JURNAL BINA PRAJA
Journal of Home Affairs Governance

ARTICLE

Readiness Analysis and Implementation Strategy of Corporate University as an ASN Training and Learning System in the Ministry of Transportation

Christofel J. A. Roringkon [1], **Mala Sondang Silitonga** [2]

[1]Ministry of Transportation, Jakarta, Indonesia

[2]Politeknik STIA LAN Jakarta, Jakarta, Indonesia

christofeljar@gmail.com

OPEN ACCESS

Citation: Roringkon, C. J. A., & Silitonga, M. S. (2025). Readiness Analysis and Implementation Strategy of Corporate University as an ASN Training and Learning System in the Ministry of Transportation. *Jurnal Bina Praja, 17*(3). https://doi.org/10.21787/jbp.17.2025-2728

Submitted: 15 October 2025

Accepted: 20 November 2025

Published: 31 December 2025

Abstract: Since the 1980s, Corporate University has evolved into a systematic human resource development strategy that integrates individual development with organizational goals. In the public sector, the New Public Management paradigm encourages the adoption of private-sector managerial practices to improve bureaucratic effectiveness, foster a culture of continuous learning, and strengthen institutional capabilities. In Indonesia, the implementation of Corporate University remains limited, particularly in technical ministries such as the Ministry of Transportation (Kemenhub), where some employees do not yet understand the Corporate University concept, training is not yet needs-based, and HR planning mechanisms such as the Individual Development Plan (IDP) and Human Capital Development Plan (HCDP) have not been consistently implemented. This study evaluates the institutional readiness of the Ministry of Transportation to implement in Corporate University using a mixed-methods approach with a Sequential Explanatory design. Quantitative analysis of 396 Civil Servants shows an average institutional readiness of 52.6% (Intermediate Low category), with the highest institutional structure (89.6%) and the lowest learning strategy (30.5%). Qualitative analysis confirms that despite strong structural foundations and technological support, the implementation of experiential learning, cross-unit collaboration, and system integration with IDP/HCDP remains limited. Triangulation results reveal a gap between formal readiness and operational effectiveness, emphasizing the need to strengthen coordination, internal capacity, and digital integration. These findings provide conceptual contributions to the Corporate University literature in the public sector and practical support for the Ministry of Transportation in building an adaptive, sustainable, and results-oriented civil servant learning system that supports innovative and collaborative bureaucratic transformation.

Keywords: Corporate University; Institutional Readiness; Civil Servant; Ministry of Transportation; Continuous Learning; New Public Management.

1. Introduction

Since the 1980s, various global companies have begun to establish Corporate Universities as a more systematic, long-term-oriented human resource development strategy (Chen et al., 2019). Corporate University functions not only as a training institution but also as a strategic learning system that integrates individual development with organizational goals (Wahyudi, 2022). In the public sector, the emergence of the New Public Management (NPM) paradigm has encouraged governments in various countries to adopt private sector managerial values to increase bureaucratic effectiveness (Nicholson, 2019; Ross et al., 2023). Through this approach, the Corporate University is recognized as being able to build a continuous learning culture and strengthen institutional capabilities in facing the challenges of digital transformation.

In the context of Indonesian bureaucracy, human resource development is no longer understood merely as fulfilling administrative training obligations, but rather as a strategic instrument for building organizational capacity and supporting bureaucratic transformation. The current concept of human resource development emphasizes a strategic human capital development approach, namely the integration of learning systems, performance management, career planning, and the achievement of organizational goals. This approach aligns with the bureaucratic reform agenda, which demands that civil servants work adaptively, collaboratively, and based on results (a performance-oriented culture).

Furthermore, the learning organization paradigm is becoming increasingly relevant in the work culture of government agencies facing regulatory dynamics, accelerated digitalization, and increasingly complex public service demands. Within this framework, Corporate Universities serve not only as training providers but also as mechanisms for transforming work culture, encouraging continuous learning, policy innovation, and systemic strengthening of institutional capacity.

Countries such as South Korea, the United Kingdom, and the United States have demonstrated the success of the Corporate University model in the public sector through integrated learning institutions focused on leadership, innovation, and policy adaptation (GlobalCCU, 2023). In Indonesia, similar initiatives are emerging, both in state-owned enterprises (SOEs) such as Telkom and Pertamina, and in government agencies such as the Ministry of Finance and the West Java Provincial Government, which have established Corporate University-based civil servant learning systems (Suharsono, 2022). The government has also strengthened the legal basis through Law No. 20 of 2023 concerning civil servants and LAN Regulation No. 6 of 2023, which emphasizes the importance of an integrated, sustainable, and performance-based civil servant learning system.

However, the reality on the ground shows that most government agencies still face various obstacles in implementing Corpu. Previous research has highlighted a number of problems, such as weak integration of learning systems and the lack of clear learning governance (Habibah, 2022), low commitment of leaders in making learning part of the organization's strategy (Tunsiah & Soantahon, 2021), and limited digital infrastructure supporting the learning management system (Susanty, 2022). In addition, the learning culture in the Indonesian public sector is still oriented towards fulfilling the administrative requirement of 20 hours of training per year, not towards improving organizational competence and performance (Asridiana & Yulita, 2024). On the other hand, learning planning mechanisms such as the Individual Development Plan (IDP) and Human Capital Development Plan (HCDP) have not

been adopted comprehensively, so there is no clear relationship between training results and employee performance.

These issues are also evident within the Ministry of Transportation (Kemenhub), a technical agency with a large organizational structure and cross-modal functions. A pre-survey of employees in three main directorates showed that 82% of respondents did not fully understand the Corporate University concept, 73% stated that training was not based on needs analysis, and 68% had never developed an IDP or HCDP. Furthermore, internal data shows a downward trend in training participation over the past three years, and the absence of a dedicated unit responsible for integrating learning with civil servant performance and career management. These conditions indicate that civil servant learning within the Ministry of Transportation remains administrative, fragmented, and has not yet to a strategic learning system as envisioned by the Corporate University principles.

A number of national studies have reinforced the urgency of strengthening institutional capacity and learning governance in the public sector. Putra (2014) emphasized that the success of public policy is highly dependent on institutional readiness, governance, and HR competency. Mislawaty et al. (2022) demonstrate the importance of digital transformation in governance to increase transparency and bureaucratic efficiency. Sihombing (2021) highlights the need for competency development planning with international standards through blended learning and e-Government. Hutagalung and Hermawan (2018) emphasizes the importance of local government innovation capacity in ensuring the sustainability of public programs. Meanwhile, Putra and Iskandar (2013) emphasizes strengthening organizational capacity and professional culture as the foundation for adaptive learning institutions. These five findings are conceptually relevant to the implementation of Corporate Universities in the public sector, which require institutional readiness, digital innovation, and a culture of continuous learning as prerequisites for success.

