
Implementation Strategy of Tangerang Government University in Developing the Competency of Civil Servants in Tangerang City Government

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ABSTRACT

This research was conducted to look for factors that influence and look for strategies for implementing Tangerang Government University in developing the competency of the Tangerang City Government civil servants. The method used is descriptive qualitative. Primary data was obtained from in-depth interviews with key informants and secondary data came from observations, books, journals and related regulations. The results of the research are the factors that influence the implementation of Tangerang Government University, namely vision and goals; scope and role; target audience and training substance; learning methods; branding and collaboration. Of the 6 factors influencing the implementation of Tangerang Government University, several obstacles were found, namely lack of motivation for ASN to change; limited human resources; application capabilities are not optimal; differences in thought patterns; limited budget. Recommended strategies that can be implemented are socializing Tangerang Government University, budget support; carry out continuous updates in the application; giving awards; create a mini corporate university.

Keywords : human resources, competency development, corporate university, integrated learning

INTRODUCTION

With all the technological changes that are currently occurring, the government system in Indonesia is required to keep up with changes and technological developments that are increasingly rapid and rapid. This shows that it is necessary to improve the quality and capability of the state civil apparatus in facing these changes in order to support a better Indonesian government system. Therefore, the government must carry out reforms in developing apparatus resources. This is necessary because competency development activities are currently still carried out conventionally. For example, competency development is only carried out by the human resources management unit and does not involve line units as users. Learning is still carried out classically (in the classroom), direct face-to-face method. To achieve optimal results, training must be linked to career development and personnel planning.

Identification of training needs, implementation, and evaluation of training should be part of the training process.

Developing competencies related to career development and personnel planning requires a new educational model or paradigm that is complex and dynamic in nature, one of which is through *the Corporate University (Corpu)*. *Corporate University* is a type of advanced learning within an organization that fully supports the convergence of education and business by focusing on employee development and training to meet company needs (Lytovchenko, 2016). *Corporate University* has become an important element in developing human resource competencies in sustainable companies, institutions and organizations by considering the interests of various internal and external stakeholders (Peris-Ortiz et al., 2018; Tsipes et al., 2016).

Factors in the emergence and spread of *corporate universities* in the world began in



the United States in the 1920s. In 1927, the first company to launch a *corporate university* was General Motors, which launched its *corporate university* with the name "GM Institute". Initially aimed at training sales professionals (*The School of automobile trades*) and now called *Kettering University*, it has now grown rapidly to provide *MBA*, production management and engineering programs. Then *corporate universities* developed more intensively in the 1950s when *Disney University*, *General Electric University*. In the 1960s, large companies that founded *corporate universities* were *Unilever*, *McDonald's*, *Daimler*, and *GDF Suez*. Not only large companies but *corporate universities* are present in smaller companies. Over the years *corporate universities* have evolved from mere training departments into real means of integrated knowledge transfer, exchange and innovation both within and between organizations. (Lytovchenko, 2016; Scarso, 2017). However, now the development of *CorpU* is increasingly rapid in both the *private* and public sectors, but both have different goals. The goal of *CorpU* in the *private sector* is to increase company profits, while in the public sector the ultimate goal is to maintain trust and improve services to the community (Firdaus, 2017).

Meanwhile, in Indonesia, *CorpU* was first adopted and then implemented around the 2000s. There are four state-owned companies that started running the *CorpU model* and became the pioneers of *CorpU* in Indonesia, namely PT. Telekomunikasi Indonesia (Telkom) apart from that there is also PT. PLN with the name *PLN CorpU*, PT. Pertamina and PT. Pelindo II under the name *IPC CorpU* (Ayuningtias et al., 2016; Yuniarto et al., 2019). In the public sector, the Ministry of Finance was the first pioneer to adopt *CorpU*, which was named the Ministry of Finance *Corporate University*. The aim of holding the Ministry of Finance *CorpU* is to integrate all learning methods with the values and organizational goals of the Ministry of Finance. The success of *CorpU* in the government sector, both in ministries/agencies and local governments,

has not yet been thoroughly evaluated (Setiawati, 2022). However, the Ministry of Finance as the pioneer of *CorpU* in the government sector experienced quite significant changes with the existence of *CorpU*. This is proven by the fact that before transforming into *CorpU*, none of the services of the Financial Education and Training Agency of the Ministry of Finance were considered very good. After transforming into the Ministry of Finance *CorpU*, the quality of service at the Financial Education and Training Agency of the Ministry of Finance has increased to good (Yuniarto et al., 2019). With the existence of the Ministry of Finance *CorpU*, learning and competency development for ASN is unlimited. Since the Ministry of Finance's *CorpU* was first initiated in 2015 and established in 2018, it has had a positive impact on the central and regional governments at both the provincial and district/city levels to adopt *CorpU* in an effort to develop competency for apparatus resources (Setiawati, 2022; Sudewo, 2022; Yuniarto et al., 2019).

Among the thirty-eight (38) provinces in Indonesia, Banten Province is one of the provinces that does not yet have a *CorpU*. Banten Province, namely Tangerang City, is one of the cities in Banten Province which borders directly on DKI Jakarta, Tangerang City is one of the supporting cities of DKI Jakarta with various complex problems and needs to improve public services for its residents, one way to improve public services is by increasing the competency of ASN in the Tangerang City Government. Improving competency for ASN in the Tangerang City Government is handled conventionally by the Personnel and Human Resources Development Agency (BKPSDM) through the Education and Training Sector (Diklat). However, along with technological developments, it is hoped that increasing competency for ASN will be more flexible so that the Tangerang City Government takes steps to initiate a *Corporate University*. This coincides with the Tangerang City Government which has established the Grha Bhakti Karya building as a place to carry out training

because previously the City of Tangerang did not have a building to carry out training. Tangerang City is developing a *corporate university* as a means to increase ASN competency in 2024, which will be named *Tangerang Government University*. The existence of *CorpU* in the Tangerang City Government aims to create a workplace as a learning environment and increase competency for all employees and to meet the needs for developing twenty (20) ASN JP ASN Competencies in accordance with the directions contained in the State Civil Apparatus Law Number 5 of the Year 2014 and Government Regulation Number 11 of 2017 and Government Regulation Number 17 of 2020 state that ASNs have opportunities and opportunities related to competency development as many as twenty (20) JPs in a year.

