



ORIGINAL RESEARCH ARTICLE

OPEN ACCESS

TRAINING FUNCTION TO ENHANCE HUMAN RESOURCES CAPACITY TO IMPROVE THE QUALITY
OF PUBLIC SERVICES

(Case Study in Ministry of Social Solidarity and Inclusion Timor-Leste)

¹Ivónia Zulmira Maria dos Santos, ²Leoneto Madeira Martins, ³Fernando Dias Gusmao

ARTICLE INFO

Article History:

Received 1st October, 2025

Received in revised form 2nd
October, 2025

Accepted 8th October, 2025

Published online 14th October,
2025

Key Words: Capacity Building, Human Resources, Knowledge Change, Skills, Attitude, Communication, Morale, Obedience, Public Satisfaction, Efficiency, Effectiveness



ABSTRACT

This research aims to analyze the function of training to improve the quality of public services in the ministry, identify factors that influence the effectiveness of human resources training, and provide strategic recommendations for the development of effective and sustainable training programs.

Qualitative research methodology is used to examine instruments and analyze problems that cause training that is not contextualized to local realities, lacks adequate evaluation mechanisms, and is not aligned with complex social challenges; this limits the capacity of staff to provide good quality services to the demand for social services including the community, and to manage emergencies and services for vulnerable groups.

The finding of this research is to improve the quality of public services in MSSSI-RDTL through general training as a mechanism to increase human resource capacity, including aspects of technical skills, attitude (communication, morale, obedience), and public satisfaction.

The recommendation of this research is that training must be contextualized in the sense that it must be certain, targeted, sustainable and visionary, systematically monitored and supported by institutional mechanisms (monitoring, evaluation, continuous resources) must be a key element to increase efficiency, effectiveness, skills, attitude and public satisfaction.

As the key points of this research, the researcher put forward a more academic thought such as "training is not a cost but an investment in dignity and social justice.

INTRODUCTION

Increasing human resource capacity in the public sector is a key element in efforts to improve the quality of services provided to the public, particularly in the Ministry of Social Solidarity and Inclusion in Timor-Leste. Human resource capacity building in the ministry, focuses on various social issues faced, such as social assistance to the poor, vulnerable families affected by cases, victims of GBV, people with disabilities, abandoned cases, abandonment, domestic violence (DV), neglect, and children and youth in conflict. By investing in targeted and strategic training, the ministry can strengthen its staff's capacity to provide better services that respond to the needs of the community, particularly vulnerable groups. All these concerns have almost established the fundamental vision of MSSSI which states that citizens in vulnerable conditions are protected to improve their conditions for a good and dignified life, but in reality this vision has not been achieved due to lack of knowledge, skills, through poor quality, effective and efficient care. Likewise, the issues mentioned above are almost also points of consideration for MSSSI's mission such as reducing poverty and eliminating social imbalances, reducing gender inequality and empowering women and children, empowering the poor and people with socio-economic vulnerabilities, solidarity and social inclusion for people with disabilities, LGBTI communities, minority groups/ethnic groups, people at risk of drugs, prostitution, people separated from past conflicts, and other groups excluded from social life.

In various countries, including Timor-Leste, training for RUs has become a key focus of public sector reform to ensure that services provided to the public meet expected standards. In the context of Timor-Leste's Ministry of Social Solidarity and Inclusion, RU training is even more crucial given the challenges faced in enhancing the capacity and competence of staff to provide inclusive and responsive services to community needs (Osborne, 2017).

The reality is that many public sector employees, particularly in Timor-Leste's Ministry of Social Solidarity and Inclusion, still face limitations in the skills and knowledge necessary to perform their duties effectively. This is due to several factors, including lack of access to quality and sustainable training programs. As a result, the quality of public services provided often falls short of public expectations, which in turn can erode public trust in government.

According to Miles and Huberman (1954), effective coaching should be based on a comprehensive needs analysis and tailored to the specific context of the organization. In their study, Miles and Huberman emphasize the importance of a systematic approach in designing and implementing training programs to ensure that they make a significant impact on human resource capacity. Therefore, it is crucial for the Ministry of Social Solidarity and Inclusion of Timor-Leste to adopt a similar approach in its efforts to improve the quality of public services through human resource training. The ideal situation is to create a working environment where all employees have access to relevant and high-quality training, ultimately enhancing their competence in the delivery of public services. Thus, human resource training serves not only as a tool to improve individual skills but also as a strategy to strengthen institutional capacity to address the increasingly complex challenges of public services (Tegos, 2023).

One proposed solution is to develop structured, adequate, and sustainable training, which also requires designing good training based on a thorough needs analysis and involving the active participation of all stakeholders. This training program should encompass several aspects, including improving technical skills, developing managerial capacity, and strengthening ethical values and professionalism in the civil service. Further, it is critical to ensure that the training program is supported by adequate policies and resources so that it can be implemented effectively and sustainably (HAMMALÍ & NASTIEZAIE, 2022).

In this context, this study aims to describe the role of training in human resource capacity building in Timor-Leste's Ministry of Social Solidarity and Inclusion and identify factors that influence the effectiveness of such training in improving the quality of public services. Therefore, it is hoped that this research can make a significant contribution to efforts to improve human resource capacity and public service quality in Timor-Leste (Muhammad & Hambali, 2021).

In the era of dynamic globalization, changes in politics, economy, and need:

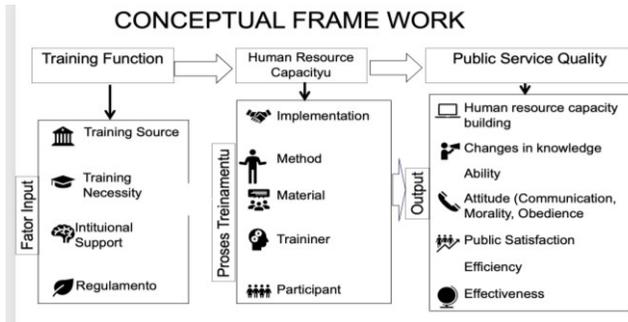


Figure 1. Conceptual Framework

A detailed explanation of the sequence and structure of the conceptual framework is as follows:

a) Training Function

The training function based on the MSS-RDTL conceptual framework has significant implications for human resource development in Timor-Leste. This approach ensures that training programs are aligned with national priorities, thereby addressing specific needs and gaps in workforce skills and capabilities. The target of training for human resources in public institutions, can improve the productivity and overall effectiveness of public services, which is crucial for national development (Shangraw & Crow, 1998). To understand the function of training can contribute to human resource services, the CIPP model (context, input, process, and product) can be used to monitor the quality of training (Bisogno et al., 2023). to develop a more resilient and capable workforce in Timor-Leste (Iacob & Dermengi (Gerea), 2022).

b) Human Resource Capacity

The Training Function in Timor-Leste emphasizes human resource capacity, which is very important for human resource management (HRM) in the public sector. Classical and contemporary theories such as Maslow, Herzberg and Vroom (1943) help understand employee motivation to increase productivity and work efficiency. JRU is not just administration, but includes leadership, organizational culture and talent management, which are important in delivering fair, transparent and quality services. The strategic approach integrates data and technology to make decisions, including diversity and inclusion (A.H. Maslow, 1943; Maslow, 1943). The Kirkpatrick model and CIPP are rigorous evaluation methods to improve the quality of training that is relevant and effective, considering reactions, learning, behavior and outcomes. Participatory methods such as simulation and case studies increase staff capacity and practical application in Timor-Leste .

c) Public Service Quality

Public Service Quality in Timor-Leste is very important to support the success of public administration, emphasizing the integration of employee motivation, organizational context and political support. Public service quality involves technical quality (effectiveness and accuracy), interaction quality (communication and interpersonal treatment) and outcome quality (impact on the community). Training evaluation is based on the Kirkpatrick principle and the CIPP model, to ensure the effectiveness and relevance of training to enhance and increase the capacity of employees and good public service (Locality et al., 2012).

THE METHOD

a) Approach and Type of Research

This research uses a qualitative approach with a case study method (Kartini Kartono, 1996). A qualitative approach was chosen because it provided a rich and in-depth picture of the experiences, perceptions, and dynamics associated with the coaching function within the ministry. The case study method allows researchers to focus on a single unit of analysis, namely the Ministry of Social Solidarity and Inclusivity in Timor-Leste, allowing for a comprehensive and contextual exploration of the various aspects of training (Περλιψηεων et al., 2015).

Through a qualitative research approach that gives an approach and emphasis on understanding the meaning, concept and subjective experience of the participant. In the context of this research, the qualitative method focuses on the social, cultural, and psychological dimensions involved in the service delivery in the Human Resources Ministry of Inclusive Social Solidarity (Maxi, 2015; PEDN 2011-2030, 2011). It is very important to know the quality and effectiveness of the training function to increase the capacity of the people who attend, because problems such as domestic violence, abandonment do not require decisions that come out of formal procedures only, but must understand the place and social context in which problems arise:

Table 1. Number of Respondent Based on Pasition

Position	Informant
General Director	1
National Director	1
Trainers	2
Participant	3
Beneficiaries	2
Total	9

The number of informants based on position, is important to understand the basis and motives that the researcher selected informants from different positions in MSSIRDTL (PEDN 2011-2030, 2011).