Based on a literature review, a research gap was found in that most previous studies focused more on evaluating the effectiveness of training or developing certain learning models (Asridiana & Yulita, 2024; Habibah, 2022; Susanty, 2022). No research has comprehensively assessed institutional readiness for implementing a Corporate University-based civil servant learning system, particularly in a technical ministry with high complexity like the Ministry of Transportation. Institutional readiness is a key prerequisite for successful Corporate University implementation, encompassing strategic alignment, management commitment, human resource readiness, and policy and infrastructure support (Setiawati & Iqbal Fadillah, 2023; Tunsiah & Soantahon, 2021).

Therefore, this study aims to evaluate the institutional readiness of the Ministry of Transportation in implementing the Corporate University system by analyzing institutional aspects, HR planning, learning strategies, and integration of the State Civil Apparatus learning system.

To comprehensively understand institutional readiness, this study is based on a regulatory and conceptual framework that explains the dimensions of organizational change and learning systems. Law Number 20 of 2023 concerning the State Civil Apparatus emphasizes that competency development is both a right and an obligation of ASN, implemented continuously and integrated with job requirements and organizational performance. This provision is reinforced by Government Regulation Number 11 of 2017 in conjunction with Government Regulation Number 17 of 2020, which requires each agency to facilitate competency development of a minimum of 20 hours of lessons per year based on organizational needs and career

plans. Furthermore, LAN Regulation Number 6 of 2023 and LAN Head Decree Number 306 of 2024 stipulate seven elements of the Corporate University of civil servants as instruments for evaluating government agency readiness.

From a theoretical perspective, the implementation of Corporate University cannot be separated from the concept of readiness to change, which explains the readiness of individuals and organizations to accept and support transformation. Holt et al. (2007) states that readiness for change is influenced by efficacy for change, the suitability of change to organizational needs, management support, and personal valence. Lewin's change model, consisting of unfreezing, changing, and refreezing, describes the systematic stages in the organizational transformation process (Choi & Ruona, 2011). Cognitive, emotional, and intentional dimensions of change readiness (Rafferty et al., 2013) be relevant in assessing institutional readiness for a Corporate University-based learning system.

To ensure the effectiveness of the learning system, evaluation approaches such as the Kirkpatrick model, which measures reactions, learning, behavior, and outcomes, and CIPP (Context, Input, Process, Product) model provide a comprehensive evaluation framework. Meanwhile, the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model provides a systematic approach in designing and refining learning programs to align with organizational needs. By integrating these regulatory and conceptual frameworks, this research is expected to provide theoretical contributions to the development of Corporate University literature in the Indonesian public sector, as well as practical contributions in the form of strategic recommendations for strengthening the State Civil Apparatus learning system that is adaptive, structured, and sustainable in supporting the transformation of the national bureaucracy.

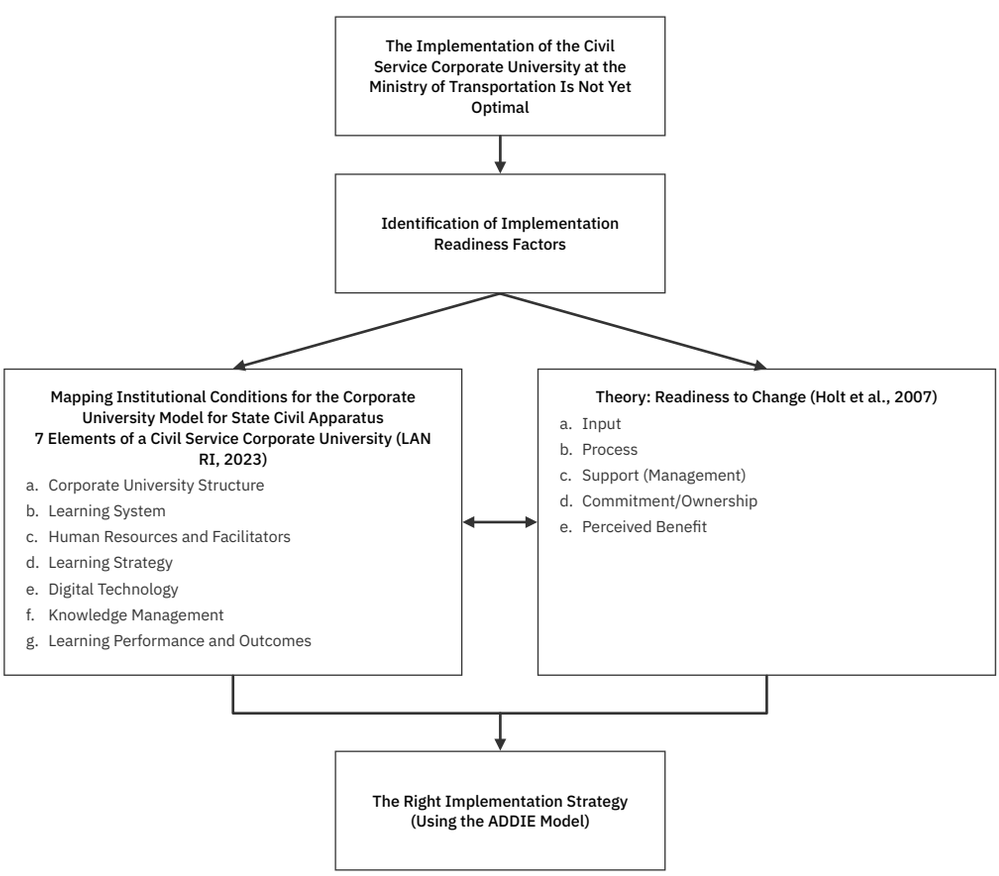

Figure 1. Conceptual Framework of Research on the Implementation of Corporate University of State Civil Apparatus

2. Methods

This study uses a mixed-methods approach to gain a comprehensive understanding of institutional readiness for implementing a Corporate University in government agencies. This approach was chosen because the phenomenon of institutional readiness cannot only be measured numerically but also requires in-depth exploration of contextual factors, organizational culture, and applicable learning policies (Creswell, 2014).

The research design used is a Sequential Explanatory Design, namely a sequential approach that begins with the collection and analysis of quantitative data to identify the level of institutional readiness, then continues with qualitative stages to explain the quantitative results in more depth (Hair et al., 2021). This design allows researchers to understand the phenomenon of institutional readiness of the Ministry of Transportation holistically, both in terms of structure, systems, and the culture of the learning organization.

The Ministry of Transportation was chosen as the research location because it is a technical ministry with a complex and nationally distributed organizational structure, encompassing the head office and various Technical Implementation Units (UPT). This complexity demands an integrated and knowledge-management-based ASN competency development system. In the context of the research variables, the institutional readiness of a Corporate University is determined not only by structural aspects, but also by the organization's ability to manage knowledge (knowledge acquisition, knowledge sharing, and knowledge utilization), integrate learning systems, and systematically utilize learning technology. The Ministry of Transportation has the characteristics of a learning organization that is developing towards the Corporate University of State Civil Apparatus model, so it is relevant to analyze its level of institutional readiness based on the elements of structure, knowledge management, learning strategies, and system integration that are the focus of this research.

