

Implementation Of Educational Services In The Digital Age At Alfabank Training Center (Lkp) In Semarang

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Abstract

This study aims to analyze the implementation of educational services in the digital age, technology adoption strategies, and supporting and hindering factors at the Alfabank Vocational Training Center in Semarang. The study employs a qualitative descriptive approach. Data were collected through interviews, observations, and documentation involving administrators, instructors, and students, then analyzed descriptively. The results show that digitization has been implemented in administration, learning, communication, and evaluation through websites, registration systems, digital learning media, WhatsApp, social media, and Google Forms. However, implementation remains partial, as some services still rely on manual processes. Technology adoption strategies are carried out collectively through internal meetings, training, mentoring, and adapting technology to students' characteristics. Key supporting factors include infrastructure, instructor competence, course fees, and institutional collaboration with schools. Barriers include limited funding for technology upgrades, competition from free training programs, and limited individual digital competence. Efforts to overcome these barriers involve digital marketing, program innovation, training, and personalized guidance. These findings indicate that successful digitization of educational services depends on the readiness of facilities, human resources, funding capacity, and adaptation to user needs.

Keywords: digitization of education; educational services; technology adoption; training institutions; nonformal education.

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INTRODUCTION

The global digital transformation has changed the way educational institutions design, deliver, and manage services. Delcker and Ifenthaler (2022) note that vocational schools in Germany were compelled to adapt to distance learning, which altered eight aspects of school development. Yang et al. (2023) emphasize that sustaining the quality of vocational education in the digital age requires new strategies. This demonstrates that digitization is a structural necessity for all education providers, including nonformal institutions.

The vocational sector faces unique dynamics in the digital transformation. Firmansyah et al. (2022) found that the performance of vocational schools is influenced by transformational leadership and the management of collective knowledge. Yang et al. (2023) added that training institutions face a dual challenge: meeting students' digital competency requirements while maintaining practice-based learning. The success of digitization depends not only on infrastructure but also on managerial readiness and organizational culture.

A similar transformation is taking place in Indonesia. Darmawan et al. (2025) report that the digitization of competency-based training curricula supports the alignment of programs with the needs of the labor market. An APJII report (2025) notes that the number of internet users in Indonesia has reached 229.4 million (80.66%). However, this penetration has not been matched by widespread digital literacy. The gap in access and digital skills poses a challenge for training institutions in implementing digital services.

The government has responded by accelerating the digitization of education. Latifah and Ngelimun (2023) explain that post-pandemic recovery is supported by management based on digital transformation toward the Society 5.0 era. Purwani et al. (2024) emphasize that optimizing digital administration directly contributes to efficiency, accuracy, transparency, and service quality. The digitization of nonformal education services is now an integral part of the national education quality development agenda.

As a bridge to meet workforce competency needs, Training and Education Institutions (LKP) play a strategic role. Purwani et al. (2024) and Hasnida et al. (2023) emphasize the importance of adapting the service models of nonformal institutions to ensure they remain relevant. However, the readiness of LKPs in the field remains uneven. Some demonstrate best practices through the strengthening of digital “ ” systems that enhance graduate competitiveness (Darmawan et al., 2025), while others still face capacity constraints.



A comparative perspective across educational levels further strengthens this argument. Putri et al. (2024) explain that technology-based literacy education at the secondary level can address the digital divide in a structured manner. This model of success can be replicated by vocational training centers (LKP) if supporting factors are managed effectively. In the city of Semarang, a metropolitan center, high internet penetration has shaped the public's behavior in accessing online training information.

LKP Alfabank in Semarang is one of the oldest training institutions, operating since 1996 and offering programs in computer skills, English, graphic design, and business management (LKP Alfabank Semarang, 2023). The institution has developed an official website and social media accounts for publicity and registration. However, the practical application of this digital integration in day-to-day operations has not been extensively explored in academic research.

