# New Paradigm of Civil Servant Corporate University in Indonesia

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## Abstract

The purpose of this study is to determine the readiness level for the transformation of the conventional training model into the integrated learning system, and to obtain a new model of the integrated learning management through a Civil Servant Corporate University organized by government agencies. The research method used is a mix method with data collection through surveys on about 230 civil servants in government agencies. The results showed that the readiness level for the transformation of a conventional training model into civil servant corporate universities is around 60%. This is supported by the readiness of infrastructure supporting systems and learning governance, which currently exist.

**Keywords –** Civil Servant Corporate University, Blended and Hybrid Learning, Modern Learning Management System.

## 1.    Introduction

The best practice for developing the State Civil Apparatus competence in Indonesia has change fundamentally since the establishment of the integrated learning model through the Corporate Universities. The new paradigm of Civil Servant Corporate University makes an integrated learning model based on artificial intelligence as a source of inspirational strength to build an integrated, professional, and agile civil servant in facing the challenges in the digital age, replacing training models that has been used so far. Integrated learning according to Syahputri and Alfrianto (2018) is believed to be a learning approach that fits the needs. Integrated learning uses an inquiry approach by making students the focus of learning. Fergusson et al. (2021) view that integrated learning is a model that unites learning and work. The integrated learning model based on the results of can improve critical thinking effectively for learning participants.

The initiation to change the pattern of education and training of state civil servant started since the Ministry of Finance established the development of human resource competencies through the Corporate University in 2018. Furthermore, in 2020 the government stipulated that competency development organized by Government Agencies was carried out through the integrated learning system approach (corporate university). Before this paradigm was introduced in 2018, the competency development pattern of the state civil apparatus was carried out through education and training.

Training at the business entity level was first introduced by Welch around the 1970s when Welch worked at General Electric. Welch and Byrne (2001) argue that there are 10 leadership styles that can make General Electric grow many times over. Welch and Byrne (2001) believe that human resources are a strength that must be owned by the company. Around 1998 to 2002 the training transformation began to change the classical approach pattern that is widely used in the training towards distance learning (e-learning) which is integrated with the learning process in the classroom.

The next training transformation according to Bersin (2017) occurred in 2005 which made talent management as HR development centre. Then it was transformed again around 2010 through a continuous learning approach. Then around 2017 it again underwent the development of the learning system by incorporating a digital learning model as a medium that can provide unlimited access to employees to be able to develop themselves anywhere, without any limitations on space, time, and knowledge they want to acquire.

Corporate University's approach in the learning system through the Education and Training Centre is integrated with the transformation that occurs in the training system. Research by Wang et al. (2010) at least concludes that a deeper understanding of the difference between the concept of competency development through training and competency development through a corporate university will help organizations achieve business goals more optimally. In Indonesia, integrated learning through Corporate Universities began to be used by State-Owned Enterprises (SOE) and National Private Companies around the 2000s. PT. Telekomunikasi Indonesia, State Electricity Company, PT. Indonesian Port, Pertamina, Bank of Danamon, Bank of Mandiri, and several SOEs are companies in Indonesia that are massively transforming their training system into Corporate University.

The Focus and orientation of services organized by the Corporate University which then encourages changes to the training system in Government Agencies to become the State Civil Apparatus Corporate University (Civil Servant Corporate University). This is based on several problems that generally occur in the implementation of competency development through training organized by government agencies. According to Fuchs *et al*(2021)the competitive advantage that can be achieved by organizations does not arise because of investment made through training, but through trained, responsible, team work, and loyal employees, which basically can only be acquired through the integrated learning concept in the workplace.

Research on the new paradigm of the civil servant corporate universities provides the position of research findings in the form of novelty values to the corporate university model organized by Government Agencies, in providing job training for its employees. The transformation of how to develop the state civil service apparatus through corporate universities mainly occurs in composition of the learning methods. Previously, employee training was held classically or 100% in the classroom, then through corporate universities the learning composition to develop employee competencies was carried out proportionally,

