

Analysis of Corporate University Programs and Their Relevance to E-Government Implementation in Indonesia

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ABSTRAK

Era digitalisasi dewasa ini menuntut transformasi sistem di segala sektor kehidupan, termasuk sektor pemerintahan dan birokrasi. Kompetensi sumber daya aparatur menjadi hal yang mutlak untuk dikembangkan dengan harapan nantinya dapat berekspansi di lingkungan pemerintahan digital (*e-government*). Mekanisme pembelajaran dan pengembangan kompetensi pendidikan dan pelatihan semakin dinamis sejalan dengan perubahan manajemen kompetensi Aparatur Sipil Negara (ASN) yang termuat dalam Undang-Undang Nomor 5 Tahun 2014 tentang ASN. Hal ini ditandai dengan kemunculan konsep *Corporate University* pada unit penyelenggara pendidikan dan pelatihan. Penelitian ini bertujuan untuk memahami relevansi program *Corporate University* sebagai upaya pengembangan Kompetensi ASN guna menghadapi tantangan *e-government* di Indonesia. Penelitian dilakukan dengan metode deskriptif dan pendekatan kualitatif dengan data yang bersumber dari studi literatur (*literature review*). Pengumpulan data dilakukan melalui metode dokumentasi. Analisis terhadap permasalahan menggunakan teknik analisis data Miles & Huberman yang terdiri atas reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa program *Corporate University* relevan dengan implementasi *e-government* dalam hal pengembangan kapasitas ASN melalui pembelajaran dan pelatihan yang integratif dan berbasis *e-learning* pada instansi pemerintahan. *Corporate University* dapat menjadi alternatif solusi atas kebutuhan ASN melek digitalisasi untuk dapat mengoperasikan sistem pelayanan digital terintegrasi, terutama dalam lingkup pemerintah daerah sebagai satuan pemerintahan terdekat dengan masyarakat.

Kata kunci: *Corporate University*; ASN; *e-government*; manajemen SDM

ABSTRACT

Today's digitalization era demands system transformation in all sectors of life, including the government and bureaucratic sectors. State officials' competence needs to be improved in order to adjust to the digital government environment (e-government). Education and training are essential for coping with the dynamic environment and enhancing the competency management of Civil Servants (ASN), as mandated by Law Number 5 of 2014 concerning ASN. This necessity has led to the emergence of the Corporate University concept in education and training units. This research aims to assess the relevance of the Corporate University program in developing ASN competencies to meet the challenges of e-government in Indonesia. The research employs descriptive methods and qualitative approaches, with data sourced from literature reviews. Data collection is conducted through documentation methods, and problem analysis utilizes Miles & Huberman's data analysis techniques, which include data reduction, data presentation, and conclusion drawing. The findings indicate that the Corporate University program is pertinent to

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the implementation of e-government, particularly in capacity building for civil servants through integrative learning and e-learning-based training in government agencies. Corporate University can be an effective solution to the need for digitally literate civil servants capable of operating an integrated digital service system, especially within local government, which is the closest government unit to the community.

Keywords: Corporate University; ASN; e-government; Human Resource Management

Introduction

Digitalization in the global context is marked by rapid technological advancements, creating greater reliance of the society on sophisticated technology to perform tasks more effectively and efficiently. Digital technology enhances innovation, creativity, and collaboration, making it easier to access information, communicate, and share knowledge. It also benefits the environment, health, education, social structures, culture, and government.

Digitalization requires changes in many aspects of national and state life (Baczyńska *et al.*, 2024). Indonesia is shifting towards a more democratic, transparent, and law-based government. While these changes offer opportunities, they also bring challenges and uncertainties. The government must effectively communicate and collaborate with state institutions, local governments, and the broader community, responding quickly to people's needs and providing clear information to the international community to avoid misunderstandings.

The rapid development of information technology brings new opportunities and challenges in the economy, trade, politics, humanity, and the environment during the VUCA era (Volatility, Uncertainty, Complexity, and Ambiguity) (Baczyńska *et al.*, 2024; Jantapoon & Saenchaiyathon, 2023). Adapting to the global trends require effective information by the government, otherwise development in Indonesia would be difficult to realize (Presidential Instruction No. 3 of 2003).

