Development of Integrated Learning Systems through BPPT Corporate University Design approach

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A R T I C L E   I N F O

A B S T R A C T

The development of integrated learning is mainstreaming various integrated educational and training performance programs so that it boosts organizational performance to be part of the optimal corporate university design approach. The development of learning from education and training and the construction of functional positions of engineering and power has been carried out but the approach that refers to the strategic model of the corporate university system so that the interrelationship of all work units gets the overall corporation. Several stages of identification up to the stage of strengthening the participation of work units related to the development of institutional human resources in the unity of performance are strongly related to various inputs that support the evaluation and control system to be more concentrated and integrated to encourage organizational performance to be stronger and prosperous. Improvements in the working order and strengthening of the internal system of integrated learning implementation provide a commitment to the need for strength that can provide institutional human resource strengthening spurring the improvement of effective and efficient organizational performance towards the professionalism of the relevant institutions in it.

Keywords: **Integrated learning, Professionalism and institutional performance as well as strengthening institutional performance, BPPT corporate university**

Introduction

The general condition of the bureaucracy in Indonesia has not been well established, the organization is fat, the laws and regulations are overlooping, the authority of human resources is not competent, the overlapping of tasks and functions, public services are still poor, and the mindset is rule-based. Challenges and strategies for developing the competencies of the state civil apparatus such as capacity building in the use of online learning (online), Collaboration and new learning models with digital skills, and utilizing the latest technology must be Learning by doing, Identifying the needs and conditions of Millennial Generation Training participants (today) with learning innovations.

Education and training play an important role, which prioritizing knowledge, and skills and improving the attitude of an employee/member of the organization in carrying out their duties to achieve effective and efficient organizational goals. Therefore, integrated education and training are the interest of institutional leaders so it needs to be supported by a comprehensive commitment to institutional development and positive performance produced by the organization, especially institutional performance that is increasing. Some input on the importance of leadership position and consistency is also a concern so that the measurement of the role and plurality of leadership attachments and employees will continue to be applied such as career development with an approach, approximately 10 percent for education (education), as well as strengthening 20 percent of participants in achieving social learning (social learning), as well as paying attention to special learning (experiential learning) of 70 percent of staffing.

Organizationally, the institution of the Agency for the Assessment and Application of Technology with its various roles and duties requires a comprehensive improvement with a national work plan with an emphasis on achieving optimal organizational performance in the echelonization sector at the level of echelon II and to echelon I at the level of institutional leadership so that efforts to obtain leadership commitments that are known to all levels of institutions.

This echelonization approach can provide significant input on efforts to strengthen strategies and applications from the lower ranks to the highest ranks so that the coveted corporate university can encourage the achievement of the best institutional performance.

The organizational system of corporate university implementation can be implemented under the objectives and scope of its work so that technical implementation can be carried out by echelon II leaders such as the Center for Coaching, Education and Training with the driving force of strengthening knowledge management from the technical unit of the Bureau of Organization and Human Resources, while the excellence of its talents can be implemented at the level of echelonization equivalent to echelon I or more with its boarding executive so that monitoring and evaluation of its implementation can be carried out swiftly and responsively.

The fundamental difference between corporate universities and traditional universities. A corporate university is a concept or model of education and training which there can also be a traditional university is an integral part that is inseparable from the process of education and training at a corporate university. In the learning and creation of formal knowledge and processes in an organization. These important aspects are the pace of knowledge-based societies, frequent reforms and institutional restructurings, commitment to society, and increased concern for quality improvement that can be proven in education.

Compensation structures, benefit plans, and work environments are often the difference between the private and public sectors, one of the Corporate University's goals is to attract and retain employees in the field of employee learning and education. Corporate University starts from the learning strategy governance which is then focused again on three learning focuses, namely school, college, and academy. The three learning focuses are flanked by two pillars: smart learning infrastructure and knowledge management by paying attention to effective and efficient knowledge management procedures based on the available smart learning infrastructure.

The Agency for the Assessment and Application of Technology is a government agency that requires all its management to make various comprehensive improvements so that all its programs and activities adapt various efforts integrated with the interests of improving organizational performance with an emphasis on increasing the superior human resources through a corporate university approach so that the overall performance of the organization is carried out so that the benefits and the role of the coveted corporate university become something sustainable.

Goals: Compiling the Grand Design of the Agency for the Study and Application of Corporate University Technology (BPPT CorpU).

