

## Apparatus Human Resource Development Strategy through Corporate University of the Agrarian and Spatial Planning/National Land Agency

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### Abstract

*This study aims to formulate the Center for Human Resource Development (PPSDM) strategy of the Ministry of the Agrarian and Spatial Planning/National Land Agency (ATR/BPN) in developing the competence of HR personnel based on the Corporate University strategy. This study uses a qualitative descriptive method with data analysis using the Miles and Huberman model. The results showed that the strategy for implementing the ATR/BPN corporate university was strengthening the legal basis, providing rewards to employees, preparing budgets, strengthening the implementation of the Learning Value Chain, Assigning PPSPDM employees to oversee and ensure LVC runs, Development of learning models 70:20:10, Implementation of learning council meeting.*

## Introduction

The rapid development of technology has led to the emergence of public demands for improving the quality of public services from the government. Various innovations were made to improve the quality of public services. Improving the public service system must be supported by increasing the competence of the State Civil Apparatus (ASN) as the executor of public services. ASN with competence according to the standard of position will produce good public services, therefore the development of ASN competencies is carried out as a prerequisite and an important concern for realizing the ideals of the World Class Bureaucracy" (Saksono et al., 2021).

Following up on these conditions, the Government established policies regarding competency development strategies that encourage improved ASN performance and accelerated achievement of the organization's vision and mission, namely through corporate universities. This policy is outlined in Article 203 paragraph 4a of Government Regulation Number 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2017 concerning Management of Civil Servants that competency development is carried out through an integrated learning system (corporate university). In Article 23 of the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 3 of 2020 concerning Talent Management, it is stated that a corporate university using classical and non-classical methods is a way of developing talent competence, where talent development is intended to acquire and/or retain talent.

A Corporate University is not a university owned by an agency, but a company or agency adopts structured rules and principles from the university into its organizational learning, so it is hoped that this learning will provide measurable benefits like a university (Maria, 2021). Mark Allen (in Maria 2021) defines a corporate university as an "educational entity which is a strategic tool to assist the parent organization in achieving its mission by creating a number of activities aimed at exploring wisdom, knowledge, and learning from individuals and organizations". Another figure, namely Grenzer (in Anna Maria 2021) defines "corporate

university is a strategic function that works to integrate the progress of Human Resources (HR) assets in an organization and focuses on personal development, career, training opportunities, learning agendas, HR empowerment programs, and leadership at all levels in the organization". Paton (2005) defines "corporate university as a new generation of strategic learning initiatives". Maria (2021) illustrates a corporate university as learning in an organization where students are employees; the instructor is a superior or head of a work unit who has knowledge and experience as well as a work culture; the learning material is knowledge, ability, and culture about how to master the work being done; the expected result of this learning is to improve the performance of individuals, work units and companies.

The Center for Human Resource Development of the Ministry of Agrarian Affairs and Spatial Planning/National Land Agency, hereinafter referred to as PPSDM of the Ministry of Agrarian Affairs/BPN, is tasked with carrying out human resource development in the field of agrarian/land and spatial planning. The Ministry of ATR/BPN is a government agency that is vertical in nature, so that the task of developing competence for all employees of the Ministry of ATR/BPN spread across the Regional Offices of the National Land Agency at the Provincial level and the Land Office at the Regency/City level is the task of the PPSDM Ministry of ATR/BPN. In carrying out its duties, the PPSDM Ministry of ATR/BPN is guided by the applicable competency development policies, so that it has started pioneering corporate university-based competency development as the implementation of the mandate of Government Regulation Number 17 of 2020 and Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 3 of 2020. Corporate Implementation university as a strategy in developing employee competencies within the Ministry of ATR/BPN is marked by the stipulation of Ministerial Decree ATR/Head of BPN Number 777/SK-DL.02/VI/2022 concerning Grand Design ATR/BPN corporate university. The implementation of the corporate university strategy in developing employee competencies at the Ministry of ATR/BPN is branded under the name ATR/BPN corporate university.

The implementation of ATR/BPN corporate university as a human resource development strategy within the Ministry of ATR/BPN will not have a significant impact if it is only implemented by PPSDM of the Ministry of ATR/BPN. In order to turn the organization into a place of learning or a university for its employees, it requires support from all work units in the Ministry of Agrarian Affairs/BPN and support from the leadership to be able to create a learning environment for all employees.

As the driving force of ATR/BPN corporate university PPSDM, the Ministry of ATR/BPN must be able to encourage all work units in the Ministry of ATR/BPN to play an active role in realizing a corporate university, namely a place of work as a place for continuous learning throughout their careers. Therefore, research was carried out with the aim of formulating a PPSDM strategy for the Ministry of ATR/BPN in developing Apparatus HR competencies based on the Corporate University strategy.

