

Research article

National Corporate University of ASN: Orchestrating Strategic Competency Development at the National Level

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Abstract.

State Owned Enterprises (SOEs) have inspired the National Institute of Public Administration in designing and creating a corporate university for national civil service – the National Corporate University of ASN. This corporate university aims to accelerate the development of civil service competencies in line with national development goals. This university is different from general corporate universities that have been implemented in several government agencies as well as SOEs. Although details about the corporate university have been disseminated several times across various stakeholders, there are still misinterpretations regarding on it. This paper explains the urgency of having such a corporate university as an instrument in orchestrating the national strategy through competency development. A descriptive qualitative approach was used and data were collected through discussions with experts and corporate practitioners, and through reviewing the literature related to the concept of corporate universities. It was found that the scope of this corporate university includes: National leadership development programs, cross-agency strategic competency development programs, and knowledge management and learning management systems that support implementation. The results of this study will be used as a reference in subjects related to corporate universities as well as for policy recommendations for corporate university practitioners.

Keywords: corporate university, National Corporate University of ASN, competency development

1. Introduction

Today we live in a world called the VUCA world. VUCA is an acronym that has recently entered the business dictionary, where the components it refers to are Volatility, Uncertainty, Complexity and Ambiguity [1]. The world of VUCA describes a world filled with situations of rapid change, many uncertainties, complex and unclear. The challenge of this change is not only felt in the private sector, but also in the public sector. Currently, public sector organizations are also required to be fast in the face of increasingly fierce

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world competition. Countries with sluggish public sector organizations will of course not attract many investors so that they will be left behind compared to other countries.

One of the challenges of VUCA that we really feel today is the industrial revolution 4.0 which brought a wave of unavoidable digital disruption. We are all forced to accept and adapt to the development of information technology which will certainly have an impact on various aspects of life including government. Even the era of society 5.0 has begun to be talked about.

Coupled with the arrival of the COVID-19 pandemic that was never imagined before. On the one hand, the COVID-19 pandemic has had a negative impact on various sectors of life such as health, economy, social and so on. But on the other hand, the pandemic has also become a good momentum to transform various business processes in both the public and private sectors. Employees who have always done work in the office, since the pandemic have started to get used to doing their work from home (work from home) and even work from anywhere or work from everywhere. Of course, this adaptation is not easy to do, especially for the public sector, because it requires a set of competencies to understand technology to support their performance even though working from home.

Due to the increasing number of challenges facing the public sector today, it is not surprising that the effectiveness of Indonesian governance is still not optimal. If we look at the data on the government effectiveness index in 2020 [2], puts Indonesia in the 62nd rank, far below neighboring countries namely Singapore (1), Brunei (21) and Malaysia (35). This index measures perceptions of the quality of public services, the quality of civil services and their level of independence from political pressure, the quality of policy formulation and implementation, and the credibility of the government's commitment to the policy.

To answer these challenges and catch up, the Indonesian bureaucracy must inevitably be agile and innovative. This bureaucracy must have a different DNA than before. This public bureaucracy is a bureaucracy that has new qualifications and capacities, capable of creating patterns of policy formulation, capacity of policy makers, and even new training models that can create agile policy actors. In addition to qualified technical qualifications, the ability to think critically and innovatively in problem-solving efforts that are integrated with social-behavioral skills in the form of the ability to work together and be adaptive to the new environment must be the main capacity for the public bureaucracy in carrying out the Industrial Revolution 4.0 era [3].

From this opinion it can be seen that one of the crucial points needed to realize a new agile and innovative Indonesian bureaucracy is one of them through the development

of targeted and strategic competencies that are able to equip policy makers and public servants to be able to act quickly, accurately and creatively with continue to pay attention to the applicable policy rules. Through competency development, it is hoped that new actors will emerge who can adapt, think critically, be innovative, and are able to carry out substantive and massive transformations. However, to realize this, of course, it cannot be done with conventional competency development methods. New ways and patterns of competency development are also needed and one way is through corporate universities.