Consider these positions with the aim of knowing the full and balanced perspective of the various interest groups, and to obtain complete and representative information. Persons for positions such as Director-General of Social Protection, Director of Human Resources, Trainers, Trainees and Beneficiaries, are the key to fundamental information for any decision to attend official training and increase human resource capacity in public institutions (PEDN 2011-2030, 2011).

RESULTS AND DISCUSSION

1) Discussion and Interpretation of Data.

In this part, it will describe the discussion according to topic / theme and research results, the thesis must present new ideas from the researcher that is related to the theory-theory and the first research is relevant so that it can be interpreted scientifically. This part provides a discussion and interpretation of the research data, according to the topic/theme and objective shown in the base table. The analysis provides clarity on the supporting factors that determine the effectiveness of the training program in the Ministry of Social Solidarity and Inclusion (MSSI), to meet the strategic objective of improving the quality of public services, identifies determinants of training effectiveness, and provides practical and sustainable recommendations (Kil Dae Hwan & Kim Jin-Mo, 2009; Tini Mogeia, 2023). This interpretation is based on theory, empirical evidence, and the organizational context in Timor-Leste, especially institutional, budgetary, and public service culture. This study conducts an in-depth analysis of the impact of training on improving the quality of public services in the Ministry of Social Solidarity and Inclusion (MSSI). With the main objective as MSSI has a strategic plan and annual action plan to receive, design and implement training for human resources in a systematic manner. The following analyzes how training contributes to improving the technical, administrative and interpersonal capacity of employees, thus increasing the quality of public services. Also to identify implementation challenges and resolution mechanisms, including leadership roles, instructors (internal/external), participant motivation-participation, logistics, M&A, and sustainability. Finally, it can provide theoretical and practical implications, along with strategic recommendations for MSSI, research-hosting

institutions, research-hosting institutions, and readers (Ritz & Waldner, 2011a; van Noordt et al., 2023).

Research data show that MSSSI has a vision for human resources that are capable, ethical, and sustainable to provide good services to vulnerable communities. The strategic plan and annual action plan consider components of training for social services and socio-economic protection, together with administrative capacity (management, planning, finance) and interpersonal skills (communication, public service ethics). The research results provide an overview, context, and analysis of implementation, including practical recommendations: clear strategy, financing mechanism, operational timetable, and monitoring-evaluation (M&A) system. However, the current situation also shows that the organizational structure is not optimal in relation to the training system, formal training capacity is limited and operational standards are not systematic, the recruitment process and training plan are not harmonized, which suggests that there is a gap between vision-strategy and daily execution (Kardiat et al., 2023).

2) Impact of training on improving the quality of public services in the ministry

The theoretical basis for the interpretation of the data is the studies of "capacity building" (Morgan, 1998; Fox & Gambino, 2021) and "training theory" (Rivai, 2004; Mangkuprawira, 2008) emphasize that training is a strategic mechanism to change attitudes, skills and behaviors. This change can materialize at the system level (strategy, policy, process), organizational level (structure, operational standards, culture) and individual level (competence, motivation, performance). Within the Public Administration, especially within the Human Resources Directorate, these trainings need to be aligned with the strategic plan and the annual action plan to ensure relevance, efficiency and impact on the public service (Kardiat et al., 2023).

3) Evaluation of Implementation of MSSSI's Strategic Plan and Annual Action Plan in Human Resource Training

MSSSI has a strategic plan and an annual action plan to receive and implement training for human resources that can make their services better and sustainable. The results of this research provide an overview, context, complete analysis of the implementation process, and practical recommendations. Priority focus on training in technical capacity (social services and socio-economic protection), administrative capacity (management, planning, finance) and interpersonal skills (communication, public service ethics). The results of this research command a clear strategy, financing mechanism, operational schedule, and monitoring-evaluation (M&A) system to ensure effective implementation (Purwatiningsih et al., 2020).

To meet these demands, MSSSI needs to strengthen human resource capacity through strategic plans and annual action plans for training. This training can increase the quality of service, ensure operational standards and support the continuity of training programs to improve capacity and improve quality. Timor-Leste faces demand for social services and social protection, including poverty reduction, access to health and education services, and protection of vulnerable groups. This scale requires institutions such as MSSSI to increase technical and management capacity to provide services (Ritz & Waldner, 2011a, 2011b).

The research results also show that the current situation of MSSSI clearly shows that the organizational structure, limited formal training capacity, recruitment process and operational standards do not have systematic training. The strategic training plan should be aligned with the institutional plan, prioritize and show indicators of behavior change, improve service recommendations, and output indicators including number of training, training hours. MSSSI's vision is to have human resources that are capable of providing good, ethical and sustainable services to vulnerable communities. As a conclusion of the results of this research, the researcher can say that MSSSI has a strategic training plan and implementation of an annual action plan that has substantial changes in the quality of service. The implementation is in accordance with the demands of systematic process, budget discussion, training standard design of trainers, facilitator selection, logistics, M&A and sustainability. Prioritization of technical, administrative and interpersonal skills is essential. This combination of recommendations will increase the efficiency, transparency and relevance of MSSSI's services to the Timor-Leste community (Arar et al., 2019; Kauzya, 2009).

4) Analysis of the Role of Training Function in Improving Human Resource Capacity and Public Service Quality in MSSSI

The result of the discussion with DG MSSSI on the function of training contributes to increasing human resource capacity and improving the quality of public services in MSSSI, with the reason that training in MSSSI helps increase human resource capacity by providing knowledge, skills and attitudes relevant to work. Training prepares employees to solve problems, work efficiently and know and respond to customer needs with quality. This increases motivation and professionalism, which is important to improve the quality of public services. This answer is almost in line with the results of research conducted by Ahmad, S. (2019) which states that achieving quality service depends on quality training. This result is also in line with research conducted by Alharthy & Marni (2020) on the impact of training will greatly help public services with effectiveness and quality. Also Armstrong, M. (2020)'s concepts about human resources training are almost the same results that the researcher conducted in MSSSI (2025). The results also show that the performance of employees in a public institution can guarantee the quality of service while the service must be performed with responsibility (Laub, 1999).

As a Director, he has the responsibility to guide, direct, and provide solutions when needed by the institution itself. The statement made by DG-MSSSI is almost in line with Machiavelli's theory about the function of leadership in the institution must be the author and pioneer of a service through how to orient and organize the work according to the capacity of staff in the governance of an institution such as MSSSI. The workforce is the root and foundation of the quality of service of a public institution and conforms to the character of a leadership (Issah, 2018).

The conclusion that the researcher gave is that the impact of training to improve the quality of public services in MSSSI has positive implications when the line of coordination between managers and technicians must be in alignment with bottom-up and top down will ensure the quality of service itself (Kolzow et al., 2021).

5) Challenges in the implementation of training and methods to solve these difficulties.

Major challenges are lack of budget, limited time to provide training, resistance from participants, and lack of leadership support. To achieve it, you need a clear plan, strong coordination, effective communication and leadership involvement to support training. It is also important to motivate participants and adapt training to relevant to reality in the direction (Eckardt et al., 2021).

From the results of the analysis showed that lack of budget, time constraints, and participant resistance have a significant impact on the effectiveness of training, which is a constraint within an institution (Kauzya, 2009). Of these, the study referenced shows the origin of lack of budget and limited relationships as organizational barriers in which influences participant resistance (Ebsen, 2015) (Lee, 2023). Barriers such as lack of budget, limited time, and difficulty in accessing the internet also contribute to this resistance, which in studies shows that participant motivation is very important (Wilson, 2021). Sustained leadership and consistent budgeting can reduce resistance by providing motivation that not only informs but must be realized and implemented (Bornman & Louw, 2023). The literature shows that tailored leadership programs with some budgeting and effective time allocation can increase participant motivation and reduce resistance (HAMMALÍ & NASTIEZAIE, 2022; Laub, 1999; Muller & Pelsler, 2022). To do this, regular monitoring with qualitative reports helps to identify gaps and provide needed assistance, which can increase consistency in budget allocation (Nurjanah et al., 2020). The consequence that will be encountered is the systematic integration of leadership in a good planning process to help budget capacity for trainers to ensure sustainable results (Leksono & Yulianti, 2022). Continuous implementation of performance evaluation and feedback that includes participants' opinions is critical to ensure permanent adaptation and systematic improvement (Lacerenza et al., 2017). To make this process sustainable, consistent leadership with adequate budget allocation is needed as recommended in the literature, which has shown a critical contribution to training efficiency (Triwiyanto et al., 2024) (Gasteiger et al., 2021).

6) Training program that is currently underway in the MSSSI service department

Based on the DG-MSSSI response, current training programs continue to focus on priority areas such as communication, customer service, and social inclusion. Ongoing training especially emphasizes proper service practices and technical capabilities in the public service. Budgetary constraints can significantly impact training programs, often forcing institutions to reduce services that prioritize training related to

accountability and mandatory requirements. This may mean that while essential technical skills are covered, other critical areas may not receive adequate attention. This finding corresponds with investigations by Marzec & Austen (2021), who established that training program effectiveness and professional advancement for public sector employees constitute critical elements of organizational achievement and personal satisfaction. Given the resource constraints, strategic prioritization of training domains becomes essential to cultivate a comprehensive and proficient public service workforce. Therefore, deploying competency-focused modules that emphasize communication and customer-centric approaches can mitigate budgetary constraints while raising service standards. A structured, competency-based training program that incorporates the components of communication, customer service, and social inclusion can enhance staff performance and citizen satisfaction. Future training initiatives should include systematic communication competency assessments to facilitate continuous improvement (Baracskaý, 2023; Buzzi et al., 2019).

