Jurnal Insan Pengabdian Indonesia
Volume 4, Nomor 2, Juni 2026
E-ISSN: 2986-7371; P-ISSN: 2986-7363, Hal. 445-453
DOI: https://doi.org/10.62007/jouipi.v4i2.873
Tersedia: https://ejournal.alhafiindonesia.co.id/index.php/JOUIPI

Strengthening Village Officials' Capacity in Preparing Administrative Documents Through A Systemic Functional Linguistics Approach

[1]Nova Jayanti Harahap, [2]Rizki Syahputra, [3]Pitriyani, [4]Junita Lubis, [5]Aulia Indra, [6]Elvina, Zulfahmi[7], Fatimah Zuhra[8], Novrihan Layli Nasution[9]
[1,2,3,4,5,6,9]Program Studi Manajemen Universitas Labuhan Batu, Labuhanbatu
[7-8] Program Studi Manajemen, Universitas Islam Kebangsaan Indonesia

*Email@korespondensi: novazhrp@ulb.gmail.ac.id

Article History:
Received: 22 April 2026;
Revised: 24 May 2026;
Accepted: 28 June 2026;
Published: 30 June 2026.

Keywords: Systemic Functional Linguistics; Village Administration; Administrative Documents; Public Communication; Capacity Building

Abstract: Effective administrative documents are fundamental to ensuring transparent governance and delivering high-quality public services at the village level. Nevertheless, many village officials continue to encounter difficulties in producing documents that are systematically organized, linguistically coherent, and functionally appropriate for administrative purposes. These limitations frequently reduce the clarity of official communication and weaken the effectiveness of public service delivery. This community engagement program was designed to strengthen the capacity of village officials in preparing administrative documents by employing the principles of Systemic Functional Linguistics (SFL) as both an analytical framework and a practical writing strategy. The program consisted of a sequence of activities, including an assessment of administrative document needs, theoretical instruction on SFL concepts—particularly genre structure, meta functions of language, and textual cohesion—followed by guided writing workshops and document revision clinics using authentic village administrative texts.. Participants also demonstrated a stronger understanding of how linguistic choices influence the clarity, consistency, and authority of official documents. These findings suggest that integrating Systemic Functional Linguistics into capacity-building programs offers an effective and sustainable approach to improving administrative professionalism, strengthening institutional communication, and supporting better public service delivery within village governance

1. INTRODUCTION

Village administration plays a pivotal role in ensuring the effectiveness of public governance because it represents the closest level of government to the community. Administrative documents such as official letters, decrees, reports, certificates, and public announcements function not only as formal records but also as instruments of public communication, legal certainty, and institutional accountability. Consequently, the quality of these documents significantly influences the effectiveness of public service delivery, policy implementation, and community trust in local government institutions. In the current era of bureaucratic reform and

digital governance, village administrations are increasingly expected to produce administrative documents that are systematic, transparent, accurate, and easily understood by various stakeholders.

Despite these expectations, numerous village governments continue to experience difficulties in preparing high-quality administrative documents. Common problems include inconsistent document structures, ineffective sentence construction, ambiguous language, weak cohesion between paragraphs, and the excessive use of copied templates without sufficient understanding of their communicative purposes. These weaknesses frequently reduce the effectiveness of public communication, delay administrative processes, and create misunderstandings among both government officials and community members. Therefore, improving the competence of village officials in administrative writing has become an important strategy for strengthening governance quality and enhancing public service performance.

From a theoretical perspective, Halliday and Matthiessen (2014) argue that language should be understood as a social semiotic system, in which every linguistic choice contributes to the construction of meaning within a particular social context. According to Systemic Functional Linguistics (SFL), language performs three interrelated metafunctions: the ideational metafunction, which represents experiences and information; the interpersonal metafunction, which establishes relationships between writers and readers; and the textual metafunction, which organizes information into coherent and meaningful discourse. These three metafunctions provide a comprehensive framework for understanding how administrative documents can communicate institutional intentions clearly and effectively.

