

# JATIM CORP-U AS TALENT DEVELOPMENT ACCELERATION INSTRUMENT OF INDONESIAN STATE CIVIL APPARATUS' TO ACHIEVE GOVERNOR'S VISION – MISSION

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**Abstract.** Competency development for Aparatur Sipil Negara (ASN) or State Civil Apparatus must be carried on to be adaptable with the dynamics of both the internal and external environment. With the intention of developing talented ASN, it is indispensable to change the learning and development paradigm by developing ASN Corporate University (Corp-U). It needs to be developed as a means of advancing a national succession plan group in bringing up reliable ASN employees (smart ASN). Its implementation is also expected to support the government in creating a world-class bureaucracy and increase the nation's competitiveness through investment in developing human resource competence; not only be an entry point for increasing professionalism and excellence of ASN in the East Java Provincial Government and in districts/cities in East Java, and to become a partner of the ASN Human Resources Development Agency (BPSDM) in the provinces in Indonesia. Proper talent management, namely talented and smart ASN will be a catalyst for the realization of the vision and mission of the Governor of East Java. The result of this future research may provide information to ASN Corporate University, to gain an understanding of the implementation of Corporate University in the government environment and particularly the influence of the existence of Corp-U as an instrument to accelerate the development of the competence of the State Civil Apparatus in East Java Province to achieve the visions and missions of the 2019—2024 Provincial Government.

**Keywords:** Corporate University, Talent Management, State Civil Apparatus (ASN), Competency Development

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## 1. Introduction

No matter how advanced technology and civilization, as well as natural wealth, humans are the spearhead. All kinds of equipment, machines, and technology are merely tools that support humans. Abundant natural wealth becomes meaningless if it is not in the right hands to cultivate it. Lawrence (2007: 160) emphasizes that human resources are a crucial factor that can determine the progress and failure of a joint business and activity, whether in the form of social organizations, government institutions, or business entities.

In the same law, namely Law No. 5 of 2014, Article 70 states that every ASN has the right to obtain competency development. The aim is to ensure and maintain the ability of employees so that they meet the required qualifications so that they can make an optimal contribution to

the organization. Adi Suryanto, Head of the Institute for State Administration (LAN), a non-ministerial government agency authorized to conduct studies and education and training of ASN, said that ASN in Indonesia has not met expectations. As many as 34.57 percent of civil servants have low competence and potential, the quality of performance and integrity is still low, and the Bangkom program (competency development) does not match the needs of the organization and national development goals. (Fitriyani, 2019).

In addition to Law No. 5 of 2014, the right to obtain competency development has also been regulated through Government Regulation No. 11 of 2017 concerning Management of Civil Servants (PNS) that competency development for every PNS is carried out for at least 20 (twenty) hours of lessons in 1 (one) year. Then Government Regulation Number 49 of 2018 concerning Management of Government Employees with Work Agreements also states that the implementation of competency development is carried out no later than 24 (twenty-four) hours of study in 1 (one) year of work agreement.

Competency development for ASN is not something that is static, but very dynamic, it must keep abreast of changes in both the internal and external environment. Adopting a popular term in Strategic Leadership: The Competitive Edge, T Owen Jacobs describes the external environment as filled with Volatility, Uncertainty, Complexity, and Ambiguity; hence, the acronym, "VUCA" that is also used at the US Army War College (Gerras, 2010:11-12), stating that this environmental challenge can be explained by VUCA: Volatile, Complex, Uncertain, Ambiguous. Volatile means demands to react rapidly to unpredictable and often uncontrollable environmental changes. Complex means that the environment is very dynamic with many actors who depend on each other. Uncertainty is defined as changes in the environment that create uncertainty that requires ASN to act with certainty. Meanwhile, Ambiguous means unknown environmental dynamics because it is beyond the reach of knowledge.

Core values of ASN "Berakhlak" and Employer Branding of State Civil Apparatus (ASN) "Proud to Serve the Nation" were officially launched by the President of the Republic of Indonesia Joko Widodo on 27 July 2021 to coincide with the Birthday of the Ministry of Administrative Reform and Bureaucratic Reform (KemenpanRB, 2021), an endeavour to answer the challenges of these changes. ASN is faced with disruption challenges in various fields. Increasing capacity and competence is a necessity in facing the era of disruption, so that superior ASN talents will emerge in the future that can accelerate the achievement of the government's vision.

