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Digital Transformation as a Strategy for Improving the Management of the Nuri Sewing and Embroidery Course and Training Institution in Sukamaju Village, Sail District, Pekanbaru City

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A B S T R A C T

This study aims to describe and analyze the implementation of digital transformation as a management improvement strategy at the Nuri Training and Education Institution (LKP) in Sukamaju Village, Sail District, Pekanbaru City. The research method used is a qualitative approach with a case study design. Data were obtained through in-depth interviews, observations, and documentation of leaders, instructors, administrative staff, course participants, and external parties such as the Pekanbaru City Education Office. Data analysis was carried out through a process of reduction, presentation, and conclusion drawing, while data validity was tested through source triangulation and member checking. The results showed that digital transformation at LKP Nuri had been implemented gradually through the application of an online registration system, Google Workspace-based digital administration, promotion through social media and websites, and the use of a cashless payment system. This transformation has had a positive impact on increasing efficiency, transparency, participant reach, and the institution's image. However, the process still faces obstacles in the form of limited technological infrastructure, uneven digital literacy, and a lack of funding support for the development of a more extensive digital system.

1. Introduction

The development of digital technology has transformed various sectors, including non-formal education such as Course and Training Institutions (LKP). Digital transformation is no longer just an option, but a strategic necessity that encompasses not only the use of technological devices, but also comprehensive changes in management systems, work methods, and more effective and adaptive communication patterns. Traditional education methods are carried out through

face-to-face teaching where knowledge and learning are all regulated by teachers (Zulkifli, 2022). Digital transformation has become an integral part of educational development around the world (Education, 2024). The learning process in schools cannot be separated from students' cognitive abilities regarding teaching materials (Azhar, 2023). In the context of non-formal education, the Indonesian government has established a number of regulations that encourage course and training institutions (LKP) to adapt to digital developments. In addition, there are technical regulations such as Permendikbud Number 33 of 2017 which regulates the standards for LKP facilities and infrastructure in certain technology-based fields. However, the reality on the ground shows that many LKP still rely on conventional management, manual administration systems, traditional promotions, and limited service reach. Quality human resources are expected to be able to compete in the era of globalization. Discipline is one of the main foundations of job success (Nuzulina, 2022). In line with this, research by (Jannah, 2023) indicates the need for appropriate strategies for adopting digital transformation and increasing digital awareness and skills among education managers.

Digital transformation is a strategic process that involves the use of digital technology to revise and improve existing operational systems, thereby creating more efficient and innovative working methods (Panggabean, 2018). Education is a very important need for every person, community, and country in improving the quality of human resources (Herfana, 2021). Digital transformation can also be defined as an initiative to develop an entity by significantly changing its basic characteristics through the use of information technology, computing, communication, and connectivity (Putri, 2021). The main objectives of digital transformation are to improve internal organizational processes, strengthen customer engagement, and increase innovation capacity in a sustainable manner (Westerman, 2021). This is in line with the results of Sebastian's (2020) research, which states that digital transformation aims to create sustainable value through three main aspects: process efficiency, business model innovation, and enhanced customer experience.

Digital transformation has become one of the important factors influencing changes in the governance of educational institutions, including course and training institutions (LKP). Every citizen is given the right to receive training by public authorities (Clarisa, 2023). Research conducted by Siregar (2021) states that effective LKP management must refer to modern management principles such as strategic planning, data-based decision making, and the use of digital technology to support institutional operations. Thus, it reinforces the view that digital transformation is an integral part of the application of modern management principles in LKP, which ultimately aims to improve the effectiveness, quality of service, and competitiveness of non-formal educational institutions. In the micro structure, teachers as educators are leaders in the classroom, and this leadership role is reflected in how teachers carry out their roles and duties (Selvia, 2021). Setiawan (2023) states that the digitization of course institutions enables faster and more accurate administrative management through information management systems, as well as facilitating communication between administrators, instructors, and

students. Rohmah (2020) in her dissertation at Malang State University emphasized that digital transformation not only changes the way material is delivered, but also requires changes in human resource management. Instructors are required to have adequate digital literacy, while institutional managers must be able to integrate digital devices into the planning, monitoring, and evaluation processes.