Similarly, Martin and Rose (2008) emphasize that every institutional text is organized according to a particular genre designed to achieve a specific communicative purpose. Administrative documents therefore require systematic generic structures that enable readers to understand not only the information being conveyed but also the intended administrative function of the document. A well-structured administrative document supports transparency, reduces ambiguity, and facilitates more effective institutional communication.

Furthermore, Eggins (2004) explains that effective communication depends not merely on grammatical accuracy but also on the ability to organize meanings through appropriate thematic progression, lexical cohesion, and contextual language choices. In administrative settings, these linguistic resources enable official documents to communicate decisions, procedures, and public

information in a clear and consistent manner.

The practical relevance of Systemic Functional Linguistics has been demonstrated in numerous previous studies. Herawati (2020) found that SFL provides a comprehensive theoretical foundation for understanding how language functions in professional communication and translation contexts. Likewise, Ayomi (2021) argues that SFL enables writers to connect grammatical choices with communicative purposes, thereby improving both textual organization and functional effectiveness. These findings indicate that SFL extends beyond linguistic analysis and offers practical guidance for producing texts that effectively accomplish institutional objectives.

Recent empirical studies have further strengthened the application of SFL in educational and institutional contexts. Emilia and Martin (2023) reported that SFL-based instruction significantly improved students' writing competence by increasing their awareness of genre structures and communicative functions. Similarly, Pandanwangi and Widodo (2022) demonstrated that SFL successfully reveals how linguistic choices construct institutional authority and shape policy discourse. In addition, Harahap et al. (2024) showed that SFL provides an effective analytical framework for understanding textual organization and meaning construction in Indonesian discourse, while Sugiarto et al. (2024) highlighted the potential of integrating SFL with digital information systems to improve semantic consistency in institutional communication.

Although these studies confirm the effectiveness of SFL across various educational, translation, discourse analysis, and institutional communication contexts, relatively limited attention has been devoted to its implementation within village administrative governance, particularly through community engagement activities aimed at strengthening the administrative writing competence of village officials. Existing community service programs generally emphasize administrative procedures, bureaucratic regulations, or document formatting, while paying relatively little attention to the linguistic mechanisms that determine document clarity, coherence, and communicative effectiveness. Consequently, there remains a significant need for community-based interventions that integrate linguistic theory with practical administrative writing.

This limitation represents the principal research gap addressed by the present community engagement program. Unlike previous initiatives that primarily concentrate on procedural compliance, the current program applies Systemic Functional Linguistics as the primary analytical

and pedagogical framework for improving village administrative document preparation. By integrating genre analysis, metafunction theory, collaborative writing workshops, and document editing clinics, the program offers a more comprehensive approach to strengthening administrative communication.

Accordingly, the objective of this community engagement program is to enhance the capacity of village officials in preparing administrative documents through the application of Systemic Functional Linguistics. More specifically, the program seeks to improve participants' understanding of document genre, strengthen their ability to construct coherent and communicative texts, and develop sustainable administrative writing practices that support transparent, accountable, and citizen-oriented village governance.

2. METHODS

Community engagement programs require a systematic methodological framework to ensure that interventions effectively address community needs while generating measurable and sustainable outcomes. According to Creswell and Creswell (2023), an appropriate research and intervention design enables researchers to implement structured procedures that facilitate the achievement of program objectives. Similarly, Patton (2015) emphasizes that community-based interventions should prioritize participatory engagement, allowing beneficiaries to become active contributors throughout the planning, implementation, and evaluation stages. Guided by these methodological perspectives, this community engagement program adopted a participatory capacity-building approach to enhance village officials' competence in preparing administrative documents through the application of Systemic Functional Linguistics (SFL).