The study population included all civil servants within the Ministry of Transportation, both at the head office and technical implementation units, particularly those involved in training, human resource planning, and competency development. The sample size was determined using the Slovin formula with a 95% confidence level and a 5% margin of error (Sugiyono, 2019).

$$n = \frac{35.428}{1 + 35.428(0,05)^2} = \frac{35.428}{1 + 88,57} = \frac{35.428}{89,57} = 396$$

Based on the number of State Civil Apparatus at the Ministry of Transportation of 35,428 people, 396 respondents were obtained as the minimum sample size. The sampling technique used purposive sampling with the following criteria: State Civil Apparatus who have participated in training in the last two years; State Civil Apparatus involved in the preparation of the Individual Development Plan (IDP) or Human Capital Development Plan (HCDP); civil servant who work in human resources, training, or organizational planning units. For the qualitative stage, eight key informants were selected purposively, consisting of three structural officials, human resources planners, training technical implementers, and five external sources from Institutions/Ministries and Regional Governments that have implemented the Corporate University system more maturely.

Thus, the research sample consisted of 396 respondents in the quantitative phase and eight key informants in the qualitative phase. Qualitative data were analyzed using a thematic analysis approach through a step-by-step coding process.

The initial stage involved open coding to identify meaningful units from the interview results, followed by grouping codes into thematic categories, and axial coding to connect categories to obtain main themes that explain the supporting and inhibiting factors of Corporate University institutional readiness. Interview exploration themes were structured based on seven elements of Corporate University readiness: organizational structure and commitment, knowledge management, learning forums, learning planning and evaluation systems, 10-20-70-based learning strategies, utilization of learning technology, and integration of organizational systems and culture.

The research instrument underwent validity and reliability testing to ensure its quality before use in a quantitative descriptive analysis. Content validity was established through expert judgment, and construct validity was assessed using item-total correlations. All items were declared valid because their calculated r value was greater than the table r value with a significance value of <0.05 (Ghozali, 2014). The reliability test used a Cronbach's Alpha coefficient of 0.86–0.92, which indicates very good internal consistency (Hair et al., 2016). The descriptive quantitative approach is used not to test the relationship between variables, but to measure and map the level of organizational readiness numerically through calculating average scores, categorizing maturity levels, and comparing them to national standards. The readiness model serves as a tool for systematically assessing organizational capabilities (Schardosin & De Rolt, 2021) and relevant to the application of maturity models such as CMMI (Bjelica et al., 2020; Korsten et al., 2024). Thus, the quantitative descriptive measurement approach provides an objective empirical basis regarding the organizational readiness position in implementing the ASN Corporate University, which is further deepened through qualitative findings to explain the context and non-technical factors that influence it.

Data analysis was conducted in two parts. Quantitative data were analyzed descriptively by calculating total scores, average values for each readiness dimension, and classifying organizational readiness levels according to the LAN assessment guidelines. The analysis process also included identifying elements with the lowest scores as a basis for prioritizing institutional improvements. Data processing was performed using SPSS and Microsoft Excel software. This approach is non-inferential, meaning it does not aim to test relationships or influences between variables, but rather to describe the level of organizational maturity and readiness objectively and measurably (Lasrado et al., 2017). Thus, the results of this descriptive analysis provide an empirical portrait of the extent of the Ministry of Transportation's institutional readiness in implementing the ASN Corporate University system based on standardized indicators.

Readiness level classification is determined based on the total cumulative score with the following criteria:

0–1,000: Initial

1,001–2,000: Intermediate (Low)

2,001–2,500: Intermediate (High)

2,501–3,000: Mature

3,001–3,500: Advanced

Meanwhile, qualitative data was analyzed using an interactive model (Miles et al., 2014) which involves three main stages: data reduction, data presentation, and drawing conclusions or verification. The analysis process is repeated until key

Table 1. Elements and Maximum Scores for Readiness for Corporate University Implementation

No.	Readiness Elements	Maximum Score	Components Assessed
1	ASN Corporate University Structure	500	Leadership commitment, policies, Corpu team, role of related elements
2	Knowledge Management	500	Acquisition, storage, dissemination and updating of knowledge
3	Learning Forum	500	Availability of strategic, operational, technical forums
4	Learning System	500	IDP, HCDP, training design, learning evaluation
5	Learning Strategies	500	Variations of the 10-20-70 method, e-learning, coaching, experiential learning
6	Learning Technology	500	Utilization and availability of LMS
7	System Integration	500	Integration of HR, finance, technology, and organizational culture
	Total Maximum Score	**3.500**	

Source: *LAN RI (2025)*

themes and patterns are identified that explain the phenomenon of institutional readiness in depth.

3. Results and Discussion

3.1. Quantitative Stage

Respondent demographic data illustrates the characteristics of Ministry X's 35,428 civil servants, comprising 89.7% civil servants, 5.9% civil servants, and 4.4% non-civil servants (PPPK). The majority of civil servants (74.6%) hold executive positions, while only 4.9% hold structural positions, indicating a need to strengthen managerial capacity among leaders in support of the transformation of civil servant learning. In terms of education, 40.5% of civil servants have a bachelor's degree or higher. By age group, Generation X comprises the largest share (31%), followed by Generation Z (25.8%), Generation Y (23.8%), and Baby Boomers (17.9%). The distribution of work locations also shows that 82% of civil servants work in Technical Implementation Units (UPT) throughout Indonesia, making digital-based learning models a strategic necessity.

Table 2. Results of the Analysis of Readiness for Implementation of the Ministry of Transportation's Corporate University

Assessed Elements *	Number of Questions	Number of Respondents	Maximum Score (5×396)	Score Obtained	Percentage of Achievement (%)	LAN Score**	LAN Category
Corpu institutional structure	5	396	9.900	**8.867**	**89,6**	448	Advanced
Knowledge management	5	396	9.900	**4.370**	**44,1**	221	Intermediate
Learning forum	5	396	9.900	**3.985**	**40,3**	201	Intermediate
Learning system	5	396	9.900	**3.956**	**40**	200	Intermediate
Learning strategies	5	396	9.900	**3.018**	**30,5**	152	Intermediate (Low)
Learning technology	5	396	9.900	**6.317**	**63,8**	319	Mature
System integration	5	396	9.900	**5.940**	**60**	300	Mature
THE FINAL RESULT	**35**	**396**	**69.300**	**36.453**	**52,6**	**1.841**	Intermediate (Low)

Source: *LAN RI (2025)*

The overall analysis results show that the Ministry of Transportation's institutional readiness level for implementing Corporate University reached 52.6%, which falls into the Intermediate (Low) category according to the National Institute of Public Administration (2023) standards. This means that the foundation of the ASN learning system has been established, but still requires strengthening in several strategic

aspects, particularly knowledge management, learning forums, and learning strategies.