Objectives: 1) The formation of the institutional/ organizational model of BPPT CorpU 2) The formation of the BPPT CorpU model governance system 3) The preparation of an integrated learning program for BPPT CorpU, in the form of learning information in the Ministry of Justice and Setama BPPT 4) Identification of BPPT CorpU resource needs 5) The preparation of the Head of BPPT Regulation on BPPT CorpU 6) Socialization of BPPT CorpU

Research Method

This research is qualitative research using the method of literature study and field visits as well as more offline meetings to several places such as financial institutions and public administration institutions and presents several references related to research focuses that are under the theme or topic. Then read record, analyze and or conclude the content of the writing in scientific journals, books, or other research results.

The goal is to be able to describe, explain, or reconstruct a phenomenon or problem. The preparation of the grand design of the BPPT Corpus is carried out through several stages of study development which in detail as follows the preparation stages including the planning of corporate university activities, the stages of analysis and synthesis include data collection and processing as well as designing concepts and models related to institutions and developing designs and tests and models that are included with the corpus development system as well as model development and socialization and 3 | P a g e evaluation related to the relationship of the corpus with the role of the corpus in institutions in the long term.

The preparation of the Grand Design of BPPT Corporate University includes: ▪ Institutional system design and governance of BPPT implementation CorpU is comprehensive, systemic, structured, and scalable. ▪ The grand design of BPPT CorpU formulates the vision, mission, values, performance indicators, strategic goals, strategic initiatives, programs, and action plans, as well as the resource needs of the formation of BPPT CorpU. ▪ Head Regulation on Institutional and Governance of BPPT CorpU. ▪ Decree on the duties and responsibilities of bppt corpu managers. The methods section describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understand the problem. The methodology section of a research paper answers two main questions: 1) how was the data collected or generated? And, 2) how was it analyzed? The writing should be direct and precise and always written in the past tense. The methodology of the research may use quantitative or qualitative methods

Results and Discussion

Seven roles of BPPT, namely three roles of technology assessment which include engineering, technology clearing, and technology auditing, as well as four roles of technology application, namely technology intermediation, technology diffusion/dissemination, technology transfer, and technology commercialization/downstreaming.

BPPT focuses on increasing the nation's independence and competitiveness in eight focuses on technology, including disaster, maritime, health &food, defense &security, engineering, transportation, energy, and information technology & electronics. There are four layers of business processes. First, business processes between echelon II organizational units in one echelon I organizational unit. Secondly, business processes between echelon I organizational units in one Institution. Third, business processes between one ministry and another. The four business processes between the central Government and the local government. BPPT has developed Talent Management to capture superior science and technology human resources who have multi-talented both technical and managerial competencies by analyzing and identifying their track record.

The best human resources selected will then take part in various education and training programs for their career development. BPPT has human resources with education levels from various disciplines and fields of expertise. Of the total human resources as many as 2929 people. Percentage of employees with an S3 education level of 9.15%; employees who received S2 education had a percentage of 30.21%; Employees with an S1 education level of 45.12%; and employees with an education level below S1 with a percentage of 15.52%. BPPT has the role of engineering, technology clearing, and technology auditing.

In terms of technology application, BPPT has a role as an agency/institution that carries out the diffusion and commercialization of technology, technology transfer, and technology intermediation. BPPT uses an engineering work system characterized by teamwork (teamwork), structured (well structured), and documented (well documented). Engineering activities are the phasing of activities related to technology which continuously include Research, Development, Engineering, and Operation. BPPT has a role in Government Regulation of the Republic of Indonesia Number 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2017

concerning Civil Servant Management in Article 203 in paragraph 4a competency development can be done through an integrated learning system approach known as Corporate University.

Solving human resource problems in an organization through effective and efficient knowledge management, so that knowledge can be created, distributed, and conveyed properly. Adopt a model that is already applied to government organizations such as the Ministry of Finance Corporate University. Corporate University starts from the learning strategy governance which is then focused again on three learning focuses, namely school, college, and academy. The three of them are flanked by two pillars, namely smart learning infrastructure and knowledge management must pay attention to procedures knowledge management that is effective and efficient and based on the available smart learning infrastructure.

The learning obtained from the Ministry of Finance of the Republic of Indonesia, all corporate university tools such as training institutions, research institutions, educational institutions, leadership institutes and even collaborating with external organizations in applying the concept of the corporate university as a driving 4 | P a g e force for change and development of financial human resources in knowledge management which is one of the pillars of the Ministry of Finance Corporate University. The education and training models provided are E-learning, blended learning, Problem Solving, Action Learning, Class Learning, On The Job Training, Culture Change, Internship, Community of Practice, and so on.

