

Evaluation of Corporate University Program in the Field of Training and Competence Development State Civil Apparatus

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Abstract

This study aims to evaluate the effectiveness of the Corporate University (Corpu) program in training and developing the competencies of State Civil Apparatus (*ASN*) within the Cirebon Regency Personnel Development and Human Resources Agency (BKPSDM). The evaluation theory used by William Dunn: Effectiveness, efficiency, adequacy, responsiveness, equity, and accuracy. The approach through qualitative phenomenology to explore the experiences and perspectives of both program managers and training participants. Data were collected through interviews, observations, and documentation, then analyzed using the interactive model of Miles and Huberman. The results of the study indicate that the Corpu program overall runs quite well, the Corpu program has provided benefits in improving *ASN* understanding of job responsibilities, as well as encouraging experiential learning and the use of technology. However, the implementation of the Corpu program has not been fully optimal because it still faces limitations in digital literacy, network infrastructure constraints, budget limitations and unequal access to training. This study emphasizes the importance of continuous evaluation of *ASN* competency development policies to strengthen the effectiveness and sustainability of Corpu at the local government level.

Keywords: Policy Evaluation; Corporate University Program; Training; Competency Development; *ASN*

INTRODUCTION

The emergence of a new paradigm as a result of rapidly developing technology requires organizations to dynamically adapt to change while simultaneously encouraging and creating space for innovation. This is in line with findings (Jonathan, 2019) This demonstrates that the success of digital transformation in various organizations, including the public sector, depends heavily on the institution's ability to adapt its strategy, structure, and internal processes. Therefore, not only organizations but also government institutions that fail to keep pace with the times will be eroded by globalization. This situation demands that government bureaucracies, particularly the State Civil Apparatus (*ASN*), improve their capacity and competency to adapt to these changes.

In government institutions, the bureaucracy, which was initially procedural and administrative, has now transformed into a Learning Organization, an organization's ability to continuously learn and improve. In the context of the State Civil Apparatus (*ASN*), *ASN* is obligated to provide public services, including goods and services. (Azhahra Dwisireno et al., 2024). In addition, *ASN*, as government officials, are driving forces that play a role in realizing effective and efficient governance and also play a role in responding to community needs based on applicable regulations in the country.

Strengthening the competency of state civil servants (*ASN*) is becoming increasingly crucial in facing the complex dynamics of public services and demanding rapid adaptation to change (Fitriyah, 2024) emphasized that civil servants are required to possess technical, managerial, and interpersonal competencies, as well as digital skills and adaptive learning abilities to meet these challenges. In line with this, the government, through (Government Regulation (PP) Number 17 of 2020 concerning Civil Servant Management) Article 203 emphasizes that competency development is both a right and an obligation of every civil servant and must be implemented in a planned, sustainable manner, and supported by job

competency standards. This policy demonstrates that increasing the capacity of civil servants is no longer merely an option, but a strategic necessity for achieving quality governance.

In the public sector, (Government Regulation (PP) Number 17 of 2020 concerning Civil Servant Management) stipulates that every government agency is required to implement the Corporate University approach as part of the civil service competency development program. (Sultan, 2022) This effort aligns with the government's agenda to achieve world-class governance by enhancing sustainable bureaucratic reform, one of which is through human resource development, a pillar Indonesia is currently pursuing. Corporate University has been adopted by various government agencies as it is considered a relevant integrated learning approach to improving the competency of state civil servants. Research results (Fahlevi, 2024) shows that improving *ASN* competency through the Corporate University program has a positive impact on the quality of public services, because more competent *ASN* are able to provide faster, more accurate, and more efficient services to the public.

At the national level, various studies have shown that Corporate University is an effective strategy to improve the competence of State Civil Apparatus (*ASN*) (Fahlevi, 2024) emphasizes that through a structured and integrated training program, this approach can broaden *ASN*'s knowledge of public service policies and practices while simultaneously developing the practical skills and professional attitudes needed to carry out their duties. Similar findings were also demonstrated in the study. (Aka et al., 2024), which found that the implementation of a Corporate University at a provincial Human Resources Development Agency (BPSDM) contributed positively to improving the performance of regional government organizations through successful training programs, improved employee competencies, and the effectiveness of the learning methods used. These research findings demonstrate that the implementation of a Corporate University has significant potential to support the strengthening of civil servant capacity in various local government contexts.