To address this demand, the government issued an e-government policy through Presidential Instruction Number 3 of 2003 which outlines national strategies for developing Indonesian e-government to improve public services using electronic technology. E-government seeks to reorganize management systems and work processes by optimally utilizing information technology. The success of this program hinges on the State Civil Officials as the users. According to Law Number 5 of 2014, ASN includes both civil servants and government employees with work agreements. Civil servants' strong competence to deliver good service and government ensures the e-government program to function as intended.

Adequate ASN competence is the determinant of the human resources quality within the government, as mandated by Law Number 5 of 2014 concerning ASN. The development of this competence is vital for achieving effective and efficient e-government implementation.

ASN Law has determined several objectives, including improving ASN management and implementing competency development (Khairani et al., 2023). The application of ASN management, particularly the competency development dimension, must be based on a merit system approach and talent management, encompassing employee acquisition, retention, and placement (Febrianto, 2020; Dwiputrianti *et al.*, 2023). In the era of digitalization, civil servants are challenged with competition, disruption, and the need for continuous adjustment and learning. However, opportunities are also available related to convenience, efficiency, transparency, and innovation in government administration and public services, which enhance the nation's competitiveness and welfare. ASNs need to adapt to and optimally utilize digital technology, thereby increasing their capacity and performance in realizing e-government. The benefits of enhancing civil servant competencies in the digital era include increased professionalism, integrity, and loyalty to the state and government; improved quality, effectiveness, and efficiency of public services; enhanced motivation, satisfaction, and welfare among civil servants; and greater accountability in achieving national development goals and objectives.

One intriguing model for *ASN's competency development* is the Corporate University (Corporate University). This research draws on several previous studies related to the implementation of Corporate University in Indonesia. A research by Porman Lumban Gaol and Budi Fernando Tumanggor (2023) titled "The Effectiveness of the Implementation of the ASN Corporate University Concept Integrated with the Knowledge Management System in the Development of Human Resources," aims to analyze the effectiveness of integrating the ASN Corporate University concept with a Knowledge Management System in developing human resources (HR).

Another relevant research by Muhammad Arif Rahman et al. (2023) titled "Design and Development of MOOCs to Develop Civil Servants' Competence for the Banten Provincial Government Toward Banten Corporate University," focuses on the learning process before and after the development of MOOCs. The research aims to develop an independent training and learning information system as part of the Banten Ceria LMS, featuring Massive Open Online Courses (MOOCs). These MOOCs, based on the principles of independent and self-directed learning, support the Corporate University program in Banten Province. The results indicate that MOOCs effectively enhance the competence of civil servants in Banten Province, with significant improvements in knowledge and competence observed after their implementation. Yuriy Bilan, Halyna Mishchuk, and Natalia Samoliuk (2023) conducted a research titled "Digital Skills of Civil Servants: Assessing Readiness for Successful Interaction in e-society," assessed civil servants' digital skills in a survey. The findings suggest that the digital skills of civil servants in Ukraine are

not well-developed, averaging 6 points on an 8-point scale. The most notable deficiency is in the area of digital content creation competence.

Based on the results of prior research, several research problems were raised in this present research as follows.

- 1) How is the implementation of the concept of Corporate University in Indonesia?
- 2) How relevant is the application of the Corporate University concept to efforts to develop the competence of civil servants in the era of digitalization in Indonesia?
- 3) How are efforts to optimize the application of the Corporate University concept in the *ASN's competency development* programme in the e-government mechanism in Indonesia?

This research aims to analyze the application of Corporate University models to civil servants in Indonesia. The Corporate University approach is expected to address complex bureaucratic issues, with solutions driven by the government officials. By enhancing these competencies, each cadre becomes technologically literate and proficient in digital skills, particularly in the government service subsector. Civil servants (*ASN*) will be capable of operating various digital service programs as part of e-government initiatives and efforts to streamline services.

