Towards a world-class bureaucracy: Corporate University’s contribution to state civil apparatus talent development

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**ABSTRACT**

This study aims to explore the application of the East Java Corporate University (Jatim CorpU) which is used as a talent management instrument for the state civil apparatus in East Java province in relation to realizing the governor’s vision and mission as outlined in the nawa bhakti satya program. Thus, the right type of research to answer this is qualitative research. This research will concentrate on the perspectives of key stakeholders, namely BPSDM (Human Resources Development Agency) of East Java Province, which oversees East Java CorpU, and BKD (Regional Civil Service Agency) of East Java Province, responsible for talent management. Based on the research, it is evident that the implementation of CorpU in East Java, in the form of East Java CorpU, is well-established and has significant ramifications for talent management in East Java Province. An effective and efficient strategy adopted in the direction of East Java CorpU to bolster talent management is the application of the 70:20:10 competency development framework. The rationale behind this choice lies in its ability to provide flexibility for the extensive scope of SCA competency development in East Java Province, involving a substantial workforce of approximately 80,000 SCAs. Moreover, the 70:20:10 competency development method proves instrumental in addressing the intricacies associated with SCA competency development across various organizational tiers.

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**Introduction**

In accordance with Indonesian Law Number 5 of 2014 concerning the Management of the State Civil Apparatus (SCA) assumes a pivotal role as a public servant, binding the nation’s unity and executing public policies. Within the broader context of state administration, the SCA constitutes a vital component of the state apparatus, alongside Government Employees with Employment Agreements (P3K) personnel, responsible for implementing policies prescribed by government leadership and ensuring freedom from the influence or intervention of any political groups or parties. Furthermore, civil servants are entrusted with policy implementation, national unification, and service to the community. To cultivate exceptional SCA talents, or ‘Smart SCA,’ shifting the training and development paradigm towards one of learning and development is imperative. Traditional training predominantly focuses on instructors and content and must transition into a learner-centric approach that fosters the desired behavioural changes (Sloman, 2006). In this context, learning denotes the process of augmenting knowledge and skills and cultivating attitudes or beliefs that empower individuals to make informed decisions (Thorpe and Clifford, 2003).

The SCA Corporate University (CorpU) emerges as an innovative learning methodology for SCA, amalgamating classical and nonclassical approaches within the workplace to advance organisational strategies and national policies (Suryanto et al., 2021). The SCA CorpU serves as a platform for integrating human resource development planning on a national scale. Its development is crucial to establishing a national succession plan group (talent pool), thus paving the way for creating reliable SCAs, or ‘Smart SCAs.’
Implementing the SCA CorpU is also anticipated to bolster the government's efforts in fostering a world-class bureaucracy and enhancing the nation's competitiveness through investments in human resource competency development.

The concept of a CorpU for nurturing SCA talents within a provincial jurisdiction presents an intriguing area for research. Firstly, the existence of a CorpU as both a forum and a method of human resource development significantly distinguishes it from conventional learning approaches. Coupled with its application within the government sector, this research becomes even more compelling, given that CorpU implementations are primarily found in private and state-owned enterprises, where regulatory constraints are not as stringent as those governing SCA.

What sets this research apart is the focus on a CorpU operating under provincial government auspices rather than municipal or city government jurisdictions. This raises questions about how East Java CorpU can harmonise the human resource development needs of SCA in municipal or city governments and their subordinate units to align with the vision and mission of the Governor of East Java.

In Indonesia, comprehensive studies exploring the concept of CorpU, especially within the government context, are limited. Existing research predominantly emphasises the concept of CorpU itself. Previous studies on the impact of CorpU in the government sector have been somewhat fragmented. Fauzial and Prasetyo (2019) researched the concept of SCA CorpU, focusing on knowledge management. Their research formulates alternative SCA education and training models through the SCA CorpU approach. Hussein et al. (2016) investigated the relationship between PLN CorpU participation and the performance of PLN Banjarbaru employees using SEM analysis, yielding positive correlations. Sidabutar (2020) highlighted the disparities in the capabilities of SCA across regions, advocating for increased SCA competence to confront the rapid changes and developments worldwide. Human resource training and development units are essential in producing ‘world-class’ bureaucrats, as explored by Sidabutar (2020), who delves into the five stages of CorpU development and implementation: initial diagnosis, educational program development, Learning Management System development and implementation, and finally, fortifying CorpU knowledge and the launch of CorpU formation. Indeed, this application presents its challenges, which this study aims to address through a preliminary understanding, including those related to SCA’s mental state and moral integrity.