Based on the background description stated above, this research aims to find out what factors influence the implementation of *Tangerang Government University* and what obstacles are found in its implementation, which will later be used to analyze the strategy for implementing *Tangerang Government University*. needed in developing competencies for Tangerang City Government ASN.

METHOD

This research uses a qualitative research approach. The data sources that will be used by researchers consist of two types (1) Primary data, namely data obtained directly from *the Key Informant*, this data is provided by *the Key Informant* appointed by the researcher in the hope of providing a clear picture of the problem in the research object, *Key Informants* in this research consist of parties who are concerned and have direct contact with the implementation process of *Tangerang Government University* in Tangerang City, and (2) Secondary data, is data obtained from observations and related documents.

RESULTS and DISCUSSION

Of course, the existence of a *corporate university* must be able to follow environmental dynamics, both market needs and service needs that follow technological developments

(Ayuningtias et al., 2016). Furthermore, success in implementing a *corporate university* according to (Kolo et al., 2013) can be seen from six (6) things, namely as follows: Vision and Goals; Scope and Role; Target Audience and Training Substance; Learning methods; Governance and Structure; and *Branding* and Partnerships.

1. Factors that Influence the Success of Tangerang Government University

Based on the approach developed by (Kolo et al., 2013) regarding the factors that influence the success of *corporate university implementation*, an analysis of these factors in the implementation of *Tangerang Government University* can be conveyed as follows:

a. Vision and Goals

The development of human resource competencies must be in line with the direction and objectives of the organization's strategic plan (Yuniarto et al., 2019). While *corporate universities* used to only focus on training design and delivery, now the role of *corporate universities* is expanding to support overall company strategy and culture. Competency development in *corporate universities* is closely related and coordinated with organizational strategy (Lytovchenko, 2016). Alignment of vision and goals is one of the driving factors in the implementation of *Tangerang Government University*, this was conveyed by *key informant K-2* as follows:

"The creation of Tangerang GovU is actually more about how our training can be connected to achieving the vision and mission. "So integrated training is actually the training that we carry out, of course it must achieve and support the achievement of the vision and mission of the Tangerang City Government."

The alignment of the vision and goals of *Tangerang Government University* with the *Tangerang City Government* was also conveyed by *key informant K-1* as follows:

" Thank God, it is actually in line with the goals of the Tangerang City Government and the vision and objectives of BKPSDM. "The vision of BKPSDM is to encourage the resources of the Tangerang City Government apparatus to advance, so it is actually connected from that side."

The achievement of the vision and objectives in the implementation of *Tangerang Government University* cannot yet be seen, this is because *Tangerang Government University* is still just running so no evaluation has been carried out, this was also conveyed by key informant K-2 as follows:

"We can't yet say whether it has been achieved or not, because it's new. This is only the third month of activity, maybe later if we ask whether it has been achieved or not, we can do it at the end of the year, okay?"

The same statement was also conveyed by key informant K-3 as follows:

" Okay, for *Tangerang GovU* was only implemented this year, so frankly from my side there has been no evaluation, so I can't determine whether it has been achieved or not. "But what this means is that in the on going evaluation, it seems to be running smoothly in accordance with the vision and goals of the City of *Tangerang*."

ASN's understanding of the vision and goals of *Tangerang Government University* is one of the goals of *Tangerang Government University* . The extent to which ASN understands the vision and goals of *Tangerang Government University* can have an impact on ASN's participation in *Tangerang Government University*, based on the statement of key informant K-5 regarding understanding of the

vision and goals of *Tangerang Government University* as follows:

"What I understand is that *Tangerang GovU* is to improve employee competency, usually face-to-face meetings can now be done online so training is more flexible."

Based on the results of interviews conducted with ASN representatives based on age criteria, everyone understands that *Tangerang Government University* is a competency development system for all *Tangerang City Government ASN*.

From the description above, it can be seen that the vision and objectives of *Tangerang Government University* are in line with the Vision and Objectives of the *Tangerang City Government* and *BKPSM Tangerang City* so that competency development is realized through *Tangerang Government University*. ASN's understanding of the vision and goals of *Tangerang Government University* can be said to be quite good because ASN already understands the vision and goals of *Tangerang Government University*. This is in line with research (Kolo et al., 2013) which states that one of the successes of a corporate university is seen from the vision and goals for developing corporate The university must be aligned with the company or organization's strategy. However, the achievement of the vision and mission at *Tangerang Government University* is still uncertain. This is because the implementation of *Tangerang Government University* is still in its infancy so a comprehensive evaluation has not yet been carried out regarding the achievement of the vision and goals in implementing *Tangerang Government University*.

b. Scope and Role

This indicator relates to how the structure is built to realize the strategic role of the company which is related to the role played by corporate universities (Kolo et al., 2013) . *BKPSDM* has an important role in the implementation of *Tangerang Government*

University, this was conveyed by key informant K-2 as follows:

" So first of all, even though the system was built by Kominfo, the business flow from the start, the planning, the business flow, the legal basis, is all what we call elaboration, collecting, building all kinds of things, so if you could say yes, we are still the brains of BKPSDM, the brains together, right? In future, with Widyaiswara, we will also really map out what the training should be like. "What if the online training, treatment, etc. is what we create, so once we have finished we formulate it in a new business process, we submit it to the Ministry of Communication and Information to translate it into programming data until the application is released."

To realize this strategic role, BKPSDM adheres to the regulations that have been created previously regarding the implementation of *Tangerang Government University* so that the vision and goals can be achieved and BKPSDM can carry out its role. This was conveyed by key informant K-2 as follows:

"...with a clear legal basis for where the target is, we still have to analyze and work out what the target would be like. Basically, we carry out what was planned in the previous year. The hope is that BKPSDM can achieve the targets. these achievements."

However, in the implementation of *Tangerang Government University*, not only BKPSDM has an important role, the leadership is also one of the driving factors in the development of *corporate university*

implementation . Executives can invest and make *corporate universities* a solution within the organization (Scarso, 2017) . Support from the highest leadership or top management is one of the things that is vital for the development of a *corporate university* (Setiawati, 2022) . One of the factors that encouraged the birth of *Tangerang Government University* was the direction from the previous Mayor to increase the competency of ASN. This was conveyed by key informant K-1 as follows:

"Leadership is the most influencing factor in the implementation of *Tangerang Government University*, how the leadership encourages its employees to want to learn and develop."