A literature review indicates that previous research at LKP Alfabank has been limited to conventional learning management. Sutarto (2017) and Rifai (2014) focused on the planning, implementation, and evaluation of computer courses without addressing the digitization of services. This research gap is all the more evident because studies on the digitization of education have so far been dominated by formal schools and universities (Delcker & Ifenthaler, 2022; Firmansyah et al., 2022). The scarcity of qualitative studies on digital services at vocational training centers represents an academic gap that needs to be filled.

The urgency of this research is reinforced by increasingly intense competition among LKPs. Institutions that are slow to adapt risk losing their competitive edge (Firmansyah et al., 2022), while responsive institutions are more favored by the public (Darmawan et al., 2025). Alfabank LKP needs to evaluate the implementation of its services to remain competitive. This complexity requires a qualitative descriptive approach to capture the processes, meanings, and experiences of the actors in depth without manipulating variables (Delcker & Ifenthaler, 2022; Hasnida et al., 2023). This study aims to comprehensively examine the implementation of educational services in the digital era at LKP Alfabank in Semarang City, in order to fill an academic gap while providing practical contributions to the development of nonformal education.

Based on the entire series of discussions outlined above, this study aims to conduct an in-depth examination of how educational services are implemented in the digital age at the Alfabank Course and Training Institute (LKP) in Semarang. This study is positioned to fill a gap in academic research, which has so far focused primarily on digitization in formal education, while also updating our understanding of the Alfabank Training and Education Center in Semarang, which



had previously been studied only from the perspective of learning management, rather than from the perspective of digital educational services as a whole. Using a qualitative descriptive approach, this study seeks to capture the processes, challenges, strategies, and meanings inherent in the implementation of these digital educational services from the perspective of the stakeholders directly involved in the field. The results of this study are expected to contribute both academically and practically to the development of educational services at similar course and training institutions.

RESEARCH METHODOLOGY

This study employs a qualitative approach with a descriptive design to provide an in-depth, holistic, and naturalistic portrayal and analysis of the implementation of educational services in the digital age at the Alfabank Vocational Training Center (LKP) in Semarang (Abdussamad, 2021; Rusli, 2021; Subakti et al., 2023). The research was conducted at the Alfabank Vocational Training Center in Semarang over a one-month period, with a flexible duration until data saturation was reached. Research subjects were selected using purposive sampling, which included three groups of key informants: institution administrators, instructors, and students (Malahati et al., 2023; Qomaruddin & Sa'diyah, 2024). Data collection combined primary data—gathered through semi-structured interviews and direct observation of interactions and digital service processes—with secondary data in the form of official institutional documents, activity archives, screenshots of digital channels, and literature reviews (Romdona et al., 2025).

To ensure the credibility and validity of the findings, data validation was conducted on an ongoing basis using source triangulation and methodological triangulation (Malik et al., 2025). The collected data were then analyzed using the interactive model proposed by Miles and Huberman (1994), which encompasses the process of data collection, data reduction, narrative data presentation, and the drawing of conclusions and verification. The entire research process was carried out while upholding research ethics, including obtaining informed consent, ensuring anonymity, applying the principle of beneficence, and ensuring fairness for all participants (Efriyanti & Albina, 2025).



RESULTS AND DISCUSSION

Research Findings

Implementation of Educational Services in the Digital Age

a. Digitization of Administration

Based on the research findings, the administrative processes at LKP Alfabank in Semarang, particularly the registration stage, have shifted to a digital system. The manager explained that all registrations are conducted online through the institution's own system, which also automatically compiles participant data, including the number of registrants, their choice of Office program, gender, and educational background. "As for registration, everything is done online... we already have our own registration system, so we have our own data compilation. Whether it's the number of registrants, those who chose the Office program, by gender, or their educational background—we've already recorded it all." (Mr. Najih, manager, interview, 2026). This finding was confirmed by the students, who stated that initial registration was conducted via a Google Form on the official website and that communication with the admin took place via WhatsApp. "Yes. I registered for the training here through a Google Form. I messaged the admin directly." (Nafista, participant, interview, 2026).