Corporate university is present as a transformation from the conventional pattern of competency development. If the mindset in the previous pattern of competency development was only to improve the competence of individual employees, then the corporate university is here to pursue the alignment of competency development with the strategic goals of the organization. Training & development activities are effectively aligned with the strategic priorities of the company or organization [4]. Alignment between individual improvement and organizational goals is important because, the establishment of a corporate university as an educational entity that becomes a strategic tool, designed to assist its parent organization in achieving its mission, for example by carrying out activities that encourage increased learning, knowledge or wisdom of individuals and organizations [5].

The definition of Corporate University is indeed different from training institutions or training/learning centers in general because in general, a corporate university refers to a human resource development program in an organization that is directed and systematic, and is related to the achievement of the vision and mission and strategy [5]. In Indonesia, the practice of corporate universities was preceded by leading state-owned enterprises and multinational companies in the 2010s. Furthermore, currently it is also widely adopted by government agencies such as the Ministry of Finance, Indonesia's National Government Internal Auditor or also known as BPKP, Indonesian Agency for Meteorological, Climatological and Geophysics or also known as BMKG, West Java Province, Central Java Province, Yogyakarta City, East Java Province and many others.

This is also done by the National Institute of Public Administration or NIPA as an agency that is mandated as a supervisor for the development of ASN competency in Indonesia. In 2019, NIPA compiled a study on Governance and Instrumentation for the Implementation of Corporate University of ASN. The corporate university referred to in this study is National Corporate University of ASN This is different from a corporate university developed at the agency level. Since NIPA thought responsible for aligning

competency development with national strategic goals, so that it is necessary to form a National Corporate University of ASN. The main objective of this National Corporate is to solve national problems more quickly, strategically, and integrated by carrying out planned and directed competency development. Every strategic goal in the direction of national development must be supported by qualified ASN capacity. Experts in Ministries/Institutions will be directly involved in determining thematic policy issues that must be resolved by the Government through operational and strategic policy advice as well as various program designs and interactive learning activities and multi-learning methods [6].

The 2019, the Corporate University of ASN study was then followed up in 2021 with the preparation of a policy draft on Corporate University of ASN [7]. However, this year the Corporate University of ASN policies that were compiled were developed into 2 levels, namely the National Corporate University of ASN and the Institutional Corporate University of ASN. This is done because as a training agency, apart from developing a national corporate university, it turns out that NIPA also needs to set standards in building a corporate university in the agency, which is currently being carried out at the Ministry/Institution/Regional level.

Of the two (2) Corporate University of ASN policy drafts that are being prepared by NIPA, it turns out that there are still many parties who do not really understand the context of the National Corporate University of ASN. As for the Institutional Corporate University of ASN, many have understood and looked forward to the policies and technical guidelines. This can be seen in various discussion or socialization activities carried out by NIPA, where what is socialized is the National Corporate University of ASN but the discussion that develops sometimes still leads to the Institutional Corporate University of ASN. This is understandable because there has never been an example of this national-level corporate university model in any country in the world. So far, corporate universities have only been developed at the company or agency level.

Based on this background, this paper will discuss: (1) What is the urgency of establishing a National Corporate University of ASN in developing the competencies of ASN in Indonesia? (2) What are the instruments to orchestrate the development of strategic competencies in the National Corporate University of ASN? (3) What are the challenges and opportunities for implementing the National Corporate University of ASN? The objectives to be achieved through this paper are to explain the urgency of the establishment of the National Corporate University of ASN, explain the instruments for orchestrating the development of strategic competencies in the National Corporate

University of ASN and explain the challenges and opportunities of implementing the National Corporate University of ASN.

2. Method

This study uses a qualitative approach with a descriptive type of research, namely a study that aims to provide a description, an overview of a certain social phenomenon. So, through this research, an overview/description of the National Corporate University of ASN will be given. Data collection is conducted in several ways. Primary data were obtained through focus group discussions (FGDs) with experts and practitioners at the Indonesian Human Capital Forum, BPPK or the Ministry of Finance Corporate University, Deputy Minister for Human Resources of the Ministry of State Apparatus Empowerment & Bureaucratic Reform, PT. Wahana Tatar Wirakelola, PT. Daya Dimensi Indonesia, World Bank, Prospera and academia. As for secondary data, the authors get through literature studies through books, journals, regulations, news, articles, magazines, websites, and so on.