Mulyasa (2021) mentions that non-formal education management is a structured process of organizing and administering alternative educational institutions, with the aim of providing optimal, resource-efficient educational services that meet the needs and demands of the community. Research conducted by Novawati (2022) reveals that digital-based non-formal education can reduce post-pandemic unemployment rates by providing access to competency-based training such as graphic design skills, digital marketing, and UMKM management. Meanwhile, Fentyrina (2025) mentions the importance of strengthening the non-formal education management system through the digitization process in order to improve operational efficiency, service quality, and access coverage. Furthermore, research by Sari (2023) shows that course institutions that utilize digital systems in administration and learning tend to have better management effectiveness compared to institutions that are still manual. This is in line with a study conducted by (Masinambow, 2025) which shows that digital transformation in school management improves administrative efficiency.

The purpose of this study is to describe the implementation of digital transformation, analyze its contribution to improving institutional management, and identify supporting and inhibiting factors in order to provide a comprehensive overview of management improvement strategies. Digital transformation is a strategic step that brings significant changes to the governance of course and training institutions. Digitalization not only improves administrative and communication efficiency, but also expands access, improves service quality, and encourages business model innovation.

2. Methodology

This study uses a qualitative approach with a case study design. According to Sugiyono (2023), qualitative research emphasizes understanding the meaning, process, and context experienced by research subjects in a naturalistic manner. Furthermore, Sugiyono (2023) explains that descriptive case studies allow researchers to explore phenomena holistically by using various data collection techniques, such as interviews, observations, and documentation studies, so that the data obtained is richer, deeper, and more comprehensive. This research was conducted at the Nuri Sewing and Embroidery Training and Course Center (LKP), located in Sukamaju Village, Sail District, Pekanbaru City.

This study used qualitative data in the form of words, actions, documents, and information obtained from the field. The data sources in this study were determined using purposive sampling, which is selecting informants who are considered to be

the most knowledgeable and directly involved in the digital transformation process at LKP Nuri. The research instrument grid can be seen in Table 1.

Table 1. Research Instrument Grid

No	Variabel	Indikator	Sub Indikator	Pertanyaan Penelitian	Metode Data D	O	W
1	Implementasi Transformasi Digital	a. Administrasi Digital	1. Penerapan sistem pendaftaran online 2. Pengarsipan dan dokumen digital 3. Sistem komunikasi berbasis media digital	1. Bagaimana proses pendaftaran kursus dilakukan secara online? 2. Bagaimana sistem pengarsipan dan administrasi digital diterapkan di LKP Nuri? 3. Bagaimana penggunaan media digital seperti WhatsApp, email, atau Google Drive dalam komunikasi lembaga?			
		b. Keuangan Digital	1. Sistem pembayaran non-tunai 2. Pencatatan keuangan berbasis digital	4. Bagaimana pelaksanaan sistem pembayaran non-tunai di LKP Nuri? 5. Apakah pencatatan keuangan sudah dilakukan secara digital?			
		c. Promosi Digital	1. Penggunaan media sosial (Instagram, Facebook) 2. Website lembaga sebagai media promosi	6. Bagaimana strategi promosi lembaga melalui media sosial? 7. Bagaimana keberadaan website			

					membantu promosi dan pendaftaran peserta?
2	Kontribusi Transformasi Digital terhadap Manajemen Lembaga	a. Efisiensi Operasional	1. Perubahan waktu dan biaya administrasi 2. Kecepatan layanan terhadap peserta	8. Apakah transformasi digital meningkatkan efisiensi pelayanan lembaga? 9. Bagaimana perubahan waktu dan biaya setelah penggunaan sistem digital?	
		b. Transparansi dan Akuntabilitas	1. Akses informasi dan dokumentasi yang terbuka 2. Pelaporan keuangan dan administrasi digital	10. Bagaimana sistem digital membantu transparansi dalam administrasi dan keuangan lembaga? 11. Apakah penggunaan sistem digital membuat data lebih akurat dan mudah diakses?	
		c. Peningkatan Citra dan Daya Saing	1. Persepsi masyarakat terhadap lembaga 2. Daya tarik peserta baru	12. Bagaimana tanggapan peserta terhadap inovasi digital di lembaga? 13. Apakah transformasi digital meningkatkan minat masyarakat untuk bergabung di LKP Nuri?	
3	Faktor Pendukung dan Penghambat	a. Faktor Pendukung	1. Komitmen pimpinan dan staf 2. Dukungan	14. Apa saja bentuk dukungan dari	

Transformasi Digital			pemerintah dan mitra lembaga	pimpinan atau mitra terhadap proses transformasi digital? 15. Bagaimana peran HIPKI atau Dinas Pendidikan dalam mendukung digitalisasi lembaga?
	b. Faktor Penghambat	1. Keterbatasan infrastruktur teknologi 2. Rendahnya literasi digital staf 3. Keterbatasan anggaran		16. Apa saja kendala yang dihadapi lembaga dalam pelaksanaan transformasi digital? 17. Bagaimana cara lembaga mengatasi keterbatasan tersebut?