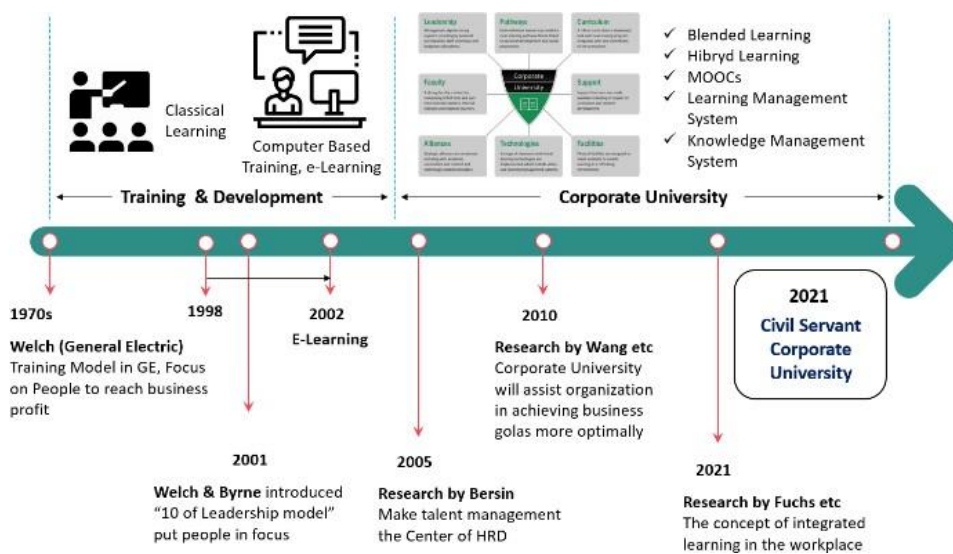namely 10% theory learning, 20% learning the work behaviour character, and 70% work practice in the workplace.



**Figure 1.** *State of the Art Model of Civil Servant Corporate University*

The research focus on developing the corporate university model in the integrated learning system that is held to build superior civil servant characters in the government sector. Thus the result is expected to find new best practices in realizing task professionalism through integrated learning with the dynamic organizational vision and mission, with the state of the art as follows:

1.  how is the readiness level for the transformation of training governance into the integrated learning system model through civil servant corporate universities in government agencies in Indonesia?
2.  how is the new paradigm model for the integrated learning system and governance through civil servant corporate universities?
3.  how is the modernization of the integrated learning system and knowledge management at civil servant corporate universities that can improve the state civil apparatus competence to realize the strategic vision of the world-class civil servants?

## 2.   Literature Review

Based on research by Ewer and Russ-Eft (2017), corporate university is an integrated learning model that focuses on organizational strategy, in contrast to training in general which focuses on achieving training outcomes based on learning outcomes set out in training objective. According to Khanitthabud (2021) corporate universities play an important role in achieving organizational goals. Corporate universities are defined as a learning model as a business response to rapid changes in information technology, which can help achieve organizational goals (Pillay & Wijnbeek, 2006). Corporate universities are related to opportunities to achieve organizational goals through the transformation of training governance to a more modern direction and introducing new technologies in learning, so that organizations are able to formulate strategies that are clearly formulated and improve (Grigorievna et al., 2021). Corporate universities based on the results of Ayuningtias et al. (2015) has become a

strategic pillar in developing employees to organizational stakeholders who play a role in improving organizational performance.

One of the goals of corporate universities according to (Widyaputra, Glenn Adyanard & Ginting, 2020) is to assist organizations in bringing together the vision and mission of organization with mastery of competencies that must be possessed by every employee through a directly integrated learning process. Corporate universities have a hybrid learning nature which is a combination of business training models and learning in higher education institutions (Cappiello & Pedrini, 2017). According to Sinha and Kaul (2013), corporate university is an educational unit in a company which is a strategic tool designed to assist companies in achieving their goals through individual and organizational learning by managing knowledge that can be used by sharing knowledge.

Hybrid learning model according to Alan *et al* (2008) is an interactional model that summarizes teaching and learning in an integrated learning process. Like the blended learning method according to Dziuban *et al* (2018), hybrid learning also encourages greater use of digital technology, considering that the combination of face-to-face learning systems, online methods, and computer-based learning in this method has become a must. Rorimpandey *et al* (2021) in their research believe that the application of a learning system through hybrid learning requires online media and equipment that supports online learning, as well as technical capabilities in the digital field.