3.1.1. Corporate University Institutional Structure

The institutional structured dimension demonstrated the highest readiness, with an achievement of 89.6%, categorized as Advanced. This finding confirms that the organizational foundation to support the Corporate University system has been firmly established through five key indicators: the existence of formal policies, the establishment of a Corpu management unit, leadership support, the development of work guidelines (SOPs), and clear delegation of tasks.

No.	Statement Indicator	Actual Score	Percentage (%)
1	The agency has a formal written policy regarding the implementation of Corporate University.	1.778	89,8
2	A special unit/internal team has been formed to handle the management of the Corporate University.	1.782	90,0
3	The leadership demonstrates a strong commitment to supporting ASN learning based on Corporate University.	1.769	89,3
4	There are work guidelines or SOPs that regulate the roles of units in managing Corporate University.	1.766	89,2
5	The tasks and functions of implementing the Corporate University have been clearly delegated to the relevant officials.	1.772	89,5
	Total Score	**8.867**	**89,6**

3.1.2. Knowledge Management

The knowledge management dimension is in the Intermediate category with a score of 44.1%, indicating the organization's continued weakness in managing, documenting, and utilizing institutional knowledge. Digital storage systems are not yet integrated, training documentation is not systematically organized, and knowledge sharing mechanisms among employees are not yet routinely implemented.

No.	Statement Indicator	Actual Score	Percentage (%)
1	The agency has a digital-based knowledge storage system.	860	43,4
2	Knowledge from training and work outcomes is systematically documented.	864	43,6
3	There is a knowledge sharing mechanism among employees.	877	44,3
4	Organizational knowledge is updated regularly to keep pace with sector developments.	881	44,5
5	The use of organizational knowledge is used in planning and decision-making processes.	888	44,8
	Total Score	**4.370**	**44,1**

3.1.3. Learning Forum

The analysis of the learning forum dimensions shows that achievement is 40.2%, still at the Intermediate level. Cross-unit discussions, knowledge cafes, sharing sessions, and mentoring-coaching activities are not yet implemented routinely or in a structured manner. The learning culture has not been internalized because the learning forum is not directly linked to organizational values or employee performance indicators.

No.	Statement Indicator	Actual Score	Percentage (%)
1	Inter-unit discussion forums are regularly held to discuss learning	803	40,6
2	ASN actively participates in informal learning activities such as knowledge cafes or sharing sessions.	804	40,6

No.	Statement Indicator	Actual Score	Percentage (%)
3	There is a special forum for conveying innovations or learning ideas from employees.	807	40,8
4	Mentoring and coaching activities are facilitated by the agency.	782	39,5
5	Learning forums are used as a means of strengthening the learning culture in organizations.	789	39,8
	Total Score	**3.985**	**40,2**

3.1.4. Learning System

The learning system dimension also showed a 40% achievement, with major weaknesses in integration and continuity. Individual Development Plans (IDPs) have not been routinely developed, Human Capital Development Plans (HCDPs) have not been used as the primary basis for training planning, and training evaluations have not been directed at measuring their impact on performance.

No.	Statement Indicator	Actual Score	Percentage (%)
1	The agency routinely prepares an Individual Development Plan (IDP) for ASN.	801	40,4
2	The Human Capital Development Plan (HCDP) is used as the basis for the training program.	771	38,9
3	Training evaluation is conducted to measure the impact on employee performance.	794	40,1
4	The training system has integrated the needs of work units and individuals.	785	39,7
5	There is tiered and ongoing training to support ASN career development.	805	40,7
	Total Score	**3.956**	**40**

3.1.5. Learning Strategies

The learning strategy dimension had the lowest achievement (30.5%). The 70:20:10 learning model has not been implemented systematically; experiential learning, coaching, and mentoring remain limited; and blended learning is not evenly distributed. Adapting strategies based on civil servant position levels is also not optimal.

No.	Statement Indicator	Actual Score	Percentage (%)
1	The 10-20-70 learning model is applied in training planning.	632	31,9
2	Experiential learning (learning from work experience) is facilitated by the agency.	584	29,5
3	Coaching and mentoring are applied in the competency improvement process.	597	30,1
4	The agency uses blended learning (face-to-face and online) in training.	589	29,7
5	Learning strategies are adapted to the role and level of ASN positions.	616	31,1
	Total Score	**3.018**	**30,5**

3.1.6. Learning Technology

The learning technology dimension is at the Mature stage with a score of 63.8%. The Learning Management System (LMS) is already operational and widely accessible to employees, but its integration with personnel and performance appraisal systems is not yet optimal. Training content is not regularly updated, and training on LMS usage is not evenly distributed.

No.	Statement Indicator	Actual Score	Percentage (%)
1	Agencies use Learning Management Systems (LMS) for ASN training.	1.261	63,7
2	LMS can be accessed easily by all employees.	1.265	63,9
3	There is internal training on the use of LMS for ASN.	1.268	64,0
4	Training content in the LMS is updated and relevant to the organization's needs.	1.265	63,9

No.	Statement Indicator	Actual Score	Percentage (%)
5	LMS is integrated with personnel and performance appraisal systems.	1.258	63,5
	Total Score	**6.317**	**63,8**

3.1.7. System Integration

The system integration dimension indicates a Mature level of readiness with a score of 60.0%. Learning systems are increasingly linked to HR planning and budgeting, and some training outcomes are used to support organizational performance. However, full integration between training, promotion, and performance appraisal remains limited.

No.	Statement	Actual Score	Percentage (%)
1	Integrated learning system with HR and budget planning.	1177	59%
2	Training programs are directly correlated with organizational performance goals.	1207	61%
3	Training results are used as a basis for employee promotions or transfers.	1176	59%
4	Learning culture is part of organizational performance indicators.	1187	60%
5	The continuous learning system has been adopted as an institutional policy.	1193	60%
	Total Score	**5.940**	**60**

These quantitative results illustrate that readiness for Corporate University implementation is not yet evenly distributed across all dimensions. In general, the institutional structure and learning technology are relatively mature, but the strategy, systems, management, and learning forum dimensions still require strengthening for the Corporate University system to operate effectively and sustainably. These findings provide an important basis for further qualitative analysis to explore the underlying causes of gaps between dimensions and formulate more targeted and sustainable improvement strategies for strengthening the ASN learning system.

3.2. Qualitative Analysis

3.2.1. Corporate University Institutional Structure

Interviews with key informants indicate that the Corporate University (Corpu) institutional structure within the Ministry of Transportation has been systematically developed and has a strong institutional foundation. The formal structure, consisting of a Steering Council, Executive Team, and Chief Skill Group (CGS), is considered capable of supporting the policy direction for integrated ASN competency development. However, a gap was identified between structural readiness and effective implementation in the field. One informant emphasized that "formally, the Corporate University structure is complete, but the skill groups are not yet functioning optimally." (Informant 1).