The Cirebon Regency Human Resources Development Agency (BKPSDM) is the agency that drives human resource development policies and plays a crucial role in designing and evaluating *ASN* training programs to ensure they align with employee and organizational competency needs. However, during its implementation, obstacles were still encountered in the Corporate University program, including: the lack of established employee competency evaluation indicators, the lack of training space, and the continued inability of employees to operate technology. These findings align with research findings. (Sinaga & Arianto, 2025) which shows that although various strategies have been implemented, challenges such as the digital literacy gap between generations, infrastructure constraints, and cultural resistance remain significant obstacles in the implementation of *ASN* competency development programs in various regions.

The novelty of this research lies in three key aspects. First, this study applies William Dunn's comprehensive six-dimensional policy evaluation framework (effectiveness, efficiency, adequacy, responsiveness, equity, and accuracy) to assess a Corporate University program, which has not been previously done in the context of local government *ASN* competency development in Indonesia. Second, unlike previous studies that focused primarily on program outcomes, this research explores both program managers' and training participants' perspectives using a qualitative phenomenological approach, providing a more holistic understanding of implementation dynamics. Third, this study specifically examines the Cirebon Regency context, a local government setting that has not been studied in previous Corporate University research. This novelty addresses the research gap identified from the works of Fahlevi (2024), Aka et al. (2024), and Setiawati (2022), which focused more on outcomes without comprehensive policy evaluation.

Therefore, due to these obstacles, the researcher felt the need to evaluate the implementation of the Corporate University program in the field of *ASN* training and

competency development. The purpose of this study was to determine the implementation and existing obstacles in the Corporate University program, as well as the efforts made by the Cirebon Regency BKPSDM in the field of Civil Servant Training and Competency Development.

METHOD

This type of research used a qualitative phenomenological method by taking data samples based on a person's life experiences in depth and describing them based on research in the field. (Fiantika et al., 2022)). Therefore, researchers are directly involved or are participatory.

The data sources are:

1. Primary Data Sources

The data collected directly by the researcher comes from primary interviews with the head of the BKPSDM of Cirebon Regency and the head of the training and development division of BKPSDM, including structured interviews with participants who participated in the training directly. The researcher will also conduct field research by joining the training program.

2. Secondary Data Sources

This source was obtained through various sources as supporting data for research, including official government documents, activity archives obtained from the Cirebon Regency BKPSDM, scientific publications relevant to the research topic, and personal notes obtained by participating in several activities from the Corporate University (Corpu) program.

The research location is at the Human Resources Development Agency (BKPSDM) at the address Jl. Sunan Kalijaga No.7, Sumber, Kec. Sumber, Cirebon Regency, West Java 45611.

The data validity test is triangulated through (Subarsono, 2012:1) interview data conducted in a structured manner with questions that have been provided, 2) field observations, namely by becoming a participant in the Corporate University program, and 3) documentation obtained through document archives owned by the BKPSDM of Cirebon Regency or other supporting documents to strengthen the research.

The data analysis technique was carried out by following the steps initiated by Miles & Huberman. (Fiantika et al., 2022):

- a. Data reduction, namely sorting the resulting data to make it more appropriate to the research objectives.
- b. Presenting reduced data, the data presented is reduced data.
- c. Drawing conclusions, namely taking meaning from data that has been compiled which is empirical in nature.

Data analysis techniques were then repeated throughout the research process. Data validity was tested using source triangulation, comparing the data from interviews with department heads and Corporate University program participants with other data obtained, such as direct observation and training program document archives.

RESULT AND DISCUSSION

The empirical findings obtained by the author are based on a systematic data collection process conducted through field observations, interviews with sources, and documentation reviews related to the implementation of the Corporate University (Corpu) Program at the BKPSDM Cirebon Regency. The data obtained reflect the actual conditions of program implementation as it takes place in the field, both from the perspective of program managers and training participants. Therefore, the presentation of research results focuses on descriptive

presentation of findings without theoretical interpretation, so that the reality of program implementation can be depicted objectively and comprehensively. (Subarsono, 2012).