The thing that needs to be emphasized here is how to transfer and create knowledge through a dynamic learning process. A more comprehensive learning method through the integration of the 10:20:70 learning model and using evaluation up to level IV (Kirkpatrick). The 10:20:70 learning model in training is a model that is widely used by organizations to increase the effectiveness of training programs and human resource development is carried out with an approach that is oriented towards behavior change that has an impact on employee performance in an organization.

This learning model was first developed by Michael M. Lombardo and Robert W. Eichinger in their book The Career Architect Development Planner which divides this model into three approaches, namely 10% education (formal learning), 20% social learning, and 70% experiential learning. The State Civil Apparatus Corporate University is one of the results of a learning organization that can be used as an alternative solution for competency development systems through integrative and e-learning-based education and training in government organizations. In essence, corporate universities emphasize the importance of education and training through effective knowledge management to create a system that supports the core business of the organization

a. Ministry of Finance of the Republic of Indonesia.

In the integrated learning from the Ministry of Finance of the Republic of Indonesia, it is known from figure 3 below is: Learning Strategy Governance, this concept requires ownership from all institutional leaders. It is the driving force of the corporate university process in the form of a governance structure

set by the leadership to carry out the business process of the corporate university, then involves all corporate university stakeholders. Knowledge Management is one of the components of a corporate university that contains a system that can produce, manage, and disseminate knowledge through a logical thinking system. As an "organizational lever" collective wisdom (knowledge) by creating systems and processes to support and facilitate the identification, capture, dissemination, and use of organizational knowledge to meet its needs including business objectives.

Learning Infrastructure is a corporate university pillar that contains infrastructure in supporting learning focus. In addition to this, learning infrastructure or smart learning infrastructure is a supporting tool that functions as a medium or forum in managing knowledge management in focus learning such as learning applications through e-learning, digital media, hardware and software, and so on, to be applied to education and training for apparatus human resources. Learning Focus on the concept of corporate university can be adopted from the Ministry of Finance Corporate University which divides into three parts, namely school, college, and academy. Schools in this realm contain competency schools and supplier development schools. Then college contains an alliance and partnership center and an organization culture center.

Furthermore, the academy contains a business academy, a leadership and talent development institute, and an organized research center. The concept of Network & Partnership can be done in collaboration and by building networks with organizations or institutions internally and externally. Collaborative governance, electronic means, and also through networks related to personal contacts and relationships, as well as business. In the context of a world-class corporate university, the concept facilitates the development of partnerships with world-class learning institutions to provide learning interventions within the organization and will become very important. Cross-sectoral cooperation in increasing the capacity of human resources has become very open. Government organizations first describe the strategic management that exists in their organizations called Strategic Management Organizations.

Usually, it can be seen from the vision and mission of the 5 | P a g e organization in providing the right direction in efforts to manage human resource management so that it can be used as an investment in the future. Human Resource Management is one of the pillars of a corporate university that should not be considered easy because it contains the management of a human resource management system in a ministry or institution. This includes career patterns, talent management, talent pool, competency development, Training Need Analysis (TNA), and so on. Human resource management should be carried out thoroughly through a system that is integrated between one unit and another unit (Integrated Human Resources Management System).

Education and training are the means of producing or creating, managing, and distributing knowledge. Education and training are the means of producing or creating, managing, and distributing knowledge. Corporate university ASN-based apparatus training is one of the important breakthroughs in knowledge management in government ministries or institutions.

Identify human resource problems along with the main objectives or core business of the organization. Especially when it is applied to ministries or state institutions that have diverse characteristics and main tasks or functions. So that the concept of ASN corporate university cannot be generalized thoroughly to all lines of government organizations or public sector organizations in Indonesia.

b. Pusbindiklat.

The Center for Coaching, Education, and Training (Pusbindiklat) BPPT is one of the government-owned training institutions. To improve organizational performance, government training institutions are now starting to look at the concept of Corporate University (CorpU) which has been implemented by several large and well-known private companies abroad and domestically. It is time for Government Training Institutions to have a greater role to play in meeting the competency gap. Government training institutions must be able to form knowledgeable apparatus human resources and optimize their various potentials through an integrated learning process.

Improving the Competence, Qualifications, and Performance of BPPT Science and Technology Human Resources through education and training in the BPPT Corporate University (BPPT CorpU) forum is an integrated part of the implementation of bppt civil servant management based on the Merit System as one of the mandates from the Government Regulation of the Republic of Indonesia Number 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2017 concerning Civil Service Management. The development of the competence of BPPT civil servants is a prerequisite for realizing a world-class bureaucracy that is the target of the Bureaucratic Reform Program in the upcoming RPJMN IV 2020-2024.