Based on Table 1, data was obtained through in-depth interviews, observations, and documentation of leaders, instructors, administrative staff, course participants, and external parties such as the Pekanbaru City Education Office, as shown in Table 2.

Table 2. Research Informants

No.	Name	Informant	Total	Research Subject	Information
1.	NR	Key Informant 1	1	Leader	Digital management and strategy policy makers
2.	LD	Key Informant 2	1	Instructor	Implementers of learning activities and those affected by ICT adaptation
3.	FA	Key Informant 3	1	Secretary	Digital administration system managers
4.	1. KY 2. SIL	Key Informant 4	2	Course Participants	Direct service recipients (user response)
5.	AL	Informant Observer	1	Partner (Head of Courses, Pekanbaru City Education Office)	External parties supporting digital transformation in training institutions

Source: Nuri Sewing and Embroidery Training Center, 2025

Based on Table 2, the data obtained is grouped according to main themes, such as management conditions prior to digitization, the digital transformation process undertaken, the digital platforms used, the impact of transformation on institutional management, and the obstacles and challenges of digitization.

3. Result and Discussion

The Nuri Sewing and Embroidery Course and Training Center (LKP) is a non-formal educational institution that focuses on developing skills in the field of fashion, particularly sewing and embroidery. From a social environment perspective, LKP Nuri is strategically located in an urban area with a high level of community mobility. In terms of infrastructure, LKP Nuri is equipped with adequate learning facilities, such as sewing machines, embroidery machines, embroidery equipment, and other practical equipment. In line with the development of information technology, the managers of LKP Nuri have begun to transform their management digitally. This step is realized through the use of social media (such as Instagram and WhatsApp Business) for promotional and communication activities, the use of data processing applications for administrative records, and the documentation of participants' work in digital form. The application of this technology has had a positive impact, including increased promotional reach, more systematic data management, and the availability of neat and easily accessible documentation, as shown in Figure 1, which depicts manual and online registration.

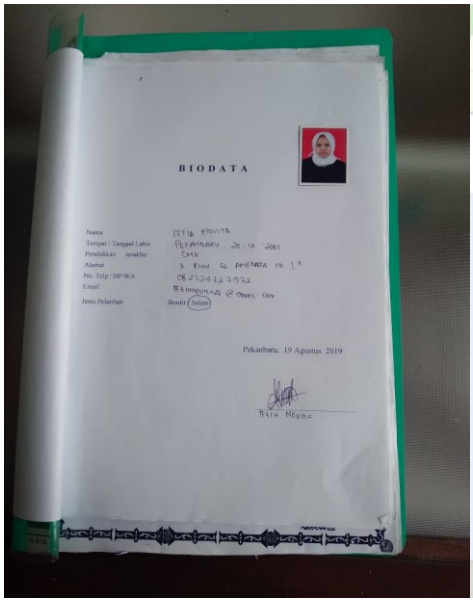

Figure 1a. Manual Student Course Registration Form

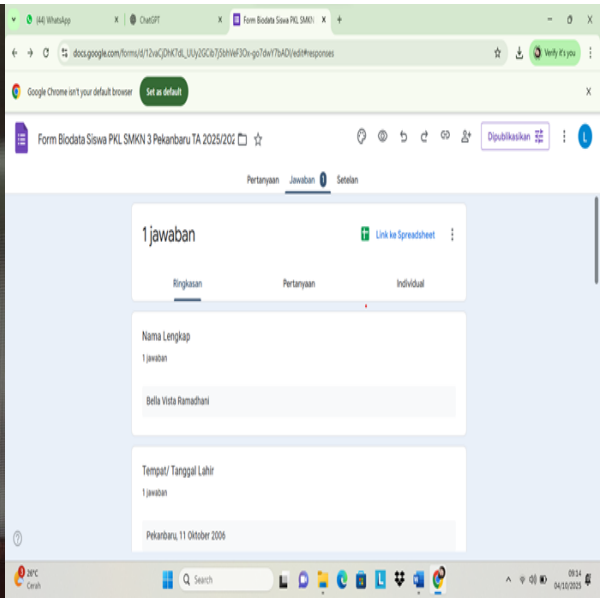

Figure 1b. Online Course Student Registration Form

From Figure 1, summary data obtained from administrative documents shows that approximately 80% of participants in the last two training periods registered online, while the rest registered in person. Compared to the period before digitization, there