The introduction includes (in sequence) general background, state of the art as the basis for the article's scientific novelty, the scientific novelty statement, and the research problem or hypothesis. Ultimately, the introduction should state the purpose of the article review. Literature reviews are not permitted in the scientific article format and are instead replaced by the state of the art section to demonstrate the article's novelty.

Research Method

The implementation of research requires rational, empirical, and systematic scientific methods to explore data, set goals, and determine uses, collectively known as research methods (Sugiyono, 2022:2). This research employed a qualitative approach with a descriptive method. The qualitative perspective was grounded in postpositivism philosophy, viewing social reality as a holistic, dynamic, complex, meaningful, and interactive whole (Reciprocal) (Sugiyono, 2022:8). It focused on the context, meaning, and experiences of the research subjects (Arikunto, 2018), allowing researchers to delve into the complexity and nuances of the phenomenon under research, aligning with descriptive and interpretive methods (Moleong, 2015).

This research centered on the orientation and interpretation of the Corporate University program as applied to civil servants, aimed at enhancing their competencies to implement bureaucratic reforms in the era of e-government. The descriptive method outlined the properties or characteristics of a specific phenomenon without making significant inferential steps. In this research, the descriptive method was performed in the forms of literature reviews and simple statistical data analysis to summarize information related to the history of the Corporate University program's implementation in Indonesia.

Qualitative research provides a profound understanding of the Corporate University phenomenon in Indonesia, while the descriptive method effectively delineates its key characteristics. This clarity and detail elucidate how this program can drive the competence of government cadres to deliver excellent service to the community during the digitalization era (Khoiriyah & Tamimi, 2022). The combination of these two approaches allowed researchers to gain a comprehensive understanding of Civil Servants (ASN) as a research subject, exploring meanings, complexities, and patterns in the realization of Corporate University. This exploration clarified the direction for developing competencies among government personnel, a responsibility overseen by the State Civil Service Agency.

According to Sugiyono (2022), research objectives encompass discovery, validation, and development. This research aims to uncover the potential of Corporate University implementations in enhancing officials' competencies, validate the outcomes of these implementations for civil servants, and propose recommendations for optimizing the development of government cadre competencies.

The focus of this research is on Civil Servants (ASN) who fulfill governmental roles in Indonesia, representing a strategic asset in state administration processes. In the era of technological disruption, ASN must possess advanced competencies in operating digital systems and applications to support service delivery aligned with Society 5.0 (Nasution *et al.*, 2019). The government aims to cultivate Smart ASN through various competency development initiatives, including the Corporate University concept for ASN managed by the State Civil Service Agency (BKN).

Data of this research were collected through documentation, where researchers gathered information primarily through literature review. The focus was on interpreting scientific articles to explore the relevance of Corporate University programs in enhancing the competence of civil servants during the e-government era. The literature review involved several stages: identifying pertinent articles, analyzing various perspectives, theories, methodologies, and existing findings related to Corporate University, Human Resource Management, and e-government. Key insights

from each research were synthesized into a cohesive research summary, which serves to support arguments, develop theoretical frameworks, identify further research needs, and establish a solid foundation for the research.

Data analysis was performed based on the method outlined by Miles and Huberman (2014) through data reduction, data display, and conclusion drawing. Data reduction involved summarizing and extracting key elements from the collected literature, facilitating subsequent analysis. Data were then presented through various formats such as brief explanations, graphs, and narrative text to illustrate findings effectively. Finally, conclusions were drawn by providing detailed descriptions and interpretations of the analyzed data (Miles & Huberman, 2014).

