

Development of an ICT-Based Corporate University (Corpu) Model to Improve the Competence and Performance of Quality-Cultivated Civil Servants in the Banten Provincial Government

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ABSTRACT

This study aims to develop an ICT-based Corporate University (Corpu) Model to improve the competence and quality-oriented performance of civil servants (ASN) in the Government of Banten Province. This research employed the Research and Development (R&D) method using the ADDIE development model consisting of analysis, design, development, implementation, and evaluation stages. Data collection techniques included observation, interviews, documentation, and questionnaires.

The results showed that the developed ICT-based Corporate University model integrates individual learning, group learning, organizational learning, Learning Management Systems (LMS), Knowledge Management Systems (KMS), Artificial Intelligence (AI), collaborative learning, and knowledge sharing within an organizational learning framework. Expert validation results indicated that the model was feasible for implementation. The effectiveness test showed an average N-Gain score of 0.7222 in the high category and an average N-Gain percentage of 72.2156% in the effective category. Therefore, the ICT-based Corporate University model is considered valid, practical, and effective in improving ASN competence and quality-oriented performance in the Government of Banten Province.

INTRODUCTION

The development of the State Civil Apparatus (ASN) human resources has become one of the government's priority agendas in realizing a professional, adaptive, and public service-oriented bureaucratic reform. ASN employees are expected to possess competencies capable of addressing the challenges of digital technology advancement, changes in the strategic environment, and increasing public demands for high-quality public services. However, competency development for ASN across various government institutions continues to face several challenges, including conventional training systems, fragmented learning processes, low levels of collaborative learning, and suboptimal utilization of digital technology in organizational learning.

Corporate University (Corpu) has emerged as a strategic approach developed by the government to support competency development for ASN through a learning organization framework. Through Presidential Regulation Number 17 of 2020 concerning ASN Competency Development, the government emphasizes the importance of an integrated learning system that continuously aligns ASN learning with organizational needs. Corporate University is not merely understood as a training institution but as a learning organization strategy that integrates individual learning, group learning, and organizational learning.

In the era of digital transformation, ASN competency development must be supported by the utilization of Information and Communication Technology (ICT) through Learning Management Systems (LMS), Knowledge Management Systems (KMS), digital learning, collaborative learning, and Artificial Intelligence (AI). However, the implementation of Corporate University within local governments still faces various obstacles due to the absence of an integrated ICT-based organizational learning model.

Based on these conditions, this study aims to develop an ICT-based Corporate University (Corpu) Model capable of improving ASN competencies and quality-oriented ASN performance within the Government of Banten Province.

LITERATURE REVIEW

Corporate University (Corpu) is a strategic human resource development approach that integrates individual, group, and organizational learning to support the achievement of organizational goals. According to Peter M. Senge, a learning organization should continuously enhance the capacity of its members through ongoing learning processes and knowledge sharing. In the public sector, Corporate University serves as a mechanism for developing civil servant competencies in alignment with organizational needs, bureaucratic reform, and public service improvement.

The integration of Information and Communication Technology (ICT) into Corporate University enables learning activities to become more flexible, collaborative, and sustainable through the utilization of Learning Management Systems (LMS), Knowledge Management Systems (KMS), and other digital technologies. ICT facilitates knowledge sharing, collaborative learning, and continuous professional development, allowing employees to access learning resources anytime and anywhere.

Furthermore, the Knowledge Management theory proposed by Ikujiro Nonaka and Hirotaka Takeuchi emphasizes that organizational knowledge can be created, shared, and utilized systematically to improve organizational performance. Therefore, the development of an ICT-based Corporate University is expected to strengthen ASN competencies, promote a quality-oriented work culture, and support sustainable organizational learning within government institutions

RESEARCH METHOD

This study employed a Research and Development (R&D) method using the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The ADDIE model was selected because it provides systematic stages for developing technology-based learning models.

The analysis stage was conducted through observation, interviews, documentation studies, and needs assessment related to ASN competency development. The design stage involved developing an ICT-based Corporate University (Corpu) Model that integrates individual learning, group learning, organizational learning, LMS, KMS, AI, collaborative learning, and knowledge sharing.