has been a 25-30% increase in the number of participants, especially from areas outside Sukamaju Village and Sail District. This indicates that the digitization strategy, particularly in terms of registration, has succeeded in increasing the institution's reach and appeal to the wider community. These findings are reinforced by the results of interviews with three informants.

NR stated:
"Since Google Forms and promotion through Instagram, the institution has become more widely known. Now many people register from outside Sail, even from outside the city. They fill out the form directly without having to come here first."

SL shared:
"I saw the information on Instagram, then I DM'd on IG and was directed to WhatsApp, where I was given the registration form link. I filled it out directly on my phone—no need to come in. It's super convenient."

KY mentioned:
"When I wanted to register, I just filled out the Google Form. The admin responded quickly too. It wasn't difficult at all."

Based on the results of analysis of documents, observations, and interviews, it can be concluded that the digitization of the registration system has had a positive impact in expanding service coverage, increasing the speed of administrative processes, and reducing geographical barriers. This transformation is not only efficient in terms of time and energy, but also enhances the image of the institution as one that is adaptive to technological developments. In addition to the registration system, digital transformation at the NURI Sewing and Embroidery Training Center has also been implemented in the archiving of administrative data. These findings are reinforced by interviews with the following three informants.

NR explains:
"Previously, searching for archives digitally could take a long time, as we had to open each folder one by one. Now, we just open Google Drive and find what we need right away. We organize the folders neatly by year and category."

FA stated:
"If circumstances prevent us from meeting in person, we can work from home if needed—just access Drive. If there are document revisions, we can do them online, so there's no need to print and reprint."

RN said:
"We also archive payment data digitally. So if there are complaints or requests for payment proof, we can just retrieve the file. Insha'Allah, it's practical and secure."

Based on the analysis results, it can be concluded that the digital filing system at LKP NURI has provided tangible benefits in terms of time savings, ease of access, increased security, and work flexibility. This shows that the institution is not only

following digital trends, but also successfully optimizing its use in day-to-day administrative management. The digital transformation at LKP Menjahit dan Membordir NURI not only covers the data registration and archiving processes, but also includes the correspondence system, both internal and external, as shown in Figure 2.

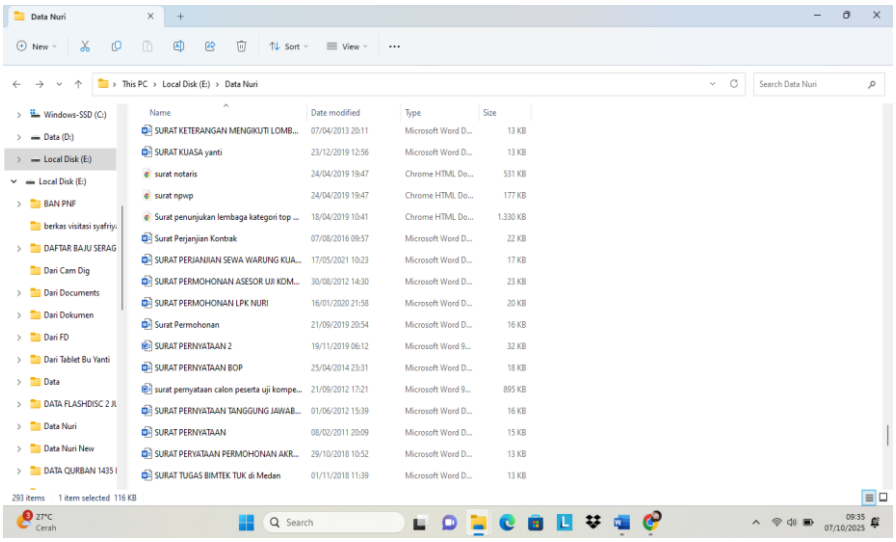

Figure 2. Digital Correspondence Filing

Figure 2 explains that these letters are sent via email or the institution's official WhatsApp account, depending on the needs and profile of the intended partner. These findings were confirmed through interviews with several informants.