Cirebon Regent Regulation (PERBUP) Number 33 of 2024 concerning the Integrated Competency Development Learning System The Corporate University (Corpu) program at the Cirebon Regency Human Resources Development Agency (BKPSDM) began in January 2025 as a result of the policy to develop the competency of state civil servants within the Cirebon Regency government. According to Dunn, (2003) there are 6 dimensions to evaluate a policy: first, effectiveness which relates to the results and objectives that have been set, second, efficiency which assesses the relationship between efforts (costs, time, resources) and the level of effectiveness achieved, third, adequacy which answers regarding the results obtained are sufficient to answer the main problems with existing limitations, fourth, equity which assesses that the program has been fair according to needs and policies, fifth, responsiveness that input can be received, discussed and handled by managers according to established mechanisms, and sixth, accuracy which assesses that the existing methods, targets and materials are appropriate and suitable to answer the problems faced. (Fatmariyanti & Fauzi, 2023).

Based on interviews with key informants, who manage the training agenda, the Civil Servant Training and Competency Development Division, with its *ASN* Competency Development (PKA) sub-division, revealed that the program is currently focused on Government Employees with Work Agreements (P3K). This targeting was implemented as part of the initial strategy for strengthening civil servant competency, tailored to organizational needs and designed to meet job requirements and employee performance demands.

The research results indicate that several obstacles remain in the implementation of the Corporate University Program. These obstacles include the readiness of civil servants to adapt to digital-based learning systems, differences in digital literacy levels among participants, and limited internet network quality in some work areas. Furthermore, distance learning is considered to limit the intensity of interaction and collaboration between participants, resulting in suboptimal social learning. At the institutional level, the development of the Corporate University learning system is still influenced by central government policies and regulations, resulting in relatively limited room for regional innovation in learning system development.

Evaluation of the Corporate University Program at the Cirebon Regency BKPSDM in the Field of Civil Service Training and Competency Development

Once a program has been implemented, evaluation is necessary as a basis for decision-making, which serves as a basis for measuring the success or failure of an activity. Djaali and Muljono (2004) define evaluation as the process of assessing something against predetermined criteria or objectives, and then making decisions based on the evaluation. Evaluation is a crucial component and stage in determining the effectiveness of an activity. A program, on the other hand, is a plan involving multiple units containing policies and a series of activities that must be carried out within a specified timeframe. Therefore, program evaluation is a decision-making tool for assessing the effectiveness or success of a series of planned activities within a specified timeframe. (Suryadin et al., 2022). The evaluation results are then used as information to determine what goals a program has achieved and what has not. (Hajaroh, 2018).

The dimension of effectiveness in public policy evaluation theory according to William N. Dunn is the success of a program in achieving the goals and objectives set out in public policy. This is in line with the thinking of (Winarno, 2012) Effectiveness in the context of public policy measures the extent to which objectives can be realized in practice. The implementation of the Corporate University Program at the Cirebon Regency Human Resources Development Agency (BKPSDM) can be considered quite effective. Dunn assesses that a program is considered effective if the objectives of the program or policy have been achieved. (Fatmariyanti & Fauzi, 2023). In this context, participants are now able to use technology, as evidenced by their success in inputting assignment results into an e-learning

platform called BANGKOM (Competency Development), and participants who have been able to utilize assets in the form of human resources in their respective organizations. According to the PKA team as the manager, the program held is in the form of technology utilization and the use of artificial intelligence (AI), which aims to prepare the apparatus to manage technology. Project-based training to obtain certificates as a requirement for job requirements, the PKA team held a program through training to strengthen the competence of the apparatus and transformational leadership. This finding is also in line with the CIPP model evaluation theory by Stufflebeam, stating that evaluation of the context is an evaluation that looks at the extent to which the program achieves its objectives and provides impact (inSari et al., 2024)

Thus, the program's goal of improving civil servant competency has begun to be achieved, and training participants also stated that the material was relevant to their job duties and functions and had a positive impact on improving understanding and performance in carrying out daily work (interview with resource persons). As stated in the research (Setiawati, 2022) Corpu's success depends on the readiness of the organization and its staff to adapt to the new learning system. However, implementation still requires refinement to ensure a more equitable impact. Based on Dunn's effectiveness criteria, the Corpu program is considered quite effective because it produces relevant competency changes tailored to participants' needs and impacts participants' abilities to perform their duties.