7) Contributing Factors Demonstrating the Effectiveness of Training in the Context of Human Resource Development

Important supporting factors include strong and continuous leadership support, sufficient budget to sustain training, time reserved to serve and pay attention to training, technical resources, such as competent facilitators and updated training materials, organizational culture that includes learning and motivation, monitoring and evaluation mechanisms to measure training effectiveness.

Based on the results of the interview with the DG-MSSI, that the effectiveness of the training program is significantly influenced by several key support factors, as highlighted in several studies. The results of this study are supported by research by Tshukudu (2021), who stated that strong leadership support is crucial, as it fosters an organizational culture that values learning and development, which is essential for the successful evaluation and implementation of training initiatives. In addition, adequate planning and allocation of resources, including technical resources and competent facilitators, are crucial to ensure that training content is delivered effectively and aligned with the needs of participants. This research is also supported by the research of Ahuja & Singh (2020) in (Remus et al., 2022), who stated that participant motivation and interest also play a significant role, as high levels of engagement can improve learning outcomes and overall training effectiveness. Furthermore, the training environment, including the style and atmosphere of delivery, affords significant impact on the learning experience, with factors such as trainer attitude and participant enthusiasm becoming more important. This research result is in line with the research results of the Ministry of Social Solidarity and Inclusion (MSSI) Timor-Leste (2023) Ministry of Social Solidarity and Inclusion (MSSI) Timor-Leste. No.

This research result is in line with the research results of Tini Mogeá (2023) 'The Importance Of Human Resources Training To Improve Organizational Performance. This result meets the objectives of the research to analyze the impact of training on improving the quality of public services in the ministry, identify factors that influence the effectiveness of human resources training, and provide strategic recommendations for the development of more effective and sustainable training programs.

It can be concluded that support from management and colleagues, together with a conducive training environment, further enhances the effectiveness of training programs by fostering a supportive and collaborative learning atmosphere (Assessment, 2015). Therefore, a combination of strong leadership, effective planning, motivated participants, and a supportive environment is essential to maximize the effectiveness of a training program.

8) Existing training needs Directorate of Human Resource in MSSI

In order to improve the quality of public services through training according to the response from DN-MSSI that the need for training to focus on clear and empathetic communication with clients, to increase technical capacities in the area of social and inclusiveness, training for leadership and organizational management, training for the use of information technology in the workplace, training for inclusion and respect for diversity and inclusion.

The results of this interview correspond to the research objective of analyzing the impact of training on improving the quality of public services in the ministry, or factors that influence the effectiveness of human resources training, and can provide strategic recommendations for the development of more effective and sustainable training programs.

The results of the interviews are closely aligned with the research objectives, which focus on analyzing the impact of training on improving the quality of public services, identifying factors that influence the effectiveness of human resources training, and providing strategic recommendations for the development of sustainable and effective training programs. First, the emphasis on communication skills emphasizes the importance of interpersonal interactions in the civil service. Clear and empathetic communication not only improves customer satisfaction but also builds trust and transparency, which is essential for effective service delivery. This aligns with the wider literature linking communication competence with better public sector performance. Second, the focus on technical capacity building in the area of social and inclusiveness reflects a growing recognition of the need for civil servants to be equipped with specialized knowledge and skills to meet diverse client needs. This is particularly relevant in contexts where social inclusion is a priority, ensuring that services are accessible and equitable (Hornung & Baranauskas, 2011).

Organizational leadership and management training is crucial to fostering a culture of accountability and efficiency within the ministry. Effective leadership drives motivation, resource optimization, and strategic alignment, which collectively enhance service outcomes (Coelho & Menezes, 2021; Nurfarida, 2014).

The integration of information technology training highlights the increasing role of digital tools in public administration. IT proficiency allows employees to streamline processes, improve data management, and facilitate better communication both internally and with the public.

Finally, training aimed at promoting inclusion and respect for diversity is critical to creating an equitable work environment and work framework. such training helps reduce biases and foster a culture of respect, which is essential to serving diverse populations effectively.

The research findings suggest that these training components together contribute to improved service quality. However, the effectiveness of training programs depends on several factors, including relevance to the job role, ongoing support, and alignment with organizational goals. The strategic recommendations emerging from this study advocate for a comprehensive, needs-based training approach that is continuously assessed and adapted to ensure sustainability and impact.

This result meets the objective of the research on Analyzing the impact of training on improving the quality of public services in the ministry, Identifying factors that influence the effectiveness of t provides strategic recommendations for the development of more effective and sustainable training programs, thus concluding that this research emphasizes that well-designed and targeted training programs are instrumental in improving the quality of public services. By addressing communication, technical skills, leadership, use of technology, and inclusivity, the ministry can build a competent and responsive workforce that can meet the evolving needs of the public. Future training initiatives should incorporate these insights to foster continuous improvement and sustainable development in public service delivery.

9) Most useful subject for the work function in MSSI

The results of the interview with the National Director of Human Resources and Heritage Administration (DN-MSSI) that the best materials are the manual of procedures and protocols of care, informative materials on social policies and inclusivity, practical instructions to solve real situations in care, Documents for effective and effective communication, materials from international experience relevant. The results of this research are in line with the results of research by Ahmad, S. (2019) which states that the most useful material for the function of service in the directorate is the manual of procedures and service protocols (clear, standardized, easy to monitor quality). Information material on social policy and inclusivity (to ensure sensitive, accessible and fair services to vulnerable groups). Practical instruction to solve real cases in care (case-based guidance). Document effective and empathetic communication (enhance professional interaction with clients). Material from relevant international experience (learn good practices, adapt to the TLD context). This result aligns with the research of Ahmad, S. (2019) quality management in public service delivery requires clear procedures, quality control and continuous improvement. Similarly, Carlback, Nygren & Hagglund (2024) state that human resource development requires investment in human capital through targeted training, relevant content, and applicability to work. Finally research by Eckardt et al. (2021): emergence

of human capital resources and strong leadership will sustain organizational change and elevation of service quality (Buzzi et al., 2019).

From the results of the discussion with DN-MSSI it is clear that this result responds to the objective of this research by analyzing the impact of training to improve the quality of public services in the ministry such as standardized materials (manual / protocol), inclusive content, practical guidance, communication competence, and international reference factors to increase the quality of services. Training should be continuous, evidence-based, and integrated with quality monitoring systems. Leadership needs to ensure resources, mentorship, and a learning culture. Implement modular training programming, post-training evaluation, and periodic updates, to ensure effectiveness and sustainability.

10) Blended Learning for MSSI Through Combining Clinical Practice with Flexible Online Modules

From the analyzes and the results of the interview with DN-MSSI, the mixed training method (combination of face-to-face and online) is considered to be the best in the context of MSSI. From a practical and academic perspective, the following is a method combined with good modalities and standards such as flexibility for work in remote and extreme remote areas. This is very important in the context of Timor-Leste where transportation and communication infrastructure is difficult to access.

The research results are supported by the study of Alharthy & Marni (2020) which states that training will have an impact on increasing human resource capacity, an indication that a combination of methods can potentially improve performance. This result is also in line with the research results of Sims (1991) who stated that improving training in the public sector with practical and adaptable methodologies can emphasize the importance of human resources training to improve organizational performance, which supports the idea that structural and continuous training increases organizational results. Armstrong (2006) in the practice of human resource management refers very much to the principle of training planning, which is underpinned by program sustainability and sustainability (Wilson et al., 2003).

The results of this research meet the research objectives because the mixed method offers a balance between theory and practice, operational flexibility, and the ability to update materials quickly. Therefore, the researcher can conclude that the mixed training method is recommended to increase the quality of public services in MSSI, although it must consider operational factors such as internet access, availability of face-to-face facilities, instructor capacity to online facilitation, and effectiveness evaluation mechanisms. Strategies include developing combined and standardized modulation, investing in technological facilities, training instructors for online and face-to-face pedagogy, implementing ongoing monitoring and evaluation to mention the impact on performance, and prioritizing in-service practices to ensure quality and better implementation.

11) The role of instructors (internal/external) help motivation, participation and transfer of learning to daily work

In the context of human resource development, the role of instructors, both internal and external, significantly influences motivation, participation, and transfer of learning to daily work. Based on the interview with the topic of Human Resources Training Program MSSI (Human Resources Capacity Trainers), competent instructors who can motivate training participants are considered crucial. Instructors who demonstrate practical experience, provide concrete examples, support participants, answer questions, and facilitate discussions, and follow up to provide post-training support, play a crucial role in ensuring that training materials can be adapted to field realities.

This research aligns with Armstrong's (2020) research, which emphasizes the importance of training in improving the quality of public services in the social sector. Armstrong emphasized that effective training can enhance public service capabilities, which in turn improves the quality of services provided to the public. This shows that effective instructors play a role not only in the learning process but also in improving the overall quality of public services. Furthermore, research by S Ardiwinata and Romi Rosmia (2019) in (Coleman & Sharrock, 2022) on training models for human resource capabilities confirms that appropriate training models can significantly improve human resource capabilities. This study emphasizes that well-designed training involving competent instructors can effectively enhance participants' skills and knowledge, ultimately improving their workplace performance (Coleman & Sharrock, 2022).