## 3. Methodology

The research method used in this study is a combination research method (mix method), namely by measuring the readiness level for transformation from conventional forms of training to integrated learning through corporate universities using survey methods, and the distribution of questionnaires containing 12 parameters for measuring the level of readiness which includes: organizational learning, learning value chain, commitment, learners organization and function, facilities and infrastructure, learning solution, learning expert, learners, learning culture, feedback system, management support and chief learning officers.

The number of samples is 230 employees at the level of leadership, coordinator, administrative staff managing training, and information technology staff, who will fill out the online readiness level questionnaire and will be interviewed in person to obtain factual information related to the readiness of the adaptive transformation process of the civil servant competency development model. The samples are selected based on the level of position that have been in charge on handling aspects that becomes measurement parameters. The research was conducted in several government agencies as research targets to obtain a number of primary and secondary data. The analytical technique uses descriptive analysis to determine the proportion of the readiness level for adaptive transformation of the corporate university model and analysis of model development, especially to develop analytically a new model in an integrated learning system through the civil servant corporate university.

# 4. Results and Discussion

*Readiness Level of Civil Servant Corporate University Implementation*

Mapping of the readiness level for transformation of conventional training held in government agencies to Civil Servant Corporate Universities in 2020 concludes that the readiness level of learning organizations in government agencies is around 55%, while in 2021 the results are around 60%. The readiness level is carried out to measure about 12 parameters as shown in the following table.

**Table 1.** *Readiness Civil Servant Corporate University*

| READINESS PARAMETERS | SCORE (%) | |
|---|---|---|
| | **2020** | **2021** |
| Organizational Learning | 0,54 | 0,57 |
| Learning Value Chain | 0,48 | 0,49 |
| Commitment | 0,54 | 0,60 |
| Learners Organization and Function | 0,60 | 0,60 |
| Facilities and Infrastructure | 0,59 | 0,60 |
| Learning Solution | 0,56 | 0,62 |
| Learning Experts | 0,55 | 0,65 |
| Learners | 0,57 | 0,59 |
| Learning Culture | 0,54 | 0,58 |
| Feed Back System | 0,56 | 0,56 |
| Management Support | 0,49 | 0,61 |
| Chief Learning Officers | 0,55 | 0,60 |
| Average | 0,55 | 0,60 |

A survey of the readiness level of 12 parameters to transform from a conventional training system to the integrated learning system through civil servant corporate universities based on research results shows an increase from the original 55% in 2020 to around 60% in 2021. This shows the accumulation of parameters that further strengthens the high commitment of all stakeholders and learning instruments to immediately switch from a system that relies on a reactive attitude towards efforts to develop their competencies, to be more proactive and take the initiative to develop their competencies, wherever and whenever employees are.

*New Paradigm of Civil Servant Corporate University*

The result of this study indicates that there is a novelty in changing the ways and strategies of employee learning towards the values that are the essential goals of the system organized through civil servant corporate universities. Some of the elements that mark the change in the way of thinking about embedding values and increasing the capacity of employees show that there is a new, more modern model in the integrated learning system organized by the Government, as shown in the following table 2 below:

**Table 2.** *New Paradigm of Civil Servant Corporate University*

| Element | College | Conventional training | Business corporate university | Civil servant corporate university |
|---|---|---|---|---|
| Focus | Implementation of higher education | Organizational operational needs | Business needs | The need for achieving the vision, mission, goals, and targets that are mandated according to government affairs and development |
| Service | Reactive and Proactive | Reactive | Proactive | Initiative, Proactive and Reactive |
| Process | Focus on lecturers | Fragmented per training program | Integrated followed by actions in the form of on the job training | Completely integrated to support the merit system, talent management, career management, and human capital development |
| Material | Ability to find work | Individual technical ability | Organizational core capabilities | Managerial competence, socio-cultural competence, and technical competence in accordance with the organization's core objectives |
| Method | Learning programs are structured to be completed within a certain period by supporting the independent learning policy | Limited to ongoing training programs | Blended learning, between practice and learning in the classroom. Utilization of technology as a medium for learning effectiveness | Hybrid learning, combining blended learning systems, social 5.0, and Massive Open Online Courses, which makes Artificial Intelligence infrastructure and Internet of Things as the main basis for utilizing appropriate technology to help organizations and individual learners achieve work competency learning targets |
| Role | Educational institutions | Education, Training and Development | An integral part of Human Capital Management and the achievement of the organization's business targets | Integrated learning with the merit system, talent management, career management, succession planning, and the entire state civil apparatus management development ecosystem |