To carry out superior ASN talent, it is necessary to change the paradigm of training and development into learning and development. If training is content-based learning led by instructors that leads to desired behavior changes (Sloman, 2005), learning is a process of increasing knowledge and skills and developing attitudes or beliefs so that they can make decisions (Thorpe and Clifford, 2000). In the learning process, a trainer functions as a learning facilitator that takes place dynamically in two directions in the form of problem solving, critical thinking, and innovation.

The need for adjustment to competency development is mainly related to external changes triggered by disruption due to the massive digitization that has occurred in almost all business and operating models. This is what Klaus Schwab, Founder and Executive Chairman of the World Economic Forum, calls the fourth Industrial Revolution (Schwab, 2015).

Head of the State Civil Service Agency or *Badan Kepegawaian Negara* (BKN) Bima Haria Wibisana said environmental changes caused by the influence of the industrial revolution 4.0 require ASN to have at least ten soft skill competencies. The ten competencies are the ability to solve complex problems, critical thinking, creative, human management, coordination ability, emotional intelligence, judgment, and decision making, service orientation, negotiation, and cognitive flexibility (Ariyanti, 2018).

However, the development of ASN competence faces several challenges. The Ministry of State Apparatus Empowerment and Bureaucratic Reform (*Kementerian Pendayagunaan Aparatur Negara and Reformasi Birokrasi*) in the Direction of ASN Competency Policy (2020) identified at least five problems faced in the development of ASN competence, namely: (1). The formulation of personnel development policies has not been based on an analysis of education and training needs; (2). The development of ASN competencies has not referred to development planning at both the national and regional levels; (3). At the organizational level, the absence of a link between national or regional development planning causes the personnel development program to be unclear and the strategic plan drawn up; (4). Competency development is defined narrowly as education and training carried out classically; (5). Competency development is carried out separately from the ASN career pattern policy.

These five obstacles are not enough, now the development of ASN talent is also coupled with external challenges that are also faced by all organizations around the world, namely the Covid-19 pandemic caused by the SARS-Cov-2 virus. In Indonesia alone, as of May 4, 2021, Covid-19 has infected more than 1.6 million people and has claimed more than 46 thousand lives (Ministry of Health, 2021). Circumstances force fundamental changes in the way people work and study and attend school. Covid-19 forced humans to adapt in new ways in a short period of time, as well as the way ASN work.

Adi Suryanto, Head of the State Administration Agency, or *Lembaga Administrasi Negara* (LAN), a non-ministerial government agency that is authorized to conduct studies and education and training for ASN, said that there are at least five demands for how ASN work after Covid-19. The first is bureaucracy operational efficiency, meaning that an ASN must be able to shorten the bureaucratic chain to make it more efficient. Next is digital literacy, an ASN is expected to be digitally literate so as not to falter in following the car of change. Post-Covid-19 ASN must have an agile mindset to be agile in following changes, as well as public service responsiveness in accordance with the mandate of the law. Finally, an ASN must be able to have a flexible and integrated working method (integrated and flexible working methods). (Suryanto, 2020).

ASN Corporate University (Corp-U) is a learning method for ASN that combines classical and non-classical approaches in the workplace to support the achievement of organizational strategies and national policies (Suryanto, 2020). ASN Corp-U is expected to be a forum for integrating human resource development planning on a national scale. ASN Corp-U needs to be developed as a means of developing a national succession plan group (talent pool) in producing reliable ASN employees (smart ASN). The implementation of ASN Corp-U is also expected to support the government in creating a world class bureaucracy and increase the nation's competitiveness through investment in human resource competency development.

In East Java, the formation of the ASN Corp-U was marked by the signing of a Memorandum of Understanding on the Development of State Civil Apparatus Competencies (ASN) through the Corporate University (Corp-U) on December 29, 2020. The signing of the Memorandum of Understanding, which was carried out virtually utilizing digital technology, attended by the Governor of East Java Khofifah Indar Parawansa, Minister of State Apparatus Empowerment and Bureaucratic Reform Tjahjo Kumolo, and Head of the State Administration Agency (LAN) Adi Suryanto. The existence of Corp-U for the East Java Provincial Government is expected not only to be an entry point for increasing professionalism and excellence of ASN within the East Java Provincial Government, but also ASN in districts/cities in East Java. In addition, the East Java Provincial Government is also ready to become a partner of the ASN Human Resources Development Agency (BPSDM) in the provinces in Indonesia. (BPSDM, 2020).