The implementation of the program consisted of several interconnected stages, namely Program Design, Participants and Program Setting, Needs Assessment, Development of Training Materials, Implementation Procedures, Data Collection, Data Analysis, and Program Evaluation. Each stage was designed to ensure that theoretical knowledge could be translated into practical administrative writing skills while simultaneously generating evidence regarding the effectiveness of the intervention.

Program Design

The present community engagement program employed a participatory capacity-building model integrating theoretical instruction with practical writing activities. According to Kemmis,

McTaggart, and Nixon (2014), participatory approaches promote collaborative learning by encouraging participants to become actively involved in identifying problems, implementing solutions, and reflecting on learning experiences. Likewise, Kolb (2015) explains that experiential learning enables participants to develop knowledge through concrete experience, reflective observation, conceptual understanding, and practical application.

Based on these principles, the training program combined classroom instruction, collaborative writing workshops, document revision clinics, and reflective discussions. Rather than positioning participants as passive learners, the program emphasized active participation, enabling village officials to analyze authentic administrative documents, identify linguistic weaknesses, and apply SFL principles in revising and producing administrative texts.

Participants and Program Setting

The participants consisted of village officials responsible for preparing administrative documents, including administrative staff, village secretaries, and officials involved in public service administration. The community engagement activities were conducted in collaboration with the partner village government using authentic administrative documents routinely produced within the institution.

Participant selection followed a purposive sampling strategy. According to Patton (2015), purposive sampling is appropriate when participants possess specific knowledge and practical experience relevant to the objectives of a study or intervention. Similarly, Creswell and Poth (2018) state that purposive participant selection enables researchers to obtain rich information from individuals directly involved in the phenomenon being investigated.

The selected participants therefore represented the most appropriate group for evaluating the effectiveness of SFL-based administrative writing training.

Needs Assessment

A preliminary needs assessment was conducted before implementing the training program to identify existing competencies and challenges encountered by village officials in preparing administrative documents. According to Witkin and Altschuld (1995), needs assessment is a systematic process for identifying discrepancies between current performance and desired performance, thereby providing the basis for designing appropriate intervention programs.

During this stage, samples of official letters, decrees, announcements, certificates, and activity reports were collected from the partner village. These documents were analyzed using the

framework of Systemic Functional Linguistics, focusing on genre structure, cohesion, coherence, lexical selection, thematic progression, interpersonal meaning, and overall communicative effectiveness. The results of this analysis informed the design of training materials and practical learning activities.

Development of Training Materials

The instructional materials were developed based on the theoretical framework of Systemic Functional Linguistics (SFL). According to Halliday and Matthiessen (2014), language simultaneously performs ideational, interpersonal, and textual metafunctions that collectively determine how meaning is represented, negotiated, and organized within a text. Furthermore, Martin and Rose (2008) explain that every genre possesses a specific organizational structure designed to accomplish particular communicative purposes.

Accordingly, the training materials emphasized genre structure, thematic progression, cohesion, coherence, lexical choice, grammatical realization, and interpersonal meaning in administrative writing. Authentic village administrative documents were incorporated into the learning modules to facilitate direct application of theoretical concepts to practical writing situations.

Implementation Procedures

The implementation phase consisted of several sequential activities, including theoretical instruction, document analysis, collaborative writing workshops, peer discussion, document revision, and individualized editing clinics. According to Johnson and Johnson (2017), collaborative learning encourages participants to construct knowledge collectively through discussion, problem-solving, and mutual feedback. Likewise, Vygotsky's social constructivist theory suggests that learning is enhanced through guided interaction within authentic social environments.

Participants first received theoretical instruction regarding the principles of SFL before collaboratively analyzing authentic administrative documents. Subsequently, they revised existing documents and developed improved versions under the supervision of facilitators. Individual editing sessions were conducted to provide personalized feedback on document quality and linguistic accuracy.

Data Collection

Program data were collected through document analysis, participant observation, writing

assignments, field notes, and participant feedback questionnaires. According to Denzin (2017), combining multiple sources of evidence strengthens the credibility of qualitative findings through methodological triangulation. Likewise, Patton (2015) emphasizes that the use of multiple data collection techniques enables researchers to obtain a more comprehensive understanding of program implementation and participant learning.