The data analysis process in this study uses data analysis model from Huberman & Miles [8] (which consists of four stages, namely: (1) data collection (data collecting); (2) data reduction (data reduction); (3) data presentation (data display); (4) drawing conclusion and verification (drawing conclusion and verification).

Furthermore, the data from the FGD results were processed by transcribing and then sorting, while for the data from the literature study, the author copied/quoted part of the contents of the document in question, including the complete source. The next stage of this data is presented for analysis and conclusions drawn.

3. Results & Discussion

3.1. The Urgency of the Establishment of a National Corporate University of ASN

The success of implementing a corporate university in developing HR competencies in private companies and state-owned enterprises in Indonesia has indeed inspired many parties to adopt it. For example, Ministries/Institutions/Regional agencies are competing to learn and launch the transformation of their training institutions into Corporate University. Likewise with NIPA, which is trying to transform its training institutions. However, because of the mandate in the ASN Law Number 5 of 2014 [9], as a national

education and training agency, the scope of a corporate university that is structured is different from the scope of a corporate university built in Ministries/Institutions/Regions. If Ministries/Institutions/Regions build a corporate university to align employee competency development with the strategic goals of the organization only, then NIPA wants to build a corporate university that aims to harmonize competency development with national strategic goals. So the level of development of a corporate university is different, where the corporate university of the Ministry/Agency/Regional level is institutional, while this time NIPA wants to build a national-level corporate university. In 2021, NIPA is focusing on drafting policies on corporate universities for government agencies called ASN Corporate University. As previously stated, Corporate University ASN consists of 2 levels, namely National Corporate University of ASN and Institutional Corporate University ASN. From several discussions and socialization activities carried out at NIPA, in fact many already understand the functions of the Institution Corporate University of ASN and indeed many Ministries/Institutions/Regions have been waiting for the policy. However, on the other hand, there are still many parties who do not understand and understand the existence of the National Corporate University of ASN. Many have questioned the urgency and function of this National Corporate University of ASN. This is because this example of the formation of a National Corporate University of ASN has never existed in various countries in the world. So far, corporate universities are only built at the company or agency level. There has never been an example of Corporate University practice applied at the national level. Therefore, in this section it is important for us to discuss the urgency of establishing a National ASN Corporate University. Based on the results of the literature study and discussions that have been carried out, there are at least three (3) urgencies to build a National ASN Corporate University, namely:

3.1.1. There is a need for implementing the development of national leadership competencies that are in line with national development priorities

The implementation of competency development programs in the form of national leadership training (PKN) for high-ranking officials (PPT) Main, PPT Madya and PPT Pratama by NIPA is a mandate from Government Regulation Number 11 of 2017 concerning Civil Servant Management, in article 218 stated that this is done in order to equalize perceptions of the goals and objectives of national development [10].

To follow up on this matter, NIPA Head Decree No. 44/K.1/PDP.07/2019 concerning Guidelines for the Implementation of Level I National Leadership Training [10] which states that PKN I, which is intended for PPT Madya and PPT Utama, is held thematically. Furthermore, there is NIPA Regulation No. 2 of 2019 concerning Level II National Leadership Training [11] which also states that PKN II which is intended for PPT Pratama can be done thematically and non-thematically. The implementation of PKN based on these themes is expected to equalize the perceptions of participants in achieving national development goals and objectives.

Implementation of PKN I and PKN II is actually a routine activity that has become a mandatory NIPA task from year to year. The mechanism for determining the theme for PKN II is determined by an accredited training institution that organizes it with the approval of the Head of NIPA. While the determination of the theme of PKN I has not been regulated in the regulations governing PKN I. However, based on discussions with the organizers of PKN I, so far the determination of the theme for PKN I was chosen based on the agreement between the PPT Madya NIPA and the Head of NIPA. So the determination of the theme of PKN I is still being carried out internally at NIPA as a training institution as well as PKN I organizers. Of course this will be less comprehensive because of the limited knowledge of PPT Main and PPT Madya NIPA related to the goals and targets of national development as a whole.