Similar views were expressed by other informants, highlighting the weak coordination between skill groups and the lack of a standard mechanism governing cross-unit relationships. "There's still confusion regarding the division of skill groups and who should be involved in each area." (Informant 2). This finding indicates that while the institutional design is adequate, operational and coordinating functions are not yet consistent.

In addition to structural aspects, all informants emphasized the importance of leadership commitment as a key factor in program sustainability. "Leadership commitment is strong, and that's what keeps the program running." (Informant 3).

This support strengthens Corpu's role as a Centre of Excellence and Innovation, fostering a culture of collaborative learning within the organization.

From the results of a comparison with best practices in other institutions, such as the ASN Corporate University of Cilacap Regency, it was identified that an organizational structure-based approach is more effective in competency mapping. "The structure-based approach makes competency mapping simpler and easier to implement." (Informant 4). Furthermore, the implementation of the 70:20:10 learning framework principle has been proven to strengthen the learning culture in technical units.

Overall, the analysis shows that the Ministry of Transportation's Corporate University is conceptually strong but still requires strengthening coordination at the operational level. Optimizing the role of the Corporate University's Corporate University (CGS), establishing a cross-unit learning forum, and integrating knowledge management systems are necessary to ensure the Corporate University truly becomes a center for adaptive and sustainable learning for civil servants.

3.2.2. Knowledge Management

The analysis shows that readiness for Corporate University implementation at the Ministry of Transportation remains partial, with gaps between learning policies and practices at the UPT level. Interviews revealed that "coordination between units is not yet fully synchronized and there is no integrated learning system" (Informant 1). Support from senior leadership is quite strong but has not been accompanied by adequate human resources and digital infrastructure readiness. Some employees understand the Corpu concept as a "regular training program," rather than a continuous learning ecosystem. This situation reinforces the finding that the shift in organizational learning paradigms is still in its early stages ("still transitioning from training to competency-based learning," Informant 2). Overall, the qualitative results confirm that strengthening governance and digital integration are key to institutional readiness for effective Corpu implementation.

3.2.3. Learning Forum

The analysis shows that the learning forum within the Corporate University context at the Ministry of Transportation has not yet fully functioned optimally as a strategic platform for ASN competency development. Interview 1 stated, "Instruments such as the IDP and HCDP already exist and are being used, but their implementation is still limited because many employees do not understand how to utilize them optimally." This limitation is exacerbated by the dependence on external consultants, which results in a quick administrative document preparation process but does not strengthen organizational independence. Interview 2 emphasized that "internal capacity in managing the IDP and HCDP still needs to be strengthened to avoid dependence on external parties." Furthermore, interview 3 indicated that the implementation of the IDP and HCDP "still tends to be administrative in nature, with many employees completing them merely as a formality without understanding their benefits."

In comparison, practices at the BPKP demonstrate a more adaptive and sustainable model. Interview 6 noted that "the grand design for competency development is reviewed annually to maintain relevance with policy changes," while interview 7 added that "the Corporate University program at BPKP is structured as a derivative of the Strategic Plan and Work Plan, and implementation achievements even exceed targets by 150–180%." A similar approach is adopted by the Yogyakarta

Regional Government, which, according to interview 8, “conducts position-based bankkom needs analysis so that each training directly addresses competency gaps.”

Overall, the results of this study confirm that the main challenges for the learning forum at the Ministry of Transportation lie in institutional independence and in a substantive understanding of the IDP/HCDP. Lessons learned from the BPKP and the Yogyakarta Regional Government indicate that implementing an adaptive learning system with an annual evaluation cycle and strengthening internal capacity are key to the success of the learning forum in supporting the vision of a sustainable Corporate University.

3.2.4. Learning System

The analysis shows that the Corporate University learning system at the Ministry of Transportation has a fairly good technical foundation through the use of a Learning Management System (LMS) and the availability of internal and external instructors. Interview 1 stated, "The digital infrastructure is ready and the LMS is in use, but the challenge lies in the learning content, which is not yet fully relevant to employee needs." Interview 2 confirmed that "the technology and instructors are adequate, but the content must be continuously updated to remain relevant to the organization's needs." This demonstrates that the success of an LMS is not determined by the sophistication of the system, but rather by the quality and context of the material presented.

Furthermore, interview 3 revealed that "the main problem is not the facilities, but rather the relevance of the content, which is not yet fully aligned with the real needs of ASN." Therefore, an effective learning system must emphasize the curation of applicable materials, experiential learning, and cross-unit collaboration. LMS optimization needs to be directed at digital instructional design and learning analytics so that competency achievement can be measured objectively. In conclusion, although the Corpu learning system is well-established in terms of infrastructure, its effectiveness still depends on the institution's ability to ensure the integration of technology, content, and teacher competency to realize adaptive and results-oriented learning.

3.2.5. Learning Strategy

Learning strategy is a key element in the implementation of Corporate University because it connects competency development objectives with organizational needs. Interview results indicate that the learning strategy at the Ministry of Transportation has been directed at adapting learning methods to competency characteristics. One informant emphasized that "learning methods are basically tailored to the needs and objectives of each competency development program. For technical competencies, the approach is certainly different from that for managerial competencies... a comprehensive competency development quality management system is also implemented" (Informant 6). This tailor-made approach reflects the principles of competency-based and outcome-based learning, where learning is designed according to job needs and measured through post-training evaluations to ensure the impact on ASN performance.

On the other hand, the Financial and Development Supervisory Agency (BPKP) implemented a digital and tiered learning strategy through a Massive Open Online Course (MOOC) that tailors the curriculum to the auditor's functional position levels. "BPKP has developed a MOOC specifically for auditors... the curriculum is tailored to the competencies at each functional position level" (Informant 7). Furthermore, the

70:20:10 learning framework is integrated into face-to-face programs such as Leadership Training and professional certification, allowing for multi-channel and continuous learning. This practice aligns with the model at JAKCorpu and the Yogyakarta Regional Government, which combines digital learning, coaching, and experiential learning to build a learning organization. Thus, the learning strategies within the Ministry of Transportation and BPKP have shown a positive direction toward adaptive, contextual, and sustainable learning that truly contributes to the transformation of bureaucratic performance.

3.2.6. Learning Technology

Learning Technology plays a crucial role in supporting sustainable, experiential learning within the Corporate University environment. Interviews indicate that the Ministry of Transportation has adopted the 70:20:10 learning framework, with a focus on experiential learning, but its implementation continues to face challenges. One informant stated, "The experiential learning portion remains a weak point... the practical guidelines are unclear, making it difficult for units to translate it into real-world activities" (Informant 1). Other challenges arise from the lack of uniform understanding across units and the lack of measurable indicators to assess the impact of learning on ASN competency and performance. This is reinforced by another statement that "the 70:20:10 strategy... still faces significant challenges, with many work units confused about the concrete form of experiential learning that should be implemented" (Informant 2). Thus, the primary weakness lies not in the concept but in the lack of technical guidelines and outcome-based evaluation mechanisms).