The formation of the ASN Corp-U is an effort and endeavor of the East Java Provincial Government to continue to improve the superior and professional ASN human resources

continuously, measurably, and continuously. The superiority of human resources in ASN in the East Java Provincial Government is expected to be a catalyst for the realization of the East Java Governor's vision and mission. In the leadership period of Khofifah Indar Parawansa and Emil Dardak during 2019—2024, the vision to be achieved is the realization of a just, prosperous, superior, and moral East Java community with inclusive participatory governance through joint work and the spirit of mutual cooperation. Meanwhile, the mission of the province of East Java is described in four parts. 1). Realizing a balance of economic development, both between groups, between sectors, and regional connectivity; 2). The creation of social justice welfare, fulfillment of basic needs, especially health and education, provision of employment opportunities by paying attention to vulnerable groups; 3). Clean, innovative, open, participatory governance strengthens civic democracy to create a social space that respects the principle of diversity; 4). Carry out development based on the spirit of mutual cooperation, with an environmental perspective to ensure the harmony of ecological space, social space, economic space, and cultural space.

There are not many studies that discuss Corporate University, especially in government circles. Existing research focuses more on the concept of Corporate University itself. 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 Corp-U 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 resulted in a positive relationship.

Yuniarto, et al. (2019) identified the key factors for the successful implementation of Corporate University at the Finance Education and Training Agency or Badan Pendidikan and Pelatihan Keuangan (BPPK) of the Ministry of Finance, namely interesting and easy-to-understand learning, applicable learning, learning that has an impact on changing HR behavior, learning that links and matches with organizational performance, learning has a strong impact on improving organizational performance, learning is easily accessible, and human resource development is in line with the organization's strategic plan.

Rachman and Hidayati (2020) researched the initial design of a thinking framework for the development of a Corporate University at the Ministry of Trade. Not yet arrived at the impact or influence of the existence of Corp-U on performance. This study found that the initiation of Corp-U started from a paradigm shift about learning from all relevant stakeholders. The foundation of this paradigm shift is the existence of good learning strategies and leadership with change initiatives initiated by the top leadership of the organization.

The reasons above motivate authors to develop a study on ASN Corporate University, to gain an understanding of the implementation of Corporate University in the government environment and the influence of the existence of Corp-U to achieve the visions and missions of the East Java Provincial Government.

Therefore, the main purpose of this research is to develop the conceptual paper signifies to supplement literatures for academics as reference for their research. The result of this future research may provide information to ASN Corporate University, to gain an understanding of the implementation of Corporate University in the government environment and particularly the influence of the existence of Corp-U as an instrument to accelerate the development of the competence of the State Civil Apparatus in East Java Province to achieve the visions and missions of the 2019-2024 East Java Provincial Government.

## 2. Literature Review

### Corporate University

The existence of Corporate University (Corp-U) cannot be separated from the existence of knowledged workers who replace workers who only rely on physical, globalization, and learning organizations. However, entering the 21st century, educated people with high intellectual levels flooded the world of work. With so many knowledge workers, company leaders must be willing to end the 'command' management style. Workers are also involved in decision making.

The phenomenon of globalization and knowledged workers led to the birth of the learning organization movement. Ramelan (2016) stated that the emergence of the learning organization concept itself was conveyed by Peter M. Senge through the book *The Fifth Discipline: The Art and Practices of Learning Organizations* in 1992, that in an increasingly connected world and complex and dynamic business, learning speed is one thing. the only long-term competitive advantage. Senge later also stated that it was no longer sufficient for only one person to study for his organization. It's time, learning is followed by employees at all levels. This thinking gave rise to the concept of a corporate university, as a function that manages learning by US companies.

In Indonesia, the Corp-U concept began to be accepted after 2000. PT Telkom Indonesia (Persero) Tbk. can be called a pioneer. In addition, there are also PLN Corporate University (owned by PLN) and also IPC Corporate University (owned by PT Pelindo II), BNI Corporate University. Meanwhile, in the government bureaucracy sector, the Ministry of Finance is the institution that implemented Corp-U for the first time.