Therefore, this is where the need for the presence of the National Corporate University of ASN which will involve related elements to be able to provide input so that the theme of organizing PKN can be in line with the goals and targets of national development priorities. For example, through the Ministry of National Development Planning/Bappenas, which can provide views on the goals and targets of national development priorities, or related Ministries/Agencies that can convey the need for competency development or shared perceptions needed to achieve the goals and targets of national development priorities.

3.1.2. There is a Need for Implementation of Cross-Agency Technical Competency Development

As previously stated, corporate universities are built to align employee competency development with the organization's strategic goals. Of course, this will require a cross-functional competency development program. Every function in the organization cannot run alone to be able to realize the vision and mission of the organization.

If we draw this context to the national level, there will also be a need for cross-agency competency development programs. Every Ministry/Institution/Region needs to be actively involved in this integrated forum, both to develop competence and to negotiate and negotiate in solving a national problem. But unfortunately so far the development of technical competence in each Ministry/Institution/Region is still running independently.

Ministries/Institutions/Regions that have not been transformed into corporate universities only carry out their routine activities in developing technical competencies without linking them to the strategic objectives of the parent organization. On the other hand, Ministries/Institutions/Regions that have implemented corporate universities for their internal organizations will only harmonize the development of technical competence of their employees with the strategic objectives of their organization, regardless of their relationship with other Ministries/Institutions/Regions.

So the alignment of technical competency development with the highest strategic objectives has only reached the level of organizational strategic objectives, namely the level of Ministry/Institution/Regional agencies. Meanwhile, there are no actors who ensure the alignment between the development of technical competence and national strategic objectives. So the implementation of cross-institutional technical competency development also requires separate management. This is where the role of the National Corporate University of ASN is again needed as a forum that connects related agencies in achieving a strategic issue of a national nature. Important elements from each of these related agencies need to be gathered in a cross-agency technical competency development program to support and solve cross-sectoral problems.

3.1.3. There is a need to consolidate the National Level Digital Learning Platform (Learning Management System (LMS) and Knowledge Management System (KMS))

In today's digital world, the existence of LMS and KMS in a corporate university has certainly become a must. Without this digital learning platform, the learning process during the COVID-19 pandemic will be greatly disrupted. However, thanks to the help of technology, it turns out that now the learning process, both in the government and in the private sector and in the community, can continue to work as it should. Although it is undeniable that there are still many obstacles in the application of digital learning, the existence of LMS and KMS has greatly helped the implementation of learning programs, especially in the government sector.

The implementation of competency development and corporate universities at the agency level has been widely supported by the use of digital learning platforms in the form of LMS and KMS. Each Ministry/Institution/Region has developed its own digital learning platform. However, the conditions vary, there are agencies that have a very well-established platform, some are still in the development stage, and some do not yet have one. In terms of numbers, they also vary, there are agencies that have a solely centralized digital learning platform but there are also agencies that have many digital learning platforms spread across several work units or in the worst case there is a digital learning platform that is specifically made for only single type of training, so the number of digital learning platforms will increase.

Seeing these conditions, it can be said that the development of digital learning platforms in government agencies has not been efficient and is still fragmented. Each agency only focuses on the needs of platform development in their respective agencies. Meanwhile, the need for the provision and integration of digital learning platforms at the national level has not been considered. Walton, J. [13] argue that the functions of knowledge management are not separated, independent or self-contained, but are interrelated. In terms of organizational knowledge creation, the existing studies demonstrated that the movement of knowledge from individual level to the group level or organizational level, and the interaction of explicit knowledge and tacit knowledge may generate new knowledge [14].

So here the role of the National Corporate University of ASN is also very much needed, namely to consolidate and integrate the digital learning platforms that exist in each Ministry/Institution/Region into a single integrated LMS and KMS. This will make it easier for ASN throughout Indonesia to participate in various competency development programs from anywhere, anytime, and in any method. In addition, this consolidation and integration will also bring up various new knowledge ideas that all ASNs need to have in the future.

Seeing the three urgencies, it can be concluded that the formation of the National Corporate University of ASN is very important. Without the National Corporate University of ASN, Ministries/Institutions/Regions will focus on implementing competency development in their respective internals, without paying attention to linkages and alignment with related Ministries/Institutions/Regions and national development priority goals. The presence of the National Corporate University of ASN is needed as an instrument to support the achievement of national development priority goals by orchestrating the development of strategic competencies at the national level.