## Methods

This research is a descriptive research, namely a type of research that aims to provide a description (description) of a particular phenomenon objectively with a qualitative approach (Purbba & Simanjuntak, 2012). The approach used is a qualitative approach, which are methods for exploring and understanding the meaning that a number of individuals or groups of people consider as a problem originating from social or humanity (Cresswell, 2014). This method is considered most appropriate for in-depth research on an object and is more sensitive to descriptive information, so that with descriptive research using a qualitative approach it is expected to obtain a clear, systematic and complete description of the PPSDM ATR/BPN

strategy in developing competency-based HR corporate university strategy. In this study, data collection techniques were carried out through observation, interviews, document collection and documentation retrieval during the research process. Interviews were conducted with 8 (eight) key informants consisting of 7 (seven) people from the PPSDM Ministry of ATR/BPN, namely: Head of the Center for Human Resource Development; Head of Competency Development; Associate Expert Widyaaiswara; Head of Learning Center Development Sub-Division; Head of Functional Position Competency Development Sub-Division; Head of Sub-Division of Competency Training Implementation; Head of Household and Equipment Subdivision; and 1 (one) person from the Kudus Regency Land Office who is an alumni of the competency development program. In this study the authors conducted data analysis in the field using the Miles and Huberman models. "Qualitative data analysis is carried out interactively and continuously until it is complete so that the data is saturated by carrying out data reduction activities, data displays and conclusion drawing/verification (Miles & Huberman in Sugiyono 2018).

## Results and Discussion

In order to develop a human resource development strategy through the ATR/BPN corporate university, it is necessary to first analyze the readiness of the PPSDM Ministry of ATR/BPN to implement the corporate university strategy. The analysis was carried out with reference to the theory of Ewer & Russ-Eft (2017) which states that there are five key factors that drive the establishment of a corporate university, namely:

### Organization Profile

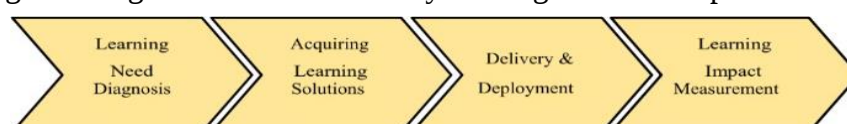
Corporate university has its own organizational structure within its parent organization. Define goals, objectives and strategies. Based on the Decree of the Minister of ATR/Head of BPN Number 777/SK-DK.02/VI/2022 concerning the Grand Design of the ATR/BPN corporate university, the management of the ATR/BPN corporate university and the ATR/BPN corporate university house has been established, which illustrates that outside organizations have been prepared. parent organization in running a corporate university. The following is a picture of the governance and housing of the ATR/BPN corporate university.

### Organizational Profile

The operational profile includes funding sources and the use of supporting technology in competency development activities. PPSDM Ministry of ATR/BPN provides sufficient budget for the implementation of ATR/BPN corporate university besides that supporting technology has been provided, namely the Learning Management System (LMS).

### Learning Delivery Profile

The learning delivery profile includes curriculum design, how long the training program is held, who the target participants are, how to evaluate and measure program results. In a corporate university, continuous learning is recommended. The PPSDM Ministry of ATR/BPN has established official documents regarding the stages of compiling an ideal competency development program, namely the Learning Value Chain which consists of 4 (four) stages, namely: (1) Learning Needs Diagnosis (LND) which is carried out by scanning, analyzing, identifying, and confirmation of learning needs for staff, teams and work units, so as to get the right learning, for the right people, in the right place, at the right time, with the right amount; (2) Acquiring Learning Solutions is an activity to design and develop an effective and efficient



learning, with reference to the results of the analysis of learning needs (3) Delivery & Deployment or transfer of knowledge and its application in the workplace. Arrangements for Delivery & Deployment aim to ensure the quality of training implementation so that the material that has been designed can be conveyed to the training participants correctly and it can be ensured that this knowledge is applied in the workplace; (4) Learning Impact Measurement or measurement of learning outcomes. This process aims to monitor, assess, evaluate and make improvements to the processes, outputs and outcomes of the Learning Solution to ensure an increase in business performance. The following is an overview of the ATR/BPN corporate university learning value chain.

### Partnership profile

In running a corporate university, collaboration is carried out with line managers to determine requirements and design learning programs. In addition, it is also necessary to partner with the HR sector to run a reward and recognition system for employees. The existence of cooperation with the Organizational and Personnel Bureau, technical units and/or other related units related to corporate university-based competency development programs is demonstrated by the existence of the ATR/BPN corporate university forum. An overview of the establishment of communication networks and partnerships in learning in the forums within the ATR/BPN corporate university is presented in the following figure.