However, re-registration is not entirely digital, as participants can come directly to the location. "Registration has gone digital, but for re-registration, you can go directly to the location" (Rizan, 2026 participant). Additionally, daily attendance is still taken manually and then archived via scanning as learning documentation. Thus, the digitization of administrative processes is not yet comprehensive and still combines digital and manual processes in certain aspects. This situation demonstrates that technology aids in managing registration data, but certain administrative needs still require these in-person mechanisms as well.

b. Digitization of Learning

The learning process at LKP Alfabank has utilized various digital media, although their application varies among instructors. One instructor explained that the learning process combines on-screen explanations with hands-on practice using computers, both in traditional classroom settings and private lessons. "The process is this: the learning process involves an on-screen explanation, followed by hands-on practice for the students. So, theory plus hands-on practice." (Mr. Agus, instructor, interview, 2026). Another instructor described the use of two types of modules: digital modules on computers and printed modules (handouts). "Here, we use



a “ approach, right, Ma’am? So, we have the material, but we deliver it directly to the students. So we have two types of modules: one is on the computer, and the other is a handout. So there are two, like that.” (Mr. Yus, instructor, interview, 2026).

Based on the research findings, the learning process integrates theory and practice using screens as a learning medium. Instructors also use PowerPoint to introduce and present material at the beginning of class. Variations in models were found based on participant preferences and instructor characteristics. One instructor mentioned the implementation of blended learning using Zoom, although he preferred face-to-face instruction because it allows for direct and easier explanation. Thus, digital learning is implemented flexibly according to participants’ needs and the instructor’s approach. The use of two types of modules also provides a choice of instructional materials based on the learning conditions and the participants’ needs.

c. Digitization of Communication

Communication between the institution, instructors, and students is primarily conducted via the WhatsApp messaging app. The administrator explained that a separate WhatsApp group is created for each class to serve as the main communication channel, and both students interviewed confirmed that they receive all communications regarding their schedules and course information through that channel. In addition to WhatsApp, the institution also utilizes social media platforms such as Instagram, Facebook, and Threads for promotional purposes and to disseminate program information to a wider audience of prospective students, as stated by the instructor, who also serves as the institution’s coordinator.

"As for social media, there’s Instagram... Instagram, Facebook, Threads—all sorts of platforms. We promote our programs across various channels." (Mr. Agus, instructor, interview, 2026)

The institution’s official website also serves as a one-way communication channel that summarizes information on registration, fees, programs, course materials, and class schedules, so prospective students can access basic information without having to contact the institution directly first.

d. Digitization of Evaluation

The process of evaluating and assessing student learning outcomes at LKP Alfabank has utilized digital applications, specifically Google Forms. The administrators explained that students



are required to fill out Google Forms as a prerequisite for receiving a certificate. This data is then synchronized with the instructors so they can assess the students' competencies (hard skills) at for each topic taught. "Since we use Google Forms for assessment... the data will be synchronized with the instructors so they can evaluate the students' skills." (Mr. Najih, administrator, interview, 2026). At the instructor level, evaluations are conducted in stages based on the material, rather than only at the end of the entire program. Both instructors explained the exam format for each module—Word, Excel, and PowerPoint—which is administered after each topic has been taught.

One of the instructors also administered a pre-test at the beginning of the course to assess participants' baseline skills. In addition to competency assessments, Google Forms were used as a feedback tool or post-class satisfaction survey. This feedback was used to gather participants' input on the institution's physical facilities—such as cleanliness and room size—though it did not specifically involve complaints about digital services. These findings indicate that the use of Google Forms in evaluation encompasses both skills assessment and feedback collection. Evaluation is conducted in stages and is linked to the certificate issuance process, so the use of digital media supports the documentation of participants' learning outcomes in a more structured manner.

e. Digital Service Quality

In terms of reliability and responsiveness, LKP Alfabank strives to ensure that the supporting infrastructure remains functional by providing free internet access and performing routine computer maintenance. The manager explained, "We make sure the connection is stable and that the subscription remains active. And of course, we also maintain the computers used, so they don't crash right when they're needed for a course." (Mr. Najih, manager, interview, 2026). Meanwhile, in terms of empathy and assurance, different approaches were observed among instructors in dealing with the diversity of participants' digital skills.