3.2. Instruments for Orchestrating Strategic Competency Development in National ASN Corporate University

Based on the description of the urgency that has been described previously, several instruments are needed to orchestrate the development of strategic competencies in the National Corporate University of ASN, namely:

3.2.1. Special National Leadership Training Program

This training program aims to accelerate the development of leadership competencies in translating national development priorities through Level I National Leadership Training (PKN I), Special Level II National Leadership Training (PKN II), National Executive Programs (PEN) which are only held at the National Corporate University of ASN . As previously explained, so far the implementation of PKN I is thematic and PKN II is thematic and non-thematic. The basis for determining the theme in the leadership training program at the National Corporate University of ASN must refer to the priority targets of national development. So that the implementation of PKN I, PKN II and PEN at the National Corporate University of ASN will all be held thematically based on the priority targets of national development. The implementation of PKN I, which has been carried out by NIPA so far, will be directed to themes that support the achievement of national development priorities based on input from several elements who are members of the structure of the National Corporate University of ASN's steering team. For PKN II, two paths will be made, namely thematic and non-thematic. Because the implementation of PKN II can also be carried out by accredited Ministries/Agencies/Regions training institutions, then specifically for PKN II in the National Corpu of ASN it will be carried out thematically referring to the priority targets of national development. Meanwhile, the implementation of PKN II in accredited Ministries/Agencies/Regions training institutions may be carried out non-thematically or thematically referring to the priority goals of the organization. PKN I and PKN II in the National Corporate University of ASN are expected not only as training on job requirements to fill competency standards in those positions, but also as glue and unifying the nation as well as building collaboration between top bureaucratic leaders and policy makers. Furthermore, for PEN, this is a form of national policy dialogue forum that aims to equalize perceptions of the national development priority agenda. Participants in this PEN can come from elements of ministers/heads of institutions, JPT Madya, members of the legislature, directors of SOEs, directors of private companies, etc. From this short dialogue, it is hoped that a recommendation

or a policy action plan will emerge to accelerate the achievement of priority national development targets.

3.2.2. Development of Cross-Agency Strategic Technical Competence or BSLI

This BSLI is different from the development of technical competencies related to certain functional positions or the development of competencies related to the core competencies of a government organization. BSLI is a competency development which is carried out in collaboration with various government agencies and even involves experts outside government agencies. In addition, BSLI is designed as an integrated competency fulfillment program in the form of problem solving based on the need for handling certain strategic issues. So that the purpose of implementing the BSLI is to increase the technical competence of ASN so that it can solve problems for handling certain strategic issues. BSLI participants are certain functional officials or middle management related to the technical implementation of a policy.

In terms of organizers, agencies in the BSLI program are certain Ministries/ Institutions/Regions that have the center of excellence (CoE) required by ASN. These advantages are owned either independently or jointly (collaborating and integrated) with other Ministries/Institutions/Regions. If the required competency requirements are not found in government agencies, BSLI can invite or involve experts or experts who are outside government agencies.

3.2.3. Integrated Learning Management System (LMS) and Knowledge Management System (KMS)

To facilitate access for all ASN in Indonesia to participate in competency development and also support the implementation of the BSLI, it is necessary to have a support system in the form of an integrated learning management system (LMS) and knowledge management system (KMS). A Learning Management System is a web-based software application that is designed to handle learning content, student interaction, assessment tools and reports of learning progress and student activities [15] KM can be defined as any process of creating, acquiring, capturing, sharing and using knowledge, wherever exists, to improve learning and performance in organizations [16]. Both of these systems will greatly assist organizers, teachers, and participants in creating, managing, conveying, storing and also using various knowledge data. The LMS and KMS platforms that

