



Transforming Civil Servant Competency Development through Learning and Corporate University

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ARTICLE INFO

Article History

Received:

10 March 2026

Accepted:

29 April 2026

Publication:

30 April 2026

Keywords

Civil Servants
competency development
digital learning
corporate university

Kata Kunci

ASN
Pengembangan Kompetensi
Pembelajaran Digital
Corporate University

ABSTRACT

Digital transformation and changing job profiles position civil servant competency development as a strategic agenda for bureaucratic capacity. This article analyzes Chapter V, "Transformasi Pengembangan Kompetensi ASN," in Suryanto (2023) and connects its arguments with journal literature on learning organizations, training transfer, e-learning, Corporate University, and digital and artificial intelligence competencies. The study applies qualitative content analysis and a narrative literature review of 14 journal articles. The findings identify four major shifts: from classroom-based to digital learning, from individual to organizational learning, from rule-driven to strategy-driven development, and from fragmented to integrated learning organizations. Four pillars—program design, trainers, technology, and quality management—support the transformation. Secondary evidence shows that the cost of basic civil servant training declined from IDR 9.296 million to IDR 5.260 million per participant, while the PPPK orientation MOOC reached 257,169 users by October 2023. The article proposes a framework connecting strategic competency needs, flexi-learning, the 70:20:10 architecture, ASN Corporate University, learning transfer, and public-service outcomes. Transformation creates value when digitalization produces relevant learning that is transferred to work and improves organizational performance.

ABSTRAK

Transformasi digital dan perubahan profil pekerjaan menempatkan pengembangan kompetensi aparatur sipil negara (ASN) sebagai agenda strategis bagi kapasitas birokrasi. Artikel ini menganalisis Bab V, "Transformasi Pengembangan Kompetensi ASN," dalam Suryanto (2023) dan menghubungkan argumen-argumennya dengan literatur jurnal tentang *learning organization*, *training transfer*, *e-learning*, *Corporate University*, serta kompetensi digital dan kecerdasan buatan. Penelitian ini menerapkan analisis konten kualitatif dan tinjauan literatur naratif terhadap 14 artikel jurnal. Temuan penelitian mengidentifikasi empat pergeseran utama: dari pembelajaran berbasis kelas menjadi pembelajaran digital, dari pembelajaran individu menjadi pembelajaran organisasi, dari pengembangan berbasis aturan (*rule-driven*) menjadi berbasis strategi (*strategy-driven*), dan dari organisasi pembelajar yang terfragmentasi menjadi terintegrasi. Empat pilar—desain program, pengajar/widyaiswara, teknologi, dan manajemen mutu—mendukung transformasi tersebut. Bukti sekunder menunjukkan bahwa biaya pelatihan dasar ASN menurun dari Rp9,296 juta menjadi Rp5,260 juta per peserta, sementara MOOC orientasi PPPK telah menjangkau 257.169 pengguna hingga Oktober 2023. Artikel ini mengajukan sebuah kerangka kerja yang menghubungkan kebutuhan kompetensi strategis, *flexi-learning*, arsitektur 70:20:10, *ASN Corporate University*, *learning transfer*,

dan hasil pelayanan publik. Transformasi menciptakan nilai ketika digitalisasi menghasilkan pembelajaran relevan yang ditransfer ke dalam pekerjaan dan meningkatkan kinerja organisasi.

INTRODUCTION

Public administration transformation in the era of disruption requires civil servants who can learn rapidly, work across organizational boundaries, and adapt to technological change. Competency development can therefore no longer be treated as a sequence of courses and certificates; it needs to become part of organizational capability. Chapter V of Suryanto (2023) frames this change as a transformation of civil servant competency development.

The scale of the civil service strengthens this need. Chapter V reports approximately 4.28 million civil servants in the first semester of 2023. At this scale, classroom-based development faces constraints in capacity, cost, time, and reach. Rapid changes in knowledge also require continuous learning. These conditions explain the movement toward digital learning, flexi-learning, and the learning-organization paradigm.