One instructor did not provide personalized attention through digital channels but relied on face-to-face interaction, especially for older participants who struggled with digital methods. "I've never, you know, done online, Miss. I just... so during the lessons, if anyone doesn't understand something, we meet right away and I teach them." (Mr. Yus, instructor, interview, 2026). From the participants' perspective, there were differing assessments regarding their initial proficiency levels. Participants who had never operated a computer experienced difficulties in



the early stages of using the application, but these difficulties could generally be overcome through the instructor's guidance. Conversely, participants who already had basic computer skills did not encounter significant obstacles and found the digital service to be very convenient. These findings indicate that the quality of digital services is determined by both the technology and the adaptation of the service to the learners' circumstances.

Digital Technology Adoption Strategies

a. Decision-Making Process

Decision-making regarding the adoption of new technologies at LKP Alfabank in Semarang is carried out through internal meetings involving administrators, staff, and instructors. Every emerging technology, including artificial intelligence (AI), is first assessed for its relevance before being implemented. A manager explained, "For the decision-making process, we go through specific stages—first, we hold a meeting... to determine whether technologies that are currently booming, such as AI, are relevant and can be used for work or teaching. If we deem it necessary, we will definitely use it." (Mr. Najih, manager, interview, 2026).

The administration explicitly positions AI not as a replacement for the teaching process, but as a supporting tool. Decisions regarding adoption also take into account the compatibility of the technology with the available hardware capacity. Thus, emerging technologies are not automatically adopted if they do not yet align with the institution's needs and conditions. In addition, all members of the institution—from instructors to staff—are involved in the decision-making process to ensure that technology implementation proceeds in a balanced manner. This involvement is also intended to prevent gaps in understanding among the parties involved. These findings indicate that the decision-making process is conducted collectively, taking into account relevance, work and teaching needs, equipment readiness, and the understanding of all parties before technology is implemented at the institution.

b. Mentoring and Training

The process of guiding instructors at Alfabank Vocational Training Center in the implementation of new technologies is carried out through internal training sessions tailored to the institution's curriculum. In addition, the development of instructors' competencies also receives support from external programs run by the Department of Education and the Department of Labor. One instructor explained, "As for training for our staff... we do have it, but



we're under the purview of several agencies... the Department of Education, and secondly, the Department of Labor. Well, those two agencies do often hold training sessions... specialized training for instructors." (. Agus, instructor, interview, 2026). However, the manager and other instructors stated that the institution also has an annual internal training program that is already included in the work agenda. The manager said, "We have a program... it's already part of the annual work agenda."

"So, if there's a training program available that actually meets our needs, we'll enroll our instructors in it." (Mr. Najih, manager, interview, 2026). Another instructor confirmed that methodology training is conducted every three years in accordance with the certificate's validity period, accompanied by routine monthly monitoring (controlling) by the certifying body. Differences in emphasis among informants indicate that instructor competency development occurs through a combination of external and internal training. Both take place in parallel based on the needs and experience of each instructor. Thus, technology support is not only provided through internal outreach but is also reinforced by external training and ongoing competency development programs within the institution.

c. Adaptation by Instructors and Students

Instructors' adaptation strategies to technological changes at Alfabank LKP vary depending on each individual's background and abilities. Instructors with a computer science background reported experiencing no significant difficulties but still felt the need to keep up with technological developments, including artificial intelligence-based features. "As teachers, we have no choice but to keep learning, keep learning, and adapt to the current technological era." (Mr. Agus, instructor, interview, 2026). In contrast, other instructors acknowledged limitations in keeping up with technological advancements and chose to adapt gradually. "As for me... we're adapting slowly... if we adapt too quickly, we'll end up leaving behind those who aren't yet familiar with it. But we're adjusting to what's currently in use." (Mr. Yus, instructor, interview, 2026).