NR explained:
“We now create all letters digitally. We just type them, convert them to PDF, and send them via email or WhatsApp. It's faster and more cost-effective.”

FA added:
“We archive outgoing and incoming letters on Drive. So if we need to find a letter from last year or last month, we just type in the file name. It's very easy.”

AL said:
“I receive letters of cooperation from the Pekanbaru City Education Office and LKP NURI via email and sometimes WhatsApp. They are neat, clear, and fast. I don't have to wait for days like I used to.”

Based on the results of document review, observation, and interviews, it can be concluded that the digitization of correspondence provides significant benefits in terms of communication efficiency, accelerated information distribution, and ease of document tracking. This also indicates that LKP NURI has successfully adopted modern administrative practices that are adaptive to developments in information technology. One form of digital transformation that has greatly benefited participants and institutions is the certificate issuance process. This is different from

the old system, where certificates were only available in physical form and had to be picked up directly from the office. In many cases, delays in picking up or loss of certificates were quite common problems. Digital certificates can be seen in Figure 3.

Figure 3. Example of a Digital Certificate for PKL Students at SMKN 3 Pekanbaru

Figure 3 is reinforced by interviews with several informants who emphasize the importance of this system.

NR explains:
"When each student completes the course, we create a digital certificate and send it to each student's cell phone. So no one has to wait or forget to pick it up. We also save all the files, so if any are lost, they can be resent."

SL said:
"I received the certificate on my phone immediately after completing the course. It's convenient because I can send it directly to HR for work. With the old version, I had to pick it up at the office first."

KY said:
"Because I live far away, receiving this digital certificate is very helpful. I don't need to pay for shipping; I can just print it myself if I need it."

Based on the results of document review, observation, and interviews, it can be concluded that the implementation of digital certificates not only speeds up the administrative process, but also increases participant satisfaction, reduces the logistical burden, and strengthens the credibility of the institution. This is an important part of digital transformation that makes services faster, more flexible,

and more responsive to the needs of the times. As part of the digital transformation implemented at the NURI Sewing and Embroidery Training Center, the institution's financial system has shifted from conventional cash payment methods to a digital-based non-cash system, namely through bank transfers and QRIS. This method is considered safer and more efficient than cash payments because it minimizes the risk of lost money or miscalculations and makes it easier for participants from outside the city. Transaction data is also documented digitally, which supports a transparent financial reporting process. This statement is supported by several informants:

NR explained:
"We provide the institution's official account number. Participants simply transfer the money and send proof of payment. The process is fast, and everything is recorded immediately. It's neater than receiving cash."

RN added:
"In the past, sometimes participants forgot to pay or didn't have proof of payment, but now everything is recorded. We just need to match it in the spreadsheet and mobile banking."

SL said:
"I transferred the money directly from m-banking. I sent the proof to the admin, and it was immediately confirmed. It's practical, especially since I also work and don't have time to come in person."

In addition to bank transfers, LKP NURI also provides a payment method using QRIS (Quick Response Code Indonesian Standard), as shown in Figure 4.

Figure 4. Qris Barcode for Course Payment

The QRIS method is considered more flexible and user-friendly, especially for young participants who are accustomed to using digital wallets. In addition, QRIS

also supports small value or installment payments, which were previously rather complicated to do via interbank transfers. Here are some excerpts from the interview:

NR explained:
“Many participants now prefer to use QRIS, especially Gen Z participants or students aged 18-25. They just scan and send proof of payment. They don't need to ask for account numbers anymore. The process is faster.”

KY said:
"I always use DANA for any payments, so with this QRIS barcode, it's easy. I just scan the QR code from the admin. It’s very practical, especially since I’m a course participant who just graduated from school and doesn’t have my own bank account yet.”

MH said:
“QRIS makes it easier, especially for young participants or those who live far away. For example, those who live outside the city of Pekanbaru. With the QRIS barcode, the system is modern and faster compared to paying in cash before.”