|                                      | Daily                         | 4x a year                                                                             | 6x a year                                                                                                                                                                                                                                             | 2x a year                                                                                                                                                                                                                                       |
|--------------------------------------|-------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Board of Learners                    |                               |                                                                                       |                                                                                                                                                                                                                                                       | Setting a Strategy and Programs Priority Learning that supports the achievement of the Organization's Strategic Program Monitor Performance CorpU Conducts a Review of Organizational Performance Achievements associated with results Learning |
| Learning Committee                   |                               |                                                                                       | Establish Strategies and Priority Learning Programs that support the achievement of the Work Unit Strategic Program Monitoring CorpU Implementation in Work Units Reviewing Performance Achievements Work Units are associated with learning outcomes |                                                                                                                                                                                                                                                 |
| Learning Partner (Skill Group Owner) |                               | Identify Learning Needs Implementation Monitor Conducting Reviews for Work Unit level |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                 |
| Learning Technologist (PPSDM Team)   | Daily Implementation of CorpU |                                                                                       |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                 |

Figure 1. forum at ATR/BPN corporate university

### Profile of the leader as a teacher

The leader profile as teacher interacts naturally with the other four profiles and has demonstrated the transformation of the original conceptual framework into an actual learning system. In Ewer & Russ-Eft's research, organizations that successfully involve leaders as educators can encourage the creation of learning organizations. In several competency development programs, the leadership is involved as a teacher, coach and mentor for its employees.

Based on the infrastructure already owned by the Ministry of ATR/BPN PSDM, a human resource development strategy can be recommended through ATR/BPN corporate university. The strategy was compiled with reference to Rumelt's theory (2015) that "a good strategy is coherent action supported by reason, effective mix, thought and action with a basic structure called the core". According to Rumelt, the strategy contains three elements, namely: (1) There is a diagnosis that defines or explains the nature of the challenge. A good diagnosis simplifies the complexities of reality by identifying the most important of the various aspects of a situation; (2) The existence of guiding policies to face challenges. This is the overall approach chosen to

overcome or overcome the barriers identified in the diagnosis; (3) The existence of a coherent set of actions designed to implement the guiding policy. These are steps coordinated with one another to work toward a guiding policy.

Based on the analysis using Rumelt's theory, the author diagnoses the challenges of implementing ATR/BPN corporate university finds guiding policies to overcome challenges and designs coherent activities to implement these guiding policies. The author concludes that the strategy for developing the competence of human resource personnel through the ATR/BPN corporate university at the Ministry of ATR/BPN, namely: (a) strengthening the legal basis for implementing ATR/BPN corporate university at the Ministry of ATR/BPN so that it has coercive power over all work units, ranks leaders and employees of the Ministry of ATR/BPN to create learning organizations; (b) Giving rewards to employees who actively develop competence while working in the workplace; (c) adequate budget allocation to support the implementation of a corporate university; (d) Issuance of technical guidelines as an explanation of the implementation of Learning Value Chain (LVC). The technical guideline explains in detail the LVC implementation mechanism by including what must be done at each stage, who must do it and what is the output of each of these stages; (e) Assignment of PPSDM employees of the Ministry of ATR/BPN as representatives of the ATR/BPN corporate university management team to each business institute or Directorate General to oversee and ensure LVC runs; (f) Developing a learning model that reflects the character of a corporate university, namely making the workplace a learning environment. The appropriate learning model to be applied in a corporate university is the 70:20:10 learning model where competency development programs are designed with the proportion of learning consisting of 70% learning from experience in the form of special assignments, 20% learning through interaction with others and 10% structured learning to explore theory; (g) Preparation of a guidebook for coaches and/or mentors intended for leadership levels because the corporate university-based competency development strategy requires leaders to act as teachers or instructors and also act as coaches and/or mentors for their employees who are learning while working; (h) Organizing a learning council meeting which is a meeting of the leadership of the ATR/BPN Ministries.

## Conclusion

Based on the results of the study, it can be concluded that the recommended strategy for corporate university-based human resource development within the Ministry of ATR/BPN, namely: strengthening the legal basis, preparing a reward mechanism for employees who actively develop competencies, preparing an adequate budget, issuing technical implementation guidelines Learning Value Chain (LVC), Assignment of PPSDM employees of the Ministry of ATR/BPN to each business institute or Directorate General to oversee and ensure that LVC is running, Development of a 70:20:10 learning model with the proportion of learning consisting of 70% learning from experience in the form of special assignments, 20% learning through interaction with others and 10% structured learning to deepen theory, preparation of guidebooks for coaches and/or mentors, holding learning council meetings.

Based on the research that has been done, the suggestions recommended by researchers are: (1) Supporting infrastructure in the ATR/BPN corporate university must be utilized as best as possible to develop various competency development programs that employees of all ATR/BPN Ministries in their working environment can participate in; (2) The leadership of the Ministry of ATR/BPN must be committed to working together to move ATR/BPN corporate university in order to increase employee competence to support the improvement of individual performance and organizational performance in realizing the vision and mission of the Ministry of ATR/BPN; (3) Further research is needed regarding the effectiveness of the implementation

of Learning Value Chain (LVC) in the development of corporate university-based competencies.

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