A more practically oriented study was advanced by Firdaus (2017), which scrutinises the ineffectiveness of CorpU implementation under the Ministry of Finance. Firdaus (2017) evaluated five aspects central to CorpU implementation within the Ministry of Finance: business processes, human resource management, management support, general support, and knowledge management. Yuniarto et al. (2019) identified key factors for successfully implementing a CorpU at the Financial Education and Training Agency (BPPK) of the Ministry of Finance. Their study yielded more optimistic results, stating that learning at BPPK Ministry of Finance is engaging, comprehensible, offers practical learning experiences, influences HR behaviour, aligns with organisational performance, significantly enhances organisational performance, is easily accessible, and harmonises HR development with the organisation’s strategic plan. This research provides an encouraging outlook for future CorpU development.

Aligned with the aspiration of creating a ‘World-Class Bureaucracy,’ there is an imperative for technical and managerial competencies in managing the human resources of the state apparatus. Public sector organisations must adopt a competency-based human resource management approach. Human resource management within government agencies should be grounded in position competency standards and requirements. This forms the basis for overseeing human resource training, encompassing planning, development, and placement within training units, such as CorpU. This study endeavours to meet this contingency, aiming to explore East Java CorpU as an Instrument for Accelerating the Development of State Civil Apparatus Talents. This research seeks to understand and analyse the implementation of East Java CorpU (East Java CorpU) as a tool for enhancing the competence of SCA in the East Java Province within the talent management framework. This role is pivotal in expediting the realisation of the vision and mission of East Java Province for the period 2019-2024. The outcomes of this research are expected to offer recommendations for human resource development strategies, especially within the government sector, to align SCA career trajectories with their expertise and competencies.

**Literature Review**

**Theoretical and Conceptual Background**

**State Civil Apparatus in Government Management**

In the metaphorical context of governance as a single organism, SCA can be likened to the two hands serving as the organs through which all programs and policies are executed. These hands also serve as intermediaries between the government and the public or society. They possess the inherent right and capacity to openly and freely assess how effectively these hands carry out the directives entrusted to them. From a legal standpoint, the responsibilities and functions of the SCA are delineated in Law No. 5 of 2014 pertaining to SCA. Article 10 articulates the core functions of SCA, which encompass a) implementing public policy, b) serving as public servants, and c) fostering national cohesion and unity. Meanwhile, Article 11 elucidates the duties of SCA, which encompass: a) executing public policies devised by the Civil Service Guidance Officer in accordance with the stipulations of laws and regulations; b) delivering professional and high-quality public services; and c) fortifying the solidarity and oneness of the Unitary State of the Republic of Indonesia.
The level of professionalism exhibited by government employees who directly execute programs and policies and engage directly with the community constitutes a subject of discourse concerning the internal dynamics of the bureaucracy. Widodo (2015) expounded that professionalism within the bureaucratic sphere is contingent upon how effectively a position fulfils its duties and functions. The efficacy of governance implementation is contingent upon the existence and synergy of components within the bureaucratic organisation, encompassing the government accounting system, organisational culture, performance of civil apparatus, the role of the Government Internal Control Apparatus (APIP), and the Government Internal Control System (SPIP) (Mailoor et al., 2017). Government personnel represent a pivotal element in the governance process, exercising considerable influence over the governance process. The pursuit of good governance invariably hinges on the presence of a fundamental constituent of the bureaucratic organisation, namely the SCA, which must possess an intricate understanding of the principles of good governance. Significantly, this comprehension must extend beyond mere knowledge to encompass a consistent integration of these principles into their day-to-day operational procedures within their designated roles.

Corporate University

The concept of CorpU experienced rapid development during the 1990s in the United States and Europe, with subsequent expansion into Asia in the following decades. This evolution of Corporate Universities is not merely quantitative but also pertains to their contributions to organisations. The emergence of Corporate Universities was a response to the changing global landscape, characterised by the fluidity of national borders, accelerated international trade, and the interconnectedness of the global community - all hallmarks of globalization. At the heart of this emergence lay a fundamental challenge: the dynamic nature of global affairs generated myriad issues, compelling organisations to promptly address them through apt talent management and development concepts. This perspective is articulated by Gallardo-Gallardo et al. (2013), who notes, “This is problematic since various contextual factors are driving a growing number of organizations to adopt more inclusive TM practices.” This approach is particularly pertinent to the discourse on Corporate Universities as a means of realising the vision and mission of government entities, especially those under the leadership of a Governor.