Based on the results of document review, observation, and interviews, it can be concluded that the digitization of the financial system at LKP NURI through bank transfer and QRIS methods has successfully improved efficiency, transparency, and convenience in the payment process. These two methods enable automatic and real-time transaction recording, minimize human error, and expand service access to participants from outside the region. Thus, the digital financial system has become an important pillar in supporting modern and professional institutional management in the era of digital transformation. The digital transformation carried out by LKP Menjahit dan Membordir NURI also includes institutional communication and promotion strategies. From interviews conducted with NR, it was mentioned that
“Since promotion has been centered on Instagram, many new prospective participants have come from outside the Sail District. They first learned about the institution from Instagram posts, which they then explored further.”

RN also explained:
“Instagram now gets the most responses. Many new participants find out about this course from our posts. Some also repost from their friends. From there, they immediately click on the registration link, no need to come directly,” explained MU.

The same response was also conveyed by informant LD:
“With Instagram, the institution can more practically and easily display various promotional content, such as students’ work in the form of sewn or embroidered clothing, testimonials from alumni who have successfully started businesses, and information about course registration schedules.”

This was reinforced by KY's statement, who admitted to learning about the course from a friend's story. After seeing the uploaded content, he decided to enroll in the course program.

"I saw it on my friend's story, then opened their IG. There was complete information there. I immediately clicked on the registration link from the bio. No need to go to the course location first," said KY.

SL stated that the information on Instagram was very comprehensive and made her confident to register.
"From the photos alone, it already looked serious and active. I also liked that the schedule and prices were explained directly. So there was no need to ask questions again."

From the above findings, the author concludes that Instagram is the most active and effective social media platform used by LKP Nuri in carrying out its promotional and administrative information dissemination functions. The three types of digital media consistently used by the institution are Instagram, the official website, and digital brochures, each of which has a specific role and contribution to the effectiveness of administrative management, as shown in Figure 5.

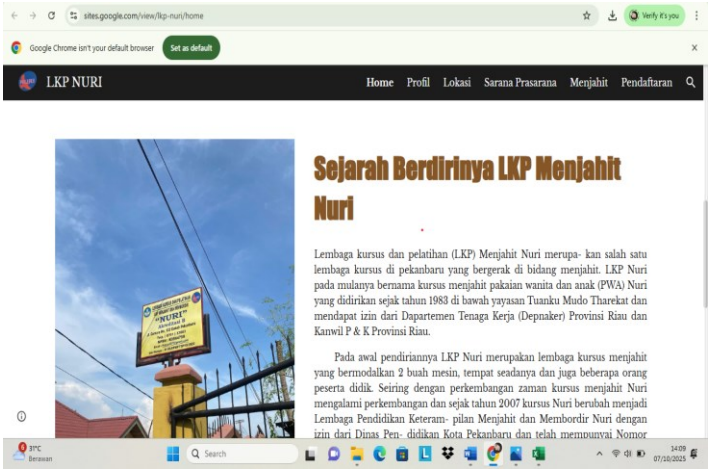

Figure 5a. Example of an Institution's Website Home Page

Based on the results of reviewing digital documents such as Figure 5, field observations, and in-depth interviews with staff and participants, it can be concluded that digital media plays a central role in strengthening the administrative promotion function at LKP NURI. Instagram is an effective interactive communication tool for quickly reaching a wide audience. The website serves as an official information center that supports the transparency and credibility of the institution. Meanwhile, digital brochures are the most practical means of disseminating information that directly targets potential participants on a personal level. When combined, these three elements form a communication system that is adaptive, efficient, and responsive to the needs of the community. This digital transformation in the field of administrative promotion has proven to not only

increase the number of registrants, but also expand the scope of the institution's services beyond its operational area.

Figure 5b. Example of a Digital Brochure

The digital transformation in the administration of the NURI Sewing and Embroidery Course and Training Institute has been implemented in stages, particularly in the process of participant registration, data archiving, and certificate and correspondence management. This process aims to improve staff work efficiency, facilitate access to services for participants, and create a more orderly and well-documented administrative system. Since early 2024, LKP NURI has started to implement a digital registration system using Google Forms. Prospective participants who wish to register simply access the registration form link sent via WhatsApp. Digital transformation has also led to improvements in the quality of administrative services. Participant registration can now be done online, financial filing is more structured, and information about training programs can be accessed quickly by the wider community. These changes have contributed to enhancing the institution's professional image, building public trust, and strengthening LKP Nuri's position amid competition from similar training institutions.