Corp-U puts smart learning methods in place while maintaining harmony between the organization and its environment. Corp-U bridges the gap between management disciplines and organizational learning that requires speed and direction of learning as needed (Rademakers in Yuniarto, 2019). Allen (2014) defines Corp-U as a strategic method that aims to achieve organizational goals by focusing on implementing employee self-development activities, namely learning and education. Gonzales (2017) states that Corporate University aligns the strategic functions of the organization with the integration of human resource management that focuses on opportunities for learning, clear career patterns and reward systems as well as proper knowledge management.

ASN Corp-U is a model for developing ASN competencies that is carried out in an integrated manner with national and international strategic frameworks. This step needs to be developed as a means of developing a national succession plan group (talent pool) in producing reliable ASN (smart ASN) and supporting the government in creating a world class bureaucracy (world class bureaucracy) and increasing the nation's competitiveness through investment in developing human resource competencies. For example, the Ministry of Finance was the first government organization to apply the Corp-U concept. The program which was launched in 2016 through the Financial Education and Training Agency (BPPK) was carried out to meet the needs of efficient and effective training. Corp-U's strategy at the Ministry of Finance is to direct the implementation of training using four principles, namely applicable, relevant, impactful, and accessible. Applicative means that the training program can be easily applied in the world of work of the participants. Relevance means that there is a match between the material being taught and what is a challenge for the organization. Impactful is intended so that learning outcomes have an impact on improving organizational performance. Accessible is intended to make training programs easily accessible to anyone, from anywhere, at any time. (BPPK, 2018) Relevance means that there is a match between the material being taught and what is a challenge for the organization. Impactful is intended so that learning outcomes have an impact on improving organizational performance. Accessible is intended to make training

programs easily accessible to anyone, from anywhere, at any time. (BPPK, 2018) Relevance means that there is a match between the material being taught and what is a challenge for the organization. Impactful is intended so that learning outcomes have an impact on improving organizational performance. Accessible is intended to make training programs easily accessible to anyone, from anywhere, at anytime. (BPPK, 2018)

### **Capacity Building, Learning and Development in Human Capital Management**

Corporate University is very relevant to theory in human resources in a more specific area, namely learning and development. Training and development plays an important role in improving employee performance and increasing productivity thereby resulting in organizational effectiveness. Organizations need to consider the cost, time and effort involved in training and development activities as an investment rather than a cost. It is said to be an investment because institutions want to display their competitive advantage which is not easy to imitate. Through training and development, the habit of wanting to innovate is instilled. Training and development is one of the important elements that help in making innovations and creating innovative behavior in the workplace.

Within the framework of this paper which focuses on government institutions, the training and development provided to ASN can also be viewed from the perspective of the capacity framework. Economic, social, and societal development, democratic political systems, and productive populations in developing countries are influenced by effective government performance (Grindle and Hilderbrand, 1995). Therefore, the government needs to increase its capacity to meet the demands of the public sector.

Capacity building is an increase in the ability of public organizations to achieve certain goals, both independently and in collaboration with other organizations. The concept of capacity development contains basic functions, namely the achievement of goals, learning and problem solving. Fukuda-Parr et al (2002) define capacity as “the ability to perform functions, solve problems, and set and achieve goals in a sustainable manner”.

Building capacity within institutions that have umbrellas for state or government administrators, can be seen as a development approach, instrument, process, goal, or as a framework for social change, and even development itself, which will ultimately lead to the public good. According to Grindle and Hilderbrand (1995) capacity development has five dimensions that need to be achieved: (1) First is human resources whose experience, knowledge and skills are developed; (2) Second, the organizational level which includes systems, procedures, rules, and organizational learning; (3) Third, the task network that connects groups or organizations that can affect the success of government; (4) Fourth, the institutional context of the public sector which involves power structures, rules of the game, incentives, and governance. The last dimension is the environment of action which involves the political, economic, and social environment related to government activities.

As part of the basic capacity building, human resources are the first layer that must be improved. Therefore, capacity building through training and human resource development will be able to explain the perspective in this research and the background of the Corporate University phenomenon.

### **Talent Management**

Tansley (2011) suggests that there is no universal definition of “Talent” in all languages, even the same limits in every organization. Therefore, agreeing with the CIPD statement, (2007) that the definition of talent adopted by an organization depends on the strategy used by the company, the nature of the organization, the competitive environment faced by the company and other elements. Meanwhile, Morton (2004) defines talent in a narrower and more specific

dimension as individuals who are able to make major transformations to the company's functions, as defined by McKinsey Quarterly 2 (2004) as "the best and the brightest."