The implementation of the Corporate University Program can also be viewed from an efficiency perspective. Despite limited regional budgets, the Cirebon Regency Human Resources Development Agency (BKPSDM) was still able to implement the training program using online and blended learning methods. In this view, (Dunn, 2003), "efficiency is the relationship between effort (cost, time, resources) and the level of effectiveness achieved." The PKA team stated that training has been conducted more online using synchronous and asynchronous methods that can enable savings in operational costs, such as accommodation and consumption costs, without reducing the substance of the training material. Utilization of the Learning Management System (LMS) as the primary learning tool also supports the efficiency of program implementation because it allows for flexible learning and does not rely entirely on face-to-face training. Participants also said that "online training does not reduce the running time." This indicates an effort to optimize resources to produce maximum benefits for ASN. However, there is still no limit to learning hours, which can also make participants feel bored (interview with resource person). In addition, participants said that network constraints and suboptimal discussions hindered learning.

From Dunn's perspective, the implementation of the Corpu program has been quite efficient, particularly in terms of time flexibility. This research aligns with these findings. (AW, Muhammad Jafar, 2024) The use of digital technology in the public sector has increased the efficiency of civil servant competency development programs. However, it is not yet fully optimal, as seen in terms of managing duration and participant engagement dynamics.

From the dimension of adequacy, Dunn said, "adequacy is assessed based on the existing results being sufficient in addressing the main problems and being fair according to needs and policies." A policy can be considered adequate if the level of contribution has been able to address the needs of the target group. (Wibawa, 2011). The implementation of the Corporate University Program together with the PKA team said that the program has contributed significantly to meeting the needs of ASN competency development, particularly in the aspects of understanding job duties and improving technical competencies. The training materials, which are designed based on job needs, are considered to help participants in supporting the implementation of their duties. Based on interviews with participants, the implementation of the Corpu program is considered to have contributed to meeting the needs of competency development, particularly in the aspects of transformational leadership and strengthening capacity as school leaders relevant to job needs. Furthermore, participants said

that the existence of Corpu was able to improve data-based planning capabilities, use technology learning, create video presentations, and changes in the courage to make decisions and optimize the use of human resources in schools.

However, some participants regretted the lack of transparency regarding grades for participants who were still passive during the class, and the discussion session was still not optimal because there were still participants who were reluctant to speak. Corpu's success depends on the readiness of the organization and its staff to adapt to the new learning system. Budgetary and program capacity limitations also mean that competency development needs are being met in stages. Therefore, based on Dunn's adequacy criteria, the program is considered adequate but not yet optimal.

Furthermore, from the perspective of equity, Dunn views equity as relating to the value of fairness, in accordance with needs and policies. The implementation of the Corporate University Program has not yet fully provided an equitable distribution of benefits to all civil servants. In the initial stages of implementation, the program's targets were still focused on specific groups, such as Government Employees with Work Agreements (P3K). This condition resulted in differences in access to training programs between *ASN* groups. The research also showed that the program was not yet fully able to reach all P3Ks. However, the PKA team distributed training based on priority and need through a participant needs evaluation form, which was also distributed through circulars and provided groups, so that the main target group still had access to competency development. Thus, according to Dunn, the equity dimension was deemed to have provided relatively fair and equitable access to participants.

From a responsiveness perspective, Dunn assessed the extent to which program needs were heard, discussed, and addressed appropriately. The implementation of the Corpu Program demonstrated the management's efforts to respond to the needs and aspirations of participants. "The training planning mechanism was carried out through competency needs analysis and utilization of feedback from training participants. In addition, there was two-way communication with the Regional Government Work Units (SKPD)," stated the PKA team. The program's responsiveness was evident in the two-way communication mechanism between the BKPSDM and SKPD in following up on participant evaluation results. Participant input regarding technical training was discussed and followed up by each SKPD, while managerial training was managed by BKPSDM. This demonstrated that the program not only provided a space for feedback but also had a follow-up process within its authority. Participants also stated that during the discussion sessions, there was a reflection session where the strengths and weaknesses that occurred at that time were acknowledged, both by participants and management. However, the program's responsiveness remained selective because not all needs could be immediately accommodated due to limited resources and regional policy priorities. Therefore, in Dunn's theory, the program was deemed sufficiently responsive because it provided a mechanism for evaluating and adapting training to participants' needs.