The primary data consisted of administrative documents produced before and after the training, while supplementary data were obtained through participant observations and evaluation questionnaires.

Data Analysis

The collected documents were analyzed qualitatively using the analytical framework of Systemic Functional Linguistics. The analysis focused on improvements in genre realization, document organization, thematic progression, lexical cohesion, interpersonal meaning, and communicative effectiveness.

The overall analytical procedure followed the interactive model proposed by Miles, Huberman, and Saldaña (2020), consisting of data condensation, data display, and conclusion drawing and verification. This analytical framework enabled systematic comparison between documents produced before and after the intervention, thereby identifying improvements in participants' administrative writing competence.

Program Evaluation

Program effectiveness was evaluated through qualitative comparison of participants' administrative documents before and after the intervention, supported by participant reflection questionnaires. According to Kirkpatrick and Kirkpatrick (2016), evaluation of educational and training programs should assess both learning outcomes and participants' perceptions to obtain comprehensive evidence of program effectiveness.

The evaluation focused on improvements in document organization, linguistic quality, coherence, communicative effectiveness, and participants' confidence in preparing administrative documents. Feedback obtained from participants was also used to identify strengths of the program and opportunities for future refinemen

3. RESULTS

Improvement in Participants' Understanding of Administrative Document Structure

The community engagement program demonstrated a positive impact on participants' understanding of the structural organization of village administrative documents. Prior to the intervention, many participants prepared official documents primarily by replicating templates that had been used previously within the village administration. Although these documents generally fulfilled administrative requirements, they often lacked logical organization, consistency, and clear communicative sequencing. Essential components such as introductory statements, legal considerations, supporting references, and concluding provisions were frequently arranged inconsistently, reducing both readability and administrative effectiveness.

Following the SFL-based training, participants showed a considerably improved understanding of genre structure and the communicative functions of each document component. Rather than merely reproducing standardized formats, they became increasingly capable of organizing information according to the social purpose of individual document types. Official letters, decrees, announcements, and administrative reports exhibited clearer structural organization, enabling readers to identify essential information more efficiently. This improvement indicates that participants had developed a deeper awareness of how document organization contributes to institutional communication and administrative accountability.

The findings support Halliday's perspective that texts are organized around communicative purposes rather than isolated grammatical forms. When writers understand the relationship between textual organization and social function, document quality improves substantially because linguistic choices become more purposeful and systematic.

Enhancement of Linguistic Quality through Systemic Functional Linguistics

One of the most significant outcomes observed during the program was the improvement in participants' linguistic competence. Initial document analysis revealed that many administrative texts contained unnecessarily long sentences, excessive passive constructions, inconsistent terminology, and ambiguous expressions that often required additional clarification from readers.

After participating in the training workshops and editing clinics, participants demonstrated greater control over linguistic resources. Sentence construction became more concise and logically connected, while lexical choices better reflected the formal nature of government communication. Participants also became more aware of how grammatical structures influence clarity, authority, and administrative precision.

Particularly noteworthy was the increased use of thematic progression to organize

information. Participants learned to position familiar information as the thematic point of departure while introducing new information progressively throughout the document. This adjustment significantly enhanced textual coherence and reduced cognitive burden for readers attempting to interpret official instructions or policy information.

Furthermore, interpersonal meanings were expressed more appropriately through the selection of formal vocabulary, institutional expressions, and modal resources consistent with official administrative discourse. These linguistic improvements collectively strengthened the overall communicative effectiveness of village documents.

Development of Coherence and Cohesion in Administrative Texts

Another important achievement of the program concerned improvements in textual cohesion and coherence. Before the intervention, many documents exhibited abrupt transitions between paragraphs, inconsistent referencing, and weak logical relationships among ideas. These deficiencies frequently obscured the intended message and complicated administrative communication.