In contrast, practices at the comparison institution demonstrate a more mature approach, making the workplace the primary learning space. "For experiential learning (70%), we use an actualization approach in the workplace. Participants are given real-world tasks, and then we monitor whether the acquired competencies can actually be applied," said one informant (Informant 6). This approach demonstrates that the workplace as a learning space can bridge the gap between.

3.2.7. System Integration

System integration in the implementation of Corporate University involves not only the synchronization of policies and programs, but also the transformation of organizational culture to align with the values of learning and innovation. This change must begin with top leadership as the primary role model. One informant emphasized, "organizational culture change... can be implemented effectively if it begins at the highest level of leadership. Top leaders must demonstrate commitment and be real role models for all employees" (Informant 6). Leadership example is key to the cultural contagion effect, where the enthusiasm for learning spreads naturally throughout the organization. The success of cultural change is also measured by learning impact, namely the extent to which learning outcomes can improve employee performance, behavior, and collaboration.

Best practices in system integration are evident in the Financial and Development Supervisory Agency (BPKP), which implemented an incremental change strategy to reduce resistance and strengthen the sustainability of its Corporate University. "The most crucial factor... remains the commitment of the leadership. Furthermore, the BPKP also encourages innovation in learning by introducing the concept of smart learning," said Informant 7. Technology, regulatory support, and organizational culture are cited as the three pillars of success. Meanwhile, in the Yogyakarta Regional Government, system integration is strengthened by visionary leadership

and synergy between stakeholders, as directed by LAN Regulation No. 6 of 2023. Overall, effective system integration requires integration between structural aspects (alignment of vision, mission, and regulations), cultural (learning culture and role models), and digital (learning technology). If all three work in harmony, the Corporate University will become a catalyst for the creation of an adaptive, collaborative, and performance-oriented learning bureaucracy.

3.3. Data Triangulation

The triangulation of quantitative and qualitative data demonstrates consistency and reveals a gap between the structural readiness and effectiveness of the Corporate University learning system implementation at the Ministry of Transportation. Quantitatively, the maturity level of the learning system shows high results in the institutional structure aspect (89.6%, Advanced category), followed by digital technology support (63.8%, Mature category) and system integration (60.0%). These data illustrate that institutionally the Ministry of Transportation has a strong institutional foundation and a relatively mature digital infrastructure to support learning. However, qualitative results show that the utilization of these systems and technologies has not been optimal. The learning process still focuses on formal training, while experiential learning and cross-work unit collaboration have not yet fully developed. This condition indicates that institutional readiness has not been fully accompanied by readiness for learning culture and human resource capacity. These findings align with research by Suharsono (2022) and Susanty (2022), which emphasizes that institutional readiness is measured not only by formal structure and technology availability, but also by the extent to which an organization is able to operate a learning system effectively and collaboratively. Furthermore, the limited capacity of internal facilitators and the low integration between the learning system and the Individual Development Plan (IDP) and Human Capital Development Plan (HCDP) reinforce the indication that the implementation of the Corporate University remains administrative in nature. This is consistent with Asridiana and Yulita (2024) findings, which state that without adaptive institutional support and independence in knowledge management, learning transformation will not be sustainable. Thus, data triangulation shows that the main strength of the Ministry of Transportation's learning system lies in its structural readiness and relatively mature technological support, while the main challenges lie in improving the quality of digital content, facilitator competency, and the consistent implementation of the 70:20:10 learning model across all work units.

3.4. Strategy

3.4.1. Strategic Fit & Management Commitment

The Ministry of Transportation needs to ensure strategic alignment between the learning direction and the institution's vision and goals. Leadership commitment is a key factor in developing competency-based policies, work guidelines, and standard operating procedures (SOPs). This support must be accompanied by effective inter-unit learning governance and sustainable funding for both classical and digital activities.

3.4.2. Learning Function/Organization

Learning units must have a clear mandate and authority to drive ASN development, encompassing curriculum planning, training implementation, and evaluation. ASN learners need a clear career path, as well as mentoring and coaching. Unit

performance is measured by KPIs that assess productivity, innovation, and contribution to competency improvement.

3.4.3. Facilities & Infrastructure

Optimizing interactive learning spaces, laboratories, and LMS/KMS is essential for creating a collaborative learning ecosystem. Integrated digital infrastructure enables the distribution of knowledge across regions. Knowledge Management serves as a bridge between individual learning and organizational performance improvement, encompassing the cycle of knowledge creation, capture, storage, management, and dissemination.

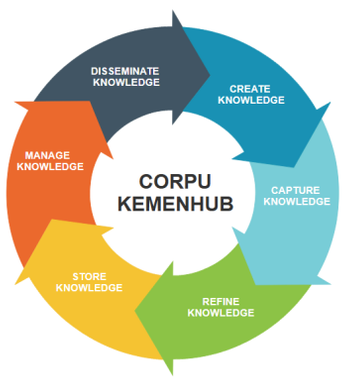

Figure 2. Recommendations for the Ministry of Transportation's Corpu Knowledge Management Cycle

Source: *Adapted from* Dalkir (2013) *and* Tong Wooi (2024)

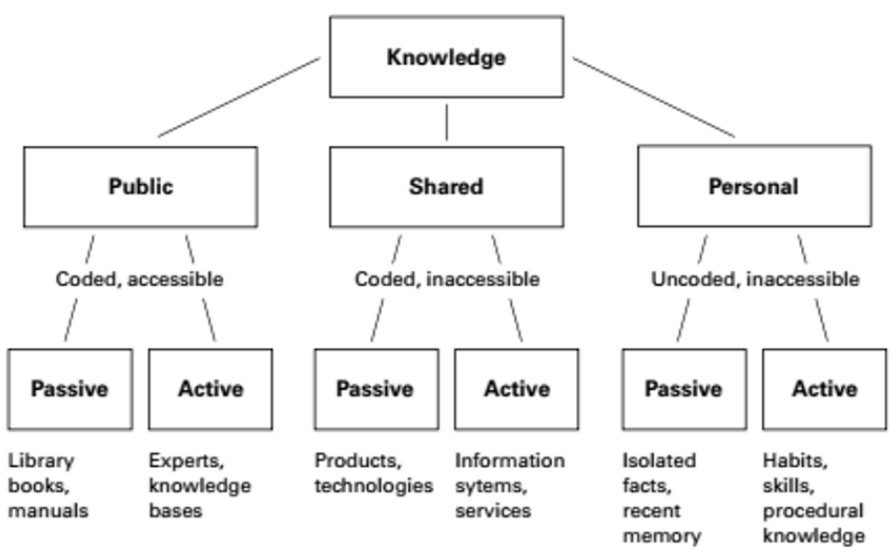

Figure 3. Types and Forms of Knowledge in the Ministry of Transportation's Knowledge Management SystemCorp

Source: *Adapted from* Dalkir (2013)

3.4.4. Learning Solutions

The training program is designed based on job requirements and the ASN career roadmap using the Know-What, Know-How, and Know-Why approaches (Garud, 1997). Know-What: Mastery of basic regulations and SOPs through interactive e-learning. Know-How: Strengthening skills through simulations, case studies, and role-play. Know-Why: Deepening work meaning and experience through mentoring and job rotation.