Furthermore, Said (2015) in (Matta et al., 1997), in his study on human resource capacity development in local governments to improve the quality of public services, emphasized that human resource capacity development is a key element to improve the quality of public services. Said pointed out that effective training, supported by competent instructors, can enhance the ability of government employees to provide better services to the public (Kelly, 2013).

The results of this study address the objectives of this study are to analyze the impact of training to improve the quality of public services in ministries, identify factors that influence the effectiveness of human resources training, and provide strategic recommendations to develop more effective and sustainable training programs. Thus, it can be concluded that instructors, both internal and external, play a crucial role in ensuring that the training provided can be effectively implemented in everyday work, ultimately improving the quality of public services.

12) Practical Triggers and Turnoffs Through Boosting Motivation, Avoiding Demotivation in Workshops

Active participation in training programs is a crucial element in human resource development, particularly in the context of public service. However, the level of participant participation in training often varies, influenced by various motivating and demotivating factors. Through this research, we seek to better understand the factors that motivate and demotivate participant participation in training, specifically within the Ministry of Social Solidarity and Inclusion (MSSI). Through interviews with trainers, human resource capacity builders in MSSI revealed that participants' main motivation to participate in training was the relevance of the material to their job function, support from leaders and the community, opportunities to learn and improve their capacity, and an inclusive and respectful atmosphere. In addition, recognition of effort and participation was also a significant motivator. These findings align with research by Boyne (2020) in (Swanson, 2015), who emphasizes the importance of public service performance in motivating active participation and factors that demotivate participant participation include insufficient time and budget for training, irrelevant or too abstract material, lack of support from leaders, methods that do not or do not engage inclusive, inadequate facilities, and unmotivated instructors. These findings are consistent with Brown's (2019) in (Coleman & Sharrock, 2022) challenges in public administration related to training effectiveness.

This study aims to answer the question of how participant participation can be improved by analyzing the factors that influence human resource training effectiveness. Thus, this research not only contributes to a theoretical understanding of motivation and demotivation in the context of coaching but also provides strategic recommendations for developing more effective and sustainable coaching programs (Buzzi et al., 2019).

In the field of public services, improving the quality of training has a direct impact on the quality of services provided to the public. Therefore, it is critical to identify and address factors that hinder the participant's active participation in training. Therefore, it is expected that this research can make a tangible contribution to improving the quality of public services through better human resource development.

13) Post-Training Outcomes: Real Changes in Competence, Collaboration and Compliance

Human resource training and development is a crucial element to improve the quality of public services, particularly in the context of ministries focused on social solidarity and inclusion. In the context of Timor-Leste, the Ministry of Social Solidarity and Inclusion (MSSI) has implemented various training programs aimed at enhancing the competence of officials in providing better services to the public (Ministerio Solidariedade Social e Inlucacao (MSSI) Timor-Leste, 2023).

Interviews with human resource capacity trainers at MSSI revealed that the training provided resulted in significant changes in knowledge of social policies and service procedures, empathic communication skills such as actively listening and responding clearly to customers, and improved employee morale, leading to higher levels of motivation and responsibility. In addition, adherence to work schedules and regulations has also improved, showing greater discipline and respect.

This research aligns with the 2023 annual report of the Ministry of Social Solidarity and Inclusion (MSSI) of Timor-Leste, which shows that competency-based training for human resource management and development in the public sector has a positive

impact on the quality of public services. For example, the services at MSSSI, provided with patience and empathy, have increased customer satisfaction. These results address the research objective of analyzing the impact of training on improving the quality of public services in the ministry, identifying factors that influence the effectiveness of human resources training, and providing strategic recommendations for developing more effective and sustainable training programs.

This research also aligns with the findings of the research conducted by Prabawati, I., Meirinawati, & Oktariyanda, T. (2018) in (Zeichner et al., 2016), who stated that competency-based training model for human resource management and development in the public sector can improve the quality of public services. This study found that well-designed training can improve employee competency to provide better services to the public. Furthermore, this research aligns with the findings of the research conducted by Bunduki, Z. I., & Rutenge, M. M. (2024) in (Ministerio Solidariedade Social e Inlucao (MSSI) Timor-Leste, 2023), which states that accurate training needs assessment can improve the quality of public services.

Therefore, it can be concluded that effective and sustainable training is crucial to improve the quality of public services. Therefore, this study aims to analyze the impact of training to improve the quality of public services in the Ministry of Social Solidarity and Inclusion (MSSI) in Timor-Leste, identify factors that influence the effectiveness of human resources training, and provide strategic recommendations for developing more effective and sustainable training programs (Zeichner et al., 2016).

14) Measuring Service Quality Through Indicators and Client-Reported Evidence

In the context of public services, the quality of services provided by government institutions is a crucial indicator for assessing the effectiveness and efficiency of a government. Quality public service not only increases public satisfaction but also strengthens public trust in government. However, achieving optimal service quality requires a thorough understanding of the indicators that demonstrate improved service quality, as well as concrete evidence from customer or community experience (Ministerio Solidariedade Social e Inlucao (MSSI) Timor-Leste, 2023).

Based on interviews with human resource capacity builders at the Ministry of Social Affairs and Solidarity (MSSI), several indicators of service quality have been identified. These indicators include speed and efficiency of service delivery, reduction in the number of customer complaints, high levels of customer satisfaction based on surveys and feedback, service outcomes responsiveness to community needs, and clear and transparent communication with customers. These findings align with the research conducted by Bunduki, Z. I., & Rutenge, M. M. (2024), which highlights the importance of training needs assessment in improving public service quality (Ministerio Financas RDTL, 2011).

In addition, evidence supporting improvements in the quality of public services can be seen in various surveys showing levels of customer satisfaction, community feedback reports, cases resolved with positive outcomes, and recognition by the organization and leadership. Research by Efremova, O. N., & Plotnikova, I. V. (2020) also supports these findings by emphasizing the importance of human resource training and development in improving service quality. Moreover, Latham, G. P. (1988) in (Salvador Suro Dos Santos Bucar et al., 2024), in his research on training and human resource development, emphasized that effective training can contribute significantly to the improvement of the quality of public services.

Qualitative data analysis conducted by Miles, M. B., Huberman, A. M., & Gomes, D. C. (2014) in (Zeichner et al., 2016) showed that appropriate human resource training and development can influence the effectiveness of public services. This study highlights the importance of analyzing the impact of training on improving the quality of public services in ministries, identifying factors that influence the effectiveness of human resources training, and providing strategic recommendations to develop more effective and sustainable training programs.

Therefore, this study aims to analyze indicators that indicate better public service quality and identify evidence obtained from customers or the community. This study also seeks to provide strategic recommendations to develop effective and sustainable training programs to improve the quality of public services in MSSSI. Through this research, it is hoped that it can make a real contribution to the effort to improve the quality of public services better and more sustainably (Salvador Suro Dos Santos Bucar et al., 2024).

15) How does training contribute to efficiency (speed up processes, reduce time/resources) and effectiveness (to achieve service objectives) in the MSSSI Human Resources Unit

Efficiency and effectiveness in human resource management are crucial aspects of improving organizational performance, particularly in the context of public services. In the Ministry of Social Solidarity and Inclusion (MSSI), effective training is a key strategy to achieve this efficiency and effectiveness. Well-designed training can speed up the work process, reduce the time and resources required, and ensure the achievement of service objectives. In this context, this study aims to analyze the contribution of training to efficiency and effectiveness in the human resource unit of MSSSI (Ministerio Solidariedade Social e Inlucao (MSSI) Timor-Leste, 2023).

Interviews with training participants and employees indicated that training significantly contributed to efficiency by speeding up the work process and reducing work time. In addition, training helps clarify and standardize procedures, reduce errors and duplication of work, and improve intra-unit coordination to achieve organizational goals. Employees learn to prioritize tasks and manage their time better, resulting in more effective work and responsiveness to customer needs (Ministerio Financas RDTL, 2011).

This research aligns with the findings of M.N.J. et al. (2021), who emphasized the importance of designing effective training programs tailored to human resource needs. This study also supports the research findings of Kaufman and Keller (1994), who discussed coaching evaluation outside of Kirkpatrick's model, as well as Kirkpatrick's (1996) study, which revised the four-level model of coaching evaluation. Moreover, this research is consistent with the 21st century CIPP model proposed by Stufflebeam (2004), which emphasizes the importance of contextual, input, process, and product assessment in training program development (Ministerio Financas RDTL, 2011).

The results of this study address the research objectives of analyzing the impact of training on improving the quality of public services in the ministry, identifying factors that influence the effectiveness of human resources training, and providing strategic recommendations to develop more effective and sustainable training programs. Therefore, it can be concluded that well-designed and implemented training has a significant positive impact on the efficiency and effectiveness of services in the human resources unit of MSSSI (Ministerio Financas RDTL, 2011).

16) Measuring Training Impact Today: Current M&E Mechanisms and Gaps

In the context of human resource development, training monitoring and evaluation mechanisms play a role crucial in ensuring the effectiveness and impact of the implemented training programs. In Timor-Leste, particularly within the Ministry of Social Solidarity and Inclusion (MSSI), there is an urgent need to evaluate and improve existing mechanisms to ensure sustainable quality public services. Interviews with training participants and MSSSI staff showed that current monitoring and evaluation mechanisms are not fully capable of comprehensively measuring the impact of training. This raises important questions: "What monitoring and evaluation mechanisms are currently in place to measure the impact of training? What needs to be improved to ensure sustainable quality?"