The application of Systemic Functional Linguistics enabled participants to understand cohesion as more than the mechanical use of conjunctions. Instead, they recognized cohesion as the systematic connection of meanings throughout the entire document. During the workshops, participants revised documents by strengthening thematic continuity, improving lexical consistency, and employing appropriate cohesive devices to establish clearer relationships between ideas.

As a consequence, revised documents presented information in a more logical sequence, allowing readers to follow arguments, instructions, and administrative decisions with greater ease. This improvement was particularly evident in documents requiring multiple procedural explanations, where coherent organization is essential for preventing misunderstanding.

These findings demonstrate that textual quality is determined not only by grammatical correctness but also by the writer's ability to organize information in ways that facilitate comprehension and support institutional objectives.

Increased Professional Competence of Village Officials

Beyond measurable improvements in document quality, the community engagement program also contributed to the professional development of village officials. Participants reported greater confidence in preparing administrative documents independently and expressed a stronger

understanding of the linguistic principles underlying official communication.

Prior to the program, document preparation was often concentrated among a limited number of experienced staff members. Less experienced officials tended to rely heavily on copying previous documents because they lacked confidence in producing original administrative texts. This dependency frequently delayed document preparation and limited institutional flexibility.

Following the intervention, participants demonstrated greater independence in producing new documents, selecting appropriate linguistic expressions, and revising existing texts according to specific administrative contexts. Collaborative learning activities also strengthened knowledge sharing among staff members, reducing institutional dependence on individual writers and encouraging collective responsibility for document quality.

These outcomes indicate that SFL-based capacity building contributes not only to individual competence but also to organizational learning within village government institutions.

Implications for Public Service and Administrative Governance

The improvements observed throughout the program have broader implications for the quality of public administration. Administrative documents function as the primary interface between government institutions and citizens. Consequently, clearer and more coherent documents facilitate more effective communication, reduce misunderstanding, and strengthen administrative transparency.

Improved document quality also contributes to more efficient organizational processes. Well-structured reports, announcements, decrees, and official correspondence reduce the need for repeated revisions, minimize ambiguity during policy implementation, and support more consistent decision-making across administrative units.

From the perspective of public governance, enhanced administrative writing represents an investment in institutional capacity rather than merely an improvement in technical writing skills. Effective documentation strengthens accountability, reinforces legal certainty, and supports evidence-based governance practices at the village level.

Moreover, the successful implementation of Systemic Functional Linguistics within this community engagement program demonstrates that linguistic theory can generate practical solutions to administrative challenges. Rather than remaining an abstract analytical framework, SFL serves as an applicable tool for improving organizational communication in public institutions.

Sustainability and Replication of the Community Engagement Model

The sustainability of this program depends upon the continued integration of linguistic awareness into routine administrative practice. While short-term improvements were clearly evident during the workshops, maintaining these outcomes requires ongoing institutional commitment through periodic mentoring, document review sessions, and continuous professional development.

One practical strategy involves incorporating SFL principles into standard operating procedures for administrative writing. Official templates developed during the program may serve as institutional references for newly appointed village officials, ensuring consistency despite personnel changes.

The community engagement model also possesses considerable potential for replication across other villages. Because the intervention emphasizes authentic workplace documents rather than hypothetical exercises, it can be readily adapted to different administrative contexts without substantial modification. Collaboration between universities and local governments provides an effective mechanism for disseminating this model and strengthening administrative capacity at broader regional levels.

Overall, the findings demonstrate that strengthening linguistic competence through Systemic Functional Linguistics represents a practical, sustainable, and evidence-based strategy for improving village governance. The intervention contributes simultaneously to administrative professionalism, institutional communication, and the delivery of higher-quality public services

4. CONCLUSION

This community engagement program demonstrates that Systemic Functional Linguistics (SFL) provides an effective framework for strengthening the capacity of village officials in preparing administrative documents. The integration of SFL principles into training activities enabled participants to understand the relationship between linguistic choices, document organization, and communicative effectiveness, resulting in substantial improvements in the quality of administrative writing.