In implementing Corporate Universities, whether in the public or private sectors, a salient distinction arises in their primary focus and objectives. In the private sector, the paramount objective centres on maximising human resource training in alignment with business strategies, ultimately aiming for profit maximisation (a profit-oriented focus). Conversely, in the public sector, the overarching emphasis revolves around upholding public trust by delivering exceptional services (Bruny, 2007). However, a common thread running through both public and private sector Corporate Universities is their shared goal of attracting and retaining employees by fostering a continuous learning and education culture. In the context of the public sector, this translates into evaluating the relevance, fulfilment of objectives, efficiency, effectiveness, impact, and sustainability of developmental initiatives.

SCA CorpU represents a model for the comprehensive development of SCA competencies intricately interwoven with national and international strategic frameworks. This approach needs further development to cultivate a nationwide talent pool, thereby nurturing a dependable cadre of SMART SCA (Smart State Civil Apparatus). Moreover, the implementation of SCA CorpU holds the potential to bolster government efforts in establishing a world-class bureaucracy and enhancing the nation's competitiveness through investments in the development of human resource competencies.

Several key characteristics must be present to effectuate the transformation into a CorpU, as Gonzales (2017) outlined: (1) Proactivity: The institution must possess the capacity to anticipate organisational needs, not merely react to requests, but also effectively respond to future demands and challenges.; (2) Measurability: The impact of the learning provided must be quantifiable, with designs that facilitate comprehensive tracking of post-learning development.; (3) Influence: A CorpU should wield influence that extends beyond its confines, encompassing the entire spectrum of production, involving all stakeholders.; (4) Integration: Functioning as a hub, a CorpU integrates the realm of knowledge, learners, collaboration with experts, innovative learning methodologies, and other pertinent aspects into a cohesive whole.

Empirical Review

In their 2019 study on SCA CorpU at the Ministry of Finance, Fauziah and Prasetyo presented a conceptual framework that can serve as a model for developing Corporate Universities in public sector organisations. This concept, known as Learning Strategy Governance, necessitates commitment from all institutional leaders. It serves as the driving force behind the operational processes of the CorpU. It takes the form of a governance structure established by leadership to oversee the CorpU's operations, involving all stakeholders.

Additionally, Knowledge Management represents a crucial component within the CorpU framework. It encompasses a system capable of generating, managing, and disseminating knowledge through a structured thought process. The Learning Infrastructure serves as another pillar of the CorpU, providing the necessary infrastructure to support learning initiatives. Furthermore, the notion of smart learning infrastructure acts as a supportive mechanism, serving as a medium or container for managing knowledge within the context of focused learning.

Learning Focus within the CorpU framework can be adopted from the Ministry of Finance's CorpU, categorised into three divisions: schools, colleges, and academies. Within this framework, schools encompass competency schools and supplier development schools.
Colleges consist of an alliance and partnership centre and an organisational culture centre. Furthermore, the academy incorporates a business academy, a leadership and talent development institute, and an organisational research centre. The Learning Focus concept emphasises networking and partnership, which can be achieved through collaboration and establishing networks with internal and external organisations or institutions.

Before implementing the CorpU concept, government organisations must delineate their strategic management frameworks and identify human resource challenges and primary objectives. The readiness of government training institutions for CorpU can be gauged by examining their e-learning and blended learning patterns, as indicated by a study conducted by Widyastika (2020) at the Ministry of Manpower Training Centre. Although substantial progress may not have been made yet, this represents an initial step towards implementing a CorpU-based training model.

Moreover, the success of CorpU implementation hinges on several key factors, including the delivery of engaging and comprehensible learning, the applicability of the learning content, the capacity of learning to influence changes in human resource behaviour, alignment of learning initiatives with organisational performance, the positive impact of learning on overall organisational performance, accessibility of learning resources, and the alignment of human resource development with the organisation's strategic plan.

**Research and Methodology**

This study employs an exploratory qualitative methodology involving primary data collection through interviews. The objective is to delve into the underlying events that transpire behind the observed phenomena. It is supplemented by structured data collection through a narrative approach involving individuals connected to the case, supporting documentation, and observational insights (Creswell, 2013). This research aims to elucidate the significance and experiences of the research subjects concerning a specific phenomenon—the implementation of East Java Corporate University (East Java CorpU). This implementation serves as an instrument for managing SCA talent within East Java Province, intending to realise the vision and mission of the Governor. Given this focus, phenomenology emerges as the most pertinent approach for this study.