The same opinion was also expressed by key informant K-2 as follows:

" For example, what are the factors that influence the first one? The biggest factor is the leadership, what is the name of a wish order? It means the leadership's instructions."

The support of the previous Mayor's leadership can be seen from his efforts to bring and introduce *Tangerang Government University* before the Menpan RB. So the Minister of Administrative and Bureaucratic Reform wants to inaugurate *Tangerang Government University* . This statement was conveyed by key informant K-2 as follows:

"The previous leadership was definitely very supportive, yes, very supportive, to the point of bringing all this material before the Minister of Administrative and Bureaucratic Reform and finally they were willing to respond and finally inaugurated *Tangerang GovU*, right."

The importance of leadership support in the implementation of *Tangerang Government*

University was also conveyed by the K-3 key informant as follows:

"The Tangerang City Government established Tangerang GovU to improve the competency of its ASN. With the support of the leadership, this can be realized."

Leadership support in *Tangerang Government University* is proven by the leadership's desire to be involved and participate in the implementation of *Tangerang Government University*. The involvement of leadership in *Tangerang Government University* is proven by the results of a review of documents obtained by researchers regarding policies supporting the implementation of *Tangerang Government University*. The results obtained are in line with key informant statements with the decision of the City of Tangerang to issue a policy in the form of Tangerang Mayor Decree number 800/Kep.1117 -BKPSDM/2023 regarding the *Tangerang Learning Council and Learning Committee Government University*.

Leadership involvement in *Tangerang Government University* starts from high-ranking leaders, Regional Secretaries, Regional Assistants, to the Head of OPD, each of whom has responsibilities within *Tangerang Government University*. This was conveyed by the K-3 key informant as follows:

"The leadership is mapped within the Tangerang GovU structure. So, like Asda I, II and III, they become Deans in Tangerang GovU. So they are the ones who have the responsibility to be the directors of the academy. Then the head of the OPD becomes the head of the program. For example, for employee development, the Head of BKPSDM who is the head of the program. For city spatial planning, it is handled by the Head of the PUPR

Service. So they are all involved in the Tangerang GovU structure. So this spirit is indeed from us for us. So all areas of the Tangerang City Government are involved. That's one way to get things moving so you have to involve them."

Leaders do not only serve as those in charge as described in the organizational structure. But leaders can also act as resource persons. The following is an example conveyed by key informant K-1 as follows:

"For example, if there is education that is needed later, for example about the environment, then the head of the environmental service will be involved to provide learning, apart from us there will also be resource persons from other sources."

Based on the information above, we can see that BKPSDM has an important role in the implementation of *Tangerang Government University* considering that BKPSDM is a body related to personnel so that competency development is included in the duties of BKPSDM in accordance with the vision and mission of BKPSDM which has been explained previously in the vision and goal indicators. However, apart from that, leadership support from high-ranking leaders to the head of OPD in the realization of *Tangerang Government University* also has a big role. One of the factors in realizing *Tangerang Government University* was to carry out the mandate from the Mayor of Tangerang to create ASN who were willing to learn. This is in line with research (Setiawati, 2022) which states that leadership support is one of the driving factors for the realization of *corporate university implementation*. The manifestation of leadership support can be seen from the involvement of leadership in the implementation of *corporate universities*. Not only in the organizational structure as the person in charge, but also as a resource in

learning. This is in line with research (Kolo et al., 2013) which states that one of the factors for the success of implementing a *corporate university* is by involving executives or leaders to encourage the program to be in line with the strategic interests of the organization, other executive members must be included in the organizational structure as person in charge of the program.

c. Target Audience and Training Substance

One of the things that makes *corporate universities* not run effectively is that the participants who take part in the training are not the participants who are the target of the training, which results in training that adopts *corporate universities* not being able to support the strategy and business performance of an organization (Firdaus, 2017) . So the target audience must be precise, the main target at *Tangerang Government University* is all ASN employees of the Tangerang City Government. This was conveyed by key informant K-2 as follows:

" All Tangerang City Government employees. So leaders in providing input and giving direction can use Tangerang GovU. Subordinates not only get training but can also share it too. "So if I say this is how to manage internal learning assets, that's how everyone is involved."

Furthermore, to determine the target audience at *Tangerang Government University* according to the learning system, this was conveyed by key informant K-3 as follows:

"So there are 3, namely the first is self-lead or independent learning so it can be accessed anytime, anywhere by anyone. Then the second is programmed training, which means it is based on a summons which usually includes a SP, usually adjusted to needs, related to

technical matters. "Then there is sharing knowledge or sharing experiences, so it is in the nature of a podcast, let's say the material is lighter than OPD and can be followed by all employees."

Each learning system has a different training substance. To determine the substance of each learning system, the Tangerang City Government must know what training is needed and desired by all City Government employees, so the Tangerang City BKPSDM Education and Training Division decided to distribute a questionnaire or form to all Tangerang City Government employees, this was conveyed by key informant K-3 as follows:

"...the training provided has been tailored to the needs of each employee from each OPD. So we have created two forms, one form which is filled in by employees, we ask what they need, we collect from thousands of employees what they need and want and we also ask from the OPD too, for example the Head of Department or the Heads of Divisions to To achieve good performance, what do the staff need? Well, the staff was also asked from the staff side. So there is staff assessment and there is organizational assessment, so from those two we collect data, we combine it and we triangulate it. Oh, I guess this is the training priority. That's roughly the process."