are planned to be developed for the National Corporate University of ASN are ASN Unggul platforms. The ASN Unggul platform was developed to consolidate and integrate various LMS and KMS platforms that exist in Ministries/Agencies/Regions. To facilitate this consolidation, ASN Unggul will be developed into a marketplace model with a multi-tenancy architecture. So the point here is that ASN Unggul can be analogized as a marketplace where there are various tenants filled by various LMS/KMS platforms from various Ministries/Agencies/Regions. The term "market place" here is not interpreted as something commercial, but only to adopt the principle of easy, flexible, open and secure service. So it is these principles that are intended to be applied in the development of Superior ASN as an integrated LMS and KMS in the National Corporate University of ASN. Managers of the LMS/KMS platform at Ministries/Agencies/Regions also don't have to worry about losing control of the platform they have built so far, because ASN Unggul will not take over and will not claim ownership of the Ministries/Agencies/Regions LMS/KMS platform but only limited to consolidating in a cloud system. That way, all ASN throughout Indonesia will have broad access to develop their competence through only one door, namely ASN Unggul. In addition, with the ASN Unggul which has been integrated, the resolution of national strategic issues that are cross-institutional will be easier to facilitate.

These three instruments will orchestrate the development of national-level strategic competencies that are embodied in the National Corporate University of ASN. Before there was a National Corporate University of ASN, all themes of competency development worked independently without any conductor, so it was not clear which outcomes would contribute to development priorities, which, with these three instruments, it is hoped that the outcomes of developing these competencies will show a common thread that will contribute on what and how troubleshooting.

In addition, within the National Corporate University of ASN, corporate universities spread across government agencies are also orchestrated through COEs that are connected to each other through KMS and LMS as well as experts who will act as resource persons in PKN I, PKN II, and BSLI. Based on the section on urgency and instruments in the National Corporate University of ASN above, it can be concluded that the boundaries of the corporate university embarkation line between the agency and the national corporate university are located at:

1. The aim is to accelerate the achievement of national development priorities through the development of strategic competencies at the national level

2. The target group which is the top management in the bureaucracy for PKN I and PKN II participants as well as certain functional officials and middle managers of the bureaucracy for BSLI and national figures for the PEN target group;
3. Types of training where the training theme contributes directly to national development priorities
4. Supporting system that is integrated in the knowledge management system and learning management system used by all COEs spread across Ministries/Institutions/Regions

3.3. Challenges and Opportunities Faced by NIPA in the Implementation of National ASN Corporate University

To implement the National Corporate University of ASN, of course, NIPA as the initiator faces various challenges and opportunities.

3.3.1. Challenges

NIPA's challenges in implementing the National Corporate University of ASN include:

- 1. Ensure the governance structure of the National Corporate University of ASN which is a shadow structure.**

The implementation of Corporate University of ASN at the national level is a challenge in itself, because none of the Corporate University of ASN practices have reached the national level. The implementation of Corporate University of ASN so far has only been at the organizational level so that the implementing organizational arrangements are still within the internal organization of an organization. As a national design, its institutional arrangements certainly require synergy and collaboration between various Ministries/Agencies and Regions so that the regulations governing the National Corporate University of ASN institutions that are shadow structures can be implemented properly. In addition, support from the highest leadership, namely the President, is needed because in essence the implementation of the National Corporate University of ASN is a form of accelerating competency development to support the implementation of national development goals.

- 1. Building a cross-agency strategic competency development model and integrating the LMS/KMS platform into the multi-tenancy ASN Unggul platform**

In supporting national development goals, of course, the required competencies will be more diverse, so there is a need for a competency development program that is cross-agency. Agencies that have certain NIPA advantages will become Centers of Excellence. Why is it necessary to develop cross-agency strategic competencies? Because in the National Corporate University of ASN, one of them is the fulfillment of competency needs for problem solving based on the need for handling certain strategic issues that involve cross-agency both as organizers and participants.

Not only the development of cross-agency strategic competencies, the implementation of the National Corporate University of ASN also seeks to integrate the learning platforms owned by each government agency. This is important, because as an institution that has certain advantages of NIPA, it must be able to share certain learning materials that will later be accessible to all ASN in Indonesia. This integration is also an effort to equalize access to a learning material in order to support the equitable distribution of competencies throughout Indonesia. ASN Superior Multi-Tenancy is expected to be able to orchestrate LMS/KMS in every government agency, so as not to delete existing LMS/KMS in that agency.