Goffee and Jones (2007): support Morton's definition that talent is a form of employee knowledge, skills, and philosophy, which could create 'unusual' organizational values from existing resources. Ready and Conger (2007) more specifically understand talent as a group of employees who have above average knowledge and skills and are ready to be promoted to executive positions. This is exactly what McKinsey (2004) suggests are the best people in an organization. So, talent can be understood as the best people for jobs in an organization and who will contribute the most to the achievement of the organization's strategic goals.

Iles et al. (2010) and Capelli (2008) suggest that between talent management and Human Resource Management presents the basic theoretical correlation with different analyses. Three points of view on the definition of talent management can be categorized as follows: (1) First, talent management is not fundamentally different from human resources management (HRM). Talent management includes all HRM activities and therefore it can be said that talent management is a rebranding term from HRM, which has changed from a traditional term to a new concept that emphasizes how to manage talent strategically; (2) Second, talent management includes human resource management with special emphasis. Talent management uses the same tools as HRM and organizational development, but talent management emphasizes on talented people, therefore, the focal point is the "talent pool", both internal and external to the organization; (3) Third, talent management concentrates on developing skills through managing talent development within the corporation. The talent management program was created to provide a talent pool to be supplied to certain job categories and focus on developing certain individuals who are qualified to create succession in the organization.

Talent management is in all HRM processes that has a precise focus on how to attract, develop, and retain talent (Lewis and Heckman, 2006); which is ultimately directed to the strategic achievement of the organization (Morton, 2004; and Goffee and Jones, 2007).

The main reasons for the importance of talent management are first, a successful organizational talent management program will attract and retain important talent for the organization. The second reason is employee engagement (Morton, 2005) who believes that talent management is the basis for employee engagement in organizations. Therefore, proper talent management is the main determinant of success and a vital concern for the organization (Hughes and Rog, 2008). Proper and well-planned human resource management strategies can help overcome organizational difficulties and increase business success (Rowland, 2011). So, talent management provides specific benefits for the organization, namely as a substantial asset and has been considered as an intangible source of competitive advantage (Kiessling and Harvey, 2006); latent in actions and experiences that are not easily imitated or even formalized and disseminated within the organization. (McDonnell et al., 2007). It is therefore important for an organization to develop and retain talent within the organization or invest heavily in their training and development. Thus, knowledge, skills, and abilities of employees need to be improved and recognized as a vital competitive resource and provide benefits for the organization (Colling and Mellahi, 2009), as well as being a determinant of the success or failure of an organization (Williamson, 2011).

### **Technological Disruption and Innovation**

The evolution of human society is the result of technological innovation. Innovation describes a process that uses knowledge, technology, and new ways to produce new products or increase the value of the product itself (Porter, 1990), which is important for individuals and organizations, countries or globally to increase competitiveness.

Innovation includes the courage to turn a new idea, discovery, or scientific principle into a usable result. Innovation is the implementation of products (goods or services) or processes, new marketing methods, or new organizational methods in business practices, workplace organizations or external relations whose value has increased significantly (OECD and Eurostat, 2005: 46). Usually, the reasons behind innovation initiatives are to stay competitive, survive and strive for continuous improvement (European Commission, 1995:10), to anticipate market needs, by offering quality services, efficient organization, and knowledge, as well as technological advances.

Digitization is playing its role as a major disruptive trend of almost all business models and operations. This is what Klaus Schwab, Founder and Executive Chairman of the World Economic Forum, calls the fourth Industrial Revolution (Schwab, 2015). An industry whose acceleration is growing at an exponential rather than a linear pace, which is disrupting almost every industry in every country, in the transformation of entire systems of production, management and corporate governance. When discussing the issue of technological innovation and increasing attention to the Industrial Revolution 4.0 as an effort to remain competitive (Sommer, 2015), it is undeniable that it is part of the category of radical innovation that causes radical changes in the entire industry.