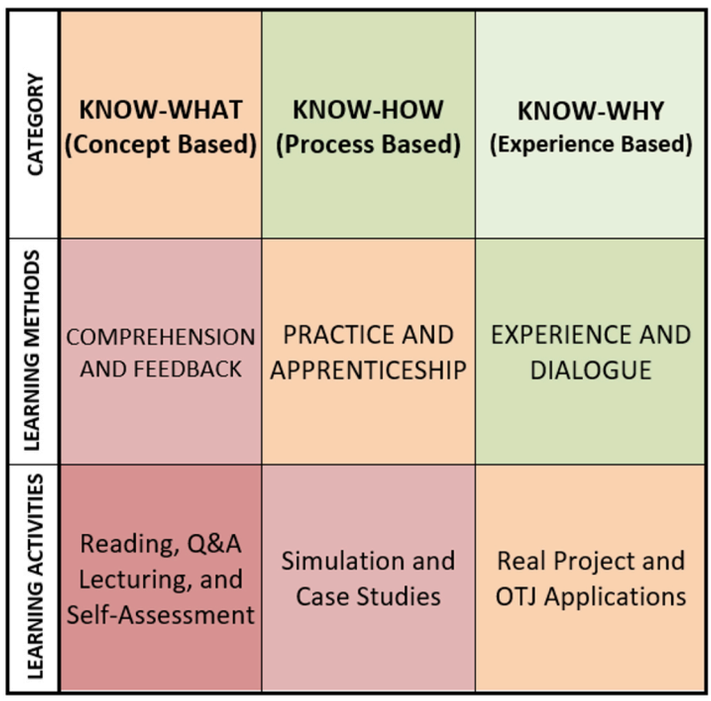

Figure 4. Development of ASN Based on Three Levels of Knowledge

Source: *Adapted from Garud (1997)*

3.4.5. Learning Technologies & Administration

The integration of learning technologies supports efficient and accountable processes. LMS, big data, blockchain certificates, and HRIS are used for selection, implementation, certification, assignment, and learning evaluation. A learning analytics approach enables adaptive training design tailored to civil servant profiles and organizational needs.

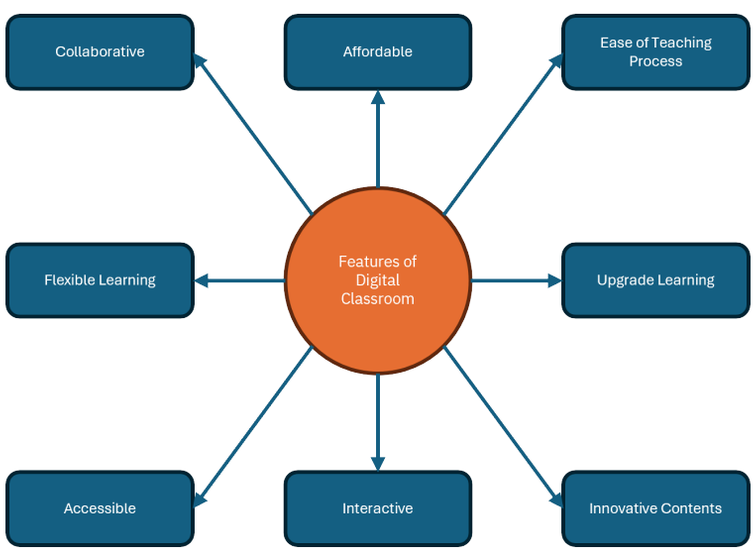

Figure 5. Features of Digital Classroom

3.4.6. Learners Readiness

Civil servants need to have learning ownership and learning capability to manage their independent learning processes. On-the-job learning strategies, scaffolding, and advanced organizers strengthen the application of learning outcomes in the

workplace. Awareness of continuous learning is key to improving innovation and performance.

3.4.7. Learning Culture

A culture of shared learning is built through organizational and individual synergy based on the principle of lifelong learning. Leaders serve as role models in fostering a culture of knowledge sharing, collaboration, and innovation. Integrating learning with civil servant career and performance systems strengthens learning motivation. A Bersin study by Deloitte shows that organizations with a strong learning culture are 10 times more adaptive and 92% more innovative. To build an effective learning culture, the Ministry of Transportation needs to: 1) assess the learning environment, 2) identify competency gaps, 3) involve employees in planning, 4) utilize subject matter experts, 5) implement learning in the flow of work, 6) reward learning, and 7) implement continuous feedback.

3.4.8. Group Skill

Nine expertise groups within the Ministry of Transportation must be optimized as knowledge hubs through policy support, budgeting, and knowledge-sharing activities. The expertise groups are mapped to three business academies: Transportation Administration & Governance, Transportation & Infrastructure, Policy, Innovation, and Transportation Human Resource Development.

4. Conclusion

This study demonstrates that the Ministry of Transportation's institutional readiness to establish a Corporate University is grounded in a strong structural and regulatory foundation, supported by a high level of maturity in institutional structure and learning technology systems. However, the quantitative analysis, bolstered by qualitative findings, has revealed a significant gap between administrative and operational readiness. This gap is particularly evident in areas such as knowledge management, collaborative learning forums, the implementation of the 70:20:10 strategy, and the integration of learning with the ASN career system.

These findings indicate that the readiness of Corporate Universities in the public sector is determined not only by the existence of policies, organizational structures, and digital infrastructure, but also by the organization's capacity to build knowledge governance, a culture of continuous learning, and an integrated talent development system. Therefore, this study develops the concept of institutional readiness for Corporate Universities by adding an integrative dimension between formal structures, a learning culture, and human resource management systems as a prerequisite for sustainable implementation.

Theoretically, this study enriches the literature on Corporate Universities in the public sector by demonstrating that structural maturity does not automatically guarantee a mature learning culture and practices. The main conceptual contribution lies in affirming that institutional readiness is multidimensional and requires harmonizing governance, knowledge management, and human capital development systems. Practically, the research findings provide strategic direction for strengthening knowledge management, optimizing experiential learning, increasing the capacity of internal facilitators, and aligning the IDP and HCDP with the civil servant career system.

However, this study is limited by its focus on a single ministry, the use of respondent-perception instruments, and the lack of longitudinal measurement of the

impact of Corporate University implementation on individual and organizational performance. Therefore, future research is recommended to conduct comparative studies across ministries/agencies, to develop a longitudinal design to measure the impact of implementation, and to expand the research variables to include organizational culture, learning leadership, and knowledge governance effectiveness.

If these strengthening efforts are implemented systematically and sustainably, the Ministry of Transportation's Corporate University has the potential to develop into an adaptive, collaborative, and knowledge-based learning ecosystem, contributing significantly to bureaucratic transformation and achieving the vision of Advanced Transportation: Golden Indonesia 2045.