Currently, post-training evaluation in the MSSSI focuses primarily on measuring the knowledge and skills acquired by participants. However, to achieve sustainable quality improvement, a more holistic approach is needed. Feedback from participants and leadership, as well as reports of service quality during the post-training period, are crucial elements to consider. Observations of day-to-day work practices also provided valuable insights into the effectiveness of training in a real-world context (Drewery & Claiborne, 2014).

Monitoring and coaching mechanisms, ongoing workplace evaluations, regular documentation and reporting systems, and leadership involvement in supporting learning implementation are all aspects that need improvement. This research aligns with the findings of the GoTL SDP (2011), which underlines the importance of TimorLeste's strategic development plan 2011-2030 in the context of human resource development. Furthermore, this research aligns with the findings of Kil Dae Hwan and Kim Jin-Mo (2009), who highlight the importance of training needs assessment for human resource development practitioners in companies (Dobbs et al., 2008).

This study aims to answer the research questions regarding the analysis of the impact of training to improve the quality of public services in ministries, identify factors that influence the effectiveness of human resources training, and provide strategic recommendations to develop more effective and sustainable training programs. Therefore, it can be concluded that improving the monitoring and evaluation mechanism of training in MSSSI is not only crucial to improve the quality of public services but also to support sustainable human resource development in Timor-Leste (Dobbs et al., 2008).

17) Future capacity development strategies training effective and sustainable

In the era of increasingly competitive globalization, human resource (HR) capacity development has become a key factor in improving the quality of public services. The Ministry of Social Affairs and Solidarity (MSSSI) in Timor-Leste faces challenges in ensuring that its training programs effectively and sustainably enhance its human resource capacity. Interviews with MSSSI training participants and staff revealed an urgent need to identify more effective and sustainable capacity development strategies, such as follow-up programs, mentoring, coaching, and refresher training (RDTL, 2010).

The ideal scenario is for training programs to not only enhance participants' knowledge and skills but also ensure that this knowledge can be effectively implemented in their daily work. However, the reality is that many of the training programs implemented have not fully achieved these objectives. This is due to several factors, including a lack of post-training follow-up, minimal support from management, and limited access to materials and communication (Drewery & Claiborne, 2014).

This study aims to analyze the impact of different capacity development strategies to improve the quality of public services in MSSSI. One of the proposed strategies is a follow-up program aimed at checking the implementation of learned knowledge. In addition, ongoing mentorship and coaching can support employees in overcoming the challenges they face in their work. Periodic refresher training is also necessary to update participants' knowledge and skills (Carlbäck et al., 2024).

The results of this study align with the findings of Haiping, L. (2021), who stated that there are several problems and solutions in UK training in public institutions. This study highlights the importance of identifying factors that influence training effectiveness and provides strategic recommendations for developing more effective and sustainable training programs. Therefore, this research is expected to contribute to the improvement of the quality of public services in MSSSI through the development or better RU passivity.

One of the proposed strategic recommendations is personalized training to meet the specific needs of each participant. This can be achieved by engaging leaders to provide employee support and motivation. In addition, the use of technology can facilitate access to training materials and communication between participants and instructors. With technological support, training participants can more easily access information and communicate with their mentors or coaches (Bae et al., 2020).

In this context, this study aims to provide rational and applicable solutions to enhance the effectiveness and sustainability of training programs in MSSSI. By identifying appropriate capacity development strategies, it is expected to create a more productive and efficient work environment, as well as improve the quality of public services in Timor-Leste (Kertechian & El-Farr, 2023).

18) The leadership organizational to support the training program

Results of interviews with Trainees and Participants from Human Resources Capacity Building and Improvement MSSSI concrete recommendations to the ministry leadership to improve organizational support for the training program is to provide sufficient and continuous budget for training, official time for employees to participate in training, Establish monitoring and evaluation mechanisms, Promote inclusive culture and learning, Coordinate with local and international partners to display updated materials (Regilme, 2019).

19) Empowered by Service: A Beneficiary's View of MSSSI Teams

In the era of increasingly competitive globalization, human resource (HR) capacity development has become a key factor in improving the quality of public services. The Ministry of Social Affairs and Solidarity (MSSSI) in Timor-Leste faces challenges in ensuring that its training programs effectively and sustainably enhance its human

resource capacity. Interviews with MSSSI training participants and staff revealed an urgent need to identify more effective and sustainable capacity development strategies, such as follow-up programs, mentoring, coaching, and refresher training (Nafukho et al., 2004).

The ideal scenario is for training programs to not only enhance participants' knowledge and skills but also ensure that this knowledge can be effectively implemented in their daily work. However, the reality is that many of the training programs implemented have not fully achieved these objectives. This is due to several factors, including a lack of post-training follow-up, minimal support from management, and limited access to materials and communication .

This study aims to analyze the impact of different capacity development strategies to improve the quality of public services in MSSSI. One of the proposed strategies is a follow-up program aimed at checking the implementation of learned knowledge. In addition, ongoing mentorship and coaching can support employees in overcoming the challenges they face in their work. Periodic refresher training is also necessary to update participants' knowledge and skills (Santana & Fracalanza, 2023; Tittenbrun, 2013).

The results of this study align with the findings of Haiping, L. (2021), who stated that there are several problems and solutions in UK training in public institutions. This study highlights the importance of identifying factors that influence training effectiveness and provides strategic recommendations for developing more effective and sustainable training programs. Therefore, this research is expected to contribute to improving the quality of public services in MSSSI through the development of better RU capacity (Nafukho et al., 2004).

As strategic recommendations are proposed is personalized training to meet the specific needs of each participant. This can be achieved by engaging leaders to provide employee support and motivation. In addition, the use of technology can facilitate access to training materials and communication between participants and instructors. With technological support, training participants can more easily access information and communicate with their mentors or coaches.

In this context, this study aims to provide rational and applicable solutions to enhance the effectiveness and sustainability of training programs in MSSSI. By identifying appropriate capacity development strategies, it is expected to create a more productive and efficient work environment, as well as improve the quality of public services in Timor-Leste (Nafukho et al., 2004; Nafuko et al., 2004).

20) Employee Performance vs. Customer Satisfaction and the Case for Targeted Training

Service quality not only increases customer satisfaction but also strengthens the organization's reputation and competitiveness. Therefore, it is very important for every organization to consistently evaluate and improve the quality of service provided by its employees. Observations conducted as part of service evaluation require a thorough understanding of whether employees are providing quality service. These observations should include various metrics such as response time and service time, clarity and completeness of information provided to clients, post-service followup, level of reassurance provided during the process, assurance of confidentiality, and effectiveness of referrals to the services in question (Silove et al., 2010).

During the evaluation process, various indicators are considered to show performance, such as average waiting time and total time to complete services; the percentage of customers receiving clear and complete information; the effective follow-up rate within a specified time frame; the level of relationships between clients and various staff and the level of confidentiality; and proportion of referrals resulting in final service. If these observations indicate ongoing issues in employee performance, it is important to recommend additional training focused on specific areas such as clear communication, confidentiality practices, follow-up procedures, and effective referral techniques. this training should include theoretical and practical modules, real-life case sessions, mentoring, and post-training evaluations to ensure continuous improvement (Chang et al., 2023).

The results of this study also align with the findings of J.M. (2022) in a study of leadership capacity development perspectives in California (USA), which showed that investment in leadership capacity and training continuously improves service efficiency and quality outcomes. Based on this connection, practical recommendations

include the development of regular training policies, a service indicator monitoring system, and a customer feedback mechanism to identify priority areas for improvement (Winston, 2016).

In this context, this study aims to explore whether large-scale observations conducted as part of service evaluation indicate that staff at the facility are providing quality service. These observations should include a variety of new measures such as response time and service time, clarity and completeness of information provided to clients, post-service follow-up, level of reassurance provided during the process, assurance of confidentiality of information, and effectiveness of referrals of the services in question. During the evaluation process, various indicators are considered to show performance, such as average waiting time and total time to complete services; the percentage of customers receiving clear and complete information; the effective follow-up rate within a specified time frame; the level of relationships between clients and various staff and the level of confidentiality; and the ratio of referrals resulting in final services (Fox & Gambino, 2021).

These observations indicate ongoing issues in staff performance, it is important to recommend additional training focused on specific areas such as clear communication, confidentiality practices, follow-up procedures, and effective referral techniques. This training should include theoretical and practical modules, real-life case studies, mentoring, and post-training evaluations to ensure continuous improvement. The findings of this study also align with the findings of (Vuuren et al., 2016) in a study of the prospects of leadership capacity development in California (USA), which showed that investment in leadership capacity and training continuously improves service efficiency and quality of outcomes. Building on this connection, practical recommendations include developing regular training policies, service indicator monitoring systems, and customer feedback mechanisms to identify priority areas in order to improve.

21) Do you have any recommendations that need to be made related to staff services

In the context of public services, the quality of interaction between beneficiaries and service personnel is a key factor in the success of programs implemented by government agencies. Responsive and effective service not only increases beneficiary satisfaction but also contributes to the achievement of overall organizational goals. However, in practice, communication between beneficiaries and service staff is often suboptimal. This may be due to several factors, including a lack of adequate training for service staff and a lack of effective feedback systems from beneficiaries.