This research seeks to explore the critical factor of human resource talent management, namely SCA, within the context of CorpU development. This factor holds paramount importance in national succession planning, specifically cultivating a talent pool of dependable SCA personnel, often called 'Smart SCA.' The implementation of East Java CorpU is also envisaged to provide substantial support to the government's aspiration of establishing a world-class bureaucracy and enhancing the nation's competitiveness. This support extends to investments in competency development and formulating robust career planning strategies for SCA. Additionally, it entails formulating personnel development policies predicated on a comprehensive analysis of education and training requisites.

**Informants and Informant Determination Techniques**

This research will concentrate on the perspectives of key stakeholders, namely BPSDM (Human Resources Development Agency) of East Java Province, which oversees East Java CorpU, and BKD (Regional Civil Service Agency) of East Java Province, responsible for talent management. The goal is to contribute to the government's efforts in realising the vision and mission of the East Java Governor. As a result, the individuals planned to participate as informants in this study are as follows:

i. The Governor of East Java: This individual serves as the primary informant, having played a pivotal role in establishing East Java CorpU to achieve the Governor's vision and mission.
ii. The Vice Governor of East Java: The Vice Governor's insights will provide a practical perspective on the influential role of CorpU in advancing the Governor's vision and mission.
iii. The Deputy of LAN RI (National Administrative Institute of the Republic of Indonesia): This official acts as the Supervisory Board and policy maker, bringing valuable oversight and policy insights.
iv. The Head of BPSDM Special Capital District of Jakarta: This representative from an institution with prior CorpU implementation experience offers valuable insights. They will also serve as a partner from BPSDM East Java.
v. The Head of the Regional Civil Service Agency of East Java Province: This party plays a central role in executing talent management within East Java. Their input is crucial to the study's objectives.

By eliciting the perspectives of these key stakeholders, this research aims to contribute to a comprehensive understanding of how CorpU and talent management initiatives align with and support the government's broader objectives in East Java Province.

**Data Collection**

Primary data are acquired from primary sources, encompassing interviews and direct observations. Conversely, secondary data originate from secondary sources, which include documents and other artefacts. Regarding secondary data sources, researchers will undertake a comprehensive review of charts and documents pertinent to the research topic. The data collection procedure, employing phenomenological methods (as depicted in Figure 1), may align with Creswell's recommended approach known as “A Data Collection Circle” (Creswell, 2013).
Information Analysis

The steps in this study use the method proposed by Moustakas (1994: 119-153), which will later produce a model when East Java CorpU can become a talent management instrument that supports the vision of the Governor of East Java. For this reason, the steps in data analysis will be carried out as follows:

i. List expressions of the informant's answer or response by bracketing to allow them to appear as they are. Every expression of the informant's experience is treated equally (horizontalization).

ii. The reduction and elimination of these expressions is the essence of the participant's experience and whether the expressions can be grouped to be labelled and themed. Vague, repetitive, and overlapping expressions are reduced and eliminated. Then, meaningful expressions are labelled and themes.

iii. Create clusters and write themes against expressions that are consistent, unchanging, and show similarity. The clustering and labelling of these expressions is a core theme of the informant's life experience.

iv. Validate expressions, labelling expressions and themes by (1) whether they are explicit on interview transcripts or participant diaries; (2) If the expressions are not explicit, whether they work together without conflict or compatible. The expressions are discarded if they are incompatible and explicit with the informant's life experience.

v. Create an Individual Textural Description (ITD). ITD is made by presenting validated expressions according to their themes equipped with verbatim quotes from interviews and participant diaries.

Findings and Discussions

Findings

The conversion of the East Java Provincial Training Agency into CorpU signifies an innovation in response to evolving developments in the field of SCA human resource management in keeping with contemporary trends. This transition has significant implications for the implementation framework of SCA competency development, both prior to and following the establishment of CorpU. Prior to the inception of CorpU, several challenges were encountered in the domain of SCA competency development: (1) Absence of Needs-Based Policies: Personnel development policies were not formulated based on comprehensive analyses of education and training needs. (2) Lack of Alignment with Development Planning: SCA competency development did not align with development planning at both the national and regional levels. (3) Organizational Disconnect: The lack of a coherent connection between national or regional development planning led to incongruities between personnel development programmes and the prepared strategic plans. (4) Narrow Definition of Competency Development: Competency development was narrowly confined to classical education and training approaches. (5) Separation from Career Path Policy: Competency development was frequently conducted independently of the broader SCA career progression policy. (6) Fragmented Implementation: SCA competency development was often isolated, lacking integration and a comprehensive approach. The establishment of East Java CorpU represents a proactive step in addressing these challenges and bringing SCA competency development in line with contemporary requirements and strategic goals.