Results and Discussion

1. The Implementation of Corporate University Concepts as a Method of Competency Development of Civil Servants in Indonesia

Corporate University is an educational and training model rooted in the core activities of an organization, emphasizing a human capital approach that views employees as long-term investments (Dwiputrianti et al., 2023; Fauziah & Prasetyo, 2019; Gaol & Tumanggor, 2023; Rahman et al., 2023; Zhykharieva et al., 2021). This approach entails aligning with the organization's vision and mission, focusing on customer needs, collaborating with strategic partners, innovating in curriculum and learning methodologies, and leveraging information and communication technology optimally. Unlike conventional Civil Servant (ASN) education and training models, which are typically formal, rigid, and detached from operational activities, Corporate University—often referred to simply as Corporate University—is a competency development system that analyzes training needs to achieve organizational or institutional objectives. It transcends being a mere training institution or university by prioritizing the enhancement of specific competencies crucial for meeting organizational demands, aiming ultimately to elevate organizational performance and sustainability into the future.

Government Regulation Number 17 of 2020, amending Government Regulation Number 11 of 2017 on Civil Servant Management, underscores Corporate University as a comprehensive strategy for competency development (Sudewo, 2022). In the face of the disruptive era characterized by rapid and radical changes in business and societal landscapes, Corporate University emerges as a solution to enhance the competencies of civil servants. This includes fostering adaptive, flexible, creative, and innovative skills necessary to navigate emerging challenges and opportunities (Arifin & Narmaditya, 2024).

Corporate University is tailored to the specific needs and characteristics of civil servants, integrating theoretical knowledge with practical application within the organizational context. Moreover, it serves to boost motivation, loyalty, and engagement among civil servants while fostering a culture of continuous learning (Fauziah & Prasetyo, 2019).

Corporate University is an organizational learning model uniquely designed to align with an organization's strategic objectives through activities that promote both individual and organizational learning and knowledge management. Diverging from traditional educational and training institutions, Corporate University focuses intensely on meeting specific organizational needs, offering greater flexibility in learning methods and media, integrating closely with knowledge management systems, and prioritizing measurable learning outcomes and impacts.

In Indonesia, the term "Corporate University" first emerged in 2012 with the establishment of Telkom Corporate University, followed by Pertamina Learning Center (PLC), which later transformed into a Corporate University. PT PLN also adopted this concept to enhance employee competencies, reflecting a shared background among these companies in addressing training delivery challenges, defining training objectives aligned with company goals, strategizing training methods to achieve these objectives, and enriching employees' soft skills development.

Research by Gaol and Tumanggor (2023) illustrates the formation of Corporate University, underscoring its strategic importance in bridging competency gaps among civil servants during the era of digitalization. By adapting learning approaches to contemporary demands and technological advancements, Corporate University plays a pivotal role in enhancing the capacity and performance of civil servants towards the realization of effective e-government initiatives (Ananta et al., 2021; Khoiriyah & Tamimi, 2022).

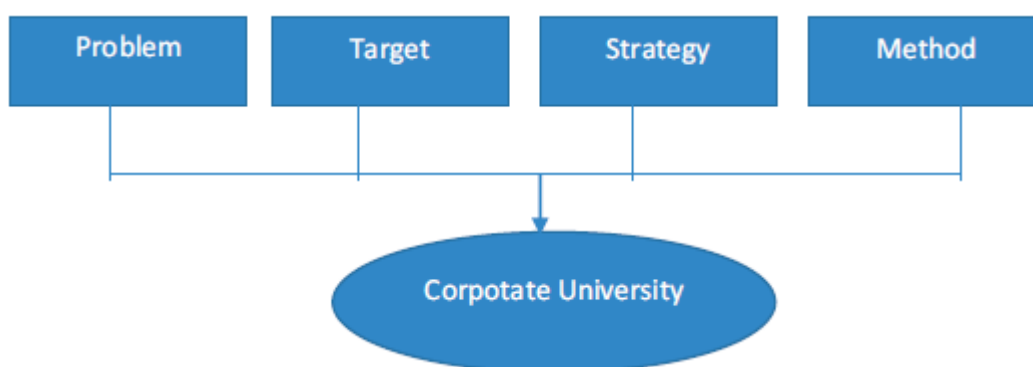


Figure 1. The Concept *Corporate University* (Gaol & Tumanggor, 2023)

Source: (Gaol & Tumanggor, 2023)

Corporate University plays a crucial role in the competency development of Civil Servants (ASN), emphasizing the enhancement of not only managerial skills but also technical and

sociocultural competencies. This training framework leverages expertise from diverse educational resources such as Widya Iswara, practitioners, academics, and relevant officials to deliver comprehensive, targeted, and high-quality training materials. The focus extends particularly to specialized technical training areas, aiming to provide structured and effective learning experiences tailored to meet specific organizational needs and challenges.