Finally, regarding the appropriateness dimension, according to Dunn, the assessment is conducted by examining the appropriate methods, targets, and materials. The implementation of the Corporate University Program demonstrates a alignment between program objectives, training materials, and organizational needs. The PKA team conducted a pilot program with internal teams. This was done in developing learning materials and methods to ensure that the program was on target and relevant to the work context of *ASN*. The training program is not merely an administrative obligation but has practical value that can be applied in carrying out daily tasks (Sumanti, 2025) Careful planning determines the success of a policy. Participants responded that the Corpu program has been able to bring about real change, especially in terms of participants' courage in making decisions and utilizing internal resources. For example, in its implementation, they no longer need to hire external facilitators when holding seminars; now participants are able to utilize existing assets. Furthermore, participants have been able to

create enjoyable learning experiences at school through interactive videos with students and icebreaking sessions. However, the program's accuracy still requires ongoing evaluation so that the resulting benefits can be optimized and felt more widely.

Thus, the Corporate University (Corpu) program at the Human Resources Development Agency (BKPSDM) of the Cirebon Regency Government has achieved good results as an initial implementation, according to research using William N. Dunn's six dimensions of evaluation policy. In terms of effectiveness, the program aims to improve digital literacy skills and transformative leadership capabilities. Furthermore, in terms of efficiency, although the use of online and blended approaches has been able to optimize existing resources, there are still problems with the length of the learning period and technical constraints.

Furthermore, the adequacy dimension has helped P3K develop skills due to its relevance, although there are still obstacles in its gradual implementation due to the inability to reach all *ASN*. The Corpu program in the equity dimension has been determined based on the priority scale of needs and central policies, but this program has not reached all participants. Then, the responsiveness dimension has provided space for feedback and follow-up between managers and participants, although not all needs can be accommodated. The sixth dimension, appropriateness, assesses the objectives, materials, targets, and methods of the program have been adjusted to the job needs of each participant and the *ASN* work environment in Cirebon Regency.

Thus, the findings indicate that the Corpu Program at the BKPSDM of Cirebon Regency is considered to have run quite well and is directed towards the ability to achieve the objectives of developing the competency of civil servants, however, there are several aspects that need to be carefully considered in its implementation so that the program can continue to experience improvements in a better direction.

Obstacles in the Implementation of the Corporate University Program at the BKPSDM Cirebon Regency. The research results show that the implementation of the Corporate University Program at the Cirebon Regency Human Resources Development Agency (BKPSDM) still faces various obstacles that affect the overall program's achievements. The first obstacle identified relates to the shift in the work culture of civil servants from conventional learning to digital-based learning. This change requires a significant adaptation process, not only in the technical aspects of technology use but also in the mindset and work habits of civil servants in participating in the learning process. In practice, civil servants' readiness to face this change is not yet fully uniform, so the adaptation process is gradual and requires time for adjustment.

Second, Differences in digital literacy levels among civil servants also pose a barrier to the implementation of the Corporate University Program. Interviews and field observations indicate that some training participants still experience difficulties operating the Learning Management System (LMS), from logging in, accessing learning materials, to uploading assignments as part of the training process. This situation impacts participants' participation levels and comfort in online learning. Furthermore, variations in age background, work experience, and intensity of information technology use also influence the ability of civil servants to optimally participate in digital-based learning.

In addition to human resource-related obstacles, technical constraints also contributed to the smooth implementation of the program. Limited internet network quality in some participants' work areas, along with unpredictable weather, often disrupted the online learning process. In interviews with participants, one said, "When the weather is cloudy or rainy, or when the signal is poor, I sometimes get kicked out and can't log back in." Network disruptions caused participants to have difficulty participating in synchronous learning sessions, hindered their ability to actively interact during discussions, and experienced delays in completing assignments. Furthermore, the PKA team stated that the lack of independence regarding the

BANGKOM website, which currently uses a central developer, has also hampered learning at the Cirebon Regency BKPSDM. As a result, not all participants can participate in the learning process with the same level of comfort and learning experience. Furthermore, it has led to the interruption of the previously established training schedule. Furthermore, the lack of oversight of late participants entering the training program and the lack of transparency regarding grades have necessitated improvements to the training rules and regulations by the Cirebon Regency BKPSDM.