In order to realize the state civil apparatus with superior, integrity, and World Class professionals resulting from the integrated training system, supporting infrastructure for the development of Civil Servant Corporate Universities which is created based on the unified

functions of organization forming the learner civil servant is needed. The vision of developing superior civil servant supported by strategic indicators of national development is the driving force for realizing a comprehensive and integrality learning system governance. Every employee has an important role to play in building their own character that is able to support their duties and functions to the maximum, as well as being a model of change that is always **_adaptive to the dynamics of development in this era of disruption._**
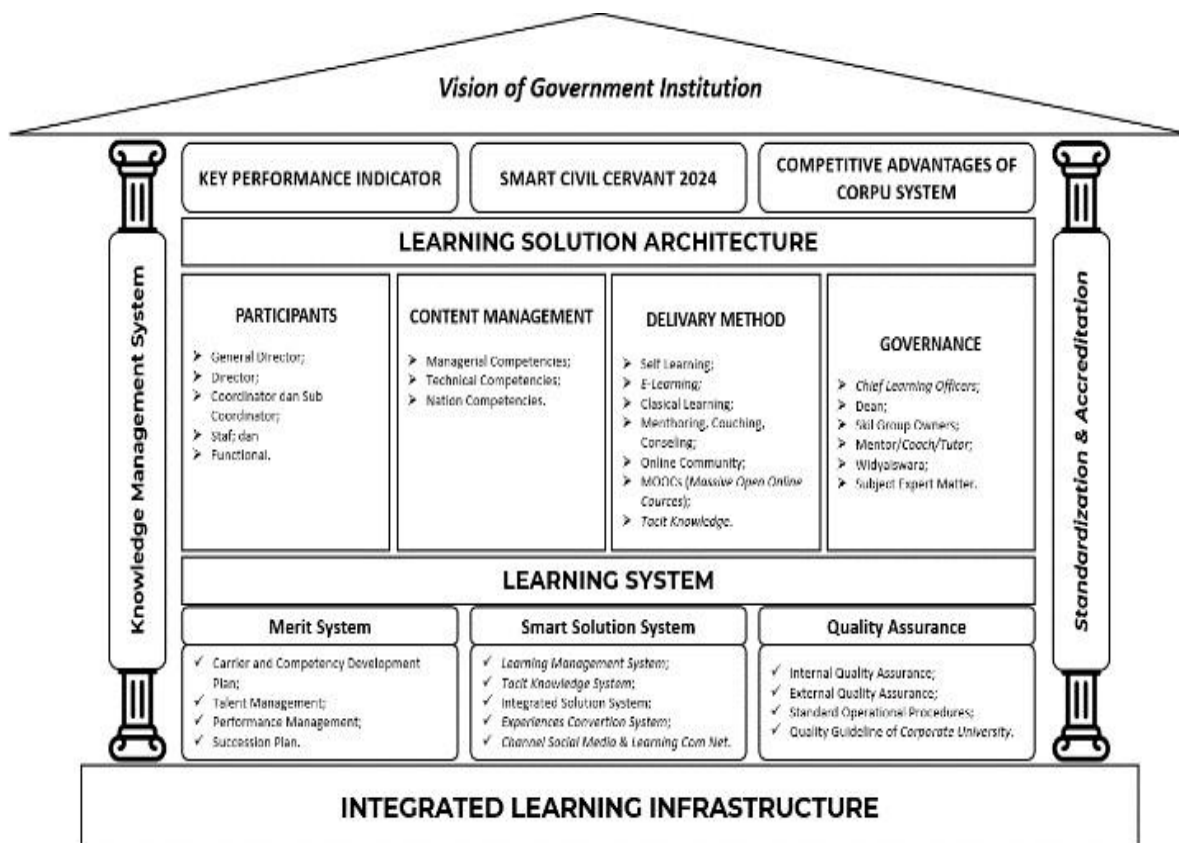


***Figure 2.*** *Integrated Learning Infrastructure Model of Civil Servant Corporate University*

### Civil Servant Corporate University Integrated Learning System.

The significant difference in the integrated learning model through the civil servant corporate university compared to the previous training management lies in the curriculum content and the way in which the curriculum is delivered to competency development participants. If previously the training was held by each organizational unit, and employees were just waiting to get their turn for training, then through the civil servant corporate university model, the workplace is demand-driven, about 70% of which is integrated in the workplace and has a vision of building superior and professional civil servants character.