1. A very rigid budget planning system

Budget problems are a challenge in the implementation of the National Corporate University of ASN, especially for the implementation of cross-agency competency development. Competency development budget planning may change in the middle of the implementation process because an urgent competency need arises at that time. So that special arrangements are needed for the budgeting system at the National Corporate University of ASN which is not as rigid as it is now but is still within the corridor of correct budget use.

3.3.2. Opportunities

In addition to the challenges, a number of opportunities that support NIPA in the implementation of the National Corporate University of ASN are:

1. Support from various Ministries/Agencies/Regions

The National Corporate University of ASN in its governance structure involves various elements from Ministries/Agencies/Regions outside the NIPA agency. Some of these Ministries/Agencies/Regions are included in the steering team structure and some are involved as COE. The Ministries/Agencies appointed as the steering team include the

Ministry of Administrative Reform & Bureaucratic Reform, Ministry of National Development Planning/BAPPENAS, Ministry of Finance, Ministry of Home Affairs, BKN and the State Civil Apparatus Commission. Meanwhile, other Ministries/Agencies/Regions will be asked to become COEs according to the competency development theme determined in the year concerned. All elements involved in the structure of this steering team have responded positively to NIPA's plan to build a national corporate university. This was conveyed in the FGD activities carried out in this activity. Likewise with several other Ministries/Agencies/Regions who also expressed their readiness to collaborate if at any time requested by the National Corporate University of ASN as COE. The Ministries/Agencies/Regions include Indonesia's National Government Internal Auditor or also known as BPKP, Central Java Province, and East Java Province. The support from various related elements will strengthen the position of the National Corporate University of ASN.

1. There are no examples of the practice of implementing the corporate university model at the national level in other countries.

The Corporate University model at the national level that NIPA is developing is indeed the first model for developing a corporate university at the national level. Most of the literature discussing corporate universities is dominated by literature on the application of corporate universities in a private corporation/company, furthermore some literature on the application of corporate universities in state-owned enterprises and government agencies. So this National Corporate University of ASN model is the first national-level corporate university model in the world. So that NIPA has a wide open space for development. If NIPA can take advantage of this moment to seriously develop the National Corporate University of ASN, then it is not impossible that the National Corporate University of ASN will become a reference for other countries in developing national-level corporate universities. This can be achieved with the record that the performance of the National Corporate University of ASN can meet international standards as a corporate university and is tested by corporate university associations in the world.

1. The development of digital technology in learning

The current era of the industrial revolution 4.0 requires all fields to carry out digital transformation. Likewise in learning, where all stages in the implementation of learning are expected to be held and documented digitally. The demands of the industrial revolution 4.0 coupled with the arrival of the Covid-19 attack have apparently encouraged the development of technology, especially in the field of learning. The change

in the learning system from classical to virtual encourages competency development organizers at Ministries/Agencies/Regions to seriously develop their LMS and KMS platforms. This will certainly be a good capital and opportunity if the National Corporate University of ASN can integrate the various LMS and KMS platforms in an integrated platform that can be utilized by all ASN throughout Indonesia.

4. Conclusions

4.1. The Urgency of National Corporate University of ASN

There is a need for the implementation of the National Leadership Competency Development which is in line with the National Development Priorities

There is a need for Cross-Agency Technical Competency Development Implementation

There is a need to consolidate the National Level Digital Learning Platform (Learning Management System (LMS) and Knowledge Management System (KMS

Three instruments are used to orchestrate the development of strategic competencies, namely:

Special National Leadership Training Program

Development of cross-agency technical competence or BSLI

Integrated Knowledge Management System (KMS) and Learning Management System (LMS)

Challenges and Opportunities for National Corporate University of ASN Implementation

The challenges of implementing the National Corporate University of ASN are:

1. Ensure the governance structure of the National Corporate University of ASN which is a shadow structure.
2. Building a cross-agency strategic competency development model and integrating the LMS/KMS platform into the multi-tenancy ASN Unggul platform
3. A very rigid budget planning system

Opportunities that support the implementation of ASN Corporate

1. Support from various Ministries/Agencies/Regions

2. There are no examples of the practice of implementing the corporate university model at the national level in other countries.
3. The development of digital technology in learning.

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