The originator of the disruption theory, Clayton M. Christensen in 1997 put forward the initial idea of this theory as a disruptive technology (Christensen, 1997), then became a disruptive innovation (Christensen and Raynor, 2003). Changes in terminology are disruptive innovations, because not every disruption is the result of technology (Christensen, 2006), so the mention of phenomena such as disruptive technology is inaccurate because innovation does not always start from technology, even innovation in business models can also be a disruptor. Likewise, an organization should not just stand still, but must be able to 'disrupt' itself in terms or dimensions that contribute to the success of an organization.

Christensen and Raynor (2003) argue that disruptive innovation by involving products, services or approaches that change an established market, offers new ways that are simpler, more convenient, affordable and have accessibility that is not inferior to what is already owned by business actors who are already established. has been established (Yu and Hang, 2009). Adner (2002) and Danneels (2004) explain that this disruptive innovation captures the same market as established businesses, but offers a different approach, by changing performance metrics with competing companies. It could be argued that this is an organizational reconstruction of taking advantage of new opportunities and investing in disruptive innovations that require major behavioral changes (Danneels, 2002). Therefore, to be innovative essentially requires a change in behavior.

Disruption replaces the 'old market', industry, and technology, and produces a new one that is more efficient and holistic; destructive and creative (Christensen, 2016). In disruption there is always something that is lost, fades, and then dies. But on the other hand, growing new opportunities requires creativity, entrepreneurship, and new ways. In the context of this study, Corp-U is required to always be agile in the face of dynamic changes, be able to adapt quickly and be innovative to be able to carry out the organization's role well, especially in terms of developing human resources or ASN.

### **Previous Research Studies**

Fauziah (2019) in a study on ASN Corp-U at the Ministry of Finance provides a conceptual framework that can be used as a model for developing Corp-U in public sector organizations, by describing the pillars needed to build a Corp-U.

**Learning Strategy Governance**, this concept requires ownership of all institutional leaders. It is the driving force for the process of running a corporate university in the form of a governance

structure determined by the leadership to carry out the corporate university business process, then involving all stakeholders of the corporate university. Furthermore, Knowledge Management is one of the components of a corporate university which contains a system capable of producing, managing, and disseminating knowledge through a logical thinking system. **Learning Infrastructure** is a pillar of a corporate university which contains infrastructure to support learning in a learning focus. In addition to this, learning infrastructure or smart learning infrastructure is a supporting device that functions as a medium or forum for managing knowledge management on focus learning. Learning Focus on the corporate university concept can be adopted from the Ministry of Finance Corporate University which is divided into three parts, namely school, college, and academy. Schools in this realm contain competency schools and supplier development schools. Then the College contains an alliance and partnership center and an organization culture center. Furthermore, the academy contains a business academy, leadership and talent development institute and an organization research center. In the learning focus, there is the concept of Network & Partnership, which can be used to collaborate and build networks with organizations or institutions, both internal and external to the organization. Before applying the concept of a corporate university, government organizations first describe the strategic management in their organization, besides that it is necessary to identify human resource problems and their main objectives. The readiness of government training institutions towards Corp-U can be seen from the pattern of e-learning and blended learning, according to a study conducted by Widyastika (2020) at the Education and Training Center of the Ministry of Manpower. Indeed, not much has been done, but it is the first step in implementing the Corp-U-based training model. Meanwhile, the key factors for the success of Corp-U implementation include interesting and easy-to-understand learning, applicable learning, learning that has an impact on changing HR behavior, learning that links and matches with organizational performance, learning has a strong impact on improving organizational performance, accessible learning, as well as human resource development in line with the organization's strategic plan.

### **Delimitations and Limitations**

This conceptual paper is delimited by insufficient readings of literatures from multi-discipline to get a broader scope of theoretical understanding. This conceptual paper too has its investigative limitations. For example, this paper is merely a review from other journals and the data is yet to be collected. Another limitation is that the literature related to topics is not fully explored due to time constraints.