Apart from the target audience and training substance, this indicator is related to learning strategies. The learning strategy aims to align organizational strategy with *corporate university strategy* (Sudewo, 2022) . *Tangerang Government University* implements

an academy strategy whose strategy is based on the need for exploration and innovation to develop new organizational systems and values that are different from the current ones. The character of the academy strategy in

corporate universities is explained in Table 2.2 on page 46. The following are the academies, programs and Learning subjects at *Tangerang Government University*:

Table 1 Academies, Programs and Learning Subjects at Tangerang Government University

ACADEMY	PROGRAM	LEARNING SUBJECT
Academy 1 Social Welfare, Community Competitiveness and Governance	1. Education	1) Education
	2. Health	2) Health
	3. Community Social Welfare	3) Social 4) Disaster management 5) Women empowerment 6) Child protection 7) Population Control 8) Population 9) Regionality
	4. National Unity and Politics	10) Civil service police Unit 11) National Unity and Politics
Academy 2 Development and Economy	5. Infrastructure services, facilities, facilities and city spatial planning	12) Public Works and City Spatial Planning 13) Housing and Settlements 14) Planting 15) Relations
	6. Environment and natural resources	16) Environment 17) Food security
	7. Regional economy	18) Industry, Trade and Cooperatives 19) Culture and Tourism 20) Employment 21) Investment and Licensing 22) Youth and Sports
Academy 3 General Administration and Government Human Resources Development	8. Government administration	23) Regional Planning and Development
	9. Increasing HR Competency	24) Supervision and Control 25) Regional Financial Management 26) Regional Income 27) Archives and Libraries 28) Communication and Informatics 29) Staffing and HR Development

Source: *Personnel and Human Resources Development Agency, 2023*

Based on the description above, it can be concluded that the main target audience for *Tangerang Government University* is *Tangerang City Government Employees*. And determining who the audience is is determined based on the type of training attended. The substance of each type of training is based on employee needs and desires taken from the form or questionnaire given to all employees. *Tangerang Government University* implements an academy learning strategy. This is in line

with research (Kolo et al., 2013) which states that the curriculum and training content must be in accordance with the objectives, scope and target audience of *corporate universities*. It should also be updated to ensure that it is in line with the organization's goals and needs.

d. Learning methods

Learning methods relate to how the organization provides a learning environment that supports the company's needs as well as the methods used to carry out corporate



university services (Kolo et al., 2013). The learning method used at Tangerang Government University is carried out in two (2) ways, namely face-to-face and online. This was conveyed by key informant K-2 as follows:

"In fact, the learning methods used in learning are face-to-face, online and offline. Yes, for online or learning that is used in this application, we already have self-development by sharing knowledge. If for safe development, there will be video stages to follow until in the end, an e-certificate will come out if the knowledge sharing is a video in the form of a podcast, so it's like chatting, right?"

Further clarification regarding online learning methods at Tangerang Government University was conveyed by key informant K-3 as follows:

"For online learning methods, there are already learning assets consisting of learning videos and also podcasts. There are also learning assets in the form of materials. So those learning assets then become items stored at Tangerang GovU so Tangerang GovU is the place to store all learning assets. Which can be accessed anytime, anywhere, by anyone who wants to develop their competencies."

The online learning method or e-learning is carried out through the Tangerang Government University website and application which can be accessed anywhere and anytime. The Tangerang Government University website can be accessed at <https://gorvu.tangerangkota.go.id/>. Apart from the Tangerang Government University website, it can also be accessed on the Tangerang AYO super apps, which have been integrated with

various government applications on one platform. To enter, Tangerang Government University has implemented single sign on, which means that Tangerang Government University has been integrated with other applications so you only need to use the same password as other applications. This is supported by the statement conveyed by key informant K-2 as follows:

"It has been integrated into Tangerang Ayo, the SIM ASN password and other things are all the same so there is no problem forgetting the password anymore. "Because that is also one of the obstacles, but thank God we have managed to solve it and have integrated it well."

Face-to-face or offline training at Tangerang Government University is carried out in the Grha Bakti Karya building which has training facilities such as classrooms, podcast rooms, discussion rooms and accommodation rooms. This is supported by the statement conveyed by the K-3 key informant as follows:

"The learning method used for classics is face-to-face and is carried out in the Grha Bakti Karya building. For making videos, we have studios that are still simple but at least they already exist. "Then there is also a podcast, so everything for training is already there, which is good."

From the description above, Tangerang Government University provides facilities to support learning both online and offline. Online, Tangerang Government University offers easy access because it has been integrated with other supporting applications and has implemented a single sign on system, making it easier for employees to avoid forgetting passwords. Furthermore, Tangerang Government University has also prepared learning assets that can be accessed anytime and anywhere in the form of learning videos and interesting podcasts that have been

adapted to employee needs. Other facilities prepared by Tangerang Government University are the Grha Bhakti Karya Education and Training building with facilities inside that support learning such as classrooms, podcast rooms, coaching rooms, discussion rooms, sports rooms, etc.

With good facilities, quality teachers or resource persons are needed to support these facilities so that the knowledge obtained by employees is maximized. Resource persons at Tangerang Government University are usually based on their field of expertise, resource persons can be from within the Tangerang City Government environment or from outside the Tangerang City Government environment, this was conveyed by key informant K-1 as follows:

"The learning material used in this lesson is adapted to the existing service and service, for example regarding PUan, later we will look for sources who are experts in the field of PUAN, for example, but later the pattern will be for us to make the material like that. For example, what the title will be like, this will at least be relevant to the presenter and the recipient of the material."

Key Informant 2 explained the sources from within the Tangerang City Government as follows:

"Tangerang has many awards. There must be people behind it who are successful or who can get this Tangerang to get the title of good in the eyes of outsiders. So why don't these people also share inside what they have learned and how they can achieve this so that the employees inside can also learn like that."

Based on the results of the interview above, it can be seen that Tangerang Government University prepares quality teachers who are experts in their field or who

have more experience in that field. In this case, employees can also become teachers providing training to other employees through Tangerang Government University. With so many awards received by the Tangerang City Government, it is a sign that there are many people who are experienced in this field, so it would be a shame if this was not utilized properly, and not shared with fellow Tangerang City Government employees.