Efforts to cultivate highly skilled SCA and transition towards Smart SCA necessitate a paradigm shift from conventional training and development approaches to a more contemporary perspective, learning and development. This shift in paradigm holds profound importance as it steers us away from a narrow conception of SCA competency development.

Traditional training primarily entails content-based learning, overseen by instructors, intending to effect desired behavioural changes (Sloman, 2006). In contrast, learning is a multifaceted process that encompasses the enhancement of knowledge, the acquisition of skills, and the cultivation of attitudes and beliefs. These elements collectively empower individuals to make informed decisions.
The transformation of BPSDM East Java into East Java CorpU, established in 2020, represents a concerted effort to address longstanding issues associated with SCA competency development. CorpU adopts a novel approach to SCA development by integrating it with talent management, aiming to foster a well-defined SCA career development trajectory. This endeavour also aligns with the aspiration of achieving a highly skilled and professional bureaucracy.

In its journey, East Java CorpU has adopted the 70:20:10 learning methodology. Under this approach, SCA members receive education through conventional classical methods and a comprehensive framework comprising 70% experimental learning, 20% informal learning, and 10% formal learning. This methodology is envisioned to nurture highly proficient SCA professionals well-equipped to fulfill their roles and responsibilities effectively.

Talent management assumes a critical role within a competitive organizational landscape, as organizational success often hinges on the organization's capacity to attract, cultivate, and retain individuals possessing exceptional skills. Such individuals are instrumental in tackling challenges and making substantial contributions towards realizing organizational objectives. In East Java, talent management initiatives persistently feature as a crucial component of efforts to shape career trajectories for SCA.

Moreover, talent management confers numerous benefits, fostering the creation of a professional organizational culture and expediting the attainment of organizational goals. Within the framework of talent management implementation in East Java Province, BPSDM East Java, serving as a CorpU charged with SCA competency development, collaboratively aligns its efforts with BKD, the entity responsible for executing talent management policies. As articulated by the Head of BKD East Java Province in a recent interview:

“We remain dedicated to pioneering innovations in developing SCA career paths in East Java. Our approach encompasses various strategies that are deemed effective and conducive to supporting the overarching vision and mission of East Java. We have introduced talent management as an integral facet of SCA career trajectories, particularly concerning the placement of individuals in specific roles.”

Implementing talent management in East Java necessitates a collaborative and coordinated effort involving multiple stakeholders and institutions. This collaborative approach involves entities such as BPSDM East Java, BKD, and various organizational bureaus working in tandem. Indah Wahyuni, in her capacity as the Head of BKD, underscores the collaborative nature of talent management initiatives, stating:

“In pursuing talent management, we do not operate in isolation. Collaboration with other agencies, including BPSDM East Java and the Organizational Bureau, is integral to our approach. We also seek input from the Governor to ensure that our policies are precisely aligned with the organizational vision and mission, hitting the mark accurately.”

Government organizations, often characterized by their rigidity and political considerations in structural placements, can significantly benefit from the effective implementation of talent management. This represents an innovative and commendable breakthrough in appointing key government positions. Talent management plays a pivotal role in enabling organizations to harness the full potential of their employees, enhance performance, retain valuable talent, and foster a productive and innovative work environment. These elements collectively contribute to the organization's sustained success and continued growth. Notably, the State Administration Institute (LAN) actively encourages talent management implementation as an integral facet of State Civil Apparatus (SCA) career development pathways. In an interview with the Deputy LAN RI, he stated:

“Yes, we wholeheartedly endorse the widespread adoption of talent management practices across all regions. Take East Java, for instance, where the Corporate University (CorpU) has made significant strides in expediting talent management initiatives. This is paramount, as the impact extends beyond SCA career development, encompassing the broader objective of cultivating a professional and world-class bureaucracy, a shared aspiration we all hold dear.”

Talent management is pivotal in addressing the dynamic shifts within an ever more intricate bureaucratic landscape. By prioritizing identifying, cultivating, and retaining invaluable talent, organizations can enhance their competitiveness, foster innovation, and pave the way for sustained long-term growth.