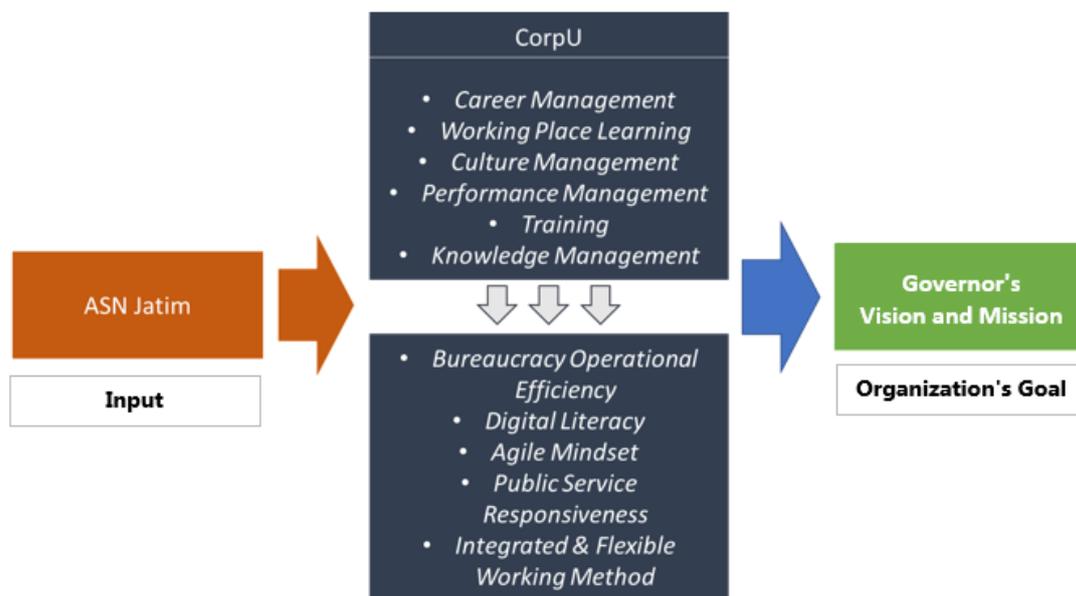
Specifically, the future study is expected could explore the application of the East Java Corporate University (Jatim Corp-U) which is used as an instrument to accelerate talent management for the State Civil Apparatus in East Java Province in relation to realizing the vision and mission of Governor Nawa Bhakti Satya. How Corp-U can bring up applicable, learning that has an impact on changing human resources behavior, learning that links and matches with organizational performance, learning has a strong impact on improving organizational performance, learning that is easily accessible, and developing human resources in line with the organization's strategic plan.

The vision of the Governor of East Java as stated in Nawa Bhakti Satya, in its achievement must be supported by a driving device or human resources, namely the State Spillary Apparatus (ASN) placed in regional government organizations in the East Java region. In the future, the ASN Corp-U will become a model for developing the competence of ASN employees which is carried out in an integrated manner with national and international strategic frameworks. The development of the competence of State Civil Apparatus (ASN) employees basically has the aim of ensuring and maintaining the capabilities of employees so that they meet the required

qualifications to be able to make an optimal contribution to the organization. This means that if the ASN can optimize its role properly, then the ASN will undoubtedly be able to encourage the achievement of the vision and mission of the parent organization.

**Conceptual Framework and Proposition**

Technological disruption and the Covid-19 pandemic demand a different way of working for ASN compared to especially pre-Covid-19. An ASN with its function as a public servant, adhesive of national unity, and implementer of public policy, is required to be able to shorten the bureaucratic chain to be more efficient, digitally literate so as not to be left behind in the carriage of change, have an agile mindset to be agile in following changes, have public service responsiveness. and has a flexible and integrated working method (integrated and flexible working methods). Corporate University provides a different dimension from the existing conventional training and development with its nature that demands the independence of the learner and is integrative in the dimensions of career management, working place learning, cultural management, performance management, training, and knowledge management. ASN Corp-U is a model for developing ASN competencies which is also carried out in an integrated manner with national and international strategic frameworks. This step is an effort made to print a reliable ASN.