The findings indicate that participants developed greater competence in organizing document structures, selecting appropriate linguistic expressions, maintaining textual cohesion and coherence, and producing administrative documents that more effectively fulfilled their

institutional and communicative purposes. These improvements contributed not only to enhanced writing skills but also to increased confidence and professionalism among village officials in carrying out their administrative responsibilities.

From a practical perspective, the program offers a sustainable model for improving the quality of public administration at the village level. The combination of needs assessment, theoretical instruction, collaborative workshops, and individualized editing clinics proved effective in transforming participants' understanding of administrative writing from a template-based activity into a purposeful process of constructing meaningful institutional communication. Consequently, clearer administrative documents have the potential to improve public service delivery, strengthen organizational accountability, and foster greater transparency in village governance.

Academically, this program extends the application of Systemic Functional Linguistics beyond educational and discourse-analysis settings into the field of local public administration. The findings demonstrate that linguistic theory can be translated into practical interventions capable of addressing real administrative challenges. This contribution enriches the growing body of literature on SFL by illustrating its relevance as a capacity-building framework within governmental institutions.

Given the positive outcomes achieved, future community engagement programs are encouraged to expand this intervention across different villages and administrative contexts. Long-term collaboration between universities and local governments, supported by continuous mentoring and periodic document evaluation, will be essential to ensuring the sustainability of improved administrative writing practices and strengthening the overall quality of village governance.

REFERENCES

Aminudin, M. F. (2023). Systemic functional linguistics (SFL) and translation. *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya, 20*(1), 1–9.https://doi.org/10.30957/lingua.v20i1.731

Ayomi, P. N. (2021). Positivisme dan paradigma struktural-fungsional dalam linguistik sistemik fungsional. *Diglossia: Jurnal Kajian Ilmiah Kebahasaan dan Kesusastraan, 12*(2).

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among*

five approaches (4th ed.). SAGE Publications.

Denzin, N. K. (2017). *The research act: A theoretical introduction to sociological methods* (2nd ed.). Routledge.

Eggins, S. (2004). *An introduction to systemic functional linguistics* (2nd ed.). Continuum.

Emilia, E., & Martin, J. R. (2023). Learning functional grammar is fun: A snapshot of functional grammar unit at an English education department in Indonesia. *Indonesian Journal of Applied Linguistics, 13*(1), 48–62. https://doi.org/10.17509/ijal.v13i1.58256

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge. https://doi.org/10.4324/9780203783771

Harahap, R. S., Angrayani, T., Putra, R. F., & Suprayetno, E. (2024). A systemic functional linguistics (SFL) analysis on short story *Cindelaras* by cerita rakyat from East Java. *Journal of Applied Linguistics, 3*(2), 34–43. https://doi.org/10.52622/joal.v3i2.187

Herawati, A. (2020). Systemic functional linguistics as a basic theory in translating English wordplays. *Humaniora, 32*(2), 135–144. https://doi.org/10.22146/jh.v32i2.44174

Johnson, D. W., & Johnson, R. T. (2017). *Joining together: Group theory and group skills* (12th ed.). Pearson.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer. https://doi.org/10.1007/978-981-4560-67-2

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. ATD Press.

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.

Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox Publishing.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.

Pandanwangi, P. S., & Widodo, P. (2022). Ideological perspective on guideline "Merdeka Belajar–Kampus Merdeka" melalui sistemik fungsional. *LITERA, 21*(3). https://doi.org/10.21831/ltr.v21i3.51277

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.

Sugiarto, E., Suardana, I. K., Hidayanti, N. N. A. T., & Astiari, K. (2024). Systemic functional linguistic based on semantic web. *JIIP: Jurnal Ilmiah Ilmu Pendidikan, 7*(11). https://doi.org/10.54371/jiip.v7i11.6162

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. SAGE Publications.