The proportion of the learning curriculum prioritizes practice and competency portfolio as the main domain for leveraging employee competencies, which is around 70%. Meanwhile around 10% is a structured curriculum in accordance with the instructional objectives of competency and character-building development, and the other 20% is a collaboration to improve digital literacy skills and mastery of foreign languages.
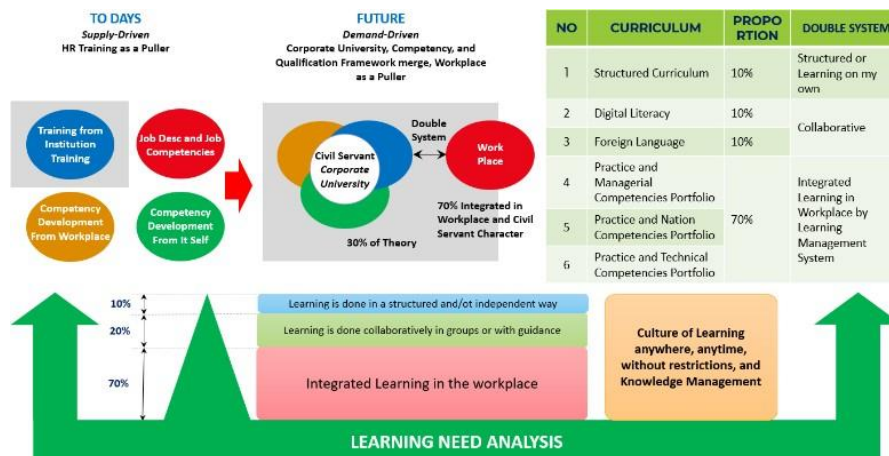
**Figure 3.** *Integrated Learning Model of Civil Servant Corporate University*

To support the achievement of learning objectives in each component, information technology instruments are needed that are able to encourage the implementation of learning cultures anywhere, anytime, without restrictions, as well as knowledge management that can be disseminated in a modern learning system. Modernization of the learning management system at civil servant corporate universities is a necessity, especially to find new talents who can support national economic development in accordance with each mandated government affair. The learning management system at civil servant corporate universities has a collaborative learning concept with various learning methods that are able to meet the needs of organizations and employees as human learners.
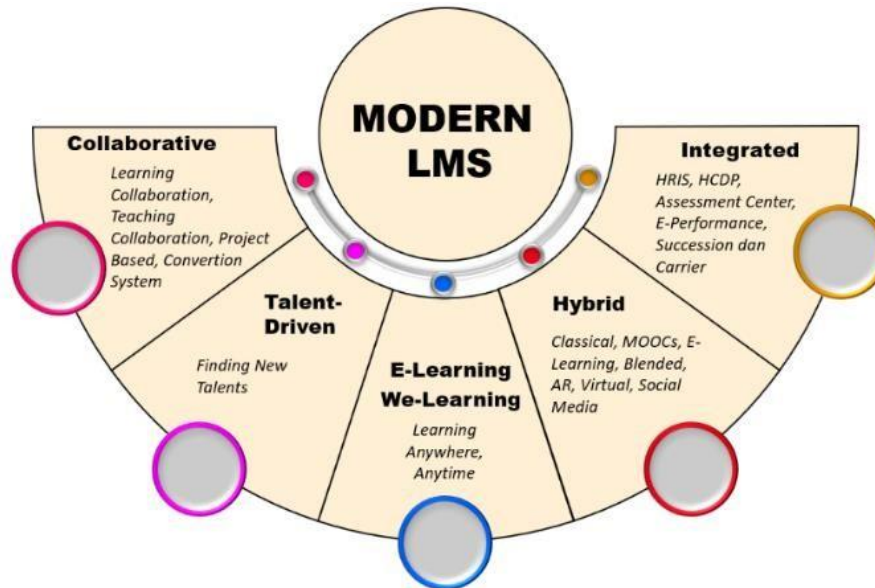