Establishing Corporate Universities across all ministries or agencies requires significant effort and a substantial amount of time. However, this initiative can commence by enhancing knowledge management within education and training programs, aligning them with the principles of Corporate Universities as advocated by educational and training bodies within each ministry or institution (Hidayati & Rachman, 2023). Introducing the Corporate University concept should not be merely a response to trends but should instead be driven by efforts to address human resource challenges effectively through efficient knowledge management practices (Nguyen & Fan, 2022). In the era of disruption, there is a critical need for a learning approach that embraces smart learning methodologies. This approach facilitates the effective formation, distribution, and dissemination of knowledge, ensuring that learning outcomes are achieved efficiently amid rapid technological advancements and societal changes.

Referring to Rahman *et al.*, (2023), the Massive Open Online Course (MOOC) named SIDIK JARI (Training and Self-Learning Information System) integrated into the Management System Banten Ceria by the Human Resources Development Agency (BPSDMD) of Banten Province represents a significant initiative. MOOCs are free online courses offered by institutions or schools, originally pioneered by Stanford University with courses like "Introduction to Artificial Intelligence" by Sebastian Thrun and Peter Norvig, which were made accessible to everyone online. Subsequently, platforms such as Udacity, Coursera, and edX emerged to offer diverse training opportunities (Rahman *et al.*, 2023; Lee *et al.*, 2016; Pokrzycka, 2024).

An example of a government-managed MOOC is the Pre-Employment Card program under the Ministry of Manpower. As described by Rahman *et al.* (2023), SIDIK JARI is tailored for ASN in Banten Province, serving as an independent learning platform. The implementation involves several stages, including:

- 1) Orientation Stage

At the orientation stage, analyze needs by conducting an interview with the head of BPSDMD Banten Province. Currently, their Learning Management System (LMS), Banten Ceria does not have the MOOC (Massive Open Online Course) feature and is only utilized for providing blended learning methods. This means that state civil servants in Banten Province can register for scheduled training provided by BPSDMD Banten

Province. However, this makes it difficult to find training that is openly and freely accessible to all ASNs. Due to capacity limitations, not all civil servants can receive training at BPSDMD Banten Province. Only a small percentage are invited based on an annual quota.

2) Design Phase

At this stage, researchers collaborate with the IT Team to develop layout designs, flow diagrams, storyboards, content, and assessments (evaluations) after collecting needs analysis data from interviews. They created MOOC products for the Banten Ceria Learning Management System, called SIDIK JARI (Training and Self-Learning Information System).

3) Development Stage

Most activities in the development stage focus on improving the MOOC system within the Banten Ceria Learning Management System and testing it with several employees at BPSDMD Banten Province.

4) Distribution Stage

At this stage, MOOC products are promoted across all existing Regional Device Organizations. Based on researcher interviews with the Head of BPSDMD Banten Province and several civil servants in the local government of Banten Province, it was stated that this MOOC application has proven to facilitate the learning process and enhance their competencies as civil servants (Thiagarajan in Rahman et al., 2023).

Product Testing was performed by distributing questionnaires to ASN as respondents. The results of the questionnaire are shown in Table 1.

Table 1. ASN Questionnaire Score Data after MOOC Product Testing

Data Description	Score
Average	39,2
Standard Deviation	3,28
Variance	10,21
Highest Score	46
Lowest Score	34
Ideal Maximum Score	48
Ideal Minimum Score	12
Total Respondents	30

Source: (Rahman et al., 2023)

Based on Table 1 above, the average questionnaire score is 39.2 out of a maximum score of 48. A standard deviation of 3.28 means that the typical respondent gives a value that is not significantly different from the average. This indicates that the average respondent has a positive

attitude towards the use of MOOCs. Based on calculations made by Rahman et al., the practicality level of MOOC of 79.83% is included in the good category. This shows that MOOCs facilitate users in the competency development process (Rahman *et al.*, 2023).

