Corporate University New Practices of Apparatus Competency Development in Indonesia

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Abstract— The urgency of Corpu development in government agencies is in line with the mandate of Government Regulation Number 17 in 2020 concerning Amendments to Government Regulation Number 11 in 2017 concerning Management of Civil Servants. Article 203 paragraph (4a) states that competency development is carried out through an integrated learning system approach (corporate university) which is followed up by East Java Governor Regulation Number 59 in 2021. This shows that the Corpu approach has been accepted as part of a competency development policy, and needs to be implemented by all government agencies. Corpu in this case is interpreted as an ASN competency development approach that acts as a strategic tool to support the achievement of the organization's vision and mission through an integrated learning process involving experts from inside/outside government agencies. ASN Corpu structure does not need to be formed in an organizational structure, attached to the existing organizational structure. The tasks, functions and activities that exist in ASN Corpu can be added to the tasks and functions of the applicable structure.

Keywords— Corporate University, Apparatus Competence, Integrated Learning.

A. PENDAHULUAN

Corporate University (Corpu) was originally known as the approach taken by the private sector in improving HR performance to achieve company performance. In Indonesia, the initiation of the implementation of Corpu has been carried out by BUMN. Several BUMN that have adopted the Corpu concept and succeeded in creating superior human resources include Pertamina, PLN, PT Telkom, Bank Mandiri, and BRI. By considering the success of the BUMN organization in implementing Corpu, one point in common is that HR development is carried out in line with the goals of the organization, not standing alone for the benefit of individuals.

From the success of these BUMN, it is time for government organizations to follow in the footsteps of BUMN to implement the Corpu approach in developing ASN competencies. Corpu's approach is in line with the paradigm shift from training to learning, a change from the approach of people who provide training (instructor-lead) towards focusing on participants and the impact of competency development on performance.

Although almost every government agency already has a training center that functions as a training center for ASN, the Corpu approach has some fundamental differences with the training center.

Table 1: Differences between Corporate University and Training Center

Attribute	Corporate University	Training Center
Extend	Strategically responds to the need for competency development according to the demands of the organization's strategy	Tactical implementation of training and development programs defined by policy
Goal	To improve individual and organizational performance, to attract and retain talent, to develop and enhance individual understanding of organizational culture	To improve individual performance
Focus	Organization; A systematic and comprehensive approach related to organizational strategy	Individual; Limited to react to specific problems in individual performance
Trainer	Organizational managers and experts (both independent experts and in collaboration with universities/research centres,	Internal or external experts
Result	Improve organizational performance	Improve individual performance

Source: Meister (1998); Guerc, Bartezzaghi, and Solari (2010) in the ASN Corpu study report

B. PROBLEM FORMULATION

What is the role of BPSDM in the transformation of competency development based on corporate university in East Java?

C. METODE PENELITIAN

The qualitative research method (Silverman, D. 2000) with a phenomenological approach focuses on interviews as the main data source, with secondary data such as documents, observations, and other physical artifacts. This research will focus on the perspective of the main stakeholders of the BPSDM of East Java Province in implementing competency development based on a corporate university.

D. RESEARCH OBJECTIVES AND BENEFITS

This study aims to determine the role of BPSDM in the transformation of competency development based on a corporate university in East Java and to examine the learning strategies applied to meet organizational needs. This research is expected to provide a new repository of knowledge for Indonesia in the scope of knowledge enrichment about the development of human resource management science competencies in

government circles, offering new concepts for further research in the realm of developing human resource competencies in the CorPU perspective. From a policy perspective, this research is expected to provide an overview and an academic point of view on human resource development policies, especially in the government sector.

E. DISCUSSION

In a comprehensive study of Corporate University in Indonesia, there are not many studies that discuss it, especially in the government. Existing research focuses more on the concept of Corporate University itself. Previous studies on the impact of Corporate University on the government sector are still partial. Fauziah, et al (2019) conducted a study on the concept of ASN Corporate University with the starting point of knowledge management.

The research method used is a literature study. This research formulates alternative models in ASN education and training through the ASN CorpU approach. Hussein, et al (2016) examined the relationship between PLN Corporate University participation and the performance of PLN Banjarbaru employees using the SEM analysis method and produced a positive relationship.

The study conducted by Sidabutar (2020) still revolves around the CorpU concept which is essentially closer to the topic of this research, namely CorpU for ASN. Sidabutar (2020) highlighted the uneven ability of the State Civil Apparatus (ASN) in each region. This needs to be bridged by increasing the competence of ASN, especially in facing the challenges of change and development in the world which is increasingly rapid and fast.

The training and human resource development unit plays an important role in producing "world class" bureaucrats. In this mission, there needs to be a program that can strategically accommodate interests for career and individual development. Meanwhile, what is considered to be able to answer these needs is the transformation of a training institution into a Corporate University (CorpU) which can be designed to encourage individuals to achieve organizational or institutional goals through focused, systematic learning and organizational knowledge. Sidabutar (2020), Yuniarto, Agung, Hubeis, and Sukmawati. (2019) specifically explores the five stages of CorpU development and implementation, namely initial diagnosis, development of educational programs, development and implementation of the Learning Management System, and finally strengthening knowledge of Corporate University.

E.1. Competency Development Implementation Method

Education and training are methods used to develop employee competencies. Education is the whole process, technique and method of teaching in order to transfer knowledge from one person to another with formal standards and methods. Education is intended to foster abilities, knowledge and skills so that they can carry out their job duties well.