Adaptations are also tailored to the characteristics of the learners. Older learners are guided to use conventional approaches, while younger learners are guided to use digital approaches. For learners who experience difficulties, instruction is conducted in stages, from the basic to the advanced level, with the material adapted to each learner's comprehension abilities. From the learners' perspective, initial adaptation is facilitated through an orientation session



introducing the system or application before the core material is presented. Both learner informants confirmed that they received an explanation of the functions and how to use the application during the first session of the course. These findings indicate that technological adaptation occurs gradually, flexibly, and directly takes into account both the instructors' capabilities and the learners' characteristics.

d. Evaluation of Adoption Success

The evaluation of the success of a technology's adoption at LKP Alfabank is based on indicators of usage frequency and perceived benefits, supported by periodic *monitoring* activities conducted by management.

"If it's used often and is useful, that means its implementation has been successful. But of course, we also have evaluation and monitoring to set the standard. So, we assess whether the program is useful or not, and whether it's used often or not." (Mr. Najih, administrator, interview, 2026)

This evaluation approach tends to be informal and based on practical observations, rather than strictly standardized measurement instruments, given that administrators acknowledge the possibility that a technology or program that has been adopted may later be forgotten as the institution accumulates a large number of digital programs.

Supporting and Hindering Factors

a. Supporting Factors

The availability of facilities and infrastructure was the supporting factor most frequently mentioned by informants. The administrator emphasized that the availability of computers and an internet connection is the cornerstone of digital-based educational services. "As for supporting factors, it's definitely the facilities and infrastructure... such as computers, and then internet support. If, for example, there's an internet outage, none of us can work." (Mr. Najih, administrator, interview, 2026). Instructors also identified facilities and infrastructure as the key factor in ensuring the smooth operation of learning. "What helps, of course, is the facilities and infrastructure, right, Ma'am? That's for sure. "Yeah, if the infrastructure is supportive, our learning runs smoothly. But if the infrastructure isn't supportive, we sometimes face difficulties too." (Mr. Yus, instructor, interview, 2026). In addition to infrastructure, collaboration with schools—particularly vocational high schools (SMK) and some senior high schools (SMA)—further



supports the program by sending graduating students for training. Students also cited the instructors' friendliness, responsiveness, and ability to convey material, as well as the affordable course fees, as supportive factors. These conditions reinforce the sustainability of the institution's digital education services.

b. Barriers

The primary obstacle relates to limited funding for hardware and software upgrades. The institution's funding depends entirely on student tuition, so technological upgrades depend on the number of enrolled students. "In our case, funding happens to come 100% from students... so if there are many students, naturally the upgrade process—whether for hardware or software—can proceed smoothly. But if there aren't enough students, well, that means we're stuck for now." (Mr. Agus, instructor, interview, 2026). Competition with free government training programs has the potential to reduce public interest in paid training institutions. Administrators also cited market competition. Limitations in instructors' digital competencies also pose a barrier. "Personally, there are some things I don't understand... I mean, I'm from an older generation, so I'm a bit technologically challenged." (Mr. Yus, instructor, interview, 2026). Learners face initial technical challenges, particularly with operating applications and the clarity of material delivery, which are encountered in the day-to-day educational process.

c. Efforts to Overcome Obstacles

To overcome the limited funding for technological upgrades, the institution has adopted a marketing intensification strategy to maintain enrollment numbers, including online promotions, distributing brochures, and offering discounts as incentives.