Based on the description above, it can be concluded that Tangerang Government University has two (2) learning methods, namely offline and online. Offline or face-to-face learning methods are located in the Grha Bhakti Karya building and online learning methods are via the Tangerang Government University website and can also be done via the Tangerang AYO super app. Resource persons are drawn from within the Tangerang City Government and from outside the Tangerang City Government in accordance with the training and expertise needs of the resource persons, in addition to the facilities provided to support learning, thereby creating a comfortable learning environment for employees. This is in line with research (Kolo et al., 2013) which states that the success factor for corporate universities is learning methods that are able to create a good learning environment and quality teachers .

e. Governance and Structure

Governance in this case relates to forms of management related to reporting, finance and facility management. All responsibilities related to Tangerang Government University are in the Education and Training Sector at BKPSDM Tangerang City. Based on the results of interviews with key informants K-1 and K-3, it is said that the person responsible for governance and budget management at Tangerang Government University is key informant K-2, so in this indicator the researcher explains the results of the interview with key informant K-2. Key informant K-2 explained the governance at Tangerang Government University as follows:

"All matters related to Tangerang GovU are

managed by the Education and Training Division. From planning to implementation it is in the Education and Training Sector. Including reports and financial management."

Furthermore, key informant K-2 also conveyed the following regarding budget management:

"As for the budget, we are just maximizing the existing budget. As explained in the obstacles above, we really need support for the budget for this matter. However, we still have to convince the leadership of this, that's why I say that aligning the vision and mission is so important. "So, in terms of the budget, we actually need experts for the back office but it hasn't been approved by the leadership."

From the statement of key informant K-2 above, it can be seen that the leadership still needs to be convinced to develop Tangerang Government University because it is related to the budget. In this case, aligning the vision and goals is very important so that everyone from the leadership to the implementers have the same enthusiasm for developing Tangerang Government University.

This statement is also supported by data information obtained by researchers. The budget allocated for training and competency development is 0.16% of the total 2024 Tangerang City Government APBD expenditure of 5.38 trillion Rupiah. Where the development of ASN competency is worth 8.79 billion Rupiah which is only enough to carry out the development of 1,450 apparatus using formal, classical and non-classical channels.

Tangerang GovU has training building facilities, namely the Grha Bhakti Karya building with training facilities inside, the management of which was conveyed by key informant K-2 as follows:

"The budgeting secretariat is responsible for managing these facilities because it's not a sector

where capital expenditure can't be done, right? So everything is at the BKPSDM secretariat. The problem is because the secretariat's office is not here, we are in our own field here so they don't see much, right, so based on reports based on reports, we also have to struggle with other priority targets, so it's natural that it's put at the bottom or something like that, so it's very unfortunate. So, in fact, the management of the building must be done by the person in the building so that he or she knows about this condition. "For example, if there's a leak, it's a leak, that's the unfortunate thing, if it's related to the building."

From the description above, it can be concluded that matters relating to reporting and financial management are in the Education and Training Sector. In terms of budget, the Education and Training Sector only uses the existing budget and still needs budget support for the development of Tangerang Government University, especially for additional expert staff. Furthermore, facility management is under the BKPSDM Secretariat, this is one of the obstacles because the BKPSDM Secretariat is not located in the Grha Bhakti Karya Education and Training building, only the Education and Training sector has its office located in the Grha Bhakti Karya building so as to find out the real condition if there is damage to the facilities. there is a response that is not fast enough. Research (Kolo et al., 2013) states that good governance is one of the factors driving success in implementing a corporate university. However, Tangerang Government University is still deep in budget and facility management.

f. Branding and Partnerships

To create a successful corporate university, it is very important to identify

organizational management goals, knowledge management processes, and characteristics of the organization (Scarso, 2017). Key Informant 1 explained the characteristics of the organization that was built and implemented in the branding of Tangerang Government University, namely "Let's Learn!". Not only from the jargon, the branding that was built for Tangerang Government University was carried out in detail. This was conveyed by key informant 1 as follows:

"So actually I had time to think about this branding from the start. First, I made a logo, the Tangerang University logo, which had been approved by Mr. Arif previously and finally this is the logo that we use for everything in the application and also in watermark videos of all kinds because I'm really concerned because my background is in communications, right? So what is it called? What is no less important is actually social media. Social media started last year but I stopped it because the experts weren't approved. But if you look at how important branding is, logos are so important, we can continue to be enthusiastic about what we can have character with branding. So, if you ask about branding, is that something you think about or not? Yes, from the logo to the website, the application, everything is one design, that's how social media is a bit hampered. Previously, all lessons, all new training organized by the Education and Training sector should be informed on social media, because we have to get attention from people. .

Furthermore, the Let's Learn jargon is not random, I even proposed it at the meeting. So I want everyone to be involved, I want BKPSDM to feel like it has GorvU, so I involve everyone."

With the branding created and built by BKPSDM for Tangerang Government University, it is hoped that it will have an impact on Tangerang Government University, but key informant K-3 explained the impact of branding as follows:

"To be honest, the impact of branding is actually based on the results of my discussions with other employees, but not yet. "I'll be honest, whether it's because civil servants don't have the enthusiasm to study anymore."

Meanwhile, key informant 2 explained that the initial aim of this branding was to provide attention to employees so that employees could get to know and understand first what Tangerang Government University is as follows:

"So it's like now what I'm chasing is not really big branding, what I'm chasing is actually people's attention first, the recognition first, so they know first, oh, this is Tangerang GorvU, oh, this is learning like that. So I'd rather have them get to know each other first so they can't immediately intensify because some things are still obstacles, unfortunately that's how it is."

However, key informant K-1 expressed a difference of opinion who said that the impact of branding was quite visible. This was conveyed by key informant K-1 as follows:

"The impact is quite visible because the let's learn branding is an invitation to all

employees to seek knowledge. So if he doesn't study he won't get 20 hours, 20 JP per year so with his target of having to meet 20 JP a year then he will have to open a lot of Tangerang Government University media later. So his time can be filled from there."

This difference of opinion was motivated by K-1 only looking at the number of certificates printed when Tangerang Government University was first held, more than a thousand certificates had been printed. In fact, when compared with the number of Tangerang City Government employees, which amounted to 9,138 participants, it was still less than 15% compared to the number of Tangerang City Government employees. This is supported by the statement of key informant K-1 who said:

"In the first training yesterday, we printed, if I'm not mistaken, more than a thousand certificates for those who participated in education through the Tangerang Government University media with this application media. Yes, this is extraordinary."