E-government is the use of information and communication technology by the government to provide information and services to the public, the business world, and other parties interested in the government. E-government Can be done through various channels, such as websites, portals, applications, social media, and call centers. E-government can cover various aspects, such as e-administration, e-service, e-democracy, and e-participation. E-government Can be applied at various levels of government, such as central, provincial, regency/city, and village (Dunleavy et al., 2006).

Indonesia has significantly advanced its e-government development in recent years, with substantial improvements in performance and rankings according to the E-government Development Index (EGDI) monitored by the United Nations (UN) (Yogar *et al.*, 2023). From 2018 to 2020, Indonesia rose 19 positions, followed by another 11-place increase from 2020 to 2022. This progress underscores Indonesia's commitment to expanding and implementing e-government initiatives across various sectors and governmental levels. Key efforts include developing integrated digital service systems, enhancing telecommunications infrastructure, fostering competent human resources, and promoting public participation in decision-making processes (Kominfo, 2020). These initiatives highlight Indonesia's proactive approach in harnessing information and communication technology to enhance governance, service delivery, and citizen engagement.



Figure 2. E-government Development Index (EGDI) 2016-2022

Source: The United Nations E-government Survey 2022

E-government offers numerous benefits including enhanced efficiency, transparency, accountability, participation, and quality of public services (Pariangu *et al.*, 2022), as well as cost, time, and resource savings, and reductions in bureaucracy, corruption, and errors ((Pambudi *et al.*, 2023). It improves access to information and services, increases public satisfaction and trust, and fosters interaction, communication, and collaboration among governments, communities, and stakeholders, thereby promoting democracy and public participation in decision-making processes (Dunleavy *et al.*, 2006).

However, e-government also presents various challenges such as organizational cultural shifts towards innovation, cooperation, and customer orientation; regulatory adjustments concerning security, privacy, standards, and interoperability; infrastructure upgrades encompassing hardware, software, networking, and data; competency enhancements including digital, technical, and social skills; and governance reforms covering vision, strategy, policies, processes, and evaluation (Dunleavy *et al.*, 2006).

For comparison, research by Yuriy Bilan, Halyna Mishchuk, and Natalia Samoliuk (2023) examines the digital competencies of civil servants in European Union countries crucial for successful service delivery in the e-society era. Their research evaluates current digital skill levels and deficits among civil servants using comprehensive competency frameworks adopted across European nations, as illustrated in Figure 3.

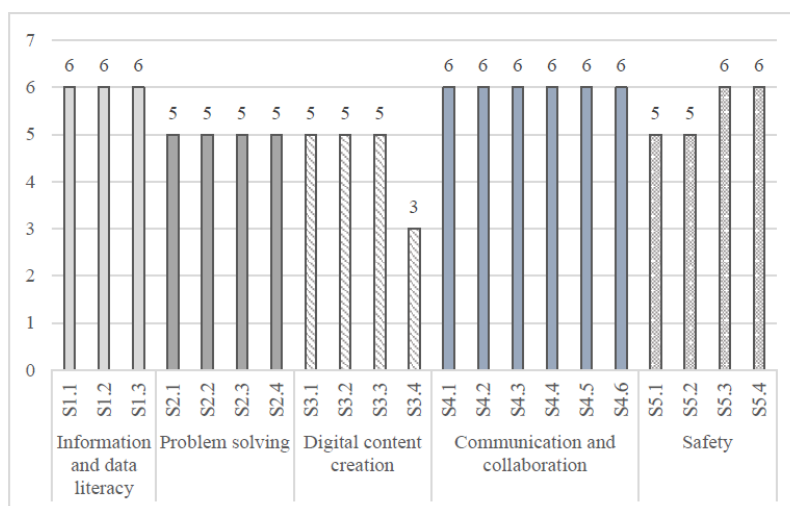


Chart 3. Average assessment of a person's digital skill level of different types (European Union)