"Yes, we focus on marketing. We usually do online marketing, and we also distribute brochures... and offer some kind of discount. Well, that's one way to attract students so we can stay in business." (Mr. Agus, instructor, interview, 2026)

In the face of competitive market pressures, management emphasizes the importance of rapid innovation by identifying community needs that are not yet being met by other training institutions, as a differentiation strategy to maintain the institution's competitiveness. Meanwhile, to address limitations in digital competencies at the individual instructor level, the institution provides ongoing encouragement for instructors to participate in training programs and seminars, along with financial support (compensation) for instructors who take part in these



competency-building activities. As for the operational difficulties experienced by students, these are generally addressed directly by instructors through a personalized guidance approach and by repeating the material as needed for each participant.

DISCUSSION

Implementation of Educational Services in the Digital Age

Research findings indicate that the Alfabank Vocational Training Center in Semarang has implemented digitalization in administration, learning, communication, and evaluation, although the level of consistency varies. These findings align with Susilo (2023), who states that digitization is a comprehensive transformation of an institution's workflow, not merely the use of digital devices. The official website also supports services by providing information on registration, attendance, schedules, certificates, tracer studies, and course reports, thereby linking information needs, administration, implementation, and program tracking.

However, digitization remains partial because manual attendance tracking is still in use, and learning modules are available in both digital and print formats. This situation reflects a process of adaptation and integration of manual mechanisms with digital technology, as noted by Haq, Wagino, Rofiah, and Aini (2021), who state that the digitization of academic services is proceeding in stages.

Based on Service Quality Theory, the reliability dimension is evident through computer maintenance, internet availability, and website support, according to Sulistiyowati (2021). Regarding the empathy dimension, the instructors' preference for in-person sessions for elderly participants indicates that empathy can be demonstrated through the use of technology tailored to participants' needs, as noted by Arini (2022). Differences in participants' computer skills also influence their service experience, as noted by Badriah and Pramularso (2024). These findings are also consistent with those of Rahmania, Redjeki, and Widiyanto (2022), who identify reliability as a key aspect of LKP participants' satisfaction. Thus, the quality of digital services depends on the readiness of facilities and the suitability of technology.



Mapping the Implementation of Educational Services

Service Aspects	Forms of Implementation	Media/Technology	Implementation Conditions
Administration	Student registration, attendance	Website/Digital System	Digital
Learning	a. Delivery of course material b. Modules/instructional materials	Digital screens/computers Digital and printed modules	Digital and in-person Combination
Communication	Communication between the institution, instructors, and participants	WhatsApp/social media	Primarily digital
Evaluation	Competency evaluation	Digital system	Digital
Post-course services	Certificate retrieval	Website/Digital System	Digital
Graduate tracking	<i>Tracer study</i>	Website/Digital System	Digital
Reporting	Institutional course reports	Website/Digital System	Digital

Digital Technology Adoption Strategy

The decision-making process for technology adoption at LKP Alfabank is carried out through internal meetings involving various elements of the institution. This reflects Rogers' (2003) Theory of the Diffusion of Innovations, which states that decisions regarding innovations require communication and negotiation before they are collectively adopted. In this theory, the alignment of an innovation with the needs of the social system is a critical consideration before adoption takes place. Management also positions artificial intelligence as a supportive tool, not a replacement for the teaching process; therefore, technology adoption is carried out selectively, taking into account the readiness of human resources and institutional support, as noted by Muharir and Gani (2024).

The difference in instructors' emphasis on external training versus internal programs indicates that the diffusion of innovation occurs through various communication channels, according to Safitri, Cahyadi, and Yaqin (2023). Instructors' adaptation strategies based on students' age reflect the principle of "reinvention" in Rogers' (2003) Theory of the Diffusion of Innovations, namely the modification of innovation implementation to suit local needs. Participants who are tech-savvy use digital media more intensively, while those who require direct explanations receive a conventional approach.