BPPT Corporate University (BPPT CorpU) will make various efforts to improve the competence of BPPT Science and Technology Human Resources through the implementation of various technical, managerial, and socio-cultural training using various methods and the latest technology under the spirit of the Industrial Era 4.0 in collaboration with various reputable institutions in the develo The BPPT Corporate University (BPPT CorpU) science and technology hr competency improvement program is directed to produce. BPPT science and technology human resources to be able to carry out their duties in teamwork and independent manner in developing various technological innovation works that have high world-class competitiveness to support national development. Managerial training is carried out to improve the managerial ability of BPPT Science and Technology Human Resources permanent of various technological innovations both at home and abroad. BPPT Science and Technology Human Resources so that they can manage organizational resources optimally to achieve performance targets under the established BPPT objectives. Pusbindiklat BPPT has established a long-term program related to coaching, education, and training to improve the competence of employees BPPT environment.

Competency development covers 6 | P a g e managerial, technical and sociocultural areas. The development of competencies developed through BPPT CorpU focuses on organizing an integrated and strategic learning process. The concept of implementing the institutional Strategic Plan, several programs and activities in each work unit in all work units, and echelon I echelonization received attention so that program activities and activities were related to the concept of implementing the unification of corporate universities which included the sustainability of selected human empowered seems to carry out activities that bind all which binds all relevant employees can be conditioned so that the continuity of the sustainability of integrated education and training must be able to encourage institutional performance in a properly conditioned and optimal manner encouraging optimal organizational performance.

Meanwhile, echelonization at the echelon I level and leadership as a controlled and monitored part, are entirely left to the decision of the executive summary of the leadership so that activities related to corporate universities become monitored and institutional strategic so that the integration of concepts and implementation of corporate universities becomes integrated and well-controlled. Therefore, the principle of implementing integrated learning activities with various conformities of the vision and mission of the institution can be a circulation to encourage better and optimally structured organizational performance.

The use of the Center for Coaching and Education and Training is required to carry out the technical implementation of corporate universities with assistance from the Bureau of Organization and Human Resources as the implementer of Human Resource Management and talent strengthening can be carried out as a separate part at the echelon I level or institutional leaders so that monitoring and evaluation of the implementation of corporate universities run well and optimally.

Conclusions

The State Civil Apparatus Corporate University is one of the results of a learning organization that can be used as an alternative solution for competency development systems through integrative and eLearning-based education and training in government organizations. In essence, corporate universities emphasize the importance of education and training through effective knowledge management to create a system that supports the core business of the organization. The educational and training models provided are E-learning, Blended learning,

Problem Solving, Action Learning, Class Learning, On The Job Training, Culture Change, Internship, Community of Practice, and so on. The thing that needs to be emphasized here is how to transfer and create knowledge through a dynamic learning process. A more comprehensive learning method through the integration of the 10:20:70 learning model in training is a model that is widely used by organizations to increase the effectiveness in training programs and human resource development, an approach that is oriented towards behavior change that has an impact on employee performance in an organization.

The development of bppt corporate university is very useful when adjusted to the structural scheme of integrated learning organizations for the development of work unit and organizational performance by sticking to the development of employee competencies and the organization as a whole while still paying attention to various other supporting regulations such

as learning models related to the development of this related corpus. Several improvements at the echelonization level, both at the echelon II level and the like, to the openness of the system in echelon I and the like, provide an understanding of the institutional commitment to the unity of programs and institutional activities that reflect the unity of HR development related to various inputs that support the development of overall organizational performance including the financing power related to the development of human resources so that unity of thinking, accelerating with institutional goals and missions makes all organizational performance united and builds a better and prosperous Indonesian state.

Adjustments to the performance of work units and unity of institutional performance will provide input on significant changes to the various programs and activities of work units and organization units in uniting the sustainability of the development of superior and professional HR talents and encouraging the strengthening of science and technology in Indonesia. It is necessary to emphasize the composition and strategic institutional scheme of the corporate university BPPT schematic organization that encourages the strengthening of human resources so that organizational performance becomes monitored and controlled by the entire state civil apparatus.

And the primacy of this corporate university is a part that receives better attention and in particular, the adjustment of echelonization at the level of technical implementers and administrative implementation in the leadership echelon is the strongest driver at the institutional level of the Agency for the Assessment and Application of Technology as a whole and the implementation of optimal integrated learning to be the best.

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