Training is a teaching and learning process using certain techniques and methods which are carried out formally and non-formally. Training relates to the teaching of job duties and takes less time to build technical abilities, knowledge and skills so that employees can carry out their jobs well. The implementation of employee competency development is generally more through training than education.

Implementation of competency development through training can be done with various approaches, both on the job training, namely training while working in the workplace; and of the job training, namely training not at the time and place of work. First, On the job training is used to train someone to learn a job while doing it at work. In this approach, participants make practical observations, namely studying work by observing the work of other employees who are working, and then observing their behavior in work situations and conditions directly under the guidance of experienced trainers. The senior employee gives an example of how to do the job and the new employee pays attention to it. This approach consists of various methods that can be used in accordance with the needs of employee competency development. Example: Coaching, Mentoring, apprenticeship training and others.

Second, the off the job training approach is used to train employees to use situations outside of work, involves many participants and is carried out with the guidance of experts who provide training. In this training, job knowledge and skills are presented in accordance with the needs of employee competency development. This approach consists of various methods that can be used in accordance with the needs of employee competency development. Examples are lecturse, seminars, and courses.

Another approach, in-house training or in-service training is a training program organized by a government agency by using a training venue, determining participants and their trainers and training topics according to the needs and competency development plans of the relevant government agencies. The above method is applied in the context of developing ASN competence by trainers, especially widyaiswara at the institution for implementing competency development. Meanwhile, based on the Regulation of the State Administration Agency Number 10/2018, competency development can be carried out through several forms of development, namely: (1) Education, and (2) Training.

a) Education

Competency development through education is carried out by giving study assignments or study permits to formal education at the higher education level in accordance with the provisions of applicable laws and regulations. Meanwhile, the form of competency development through formal education is intended for several purposes, namely:

- Supporting the achievement of the agency's strategic goals;
- Fulfilling the need for job competency standards; and
- Civil servant career development

b) Training

The implementation of competency development through training consists of 2 (two) training methods, namely (1) Classical Training or on-class training and (2) Non-classical training.

1. Classical Training

Classical training is a training model that emphasizes the face-to-face learning process in the classroom. The form of Competency Development through classical training is carried out at least through the following channels:

- structural leadership training;
- managerial training;
- technical training;
- functional training;
- socio-cultural training;
- seminars / conferences / workshops;
- workshops;
- courses;
- technical guidance; and/or
- socialization; and/or

2. Non-Classical Training

Non-classical training is carried out through activities that emphasize on-the-job learning processes and/or learning outside the classroom. The form of Competency Development through non-classical training is carried out at least through the following strategies:

- coaching;
- mentoring;
- e-learning;
- remote training;
- detachment (secondment);
- outdoor learning;
- benchmarking;
- exchange between civil servants and private employees/state-owned enterprises/regional-owned enterprises;
- self-study (self-development);
- learning community (community of practices);
- workplace guidance; and
- internship/work practice;

The implementation of competency development as stated above is determined in accordance with the plans that have been formulated previously.

E.2. Types of Learning Strategies

a. Thematic Approach

Thematic approach is to focus on the direction of strategic learning because so far the basis has been an approach to the needs of each employee. The aim is to support the goals of the organization. The quality of learning related to specific issues in each organization is also a concern so that ongoing problems can be answered through this learning approach.

b. Top Down Approach

The Top Down approach scheme is an approach that emphasizes the goals that have been set at the Upper Management Level (JPT level). All plans and systematics come from Top Level Management, creating a learning blueprint that focuses on meeting strategic needs

c. Training Approach 10: 20: 70

The training proportion in question is a training priority that is based on the needs of the organization in the modern era. This arrangement is in line with a change in the competency development paradigm, from training and development to learning and development, a change from the approach of people providing training (instructor-lead) to focusing on participants and the impact of competency development on performance. Learning and development aim to improve the performance of each employee, both individually and in groups. Competency development for all employees is part of the management strategy in aligning goals and objectives with the organization's vision and mission.

This new paradigm provides room for the development of various models of competency development. The 70:20:10 model is a model developed by Michael M. Lombardo et al. It illustrates that an increase in a person's competence is 70% obtained from assignments and experiences in the field, 20% from social relationships and feedback, and 10% from courses and training.

Learning strategies through training can be carried out with the following proportions:

- 10 percent of learning activities in the form of classical training in the classroom and independent study;
- 20 percent of learning activities in the form of non-classical training in the form of guidance; and
- 70 percent of non-classical training is integrated or practical in the workplace.

F. CONCLUSION

The role of BPSDM is very strategic in implementing competency development based on a corporate university, namely as a coordinator (chief learning organization) for implementing corporate universities in each regional organization. The role of BPSDM is also in planning and developing competencies that are given to every civil servant for at least 20 (twenty) hours of lessons in 1 (one) year of work agreement. The development of these competencies can be in the form of classical and non-classical training.

Role in the implementation of non-classical training in the form of guidance at the agency level is coordinating the implementation of non-classical training in the form of guidance. The Chairperson and Dean appoint High Leadership Officers, Administrative Officers, and/or Functional Officers within Government Agencies or their regional organizational units as mentors and/or coaches. The results of the assignment as a mentor and/or coach are an integral part of the work goals and performance appraisals of the officials concerned. The role in evaluating program implementation and impact evaluation is carried out by the assigned team.

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