Furthermore, the instructor's adaptation based on the learners' ages reflects Rogers' (2003) principle of reinvention. The use of technology is modified according to the learners' circumstances, rather than applied uniformly. Evaluation based on frequency of use and perceived benefits indicates that adoption is assessed through practical experience, in line with Zaifullah et al. (2023). Thus, the theory explains why technology adoption occurs collectively, selectively, adaptively, and contextually. Adoption evaluation is conducted informally based on frequency of use and perceived benefits, consistent with Zaifullah, Cikka, Kahar, Ismail, and Iskandar (2023). Overall, technology adoption is collective, selective, adaptive, and contextual through the adaptation of technology to the needs of the organization, instructors, and learners.

Table: Technology Adoption Strategies

The Concept of Innovation Diffusion	Findings at Alfabank LKP	Forms of Implementation
Communication	Internal meetings and outreach	Information exchange regarding technology

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Decision-making	Involving administrators, instructors, and staff	Adoption decisions are made collectively
Selective adoption	Technology is selected based on needs	AI is positioned as a support tool and the implementation of learning support applications
<i>Reinvention</i>	Instructors adapt technology to the characteristics of learners	Different approaches for young and older learners
Competency development	Internal and external training	Improving instructors' digital skills
Evaluation	Based on frequency of use and benefits	Informal evaluation

Supporting and Hindering Factors

Based on the research findings, facilities and infrastructure were cited by all informants as supporting factors. This finding supports Sa'idu (2023), who identified the availability of supporting facilities as a determining factor in the quality of educational services. At LKP Alfabank, computers, the internet, learning spaces, and supporting devices constitute the primary infrastructure for digital services. This support is directly related to the learners' experience and helps instructors deliver both theoretical material and practical exercises. Collaboration with secondary schools also serves as an external supporting factor, consistent with Zaifullah et al. (2023) regarding the importance of partnerships for the sustainability of nonformal educational institutions. These networks expand the reach of services and introduce programs to potential service users.

Conversely, limited funding for technology upgrades is a major obstacle. Reliance on student tuition fees means that the ability to upgrade equipment depends on the number of students. This finding complements the work of Novita Sari and Miyono (2023), who highlight low human resource willingness as a barrier to digitization. This study shows that financial constraints are also significant. Competition with free government training programs poses an external barrier. To address this, LKP Alfabank has intensified its digital marketing and program innovation,

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in line with Dewi et al. (2024) regarding the need for continuous innovation to ensure that non-formal educational institutions remain relevant. Thus, the sustainability of digitalization requires support in the form of facilities, external networks, funding, and continuous innovation tailored to community needs and changing circumstances.

CONCLUSION

Based on the results of the study on the implementation of educational services in the digital era at LKP Alfabank in Semarang, three main conclusions were drawn. First, the digitalization process was implemented across four aspects: digital-based registration and evaluation (Google Forms), communication via WhatsApp and social media, hybrid learning, and administration that combines manual and digital systems. Service reliability is supported by the maintenance of devices, the internet network, and the official website portal. However, the application of the empathy dimension by instructors is demonstrated through the limitation of digital channels according to the needs of learners, particularly the elderly.

Second, the technology adoption strategy is implemented through collective decisions made in internal meetings, taking into account device capacity and instructional needs. Instructor development is carried out through internal orientation sessions and external training. The adaptation approach is applied contextually according to age and individual ability, while success is evaluated informally based on frequency of use and benefits. Third, key enabling factors include the availability of computer facilities, internet access, and external partnerships with schools. Conversely, barriers include limited funding for technology upgrades, competition from free government training programs, and limited digital competencies among some instructors. The solutions implemented include intensifying digital marketing, providing incentives for instructor competency development, and continuously innovating programs to maintain the institution's competitiveness. This study is limited to a single training institution (LKP) with a small number of informants, so its findings cannot be generalized to other institutions. Future research is recommended to involve several LKPs or employ mixed methods to test the factors identified in this study.

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