References

Asridiana, & Yulita, I. (2024). Evaluasi Pelaksanaan Pengembangan Kompetensi ASN pada Pelatihan Non Klasikal melalui Program Outbound Corporate University (Outbound CU). *Prosiding Pertemuan Ilmiah Tahunan Nasional Widyaiswara*, 317–327.

Bjelica, D., Mihic, M., & Petrovic, D. (2020). *Enhancing IT Project Management Maturity Assessment* (pp. 221–236). Springer Proceedings in Business and Economics. https://doi.org/10.1007/978-3-030-21990-1_13

Chen, J. Y., Dimitrov, S., & Pun, H. (2019). The Impact of Government Subsidy on Supply Chains' Sustainability Innovation. *Omega, 86*, 42–58. https://doi.org/10.1016/j.omega.2018.06.012

Choi, M., & Ruona, W. E. A. (2011). Individual Readiness for Organizational Change and Its Implications for Human Resource and Organization Development. *Human Resource Development Review, 10*(1), 46–73. https://doi.org/10.1177/1534484310384957

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

Dalkir, K. (2013). *Knowledge Management in Theory and Practice*. Routledge. https://doi.org/10.4324/9780080547367

Garud, R. (1997). On the Distinction Between Know-How, Know-Why, and Know-What. *Advances in Strategic Management*, 81–101.

Ghozali, I. (2014). *Structural Equation Modeling Metode Alternatif dengan Partial Least Squares (PLS)*. Badan Penerbit Universitas Diponegoro.

Habibah, E. (2022). Evaluasi Implementasi Pengembangan Kompetensi Pegawai Provinsi Kepuluan Bangka Belitung dengan Model CIPP. *Knowledge: Jurnal Inovasi Hasil Penelitian dan Pengembangan, 2*(3), 250–260. https://doi.org/10.51878/knowledge.v2i3.1648

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (2nd ed.). SAGE Publications.

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R*. Springer International Publishing. https://doi.org/10.1007/978-3-030-80519-7

Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for Organizational Change: The Systematic Development of a Scale. *The Journal of Applied Behavioral Science, 43*(2), 232–255. https://doi.org/10.1177/0021886306295295

Hutagalung, S. S., & Hermawan, D. (2018). Evaluation of Local Government Innovation Program in Lampung Province. *Jurnal Bina Praja, 10*(2), 241–250. https://doi.org/10.21787/jbp.10.2018.241-250

Korsten, G., Ozkan, B., Aysolmaz, B., Mul, D., & Turetken, O. (2024). Understanding Capability Progression: A Model for Defining Maturity Levels for Organizational Capabilities. In *Enterprise, Business-Process and Information Systems Modeling - 25th International Conference, BPMDS 2024, and 29th International Conference, EMMSAD 2024* (pp. 355–371). Springer Nature. https://doi.org/10.1007/978-3-031-61007-3_26

Lasrado, L. A., Vatrapu, R., & Mukkamala, R. R. (2017). Whose Maturity Is It Anyway? The Influence of Different Quantitative Methods on the Design and Assessment of Maturity Models. In *ECIS 2017 Proceedings*, 2918–2927.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications.

Mislawaty, S. E., Harahap, R., & Anisyah, S. (2022). Digitalizing Governance in South Sumatera: An Introduction "E-Sumsel" System Reforming Public Service Management. *Jurnal Bina Praja, 14*(3), 399–411. https://doi.org/10.21787/jbp.14.2022.399-411

Nicholson, K. P. (2019). Time, New Public Management, and Canadian Academic Librarians' Scholarship and Service. *Canadian Journal of Academic Librarianship, 5*, 1–29. https://doi.org/10.33137/cjal-rcbu.v5.29888

Putra, I. R. A. S. (2014). Identifikasi Pelaksanaan Kerja Sama Daerah. *Jurnal Bina Praja, 06*(02), 157–166. https://doi.org/10.21787/JBP.06.2014.157-166

Putra, I. R. A. S., & Iskandar, D. S. (2013). Peningkatan Kapasitas Organisasi Badan Penelitian dan Pengembangan (BPP) Kementerian Dalam Negeri. *Jurnal Bina Praja, 5*(3), 177–187. https://doi.org/10.21787/jbp.5.2013.177-188

Rafferty, A. E., Jimmieson, N. L., & Armenakis, A. A. (2013). Change Readiness: A Multilevel Review. *Journal of Management, 39*(1), 110–135. https://doi.org/10.1177/0149206312457417

Ross, C., Stewart, J., Nichol, L., Elliott, C., & Sambrook, S. (2023). Sustaining the Critical in CHRD in Higher Education Institutions: The Impact of New Public Management and Implications for HRD. *Human Resource Development International, 26*(4), 356–377. https://doi.org/10.1080/13678868.2022.2121016

Schardosin, F. Z., & De Rolt, C. R. (2021). Organizational Maturity Assessment Model for Collaborative Networks. In *Smart and Sustainable Collaborative Networks 4.0* (pp. 101–110). IFIP Advances in Information and Communication Technology. https://doi.org/10.1007/978-3-030-85969-5_9

Setiawati, A., & Iqbal Fadillah, M. (2023). Model Pengembangan Corporate University pada Lembaga Pelatihan Pemerintah. *Jurnal Good Governance, 19*(2), 137–156. https://doi.org/10.32834/gg.v19i2.626

Sihombing, U. (2021). Competence Development Planning of Human Resources with International Tourism Standards for Improving the Welfare of the Badung Regency Community. *Jurnal Bina Praja, 13*(3), 459–470. https://doi.org/10.21787/jbp.13.2021.459-470

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Suharsono, A. (2022). Pengembangan Kompetensi Pegawai Provinsi Jawa Tengah melalui Implementasi Jateng Corporate University. *Jurnal Litbang Provinsi Jawa Tengah, 20*(2), 179–193. https://doi.org/10.36762/jurnaljateng.v20i2.934

Susanty, Y. (2022). Evaluasi Program Pengembangan Kompetensi Berdasarkan Model Evaluasi Kirkpatrick Level 1 dan Level 2. *Jurnal Administrasi Publik, 18*(2), 172–191. https://doi.org/10.52316/jap.v18i2.111

Tong Wooi, C. (Jerry). (2024). Knowledge Management in the 21st Century: Trends, Developments, and Strategies. *International Journal of Multidisciplinary: Applied Business and Education Research, 5*(10), 4234–4257. https://doi.org/10.11594/ijmaber.05.10.29

Tunsiah, S., & Soantahon, S. M. (2021). Analisa Penerapan Corporate University di Instansi Pemerintah. *Jurnal Administrasi Pendidikan, 28*(2), 55–67.

Wahyudi, H. (2022). Jatim Corporate University Creative Collaboration Model in Competence Development of the State Civil Apparatus in Indonesia. *Proceeding 2nd International Conference on Business & Social Sciences (ICOBUSS)*, 557–566.