feedback directly. Second, strengthening the capacity of internal human resources is crucial so they not only master technological tools but also understand social approaches in delivering public services. Third, collaboration between digital systems and fieldwork practices needs to be enhanced, including integrating the SIAPkerja platform with direct outreach and monitoring activities.

Additionally, the novelty of this study lies in proposing the sociotechnocratic framework as a conceptual approach that can both explain and guide digital transformation in job training bureaucracies—not merely introducing technology, but introducing technology that works for and alongside the community. In a constantly changing workforce landscape, the ability of public institutions to balance social and technocratic logic will be key to sustaining inclusive, relevant, and impactful training programs.

CONCLUSION

The conclusion of this study affirms that the application of sociotechnocratic principles in the governance of job training at UPTD BLKIP Bali Province shows progressive direction, although it is not yet fully integrated. This research reveals that the planning, implementation, and evaluation of training have begun to illustrate a balance between technocratic logic and social logic. On one side, digital systems such as online registration and promotion through social media are part of bureaucratic modernization, but on the other side, the need to maintain direct social interactions shows that public service values, such as inclusiveness and empathy, remain vital foundations. Training strategies based on industry data and the involvement of participants from local communities reflect that this institution is not only carrying out its administrative functions but also striving to build meaningful relationships with the community. However, these dynamics also highlight challenges in optimizing the available digital systems, including the SIAPkerja platform, which has not yet been fully utilized to expand the reach and effectiveness of programs. This is where the principle of sociotechnocracy becomes important as a conceptual approach that enables public institutions not just to adopt technology but to adapt it to the social context they face. Thus, this study concludes that the integration between data-based, digital-system technocratic aspects and social dimensions such as community involvement and service values is the key to building adaptive, responsive, and sustainable job training governance in the digital era. Through this approach, sociotechnocracy is not only a reflection of current practices but also a conceptual offering for the future of job training governance, where digitalization does not

eliminate the human role but instead enhances the quality of interactions between the state and its citizens in the process of improving human resource capacities.

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.

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