A Discussion on the Implementation of East Java CorpU in Addressing Challenges and Seizing Opportunities in Talent Management as a Pathway to Enhance SCA Competency

The implementation of East Java CorpU commenced only towards the end of 2020, implying that the establishment of East Java CorpU as a platform for enhancing State Civil Apparatus (SCA) competencies has existed for a relatively brief period of three years. Presently, the conditions are not flawless, but significant efforts are underway to make refinements and improvements to perfect the CorpU model. Through domain analysis followed by data taxonomy analysis, three key components have been identified as...
prerequisites for the inception of East Java CorpU. This precondition analysis of East Java CorpU is imperative to assess the readiness of East Java CorpU in bolstering SCA talent management within East Java.

The conceptualization of East Java CorpU has been driven by the need to address a multitude of issues that have emerged in the domain of SCA competency development. The principal challenges in competency development are delineated in Figure 2 below:

![Figure 2: Precondition Taxonomy Analysis; Source: Processed Data](image)

Based on the identification of CorpU's preconditions, the following insights can be elucidated:

i. **Constrained Government Budget for SCA Competency Development:** As of June 2023, the East Java province houses approximately 80,000 SCAs. However, in accordance with prevailing regulations, local governments are mandated to allocate a mere 0.16% of the budget for competency development. This allocation appears markedly inadequate when contrasted with the SCA population. PerLAN 18 of 2018 stipulated that each SCA should ideally have access to 20 JP (Job Performance) points for competency development annually.

ii. **Necessity for Adaptation in Learning Methods:** The age of digitalization has ushered in transformative shifts in learning methodologies. Consequently, the imperative to embrace technology-driven learning methods has become apparent. Traditional classroom-based learning (classical) is gradually losing relevance amid rapidly evolving challenges. Incorporating technology in learning and promoting blended learning stand as viable approaches that can be facilitated through the establishment of CorpU.

iii. **Demand for the Development of Relevant SCA Competencies:** The scope of SCA development has expanded beyond managerial aspects to encompass a multitude of technical domains. This transformation reflects the evolving landscape where SCAs increasingly need technical skills and expertise to address the burgeoning challenges.

iv. **SCA Career Development:** The practice of placing SCAs in positions solely based on seniority considerations must be abandoned in favour of a more progressive approach. Establishing precise career planning for SCAs that aligns with predefined career maps is imperative, directing placements based on their skills and abilities.

v. **These preconditions underscore the multifaceted challenges and opportunities East Java CorpU seeks to address to enhance SCA competency development.**

An interview was conducted with Moh. Taufik, DEA, the Deputy of LAN RI, underscored the significance of CorpU as a viable solution for enhancing SCA competency development at the local government level. In his remarks, he stated:

"I believe that CorpU offers a compelling response to several challenges related to SCA competency development in Indonesia. These challenges include budgetary constraints, the lack of alignment in SCA development approaches, and a lack of awareness among regional leaders regarding the importance of human resource development."

This perspective underscores the potential of CorpU to address critical issues and drive progress in SCA competency development within the country.

Based on the findings describing the challenges encountered in the field, several implications led to the establishment of East Java CorpU. In line with the Memorandum of Understanding on SCA Competency Development through CorpU, which was virtually signed between East Java Governor Kofifah Indar Parawangsa, Minister of PANRB Tjahyo Kumolo, and LAN Head Adi Suryanto on December 29, 2020, the formation of East Java CorpU became a pivotal step in addressing the issues related to SCA competency development and expediting talent management implementation within the East Java Provincial Government.

The inception of East Java CorpU was initiated by BPSDM East Java Province in 2020, specifically on December 29, 2020. During this event, an agreement for CorpU formation was officially signed between the Ministry of State Apparatus Empowerment and Bureaucratic Reform, the State Administration Agency, and the East Java Provincial Government. Subsequently, following the
signing of this agreement, the East Java Provincial Government enacted Governor Regulation Number 59 of 2021, which pertains to the Integrated Learning Systems (CorpU) in SCA Competency Development. This regulation was implemented to cultivate comprehensive and sustainable SCA competence within the East Java Provincial Government. Furthermore, this CorpU regulation serves as a response to the amendments made in Government Regulation 11 of 2017 to Government Regulation 17 of 2020 concerning SCA Management, where it is stipulated that every SCA has equal rights to develop its competencies.