Beneficiary recommendations as a means of improving the quality of service provided by officers. These recommendations may include clarification of the time required for attention, requests for concrete information from officials, requests for regular follow-up, and sharing of testimony with the Ministry of Social Affairs and Solidarity (MSSI) to contribute to service evaluation. In addition, beneficiaries' experiences with services can offer suggestions for concrete improvements. In the case of beneficiaries in vulnerable situations, the request for intermediaries with community leadership or non-governmental organizations (NGOs) is necessary. The results of this study align with the findings of a study conducted by Khan, M., & Khan, S. (2022) in (Matussin et al., 2021), which stated that "Training and Development in Public Sector Organizations" has a significant impact on improving the quality of services in public ministries. This study highlights the importance of training in increasing human resource effectiveness and provides strategic recommendations for developing more effective and sustainable training programs. Therefore, it can be concluded that appropriate training and effective feedback system from beneficiaries can significantly improve the quality of public services.

In this context, this study aims to analyze the impact of beneficiary recommendations on the quality of service provided by officials. This study also sought to identify factors influencing the effectiveness of these recommendations and provide strategic recommendations for developing more effective and sustainable training programs. Therefore, it is hoped that this research can make a significant contribution to improve the quality of public services in ministries.

22) Implications of Research Results.

In Timor-Leste, particularly in the Ministry of Social Solidarity and Inclusion (MSSI), improving the quality of public services is a key focus to ensure that services meet the

needs of a diverse and dynamic society. Effective and sustainable training is considered a strategic mechanism to improve competence, attitudes, and service performance, and ultimately contribute to service quality improvement.

23) Theoretical Implications

In the context of human resource capacity building, training plays a crucial role in improving the quality of public services. In Timor-Leste, particularly in the Ministry of Social Solidarity and Inclusion, training is not considered an isolated activity but an integral part of institutional capacity and organizational change. Effective coaching depends on relevant content, effective methods, evaluation systems, and leadership support. The impact of training can be measured on public service quality when aligned with clear objectives, standard operating procedures (SOPs), and key performance indicators (KPIs). Therefore, a sustainable strategy requires a continuous budget, digitization, partnerships, and a learning culture.

Institutional Capacity Theory emphasizes that strong institutions require organizational capacity, systems, and human resources. Training is a strategic mechanism to improve competence, attitude, and service performance, which contributes to service quality. In addition, Organizational Performance Theory states that quality results from the alignment of goals, processes, and resources. Training makes a meaningful contribution when content, methods, and assessment are aligned with service needs.

Clear institutional leadership and vision, budget priorities, and consistent messaging about service quality are crucial. Training needs assessment should be based on performance data, customer complaints, and competency gaps. Relevant curriculum design should focus on work problem solving, legal and social policies, work ethics, empathic communication, data management, and digital literacy. Active methodologies such as on-the-job training, mentoring, peer learning, and e-learning should be implemented for continuity.

Required resources include budget, competent trainers, teaching materials, and digital platforms. Evaluation systems such as the Kirkpatrick model (Reaction, Learning, Behavior, Outcome) are used to measure tangible impact. Incentives and career pathways should link training completion to career advancement, recognition, and merit-based pay. Environment supportive work requires clear standard operating procedures (SOPs), comprehensive work tools, balanced workload, and supportive supervision.

Interagency partnerships with INAP, universities, NGOs, and international partners are needed to set standards and share resources. Quality culture should be standardized through customer feedback, suggestion boxes, and continuous learning. The MSSI competency framework defines basic, intermediate, and advanced competencies for all positions, linked to job descriptions. The annual training needs assessment should map competency gaps per division/service and prioritize sensitive areas such as social protection, inclusion, and emergencies.

Modular curricula should consist of short, outcome-oriented, repeatable modules with post-module assessments. Blended learning should combine face-to-face learning, e-learning, and microlearning (5-10 minute videos), as well as hands-on manuals. Leadership and change management training should be directed at middle managers and directors to support implementation. Public service labs should simulate real-life cases, communication with vulnerable clients, and case management.

Mentoring and coaching should establish an internal mentor network, with a 6-12 month mentoring plan for new hires and key positions. Four-tier (Kirkpatrick) evaluation and ROI should measure returns in response time, customer satisfaction, and error reduction. The digitization process should include an institutional LMS, content repository, certification registry, and KPI dashboard. Multi-year budget allocations must ensure continuity; alliances with partners should diversify funding.

Integration with performance systems should link the PAF to post-training objectives. Every semester, feedback should be conducted. Recognition mechanisms should include quality awards, rotation of model units, and sharing of best practices. An inclusive perspective should incorporate content that is sensitive to gender, disability, generic language, and human rights. Anti-turnover measures should include career planning, motivation monitoring, flexible deadlines, and well-being.

Efficiency should be reflected in shorter processing times and reduced duplication of services. Effectiveness should be achieved by achieving social program objectives and ensuring that vulnerable cases receive appropriate services. The accessibility of the process should be clear, accessible to information, and friendly to communication. Transparency and accountability should apply to the implementation of published standard operating procedures (SOPs), and service standards should be achieved within specified timeframes. Customer satisfaction should be enhanced through positive feedback and increased trust.

24) Practice Implications

In the field of public services in Timor-Leste, improving the quality of service is a top priority for government institutions, including the Ministry of Social Solidarity and Inclusion (MSSI). The quality of public services is measured not only by their efficiency and effectiveness, but also by how they respond to the needs of the community in a responsive and humane way. To achieve this objective, well-designed training based on theory and empirical evidence is a fundamental mechanism to increase human resource capacity in MSSI.

This research focuses on the role of training in building human resource capacity to improve the quality of public services in MSSI. Based on the research findings, quality training designed with grounding in theory and empirical evidence can bring significant transformation in quality and efficient public service practice in MSSI. The effectiveness of this training depends heavily on systemic factors such as strong leadership, strategic alignment, appropriate methodology, and ongoing monitoring and evaluation. Implementing these recommendations will support improving the quality of public services in the MSSI-RDTL and provide direct benefits to citizens through more effective, humane, and responsive services.

The practical implications of this research for MSSI indicate that training to increase human resource capacity in the Ministry of Social Solidarity and Inclusion (MSSI) in Timor-Leste should be conducted in conjunction with factors that support effectiveness and strategies for future training development. The results of this study are linked to the theories of human resource development and public service quality improvement, providing a solid foundation for policy decision-making and institutional management in MSSI.

Quality training is a fundamental mechanism for improving quality public services in MSSI. Evidence suggests that investing in service capacity (technical, attitudinal, ethical, and communication) can improve the speed, accuracy, and responses of service, paving the way for greater institutional change in MSSI. Institutional capacity and human capital theory confirm that well-planned, function-relevant, and continuous training can improve public service performance, motivation, and procedural consistency. Effective training has a direct impact on human resource development: it makes services more efficient and effective, because services are based on up-to-date competencies, clear standards, and performance measures. Alignment with institutional priorities and the actual needs of frontline services is crucial. Leadership support (political and managerial) includes budget, time, and incentives. Mixed methodology (practice and theory), mentoring and coaching, prepost evaluation. Monitoring and evaluation (M&E) system with service quality indicators. Access to teaching resources in local languages, digital inclusion, and upgrading opportunities. A culture of continuous learning and sharing of best practices across units.

CONCLUSIONS AND RECOMMENDATIONS

Training has a clear impact on the quality of public services if the content is relevant, practical methodology, strong leadership, and rigorous M&E. To sustain and amplify impact, MSSI must integrate training into the performance management system, allocate a stable budget, and improve a culture of continuous learning. The strategy suggested above will help the ministry continue to build human resource capacity and ensure dignified, inclusive and effective public services for all in Timor-Leste. In this section, we will describe a few good and true words from the research results and to give suggestions, as follows:

a) Conclusion

In the context of public administration, human resources (HR) training is a crucial element in efforts to improve the quality of public services. In Timor-Leste, particularly in the Ministry of Social Solidarity and Inclusion (MSSI), service-oriented

training has been identified as a crucial factor in improving the quality of public services. The training focuses not only on enhancing technical skills but also on developing a professional and inclusive attitude in interaction with the public, including vulnerable groups such as the elderly, people with disabilities, and other vulnerable individuals.

Research results show that service-oriented training in MSSI contributes directly to improving the quality of public services. Frontline services are clearer, wait times are reduced, and communication with customers is more polite, professional, and inclusive. Training in effective communication, case management, public ethics, citizen rights, and service standards has resulted in positive behavioral change. Employees are now more skilled at actively listening, providing complete and accurate information, making clear internal referrals, and avoiding misunderstandings.

In the service units, performance indicators show improvements: customer satisfaction levels have increased, formal complaints have decreased, and document/benefit processing times have also decreased. Hands-on training using case studies and real-life simulations has increased employee confidence and preparedness to deal with challenging situations. However, this impact is not the same when training is not sustained. In units that received regular reinforcement (training/mentoring), the impact was greater, while in departments that did not receive continuous reinforcement, changes were felt to be limited. Therefore, sustainability and posttraining monitoring are key.