**Figure 4**. *Modern Learning Management System*

The civil servant corporate university information system architecture is built based on an integrality paradigm of data in one big unit (big data), which is able to connect all strategic components of learning within a corporate university. The user interface utilizes artificial intelligence technology to facilitate the learning needs of all state civil servants at every opportunity. Restrictions on use are removed and replaced with freedom to explore all learning materials and resources at every opportunity. The ability to provide the learning system that can eliminate disparities in employee competency assessment results is more flexible, when

each employee can choose a form of competency development that is more in line with his development preferences.
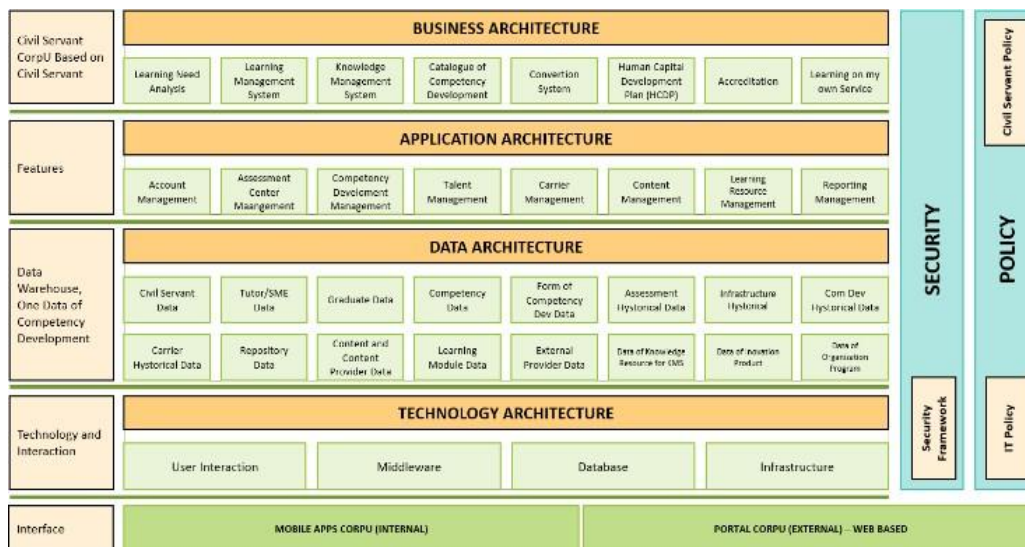


**Figure 5.** *User interface*

The user interface service uses artificial intelligence technology and web based applications. All basic data on the competence development of the state civil apparatus in civil servant corporate universities are managed by utilizing a bridge between data (middleware). Application modules developed within the civil servant corporate university are connected to the human capital ecosystem, especially those related to assessment center management, talent management, career management, human capital development plans, succession plans, as well as other main functions of human capital management that support overall organizational performance.

## 5.  Conclusion

Based on the results, it is known that the readiness level for transformation of conventional training governance which is currently used into a competency development system through integrated learning at Civil Servant Corporate Universities ranges from 55% to 60% on average. This shows that basically all strategic components that become the parameters for the success of developing superior, professional and world-class civil servants have entered the phase of sustainable implementation. The entire learning infrastructure currently owned is ready to be transformed into a more modern learning model. The commitment to facilitate the need for competency development for the state civil apparatus on a more complex scale is ready to be reconstructed with a learning approach that carries the vision of learning anywhere and anytime.

The new paradigm model of the civil servant corporate university is integrated with the organization's human capital management system. Artificial intelligence based information technology plays a significant role in connecting all strategic organizational components into one civil servant corporate university system. Support from a modern learning management system must be a catalytic medium for the realization of agile civil servants and always be a creative, innovative, and phenomenal agents of change for the products or ideas they produce.

The learning management system and knowledge management at civil servant corporate universities is designed in a modern way. In addition to being integrated with the human capital management ecosystem, the learning management system and knowledge management at civil servant corporate universities uses the latest, flexible, and hybrid learning methods and technologies. The form of competency development can be applied online, offline, or a combination and a mixture of these models. Teaching aids and learning resources are shared virtually, utilizing augmented reality technology, and can be administered remotely (MOOCs – Massive Open Online Courses).

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