The development stage included validation by subject matter experts and media experts to determine the feasibility of the model. The implementation stage involved both small-scale and large-scale trials among ASN employees within the Government of Banten Province. The evaluation stage was conducted through effectiveness testing using statistical analysis with SPSS software. Data were collected through observation, interviews, documentation, and questionnaires. Data analysis techniques included both quantitative and qualitative descriptive analyses.

RESULTS AND DISCUSSION

Needs Analysis Results

The observation results revealed that ASN competency development within the Government of Banten Province is still predominantly characterized by conventional training approaches that are administrative, formalistic, and primarily focused on fulfilling training requirements. The existing competency development system has not been able to establish a sustainable learning organization culture because ASN learning processes remain centered on classical training programs, seminars, and workshops conducted temporarily and not integrated into a systematic digital learning system.

This condition causes ASN learning processes to inadequately support continuous learning, individual capacity building, and collective organizational knowledge transformation. Furthermore, ICT-based learning implementation remains limited to the use of basic online media and has not been supported by integrated Learning Management Systems (LMS), Knowledge Management Systems (KMS), or Artificial Intelligence (AI) capable of managing ASN learning in an adaptive, collaborative, and sustainable manner. Consequently,

collaborative learning, knowledge sharing, and self-directed learning among ASN employees have not developed optimally, preventing the organization from establishing a strong digital learning culture to support bureaucratic reform and government digital transformation.

Interview results with organizational leaders indicated that the implementation of Corporate University (Corpu) within the Government of Banten Province still faces several strategic challenges, particularly regarding the integration of organizational learning and digital technology utilization. Corporate University has largely been perceived as an ASN training program rather than a comprehensive learning organization strategy capable of integrating individual, group, and organizational learning. Organizational leaders also acknowledged that the absence of an integrated digital learning system has hindered the competency development process from becoming flexible, measurable, and aligned with organizational needs.

In addition, weak knowledge-sharing and collaborative learning cultures have prevented ASN knowledge, work experience, and innovations from being properly documented and transformed into organizational knowledge that can be collectively utilized. On the other hand, ASN employees expressed the need for a more flexible, interactive, collaborative, and easily accessible learning system through digital technology, enabling competency development to be conducted independently, continuously, and according to individual job requirements. They also expect a learning system that moves beyond one-way instructional approaches and creates an adaptive, participatory digital learning ecosystem that supports sustainable competency improvement in response to the demands of modern bureaucratic transformation.

Design of the ICT-Based Corporate University Model

The ICT-based Corporate University (Corpu) Model developed in this study consists of three main components: the input system, learning process system, and output system.

The input system includes ASN competency needs analysis, organizational problem analysis, and government digital transformation requirements. The learning process system is developed through individual learning, group learning, and organizational learning supported by LMS, KMS, collaborative learning, knowledge sharing, and Artificial Intelligence (AI). The output system is aimed at improving ASN competencies and fostering quality-oriented ASN performance.

Model Validation Results

The expert validation results indicated that the ICT-based Corporate University (Corpu) Model possesses a high level of feasibility in terms of model substance, ICT integration, learning systematics, collaborative learning, and knowledge sharing. The validators concluded that the model is suitable for implementation in ASN competency development programs.

Effectiveness Test Results

The effectiveness test conducted using SPSS demonstrated an average N-Gain score of 0.7222, categorized as high, and an average N-Gain percentage of 72.2156%, categorized as effective. These findings indicate that the implementation of the ICT-based Corporate University (Corpu) Model significantly improves ASN competencies and quality-oriented ASN performance.

The implementation of the model also generated positive impacts on organizational learning culture, collaborative learning practices, knowledge sharing, and the utilization of digital technology in ASN competency development.

CONCLUSION

This study successfully developed an ICT-based Corporate University (Corpu) Model that integrates individual learning, group learning, organizational learning, Learning Management Systems (LMS), Knowledge Management Systems (KMS), Artificial Intelligence (AI), collaborative learning, and knowledge sharing into a single digital organizational learning system.

The developed model was proven to be valid, practical, and effective in improving ASN competencies and quality-oriented ASN performance within the Government of Banten Province. The findings indicate that the development of an ICT-based Corporate University effectively supports government digital transformation and bureaucratic reform through a more flexible, adaptive, collaborative, and sustainable ASN learning system.

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