Implementing East Java CorpU, executed by BPSDM East Java to support talent management, has yielded significant implications for advancing SCA competency development and career progression within the East Java Provincial Government. These implications are discernible in the transcripts of research interviews with informants. Through these interviews, domain structures have emerged, revealing universal semantic relationships articulated by the informants (Spradley, 2007: 157). These domains serve as a foundation for proposing hypotheses that lead to discoveries in taxonomic analysis. The domains employed in this study will be streamlined in alignment with the research problem formulation.

During the taxonomic stage, researchers aim to comprehend the domains that have been refined according to the research problem, ensuring a focused approach without excessive expansion. Additionally, analysis is directed towards specific domains that can effectively represent the phenomena or research issues. In an interview with East Java Governor Mrs Khofifah Indar Parawansa, she expressed that the enactment of Governor Regulation 59 of 2021 bolsters BPSDM East Java Province's capacity to fulfill its responsibilities as a facilitator of ongoing SCA competency development. Here is an excerpt from the interview:

“I anticipate that CorpU will reinforce BPSDM’s role in conducting continuous competency development, benefiting both SCA within the East Java Provincial Government and those in the Regency/City Governments of East Java Province.”

As per Allen (2010), the critical emphasis in defining CorpU lies in the term “strategic,” and of equal importance is the concept of a mission. Corporate universities, by and large, are established with the primary purpose of aiding organizations in achieving their organizational goals and missions. The greater the extent they can contribute at this level, the more valuable they become. Nonetheless, determinations regarding the functions of the CorpU will predominantly hinge on the organization's strategy, and by conducting advanced analyses, the organization can ensure that its corporate university makes a strategic-level contribution.

In light of this concept, a conceptual understanding emerges that East Java CorpU was established to realize the vision and mission of the Governor and Deputy of East Java. The statement made by the Governor of East Java aligns with Gonzales (2017), who asserts that CorpU aligns the strategic functions of the organization with the integration of human resource management, focusing on learning opportunities, well-defined career pathways, reward systems, and effective knowledge management. Furthermore, the Deputy Governor of East Java expounds that CorpU functions as a campus or school for employees, where their life extends beyond work to incorporate learning into their professional duties. Here is an excerpt from the interview:

“East Java CorpU serves as a campus for SCAs, where an employee's life encompasses work and the integration of learning into their professional responsibilities. The aspiration is that the knowledge acquired through learning can be applied in their work, transforming it into practical expertise and enabling them to become agents of change.”

Based on the findings of this study, a significant correlation emerged, highlighting the necessity of organizations having a CorpU, serving as a rapid and efficient means to develop and train employees while simultaneously establishing dedicated learning facilities akin to a ‘university' tailored to organizational requirements. CorpU is a mandated and expected solution capable of addressing the demands of realizing an agile government capable of swift adaptation.

In its implementation, East Java CorpU adopts a Learning Value Chain, delineating four structured learning processes (as depicted in Figure 3). The initial stage, Learning Needs Diagnosis, involves BPSDM East Java Province, the organizing body, analyzing competency development requirements encompassing all regional entities within the East Java Provincial Government. This needs analysis targets all SCAs without exception, aligning with the competency standards associated with their respective positions. Based on the findings from this analysis of competency development needs, East Java CorpU formulates a competency development design that aligns with the regional apparatus's specific requirements.
Learning design and development represent a crucial phase in which BPSDM undertakes activities related to curriculum design and preparation for the regional apparatus. This process involves tailoring the curriculum and competency development design to meet the institution's specific needs, thereby facilitating the attainment of regional apparatus program objectives. The preparation of competency development designs and curricula plays a pivotal role in determining the learning method applied in competency development, whether it follows a classical approach in its entirety or adopts a blended learning strategy.

The Learning Delivery Deployment phase is where competency development activities are executed for the regional apparatus. These activities align with the previously prepared competency development design and curriculum.

In the Learning Impact Measurement stage, the impact of competency development on the performance productivity of SCAs within the regional apparatus is measured. East Java CorpU implements two primary competency development patterns: classical patterns and non-classical patterns. Classical-based training, such as Latsar, PKP, PKA, and PKN II, is employed in managerial training. Conversely, developing non-classical pattern competencies is executed in line with the analysis of competency development needs and curriculum design tailored to each regional apparatus.