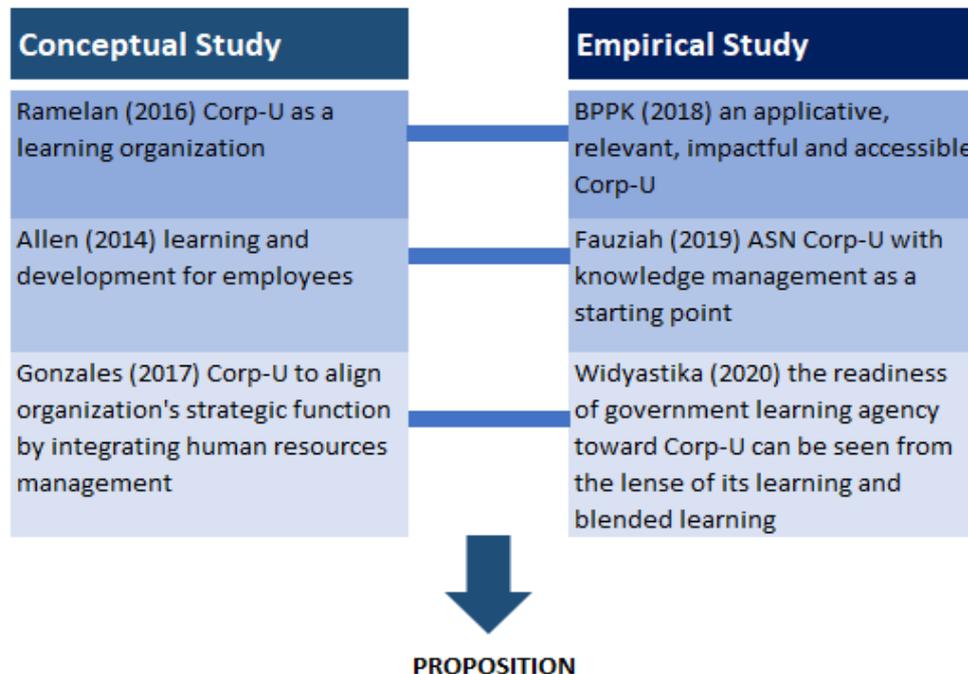
**Figure 1. Corporate University framework for developing ASN talent to achieve the vision and mission of the Governor of East Java**

The implementation of ASN Corp-U is also expected to support the government in creating a world class bureaucracy and increase the nation's competitiveness through investment in developing human resource competencies. In the context of ASN in the province of East Java, a reliable ASN (smart ASN) will be the fulcrum of the success of the vision and mission of the Governor of East Java.

This framework will be able to answer the formulation of the problem and research objectives to find out how the East Java ASN Corp-U is used as an instrument for developing ASN competencies in the East Java province to attain the Governor's vision and mission.

Empirical studies and the concept of Corporate University, as presented in the image below, are presented as follows to develop a research proposition: the integrated learning management

function, hereinafter referred to as Corporate University, is a strategic method that aims to achieve organizational goals by focusing on implementation of employee self-development activities, namely learning and education. Corporate University aligns the strategic functions of the organization with the integration of human resource management that focuses on learning opportunities, career patterns and a clear reward system and proper knowledge management. The Corporate University strategy uses applicable, relevant, impactful, and accessible principles, with a starting point that cannot be ignored is knowledge management. In the context of corporate universities in government circles, the readiness of training institutions in the government that are already on their way to corporate universities can be seen from the learning pattern that combines e-learning and blended learning.



**Figure 2. Concepts and empirical studies used in the preparation of research propositions**

There are three propositions in this research. The first proposition is based on the nature of Corp-U which has an integrated learning system. This system is expected to produce reliable ASN in realizing the vision and mission of the Governor of East Java.

**Proposition 1**

“Corporate University enables competency development through an integrated learning system to produce reliable ASNs.”

The second proposition looks at how appropriate the development of Corporate Universities in the ASN environment is because in this way it will increase competitiveness and create a world-class bureaucracy.

**Proposition 2**

"Developing a proper corporate university will support the government in creating a world class bureaucracy and increasing competitiveness through investment in human resource development."

Meanwhile, the third proposition looks in more detail at how the integration of talent management carried out in East Java Corp-U to achieve organizational goals in this case is the vision and mission of the Governor of East Java.

### Proposition 3

“Corporate University aligns organizational strategy through integrated talent management to focus on learning processes, career patterns, reward systems, knowledge management, and the right culture to achieve organizational goals.”

### Conclusions

This conceptual paper offers a bright insight and may provide information to ASN Corporate University, specifically the implementation of Corporate University in the government environment and particularly the influence of the existence of Corp-U as an instrument to accelerate the development of the competence of the State Civil Apparatus in East Java Province to achieve the visions and missions of the 2019—2024 Provincial Government. To proceed the empirical research, a wider range of literatures need to be explored to obtain an insightful knowledge. Even though a conceptual paper, it is hoped that the effort helps contribute to supplement literatures for the reference of scholars as well as a significant impact to the Government of the Republic of Indonesia upon fully completion of the research.

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