Source: (Bilan *et al.*, 2023)

The data reveal that civil servants' current digital skills are self-assessed on a scale from 1 to 8, with a predominant level of 5 or 6. The highest mastery level (6) is evident in skill categories such as "Information and data literacy" and "Communication and collaboration." At this

proficiency level (6 out of 8), civil servants are adept at searching, analyzing, using, and disseminating information in digital environments, and can effectively interact and communicate using digital technologies. However, at this same level (6), they exhibit gaps in skills S5.3 and S5.4, indicating that while they are highly aware, they do not fully grasp the environmental impacts of digital technologies nor effectively protect themselves and others from potential digital hazards (Bilan *et al.*, 2023).

2. The Relevance of Corporate University Programs to the Implementation of E-government in Indonesia

The Corporate University program is highly relevant to the implementation of e-government in Indonesia as it plays a pivotal role in enhancing the capacity of civil servants to meet the challenges of the digital era. By offering integrative e-learning-based training, Corporate University programs enable civil servants to develop crucial competencies in digital literacy, technical skills, and social aptitude essential for effective e-government practices. These programs also foster knowledge sharing among civil servants, facilitating the dissemination of best practices in e-government implementation at both central and regional levels. Moreover, Corporate University initiatives serve as a practical solution to the demand for digitally proficient civil servants capable of operating integrated digital service systems, particularly within local government units, which are closest to the community.

In terms of digital competence, Corporate University programs equip civil servants with proficiency in various digital devices, applications, and platforms used in public services, including websites, portals, applications, social media, and call centers. Tailored learning modules cater to the specific abilities and requirements of civil servants, offering swift and accurate feedback and evaluation processes. Utilizing e-learning methodologies such as video conferences, webinars, podcasts, and gamification, Corporate University initiatives enhance literacy, skills, and confidence in using digital technologies. Furthermore, these programs cultivate awareness and responsibility among civil servants regarding crucial aspects such as security, privacy, and digital ethics (Fauziah & Prasetyo, 2019).

Regarding technical competence, the Corporate University program plays a crucial role in enhancing the knowledge and skills of civil servants (ASN) aligned with their specific tasks and functions, such as policy analysis, strategic planning, performance monitoring, and e-government implementation. These programs offer curricula and learning materials based on government-set competency standards for ASN, integrating theoretical knowledge with practical applications within organizational contexts. Utilizing methods like case studies, simulations, role plays, and

projects, Corporate University initiatives address real-world issues and challenges encountered by civil servants in the e-government era. By fostering analytical, critical, and creative abilities, these programs also bolster civil servants' commitment and contribution to organizational goals and missions (LAN, 2018; LAN, 2022).

In relation to social competence, the Corporate University program helps civil servants cultivate positive and professional attitudes and behaviors when interacting and communicating with the community, businesses, and other stakeholders, both directly and through digital channels. Emphasizing customer-oriented learning and satisfaction, these programs promote a culture of quality service and integrity (Han *et al.*, 2024). Moreover, Corporate University initiatives facilitate collaboration, knowledge sharing, and learning among civil servants within and outside their organizations, as well as with strategic partners such as academics, practitioners, and civil society. By enhancing communication, negotiation, and persuasion skills, and fostering attitudes of cooperation, empathy, and tolerance, these programs contribute to building a more effective and responsive civil service workforce (Fauziah & Prasetyo, 2019).

3. Efforts to Optimize the Implementation of the Corporate University Concept in the E-Government Mechanism in Indonesia

Indonesia has been steadfast in its efforts to enhance e-government systems, aiming to elevate public services, transparency, and citizen engagement. Central to this endeavor is the adoption of innovative approaches for capacity building and training among public officials, including the implementation of the Corporate University concept within the e-government framework. This concept establishes a learning organization focused on cultivating the skills and competencies essential for effective e-governance.