From the description above, it can be concluded that Tangerang Government University has built its branding in quite detail, starting from jargon to web appearance. However, there has not been a significant impact on the implementation of Tangerang Government University. The branding carried out has not had an impact on increasing employee desire to develop competencies through Tangerang Government University. Currently, the expected impact is for employees to know and understand first what Tangerang Government University is. It is hoped that in the future the branding that is built can have an impact on employees' desire to study through Tangerang Government University so that it is in line with research conducted (Kolo et al., 2013) which states that

one of the keys to successful implementation of a corporate university is branding.

Establishing new partnerships to create a corporate university is one way to encourage the success of a corporate university (Kolo et al., 2013). The collaboration carried out by Tangerang Government University comes from internal and external Tangerang City Government. This was conveyed by key informant 3, as follows:

"When collaborating with internal parties, we have involved them not only as learning subjects but as learning objects. This means that with the organizational structure that has been created in such a way, from Asda, up to the head of the OPD, it means that they have all been involved. Externally, we have collaborated with Banten Province for its talents, in fact, in fact, in future plans, if we discussed it with the Head of Division, yes, we could collaborate with other CorpUs, for example the CorpU owned by the Ministry of Finance, yes, in the future we can also access each other. other yes. Then you can also use LAN as a supervisor. LAN with its super CorpU all GorvU-GorvU with all Ministries/institutions"

Tangerang Government University felt a good impact on the implementation of corporate universities, this was conveyed by key informant 2 as follows:

" That's because what's been going on recently with Banten Province with LAN, yes, yes, at least we got a lot of direction, got a lot of input, and what about appreciation, yes, that's the fruit of what is called the effort that we have carried out up to

now. "Yes, in the future we also have a rough idea, later it will be taken to the results of input and discussions from all of them."

Based on the description above regarding collaboration carried out by Tangerang Government University, it can be concluded that collaboration is carried out both internally and externally. And provide a good impact on the progress of Tangerang Government University in the form of direction and input. This is in line with research conducted (Kolo et al., 2013) which states that one of the keys to successful implementation of a corporate university is building strong branding and establishing collaborations or partnerships.

2. Tangerang Government University Implementation Obstacles

Based on the results of interviews conducted to look at the influencing factors at Tangerang Government University, obstacles were found that intersect each indicator. From studying the factors that influence the success of *corporate universities* which consists of six (6) indicators, obstacles were found in the implementation of *Tangerang Government University*, namely as follows:

a. Lack of ASN Motivation to Change

With changes occurring globally, human resources are indirectly required to be able to keep up with existing developments. This also occurs in the public or government domain. Without a strong desire to change following global developments, the institution will be further left behind and ultimately eliminated by society (Setiawati, 2022). In this case, ASN's motivation to accept these changes in an effort to increase competency is one of the obstacles, this was conveyed by K-1 as follows:

"In my opinion, the most significant obstacle comes back to the employees. Regarding employee motivation, because once our employees are given the 20JP a year requirement, they can

fulfill it, so the employee is competent so they don't have problems developing competence. He entered talent management, but if the employees are not ready, or maybe because of the limited talent they have, this is something we have to continue to develop. That's all actually."

The same statement was conveyed by K-3 regarding the lack of motivation of Tangerang City Government ASN as follows:

"Actually, the most important thing is the motivation of the employees themselves, because actually changing methods and changing methods is definitely not easy. So the person really doesn't want to study? The goods are already there, you just have to access them. "Well, it turns out that if you look at it, even though these items are available, there's not enough employee enthusiasm to access them."

"...the motivation of the employees themselves is whether they want to learn and develop their competencies. "Because we have provided learning assets, we have prepared learning assets that can be accessed anywhere and anytime, so it comes back to the motivation of each employee."

From the description above it can be concluded that the lack of motivation of ASN is an obstacle in implementing *Tangerang Government University*. This is in line with research (Setiawati, 2022) which found that one of the factors inhibiting the implementation of *corporate universities* is fear of change itself. This fear of change has an impact on ASN's

low motivation to change to be more concerned with developing their competencies. With the convenience offered, and the materials provided in *learning assets* that can be accessed anytime and anywhere, it turns out that it has not been able to increase employee motivation to develop competencies through *Tangerang Government University* .

b. Limited Human Resources

Availability of human resources is important. With human resources that meet the needs for organizing a *corporate university* , it can guarantee that the problems that will be faced in organizing a *corporate university* can be handled well through creative and innovative methods (Setiawati, 2022) . However, on the other hand, if there are limited human resources, it can hinder government institutions from expressing innovative and creative ideas into systematic and thorough ones (Sunarya, 2018) .

The Tangerang City Government feels the limitations of human resources in managing a *corporate university* in running the *Tangerang Government University* . This was conveyed by K-2 as follows:

*"Yes, so far I want to jump far, yes, but I have to really pay attention to the energy in this. I'm afraid that by opening a lot of taps and opening a lot of networks, we won't be ready, so when we are ready with qualified human resources, at least "Those who can do this regularly and continuously and always get improvements, surely at one point I will open up more spaces, what is called expanding new wings."
"Another obstacle is that we lack human resources for the back office, such as operators and creative personnel to make videos because we lack human resources who have skills in this field."*

This obstacle was also conveyed by the K-3 resource person regarding the need for

human resources to process the training substance so that it looks more interesting and not boring. This occurs due to the limitations of the Tangerang City Government which only has two (2) academic courses.

"Furthermore, we lack human resources to make the substance, it's quite tight because there are only two academic institutions in Tangerang City. "Furthermore, to process the substance of the material into material that is interesting to look at and not boring, we really need experts and to date this has not been met."