Factors influencing the effectiveness of RU training at MSSI included content relevance, learning methodology, leadership and organizational culture, accessibility and logistics, participant selection, post-training monitoring, career incentives and pathways, technology, and external partnerships. Training adapted to the Timor-Leste context (language, culture, field reality) is crucial. Blended learning methodologies (theory + practice, role plays, case studies) and experiential learning foster retention. Clear support from leadership, behavioral models, and recognition of good practice provide motivation. If leadership does not value service standards, employees will not implement them.

Accessibility and logistics also play a crucial role. Flexible schedules, suitable locations, adequate materials, and the presence of competent instructors are crucial. Lack of technical resources or inadequate space hinders training. Participant selection should be targeted; unnecessary staff turnover reduces efficiency. Competency mapping helps identify the gap they. Post-training monitoring through on-the-job training, regular feedback, and KPIs linked to learning is crucial; without these, many skills go unused in practice.

Incentives and career paths are also crucial. A clear link between training, performance appraisal, promotion, and rewards encourages implementation. Technologies such as blended e-learning provide flexibility but require infrastructure (internet, devices) and basic technical support. External partnerships with INAP, universities, sectoral NGOs, and development partners reinforce the value of training.

Strategic recommendations for the development of effective and sustainable training programs include establishing Institutional Competency Frameworks, regular gap diagnosis, modular curriculum design, blended methodology, coaching/mentoring systems, integration into KPIs, motivational mechanisms, sustainable budgeting, M&E inclusion and access cycles, and equity of. The Institutional Competency Framework defines core competencies (public ethics, service orientation, communication, case management, inclusion) and specific competencies for each directorate; it is used for annual training planning.

Regular gap diagnostics were conducted through pre-training assessments (testing, observation) to prioritize themes. Modular curriculum design includes introductory, intermediate, and advanced modules; including the MSSI legal framework, operational procedures (SOPs), social protection, gender and disability mainstreaming, communication with vulnerable clients, and digital literacy for services. Mixed methodology includes classroom + practicum + e-learning for refresher courses; simulations, games, and shadowing at the model workstation.

A coaching/mentoring system establishes "coaches to trainers" (ToT) in each directorate to support internal cascading and sustainability. Integration in training of the service matrix.

b) Recommendation

In the context of public administration, human resources training (HR) is a key element to improve the quality of public services. In Timor-Leste, the Ministry of Social Solidarity and Inclusion (MSSI) faces challenges in building the capacity of the UK to ensure quality public services. This study aims to provide conclusions and recommendations on the role of training in improving RU capacity in MSSI, as well as factors supporting effective training implementation.

The ideal situation is a structured and sustained training program that can enhance employee competence in MSSI. This program is expected to include core modules such as service orientation, ethics, and communication, as well as sectoral modules such as social protection and disability inclusion. In addition, the training program should be integrated with the employee's career plan to support their promotion and professional development.

However, the reality shows that training in MSSI is not fully structured and integrated. Many employees have not received adequate training, and budget and resource constraints are major obstacles to implementing training programs. Furthermore, lack of management commitment and inadequate RU policies also hinder effective training implementation.

To address these challenges, this study recommends several strategies. First, a continuous learning program with a quarterly schedule covering core and sectoral modules was implemented. Second, strengthen internal training by selecting trainers from each direction and providing pedagogical training and facilitation. Third, link training to the employee's career plan by establishing competency pathways and certification criteria for promotion.

In addition, the introduction of on-the-job training and the digitization of training materials through a simple platform are recommended to improve the accessibility and effectiveness of training. The "Model Service" program can be implemented as a practical laboratory for staff to learn directly. Priority should also be given to language and communication, with a clear Tetun module and the use of standard technical terminology.

Factors supporting effective training implementation include leadership commitment, adequate budget and resource allocation, and supportive UK policy. Standardized monitoring and evaluation systems, technical partnerships with education and development institutions, and an organizational culture that values learning and innovation are also crucial for successful training.

For future training development, strategies that can be used include the development of an updatable competency framework, national accreditation, challenge-based learning, and data-driven learning. Customer experience should also be integrated into service design to improve the quality of public services.

Therefore, it is hoped that this research can make a significant contribution to increase the capacity of human resources in MSSI and the quality of public services in Timor-Leste. Implementation of these recommendations is expected to address existing bottlenecks and support sustainable and effective human resource development.

REFERENSI

- [1] T. Osborne, "Machiavelli and the liberalism of fear," *Hist Human Sci*, vol. 30, no. 5, 2017, doi: 10.1177/0952695117723223.
- [2] S. Tegos, "Machiavelli and Tocqueville on War and Armies," *Conatus - Journal of Philosophy*, vol. 8, no. 2, 2023, doi: 10.12681/cjp.35715.
- [3] A. HAMMALI and N. NASTIEZAIE, "The Effect of Machiavelli Leadership on Destructive Organizational Behaviors Through Mediation Job Stress," *International Journal of Psychology and Educational Studies*, vol. 9, no. 2, 2022, doi: 10.52380/ijpes.2022.9.2.319.
- [4] N. A. Muhammad and R. Y. A. Hambali, "KEJUJURAN DAN ETIKA DALAM KONSEP POLITIK MACHIAVELLI," *Jurnal Perspektif*, vol. 5, no. 1, 2021, doi: 10.15575/jp.v5i1.115.
- [5] R. F. Shangraw and M. M. Crow, "Public administration as a design science," *International Journal of Public Administration*, vol. 21, no. 6-8, 1998, doi: 10.1080/01900699808525334.

- [6] M. Bisogno, B. Cuadrado-Ballesteros, F. M. Rossi, and N. Peña-Miguel, "Sustainable development goals in public administrations: Enabling conditions in local governments," *International Review of Administrative Sciences*, vol. 89, no. 4, 2023, doi: 10.1177/00208523221146458.
- [7] S. E. Iacob and A.-G. Dermengi (Gerea), "Motivation and Management of Human Resources in Public Administration," in *GIDTP 2022 - Globalization, Innovation and Development, Trends and Prospects 2022*, 2022. doi: 10.18662/lumproc/gidtp2022/09.
- [8] A. H. Maslow, "A theory of human motivation," *Psychol Rev*, vol. 50, no. 4, 1943, doi: 10.1037/h0054346.
- [9] A. H. Maslow, "A Theory of Human Motivation A Theory of Human Motivation," *Psychol Rev*, vol. 50, 1943.
- [10] A. M. Locality et al., "The University of Arizona Chris Widga Chris Widga Mammut : Dentin," *Quaternary International*, vol. 82, no. 1, 2012.
- [11] T. T. Ω. N. Περίληψων et al., "The University of Arizona Chris Widga Chris Widga Mammut : Dentin," *Quaternary International*, vol. 82, no. 1, 2015.
- [12] T. Maxi, "Autosuficiente Fos Livru OGE Rec. 2015 no PEDN 2011-2030," *La'o Hamutuk*, vol. 1, no. 1, pp. 2-4, Jun. 2015.
- [13] PEDN 2011-2030, "Plano Estratégico do Desenvolvimento Nacional (PEDN) Para os Anos de 2011 a 2030," Dili, Aug. 2011.
- [14] Tini Moge, "The Importance Of Human Resources Training To Improve Organizational Performance," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*, vol. 3, no. 2, 2023, doi: 10.55606/cendekia.v3i2.954.
- [15] Kil Dae Hwan and Kim Jin-Mo, "Training Needs Assessment for Human Resource Development Practitioners in Corporate," *Journal of Agricultural Education and Human Resource Development*, vol. 41, no. 2, 2009, doi: 10.23840/agehrd.2009.41.2.153.
- [16] A. Ritz and C. Waldner, "Competing for Future Leaders," *Rev Public Pers Adm*, vol. 31, no. 3, 2011, doi: 10.1177/0734371x11408703.
- [17] C. van Noordt, R. Medaglia, and L. Tangi, "Policy initiatives for Artificial Intelligence-enabled government: An analysis of national strategies in Europe," *Public Policy Adm*, 2023, doi: 10.1177/09520767231198411.
- [18] Y. Kardiati, Muh. Akmal Ibrahim, B. Ahmad, and G. Susanti, "Public Sector Human Resources Capacity Development in Equivalent Administrative Positions into Functional Positions in the City of Makassar," *KnE Social Sciences*, 2023, doi: 10.18502/kss.v8i17.14175.
- [19] S. E. Purwatiningsih, S. Sukandi, and S. R. Giyarsih, "The comparative analysis of TL-SDI values, within the area of administrative posts in the municipality of oceuse," in *E3S Web of Conferences*, 2020. doi: 10.1051/e3sconf/202020004006.
- [20] A. Ritz and C. Waldner, "Competing for future leaders: A study of attractiveness of public sector organizations to potential job applicants," *Rev Public Pers Adm*, vol. 31, no. 3, 2011, doi: 10.1177/0734371X11408703.
- [21] K. Arar, Y. Kondakci, and A. Taysum, "The imposition of government education policy initiatives and school enactment: uncovering the responses of school principals," 2019. doi: 10.1080/00220620.2019.1643526.
- [22] J. M. Kauzya, "Leadership capacity development perspectives in Africa," *International Institute of Administrative Sciences Monographs*, vol. 30, 2009, doi: 10.3233/978-1-58603-958-5-93.
- [23] J. A. Laub, "Assessing the servant organization; Development of the Organizational Leadership Assessment (OLA) model. Dissertation Abstracts International," *Procedia Soc Behav Sci*, vol. 1, no. 2, 1999.
- [24] M. Issah, "Change Leadership: The Role of Emotional Intelligence," *Sage Open*, vol. 8, no. 3, 2018, doi: 10.1177/2158244018800910.
- [25] D. R. Kolzow et al., "Unit 5 Theories of Leadership," *International Journal of Organizational Leadership*, vol. 1, no. 1, 2021.
- [26] R. Eckardt et al., "Human capital resource emergence and leadership," *J Organ Behav*, vol. 42, no. 2, 2021, doi: 10.1002/job.2446.
- [27] J. Bornman and B. Louw, "Leadership Development Strategies in Interprofessional Healthcare Collaboration: A Rapid Review," 2023. doi: 10.2147/JHL.S405983.
- [28] C. R. Muller and T. G. Pelsler, "A proposed leadership skills development model for African FMCG business-networks: Super-Cube," *South African Journal of Economic and Management Sciences*, vol. 25, no. 1, 2022, doi: 10.4102/sajems.v25i1.4303.