A pivotal element for the success of Corporate University is government-led initiatives in learning and development. This entails offering comprehensive training and capacity building programs tailored to equip public officials with competencies such as digital literacy, data analysis, and proficiency in e-governance. As highlighted in the research by Baldwin and Ford (1988), investing in human capital development is fundamental for achieving success in e-government. Through robust training initiatives, the government ensures its workforce possesses the requisite knowledge and capabilities to implement e-government strategies effectively.

In addition to serving as the primary source of learning, a successful Corporate University in Indonesia's e-Government framework must embrace an agile approach to training. This entails designing flexible, modular programs that can swiftly adapt to evolving organizational needs. Studies such as Anseel (2017) emphasize that agile learning methodologies enhance employee

engagement, motivation, and job satisfaction by enabling public officials to proactively address emerging challenges and capitalize on new opportunities.

Furthermore, collaboration with government agencies and stakeholders is another pivotal aspect of Corporate University's effectiveness. This collaborative effort involves partnering with private sector entities, academic institutions, and civil society to leverage their expertise, resources, and networks. Research by Noor et al. (2022) indicates that such partnerships improve public service quality, transparency, and citizen participation. By fostering collaboration, stakeholders can share knowledge, best practices, and innovative solutions, thereby enhancing e-Government services and addressing societal issues effectively.

Implementing the Corporate University concept within Indonesia's e-Government framework requires government leadership in learning initiatives, an agile approach to training, and robust collaboration with stakeholders. By prioritizing these elements, the government can cultivate a skilled workforce capable of successfully implementing e-Government initiatives. As argued by Maulana & Firmansyah (2023), a well-trained workforce is indispensable to achieving sustained success in e-Government endeavors.

Conclusion

This research investigated the relevance of the Corporate University program in enhancing the competencies of Civil Servants (ASN) to effectively navigate the challenges posed by e-government in Indonesia. Corporate University operates on an educational and training model rooted in the organization's core activities, emphasizing a human capital approach that views personnel as a strategic long-term asset.

1. Civil Servant Corporate University plays a crucial role in enhancing civil servants' competencies and facilitating the optimal achievement of organizational goals through effective communication and flexible learning approaches. The program emphasizes competency development through independent learning with the principles of Sharpen, Compassion, and Foster, supported by coaching and mentoring (Gaol & Tumanggor, 2023). The integration of MOOCs into the BPSDMD program in Banten Province has transformed it into a Corporate University, significantly enhancing the scientific knowledge and competencies of civil servants in the region (Rahman *et al.*, 2023). Countries that prioritize the development of civil servants' digital skills can enhance macroeconomic performance and competitiveness. This trend is evident in European Union countries, which have implemented comprehensive programs to bolster the quality and effectiveness of civil servants in the digital era, particularly in e-government (Bilan *et al.*, 2023).

2. The Corporate University (CU) program is instrumental in enhancing the capacity of civil servants for effective e-government implementation in Indonesia. It offers integrated e-learning solutions aimed at improving digital, technical, and social competencies crucial for public service delivery. Specifically, in terms of digital competence, the CU program equips civil servants with proficiency in utilizing diverse digital tools and platforms essential for public services. It tailors learning modules to match the specific abilities and requirements of civil servants, providing timely and precise feedback to facilitate continuous improvement.
3. Indonesia has been actively developing its e-government system to enhance public services, transparency, and citizen participation. The Corporate University concept can significantly contribute to these efforts by prioritizing capacity building and training for public officials. Implementing this concept within Indonesia's e-Government framework necessitates government leadership, an agile learning approach, and robust stakeholder collaboration. A well-trained workforce is essential for the successful realization of e-government objectives, ensuring effective implementation and sustainable outcomes.

Indonesia has been actively advancing its e-government system to improve public services, transparency, and citizen participation. The Corporate University concept can play a crucial role in this endeavor by focusing on capacity building and training for public officials. Introducing this concept into Indonesia's e-Government framework requires strong government leadership, an adaptable learning approach, and effective collaboration with stakeholders. A proficient workforce is fundamental for achieving the goals of e-government, ensuring efficient implementation and enduring benefits for society.

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