From several responses expressed by *the key informant* above, it can be concluded that the implementation of *Tangerang Government University* is not running optimally due to limited human resources. However, this is not in line with research (Setiawati, 2022) which states that there were no problems with the availability of human resources in the implementation of *corporate universities* in the government sector. The limitations of human resources to develop *Tangerang Government University* are related to the lack of budget. This is also explained in the budget management indicators related to the lack of budget, causing the Education and Training Division to be unable to recruit experts to support *Tangerang Government University*. The need for experts in creative fields has not yet been met to make *Tangerang Government University* more attractive and innovative. Making training more interesting is one of the things that can influence the success of *Tangerang Government University*. This is in line with research (Yuniarto et al., 2019) which found that the key to success in implementing a *corporate university* is a learning system that is interesting and easy to understand.

c. Application Capabilities Not Maximum

A *corporate university* is a system of organizational development and personnel training characterized by the extensive use of

e-learning technology in the learning process (Lytovchenko, 2016) . Without exception in the public sector, *corporate universities* process knowledge through digital-based learning methods (Fauziah & Prasetyo, 2019) . In this way, *Tangerang Government University* uses technology for its learning methods through applications, *websites* and *YouTube* . However, problems were found in the application's ability to support learning methods, so continuous updates were needed to achieve an application that met needs. This was expressed by *key informant K-2* as follows:

" Trial and error continues to be carried out until now because in principle, in terms of applications, yes, in terms of applications, there is no application that once built is immediately good, in the same class as Google, Facebook or WhatsApp, of course they like to ask for updates and upgrades, which means they have something. which is being developed again. Well, that's it, so every time we find a different type of default, the treatment is different with this application, we're still not sure, we're still trying to find the right one, like that. So we have several trainings which include self-development, knowledge sharing, programmed ones, especially summons through warrants, really at each stage with different types of training there are different treatments in the application which up to now still have to be continued. updated."

Researchers explored information related to the use of the *Tangerang Government University application* by interviewing representatives of *Tangerang City civil servants* who had taken part in learning

through the *Tangerang Government University application* and found that the capabilities of the *Tangerang Government University application* were still not optimal and still needed updates and upgrades. This is proven by the statement of *key-informant K-5* as follows:

"The problem when participating in competency development through Tangerang Government University is that sometimes the system does not record the stages that have been carried out, so it has to be repeated several times in order to continue to the next stage." "...but if there are questions I cannot ask questions that are answered directly by the material provider."

From the description above, we can conclude that a *corporate university* is a technology-based competency development system. In its implementation, *Tangerang Government University* uses an application created and managed by the *Communication and Information Service*. There are still obstacles found in using the application, so it is still necessary to *update* and *upgrade* the application so that it can adapt to the needs and desires of employees in the learning process so that the implementation of *Tangerang Government University* runs well. This is in line with research conducted by (Sultan, 2022) which states that technological support is needed to improve employee performance so that there is an increase in competency through integrated learning, namely *corporate universities*.

d. Differences in Mindset

Aspects of the mindset or *mindset* of each employee regarding competency development are different. It was found in interviews with informants that one of the things that hampered the implementation of *Tangerang Government University* was the thoughts formed within the employee

environment regarding the training being held. This was expressed by key informant K-3 as follows:

"Because so far the stigma is that training is only for certain groups, only for certain employees. For example, they think, ah, I'm a nobody, how can I take part in training like that? So, we are trying to eliminate this stigma. And opens up maximum opportunities for all employees."

Apart from that, other issues related to ASN's mindset or views on competency development were also conveyed by the K-3 key informant as follows:

"Because there are those who think what's the point of taking part in training for someone whose career is already stuck, those who don't take part in training are suddenly appointed. Well, things like that outside of merit are difficult because they are political in nature. But frankly, that is what makes this training seem less important. That's the real reality."

Currently, government employees consist of three (3) generations. Namely baby boomers, generation X and generation Y. It cannot be avoided that the characteristics of employees based on these generations are different. These generational differences come from different years of birth and events they experienced together which of course will influence and give rise to differences in the characteristics of each generation which will ultimately affect their performance, productivity, motivation, mindset and commitment to the company (Adiawaty, 2019). The mindset of each employee is different, but how do we convey the understanding that this competency development is very useful for improving competence and providing knowledge to make

the employee's work easier so that it will produce better services for the community.

e. Limited Budget

The limited budget aspect was found to be one of the obstacles in the implementation of *Tangerang Government University*. The budget is an important aspect for the progress of *Tangerang Government University* because to carry out development a budget is needed. This was expressed by key informant K-2 as follows:

"... the condition is that we start from 0, so Tangerang CorpU is now Tangerang GovU, which has 0 budget, so it is really pure innovation directed by the leadership."

The same statement was also conveyed by key informant K-1, namely as follows:

"...but we have limitations. Financing limitations. But for Tangerang Government University we will maximize it." "As for the budget, we are just maximizing the existing budget. "As explained in the previous obstacles, we really need support in the budget for this matter."

So so far *Tangerang Government University* has only utilized the existing budget. So carrying out developments is more difficult. In the previous description, it was stated that one of the obstacles for *Tangerang Government University* is limited human resources. With limited budget, this problem cannot be resolved because there is no budget to provide these services.

From the description above, it can be concluded that one of the biggest obstacles in the implementation of *Tangerang Government University* is budget limitations, because the limited budget that is available has an impact on the availability of human resources, because of these limited human resources the management of *Tangerang Government University* is not running optimally. With a limited budget, the Education and Training

sector cannot meet the development needs of *Tangerang Government University*, one of which is the need for expert human resources. One of the factors that influences the effectiveness of *corporate university implementation* is financial resources that are able to meet the development and progress needs of *the corporate university (ghomi)*. In this case, *Tangerang Government University* has not been able to meet the budget requirements.

3. *Tangerang Strategy Recommendations Government University*

Based on the research results obtained regarding the factors that influence *Tangerang Government University* as well as the obstacles found in the implementation of *Tangerang Government University*, the recommended strategies needed to implement *Tangerang Government University* are as follows:

a. Socializing *Tangerang Government University*

Seeing the obstacles found in the implementation of *Tangerang Government University*, namely the motivation of ASNs to learn and the different mindsets of ASNs, more intensive socialization is needed, apart from introducing what *Tangerang Government University* is but also as an opportunity to provide understanding to ASNs that competency development is important. for all ASN and training is now much more flexible and fun with the presence of *Tangerang Government University*.

Furthermore, related to the time of socialization, it must provide an understanding to all ASNs that competency development is important and is a right that must be obtained by all ASNs. This is stated in Government Regulation Number 17 of 2020 concerning Management of State Civil Apparatus which explains that the development of the competencies of every ASN conducted at least twenty (20) hours of lessons in 1 year. Socialization that can be carried out is as follows:

a. Direct socialization

Direct socialization means socialization carried out face to face. Socialization can be done by picking up the ball. The Education and Training sector can hold a *road show* around the OPD to socialize *Tangerang Government University* to all employees from the OPD.

b. Indirect socialization

Indirect socialization is carried out through promotions on *social media*. By using the *Tangerang AYO* application to advertise *Tangerang Government University*, you have to collaborate with the Communications and Information Service to do this. Furthermore, promotion through *social media*, for example through social media which is currently widely used by the public. Like Instagram, TikTok and so on.