- [29] S. Nurjanah, V. Pebianti, and A. W. Handaru, "The influence of transformational leadership, job satisfaction, and organizational commitments on Organizational Citizenship Behavior (OCB) in the inspectorate general of the Ministry of Education and Culture," *Cogent Business and Management*, vol. 7, no. 1, 2020, doi: 10.1080/23311975.2020.1793521.
- [30] D. Baracska, "Technology Ethics in Public Service: Envisioning the Role of the Techno-Ethicist," *Public Integrity*, vol. 25, no. 2, 2023, doi: 10.1080/10999922.2022.2031505.
- [31] M. C. Buzzi, M. Buzzi, and F. Ragni, "Accessibility of Italian E-Government Services: The Perspective Of Users With Disabilities," in *Communications in Computer and Information Science*, 2019. doi: 10.1007/978-3-030-13283-5_21.
- [32] L. Remus, M. Grope, S. Lemke, and M. Bethge, "An innovative case management intervention for people at high risk of permanent work disability to improve rehabilitation coverage and coordination of health services: a randomized controlled trial (AktiFAME, DRKS00024648)," *BMC Health Serv Res*, vol. 22, no. 1, 2022, doi: 10.1186/s12913-022-07482-9.
- [33] S. D. Assessment, "Turning Finance into Services for the Future A Regional Synthesis of," *Service Delivery Assessment*, no. June, 2015.
- [34] H. Hornung and M. C. C. Baranauskas, "Towards a design rationale for inclusive e-government services," *International Journal of Electronic Government Research*, vol. 7, no. 3, 2011, doi: 10.4018/ijegr.2011070101.
- [35] M. Coelho and I. Menezes, "University Social Responsibility, Service Learning, and Students' Personal, Professional, and Civic Education," *Front Psychol*, vol. 12, 2021, doi: 10.3389/fpsyg.2021.617300.
- [36] E. Nurfarida, "Implementasi Web Service untuk Sistem Pengaduan Masyarakat di Lingkungan Pemerintah Kota Kediri," *Jurnal Informatika dan Multimedia*, vol. 06, no. 01, 2014.
- [37] A. J. Wilson, B. F. Oldenburg, and A. D. Lopez, "Targeted approaches for reducing inequities in chronic disease: Disease prevention, access to services, and continuity of care are the important areas," *Medical Journal of Australia*, vol. 179, 2003.
- [38] S. E. Coleman and E. Sharrock, "An exploration of the Personal Relationship Advisory Group in a community learning disability service: A service development project," *Br J Learn Disabil*, vol. 50, no. 3, 2022, doi: 10.1111/bld.12436.
- [39] F. M. Matta, M. Maestri, and R. S. Barros, "Phyosynthetic performance of two coffe species under drought," 1997.
- [40] M. Kelly, "NGOs, Pluralism and Advisory Services-Timor Leste," *Journal of Agricultural Education and Extension*, vol. 19, no. 2, 2013, doi: 10.1080/1389224X.2012.741527.
- [41] T. Swanson, "Consensus-as-a-service: a brief report on the emergence of permissioned, distributed ledger systems. Work," *World Agriculture*, vol. 1, no. May, 2015.
- [42] Ministerio Solidariedade Social e Inlucao (MSSI) Timor-Leste, "Ministerio Solidariedade Social e Inlucao (MSSI) Timor-Leste," Dili, Aug. 2023.
- [43] K. Zeichner, M. Bowman, L. Guillen, and K. Napolitan, "Engaging and Working in Solidarity With Local Communities in Preparing the Teachers of Their Children," *J Teach Educ*, vol. 67, no. 4, 2016, doi: 10.1177/0022487116660623.
- [44] Ministerio Financas RDTL, "Planu Estartegica Desenvolventu Nacional Timor-Leste," Dili, Jun. 2011.
- [45] Salvador Suro Dos Santos Bucar, Putu Eka Purnamaningsih, and I Putu Dharmanu Yudhartha, "Efektivitas Program Bolsa da Mãe-Jerasaun Foun (BdMJF) di kantor Ministerio Solidariedade Sosial no Inkluzau (MSSI) TimorLeste.," *Ethics and Law Journal: Business and Notary*, vol. 2, no. 1, 2024, doi: 10.61292/eljbn.135.
- [46] W. Drewery and L. B. Claiborne, "What is human development?," in *Human development*, 2014.
- [47] R. L. Dobbs, J. Y. Sun, and P. B. Roberts, "Human Capital and Screening Theories: Implications for Human Resource Development," *Adv Dev Hum Resour*, vol. 10, no. 6, 2008, doi: 10.1177/1523422308325761.
- [48] RDTL, "REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE Decreto-Lei 8/2010," *Energies (Basel)*, vol. 6, no. 1, 2010.
- [49] M. Carlbäck, T. Nygren, and P. Hägglund, "Human Resource Development in Restaurants in Western Sweden—A Human Capital Theory Perspective," *Journal of Human Resources in Hospitality and Tourism*, vol. 23, no. 2, 2024, doi: 10.1080/15332845.2024.2282215.
- [50] J. Bae, C. Kang, and Y. Kim, "Workplace Spirituality and Human Resource Management: Human Capital Theory to Human Value Theory," *Academy of Management Proceedings*, vol. 2020, no. 1, 2020, doi: 10.5465/ambpp.2020.19972abstract.
- [51] K. S. Kertechian and H. El-Farr, *Human Capital Theory*. 2023. doi: 10.4135/9781071924242.
- [52] S. S. F. Regilme, "The global politics of human rights: From human rights to human dignity?," 2019. doi: 10.1177/0192512118757129.
- [53] F. M. Nafukho, N. R. Hairston, and K. Brooks, "Human capital theory: Implications for human resource development," *Human Resource Development International*, vol. 7, no. 4, 2004, doi: 10.1080/1367886042000299843.
- [54] J. Tittenbrun, *Anti-capital: Human, social and cultural: The mesmerising misnomers*. 2013.
- [55] M. U. S. Santana and P. S. Fracalanza, "Teoria do capital humano e o homo aeconomicus na sociedade neoliberal," *OBSERVATÓRIO DE LA ECONOMÍA LATINOAMERICANA*, vol. 21, no. 11, 2023, doi: 10.55905/oelv21n11-020.
- [56] Fredrick. M. Nafuko, R. Hairstone, Nancy, and Kit. Brooks, "Human Capital Theory : Implication for Human Resource Management," 2004.
- [57] D. Silove *et al.*, "Social and trauma-related pathways leading to psychological distress and functional limitations four years after the humanitarian emergency in Timor-Leste," *J Trauma Stress*, vol. 23, no. 1, 2010, doi: 10.1002/jts.20499.
- [58] C. M. Chang, G. T. Salinas, T. S. Gamero, S. Schroeder, M. A. Vélez Canchanya, and S. L. Mahnaz, "An Infrastructure Management Humanistic Approach for Smart Cities Development, Evolution, and Sustainability †," *Infrastructures (Basel)*, vol. 8, no. 9, 2023, doi: 10.3390/infrastructures8090127.
- [59] C. N. Winston, "An existential-humanistic-positive theory of human motivation," *Humanistic Psychologist*, vol. 44, no. 2, 2016, doi: 10.1037/hum0000028.
- [60] J. Fox and A. Gambino, "Relationship Development with Humanoid Social Robots: Applying Interpersonal Theories to Human-Robot Interaction," *Cyberpsychol Behav Soc Netw*, vol. 24, no. 5, 2021, doi: 10.1089/cyber.2020.0181.
- [61] J. J. van Vuuren, L. Leenen, M. M. Grobler, K. F. P. Chan, and Z. C. Khan, "Mixed Methods Research for Improved Scientific Study," in *Advances in Knowledge Acquisition, Transfer, and Management*, vol. i, 2016.
- [62] S. N. Matussin, A. L. Tan, M. H. Harunsani, M. H. Cho, and M. M. Khan, "Green and Phytogetic Fabrication of Co-Doped SnO2 Using Aqueous Leaf Extract of Tradescantia spathacea for Photoantioxidant and Photocatalytic Studies," *Bionanoscience*, vol. 11, no. 1, 2021, doi: 10.1007/s12668-020-00820-3.