Discussion

The Impact of Digital Transformation on LKP Management

These changes not only affect internal administrative systems, but also expand the reach of participants, improve service effectiveness, and enhance the professional image of the institution in the eyes of the public. Based on the results of document analysis, observation, and interviews, it can be concluded that digital transformation has played a major role in expanding the reach of LKP Nuri from the local to the regional level. The use of digital media such as Instagram, the official website, and the online registration system via Google Form and WhatsApp has opened up wider

access for prospective participants from various regions outside the Sail District, even outside the city of Pekanbaru. This digital-based promotion strategy not only increases the institution's visibility in the public sphere but also facilitates the registration process and communication without geographical boundaries. Thus, digital transformation has brought significant changes to the institution's development, making it more adaptive, inclusive, and competitive in facing the era of non-formal education modernization.

Digitization also enables staff to complete administrative tasks more quickly and accurately without having to work overtime, while participants can save costs and time because the entire process can be done online. Thus, digital transformation has been proven to increase the productivity, effectiveness, and operational efficiency of institutions, while providing convenience for all parties involved. These findings are in line with the theory of organizational efficiency proposed by George (2020), which states that efficiency is achieved when organizations are able to utilize resources optimally for maximum results. Digital transformation has been proven to encourage automation, reduce manual workloads, and increase staff productivity. Hussein's (2024) research also reinforces these results, showing that the digitization of administration in educational institutions can reduce operational costs by up to 30% and speed up work processes because data is stored in an integrated manner and is easily accessible.

Digitization helps reduce the risk of losing physical documents, speeds up the data search process, and increases the transparency and accountability of institutions. Thus, digital transformation not only facilitates the work of administrative staff but also strengthens participants' trust in the professionalism and governance of increasingly modern institutions. These findings are in line with Jannah's (2023) opinion, which emphasizes that the implementation of digital-based services in course institutions contributes positively to user satisfaction levels, as technology facilitates access to information and speeds up administrative activities that were previously done manually.

According to Rahardjo (2022), digitization in the financial management of educational institutions has been proven to increase public trust, as financial data and reports can be easily accessed and verified. Based on the overall findings and theory, it can be concluded that the digital transformation at the Nuri Sewing and Embroidery Training Center has greatly contributed to improving the efficiency and effectiveness of the institution's management. Digitalization has been proven to accelerate workflows, save operational costs, and build a transparent, integrated, and accountable administrative system. Thus, digital transformation not only improves operational effectiveness but also becomes an important strategy in building the reputation and public trust of LKP Nuri.

Relevance to Digital Transformation Theory and Education Management

The results of this study show a strong relevance to the theory of Digital Transformation in Education as described by Vial (2019), who views digital

transformation as a process of fundamental organizational change through the use of information and communication technology to improve operational efficiency, create new added value, and strengthen institutional capabilities. In the context of the Nuri Sewing and Embroidery Training Center, the digitization process has brought significant changes in institutional management, particularly in the areas of administration and services. The work system, which previously relied on manual methods, has now shifted to an integrated, efficient, and more responsive data-based system that meets the needs of course participants. This transformation has not only simplified data management processes, but also accelerated communication between staff and strengthened real-time information-based decision-making mechanisms. Furthermore, the results of this study also reinforce Suyanto's (2022) view that digitization in non-formal educational institutions not only serves as an administrative tool, but is also an important strategy in improving the competitiveness and sustainability of institutions.

4. Conclusion

Based on the results of the research and discussion, several conclusions were drawn. First, the implementation of digital transformation at the Nuri Sewing and Embroidery Vocational Training Center (LKP) was carried out gradually and adapted to the conditions of the institution. Digitization was carried out starting from administration, financial management, to promotion through social media and digital platforms. This process showed a real change from a manual system to a digital system that is more efficient, accessible, and transparent. Second, digital transformation has proven to contribute positively to improving the management of the institution. The application of digital systems has made administrative activities faster, financial reports more accurate, and internal communication more effective. The results of the study show that digitization has also strengthened the professional image of the institution in the eyes of the community and prospective course participants. Third, there are several supporting and inhibiting factors in the implementation of digital transformation at LKP Nuri. Supporting factors include visionary leadership, the enthusiasm of young staff who are tech-savvy, and the support of external partners. Meanwhile, inhibiting factors include limited funds, uneven digital literacy, and the absence of standard digital SOPs. However, with continuous assistance and internal training, these obstacles can be gradually overcome.

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