The party responsible for implementing this strategy is the Education and Training Sector, supported by all BKPSDM employees considering that all governance and budget related to *Tangerang Government University* is in the Education and Training Sector and *Tangerang Government University* is one of the superior competency development programs at BKPSDM.

a. Budget Support

One of the obstacles in implementing *Tangerang Government University* is budget limitations. These budget limitations mean that the need for human resources cannot be met. The need for experts is considered very important to support the running of *Tangerang Government University* so that it runs optimally.

The vision and goals of the leadership must be aligned so that this strategy can work so that it has an impact on the progress of *Tangerang Government University*. After all of them have the same goal, namely to develop *Tangerang Government University*, from the highest leadership of the Regional Head down to the Head of OPD, they must make every effort so that budget needs can be met. The Regional Head must ensure that the APBD draft related to competency development can be approved by the DPRD.

b. Carrying out continuous updates in the *Tangerang Government University Application*

Continuous updates are needed in the *Tangerang Government University application and website*. This is necessary so that the application used can still adapt to employee needs. There were also obstacles found in the learning process through *Tangerang Government University* which were explained previously.

The parties responsible in this case are BKPSDM and the Communication and Information Service. BKPSDM must establish good collaboration with the Communications and Information Service. BKPSDM is tasked with conveying obstacles in the field in using the application and the Communications and Information Service is tasked with updating *and* upgrading *the* application and the *Tangerang Government University website* .

c. Giving Awards

Giving awards to ASNs who actively carry out competency development through *Tangerang Government University* . The awards given are in the form of learning assignments. Because giving study assignments is a routine activity every year given by the BKPSDM Apparatus Development Division to all *Tangerang City Government ASN* who have met the specified requirements.

This learning assignment is given in accordance with the learning assignments being carried out by the Apparatus Development Sector, the scholarship system obtained and the university being targeted are also adjusted to the provision of learning assignments being carried out by the Apparatus Development Sector. Employees who receive this award are like having received *a golden ticket* to be recommended to receive the study assignment scholarship by considering several criteria. These criteria can be seen from high performance, high productivity, high willingness to continue learning. This can be seen through *e-performance data and* employee attendance which can be seen by the Development Division, apart from that, employees who receive study assignments must have good behavior. has never been involved in a problem or crime. This can also be seen from

the Development Sector data. Apart from that, it is felt that it is very necessary to know the personality and psychology of the recipient of this award, this is related to what will happen in the future after receiving this study assignment, whether performance will decline and worsen, in this case the Education and Training Sector can collaborate with the *Tangerang City Government Competency Assessment UPT* to carry out this test .

Once all these criteria have been met, the employee is entitled to receive an award in the form of a learning assignment. Awards in the form of learning assignments are given because the employee can continue to develop and improve his competency as an ASN. Apart from that, if the Education and Training Division provides awards in the form of goods or materials, it will only increase the budget, whereas the Education and Training Division itself has a limited budget. Meanwhile, study assignments have become an annual activity budgeted by the Apparatus Development Sector, so they do not require any additional budget.

d. Building a Mini Corporate University

Building a *mini corporate university* in each OPD is a concept that researchers discovered while conducting research at the *Yogyakarta City Government at Yogya Corporate University*. *Mini corporate universities* in *Yogya*, for example *Bappeda Corpu* , *Mini CorpU* Organizational Section . This concept can be applied in the *Tangerang City Government* to support competency development through *Tangerang Government University*. This needs to be done so that *Tangerang Government University* is not only limited to one building or only to applications. *Tangerang Government University* needs to build a better intelligent system so that competency development can be more flexible.

By building a *mini corporate university* in each OPD, you can carry out training that is appropriate to the OPD's activities so that it can be more specific. If the OPD wants to organize a mini corporate university, the OPD must write to BKPSDM, then BKPSDM, especially the Education and Training Sector,

will facilitate the post test, then the Education and Training Sector can convert it into a number of Class Hours, then the Education and Training Sector will issue the training certificate so that it can be recognized for increasing its competency. . The certificate issued is integrated with the SIM-ASN so that the certificate is directly entered into the employee's *data base* . However, if the OPD does not have a letter that they are implementing a *corporate university* there then they will not get a certificate and their competency development will not be recognized by BKPSDM and it will only be recognized for increasing competency in the OPD environment.

CONCLUSION

Based on the results of the research carried out, it was concluded that the Tangerang City Government has an integrated competency development system, namely a *corporate university* called *Tangerang Government University*. There are factors that influence the success of implementing a *corporate university* according to the Kolo model that success in implementing a *corporate university* can be seen from six (6) things, namely vision and goals; scope and role; target audience and content; delivery model; governance and structure; as well as *branding* and partnerships.

In its implementation, *Tangerang Government University* faced several obstacles or problems which caused the implementation of *Tangerang Government University* to not be optimal, namely the lack of motivation for ASN to change; limited human resources; application capabilities are not optimal; differences in thought patterns; limited budget.

From the factors and obstacles found in the research, the strategy recommendation needed is to socialize *Tangerang Government University* both directly and indirectly. Directly through a *road show* around the OPD. And indirectly through promotions via *social media*. The socialization carried out was by introducing what *Tangerang Government University* is as well as providing understanding to ASN that competency development is important for

improving personal and organizational quality; Support through the budget also needs to be carried out considering several obstacles found related to the lack of budget. For this reason, *Tangerang Government University* needs support in terms of budget so that the implementation of *Tangerang Government University* runs well; Carry out continuous updates in the *Tangerang Government University application* so that the application can continue to run well and can adapt to employee needs in the learning process; Giving awards to ASNs who actively carry out competency development through *Tangerang Government University* . The awards given are in the form of providing study assignments; Building a mini *corporate university* in each OPD. This needs to be done so that *Tangerang Government University* is not only limited to one building or limited to applications. *Tangerang Government University* needs to build a better system so that competency development can be more flexible.

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