The final obstacle arises from the institutional aspects of the Corporate University Program implementation at the Cirebon Regency Human Resources Development Agency (BKPSDM). The development of the learning system is still heavily influenced by policies and regulations established by the central government. This dependence limits the region's latitude in developing a more contextual learning system tailored to local needs. This situation limits flexibility in tailoring training programs to the specific characteristics and needs of civil servants in Cirebon Regency.

Efforts by the Cirebon Regency BKPSDM to Overcome Obstacles to the Corporate University Program

To address various obstacles that emerged during the implementation of the Corporate University Program, the Cirebon Regency Human Resources Development Agency (BKPSDM) has implemented a number of gradual and sustainable improvement efforts. These efforts were undertaken in response to issues experienced by training participants, including human resource readiness, technical limitations, and the dynamics of digital-based learning implementation. Based on interviews with key informants, these improvement steps were deemed crucial to ensure that the program continues to run in accordance with the objectives of developing civil servant competencies.

One of the main efforts undertaken by the Cirebon Regency Human Resources Development Agency (BKPSDM) is the implementation of digital literacy training for civil servants. This training aims to improve *ASN*'s understanding and skills in using learning technology, particularly in operating the Learning Management System (LMS) as the primary medium for online learning. According to participants, the digital literacy training has enabled them to access materials, participate in the learning process, and complete training assignments independently. Participants are also now able to create their own video presentations. This effort was undertaken to accommodate differences in digital literacy levels among participants, which had previously been a barrier to program implementation (interview with resource person).

In addition to improving digital literacy, the second effort of the Cirebon Regency Human Resources Development Agency (BKPSDM) also provided technical assistance to training participants throughout the learning process. This assistance included guidance on using the LMS, assistance in overcoming technical obstacles, and explanations of synchronous and asynchronous learning mechanisms. Assistance was provided both at the initial stage of the training and throughout the learning process, ensuring participants could continue to participate despite facing technological limitations. Furthermore, the assistance provided a forum for discussion regarding the strengths achieved by participants and any remaining shortcomings, including the materials needed based on the job requirements system and obstacles in developing each participant's organization. This assistance effort aimed to minimize technical obstacles that could disrupt the smooth learning process and reduce participant participation (interview with informant).

The third effort undertaken is adapting learning methods through the implementation of a blended learning approach. This approach combines online learning with non-classical methods, allowing participants the flexibility to participate in training without having to leave

their primary duties in their respective work units. This adaptation of learning methods is made taking into account the diverse working conditions of civil servants, time constraints, and the need for more adaptive learning. With this approach, the training process is expected to remain effective despite various limitations.

In addition to the technical aspects of implementation, the Cirebon Regency Human Resources Development Agency (BKPSDM) also strengthened the training program planning stage. This strengthening was carried out through an analysis of civil servant competency needs and increased coordination with Regional Work Units (SKPD). This mechanism allows for more targeted identification of *ASN* competency development needs and alignment with the duties and functions of each position. Although not all needs can be accommodated within a single implementation period, this step demonstrates a more systematic planning effort in the implementation of the Corporate University Program.

CONCLUSION

The Corporate University (Corpu) program implemented by the Cirebon Regency BKPSDM has demonstrated generally satisfactory outcomes in developing *ASN* competency, showing positive results across William Dunn's six evaluation dimensions notably improving digital literacy, leadership transformation, and resource efficiency through blended and online learning methods though it has not yet achieved equitable access for all *ASN*. Despite these gains, the program continues to face significant challenges, including uneven digital literacy among participants, poor network connectivity, unresolved technical issues with the BANGKOM system, inadequate attendance oversight, limited transparency in performance evaluation, and centralized institutional constraints that restrict innovation. Overall, the program reflects meaningful progress in improving the quality of the state apparatus at the local government level, with its continued success hinging on organizational adaptability, sustained commitment to evaluation, and systemic improvements to the digital learning infrastructure. For future research, it is recommended that scholars adopt broader-scope studies using quantitative or mixed-method approaches such as the CIPP or Kirkpatrick evaluation models and conduct comparative analyses across multiple regions to better assess the long-term sustainability, transferability, and policy effectiveness of Corpu-based *ASN* competency development programs.

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