The selection of competency development patterns in regional entities is contingent on the level of tasks and functions within the regional apparatus. Consequently, most regional apparatuses adhere to a 70:20:10 learning design, where 70% of the competency development process encompasses experiential learning, 20% centres on social learning/informal learning, and the remaining 10% is dedicated to classroom/structured learning.

East Java CorpU underscores its commitment to learning through the 70:20:10 Model (as illustrated in Figure 4). Organizations widely adopt this model to enhance the effectiveness of training programs and human resource development. In contrast to traditional training programs that primarily focus on imparting knowledge, the 70:20:10 model adopts a behaviour change-oriented approach that directly influences employee performance.
In alignment with East Java CorpU, the Head of BPSDM C Province, who also serves as the Chief Learning Officer (CLO) for CorpU in Special Capital District Of Jakarta, expresses a similar perspective. According to information from interviews with these informants, the significance of the 70:20:10 learning approach has become increasingly apparent in the post-pandemic era. The adaptability inherent in these learning patterns yields beneficial outcomes. Not only do competencies, knowledge, and insights expand, but the tasks and functions SCAs perform also result in enhanced performance output. The following excerpt exemplifies the sentiment expressed by an informant:

“Utilizing the 70:20:10 method in our learning approach offers significant flexibility to SCAs. This flexibility extends beyond merely augmenting their knowledge, insights, and competencies. Our assessments reveal that it leads to improved performance outcomes for SCA personnel and contributes to the achievement of organizational performance targets.”

The 70:20:10 methodology, devised by Michael Lombardo and Robert Eichinger, is a training and development model for senior managers and leaders. It encompasses three distinct approaches, with approximately 70% of the learning process occurring through challenging assignments and direct field experience. SCA were tasked with leading a high-impact project that requires them to apply their leadership and problem-solving skills in a real-world context. Through this experience, they learn and grow as leaders. Another 20% is facilitated by social learning, involving interactions and feedback mechanisms such as coaching, mentoring, and counselling. In BPSDM and BKD, experienced senior civil servants provide guidance and advice to junior colleagues. SCA's can learn valuable skills and gain insights from these interactions. The remaining 10% comprises formal training, typically conducted in a classroom setting. For example, SCA attend a leadership development workshop to acquire theoretical knowledge and best practices in leadership. This model serves as a prescriptive strategy for nurturing future leaders in HR development (Cross, 2011). Its foundation is constructed based on how learners internalize and apply acquired knowledge.

Within the 10% allocated to formal learning (Formal Learning), participants engage in classroom-style training, which may take the form of seminars, workshops, or lectures. With advancements in information and communication technology, formal learning can also be conducted online. Despite its relatively modest share, formal learning significantly contributes to overall learning success. It furnishes a theoretical framework and grounding in the subject matter or competencies to be developed. Generally, formal learning precedes other learning activities, serving as a scaffold for subsequent learning endeavours.

In the 20% dedicated to Social Learning, the emphasis lies on acquiring knowledge from others. This form of learning is fostered by establishing a community of practitioners or joining an existing community. Participation in a learning-conducive environment imbues learners with distinct perspectives, habits, thought processes, and behaviours aligned with the learning theme. Social Learning also encompasses counselling, mentoring, and coaching (CMC). Social interactions within the context of CMC are instrumental in troubleshooting work-related challenges.

Furthermore, the integrated 70:20:10 learning model is important to experiential learning, which entails practical engagement and hands-on experience in performing job roles. Experiential learning is facilitated through the assignment of job tasks or challenging projects. Participants are entrusted with new responsibilities, often derived from actual company-related issues. Senior leaders may provide guidance during these tasks but should refrain from overly prescriptive directions. Their role is primarily that of a facilitator, encouraging participants to contemplate problem-solving using logical, evidence-based, and rational approaches. Participants are free to choose their course of action. As such, the 70:20:10 model in HR training and development assumes a pivotal role for companies, with competency enhancement and behaviour modification as its principal objectives.

Conclusions

Based on the research, it is evident that the implementation of CorpU in East Java, in the form of East Java CorpU, is well-established and has significant ramifications for talent management in East Java Province. An effective and efficient strategy adopted in the direction of East Java CorpU to bolster talent management is the application of the 70:20:10 competency development framework. The rationale behind this choice lies in its ability to provide flexibility for the extensive scope of SCA competency development in East Java Province, involving a substantial workforce of approximately 80,000 SCAs. Moreover, the 70:20:10 competency development method proves instrumental in addressing the intricacies associated with SCA competency development across various organizational tiers.

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References


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