The gap between training participation and workplace performance is a central problem. Training may be completed administratively without producing behavioral change or organizational problem solving. Research shows that transfer is influenced by self-efficacy, utility beliefs, organizational support, feedback, program design, and coaching (Quratulain et al., 2021; Kim & Lee, 2023). Transformation should therefore be evaluated through workplace application.

This article analyzes competency-development transformation in Suryanto (2023), connects it with relevant literature, and proposes an integrative framework for adaptive, measurable, and performance-oriented civil servant learning policy. Its contribution is the synthesis of four transformation pillars with learning transfer and ASN Corporate University.

LITERATURE REVIEW

Competency should be understood as a strategic capability linking people and organizational capacity. Technological change adds requirements for digital, data, AI, ethical, and critical-judgment competencies. Sandoval-Almazan et al. (2024) identify

competency limitations among public managers implementing AI, while Lāma and Lastovska (2025) find that AI training is associated with higher self-assessed competence, although trust in AI remains important.

The shift from training to learning places learners at the center and integrates workplace experience, social learning, and formal learning. Johnson et al. (2018) argue that 70:20:10 is better interpreted as a learning architecture than a prescriptive ratio. In government, experiential learning may include change projects, coaching, mentoring, communities of practice, job rotation, and benchmarking.

Digital learning expands access through LMS, MOOC, blended learning, and self-learning. Nur Rohmah (2021) found e-learning effective in basic civil servant training and highlighted the role of synchronous learning in focus and motivation. Rahman et al. (2020) emphasized the need for continuous evaluation of e-learning implementation. Technology should therefore be treated as learning infrastructure rather than a content portal.

Corporate University integrates strategy, curriculum, culture, technology, knowledge management, and evaluation. Setiawati and Fadillah (2023) emphasize an integrated architecture, while Singh et al. (2020) position Corporate University as a strategic learning construct. For the civil service, Regulation of the National Institute of Public Administration No. 6 of 2023 strengthens integrated competency-development learning.

Quality assurance is needed so that expanded access does not reduce quality. Chapter V emphasizes independence, objectivity, customer focus, planned processes, and documentation in accreditation. Assurance should nevertheless move from compliance toward impact. Susanty (2022) applies Kirkpatrick at reaction and learning levels; this article advocates extending evaluation to transfer and organizational outcomes.

RESEARCH METHODS

The study uses a qualitative approach combining content analysis and a narrative literature review. The primary source is Chapter V, “Transformasi Pengembangan Kompetensi ASN,” in Suryanto (2023), particularly its discussion of transformation, program design, trainers, quality management, and future directions. Analysis

focuses on four themes: learning paradigms, programs, technology, and quality management.

The external literature consists of 14 relevant journal articles published mainly during 2018–2025, covering learning organization, training transfer, e-learning, Corporate University, and digital or AI competencies. Analysis used thematic coding, conceptual triangulation, and framework synthesis. Quantitative figures are secondary data reported in the book and are not primary survey findings.

RESULTS AND DISCUSSION

Scale of the Problem and Rationale for Transformation

Transformation becomes rational when national-scale learning needs meet the limits of classroom-based delivery. Chapter V reports approximately 4.28 million civil servants, 454,669 basic-training alumni during 2018–2023, and 257,169 PPPK orientation MOOC users by October 2023. These figures indicate the need for a scalable, flexible, and digital learning system.

Table 1.

Key Data on Civil Servant Competency Transformation

Indicator	Data	Analytical meaning
Civil servants, first semester 2023	±4.28 million	Requires scalable and flexible learning.
Classical basic training cost	IDR 9.296 million/participant	Relatively high direct cost.
Blended basic training cost	IDR 5.260 million/participant	Greater efficiency through blended learning.
Savings per participant	IDR 4.036 million	Approximately 43.4% versus classical delivery.
Basic-training alumni, 2018–2023	454,669	Shows national-scale learning demand.
PPPK MOOC users, Oct. 2023	257,169	Expands access to self-directed learning.
Widyaiswara, 2023	4,275	Role shifts from instructor to learning facilitator.

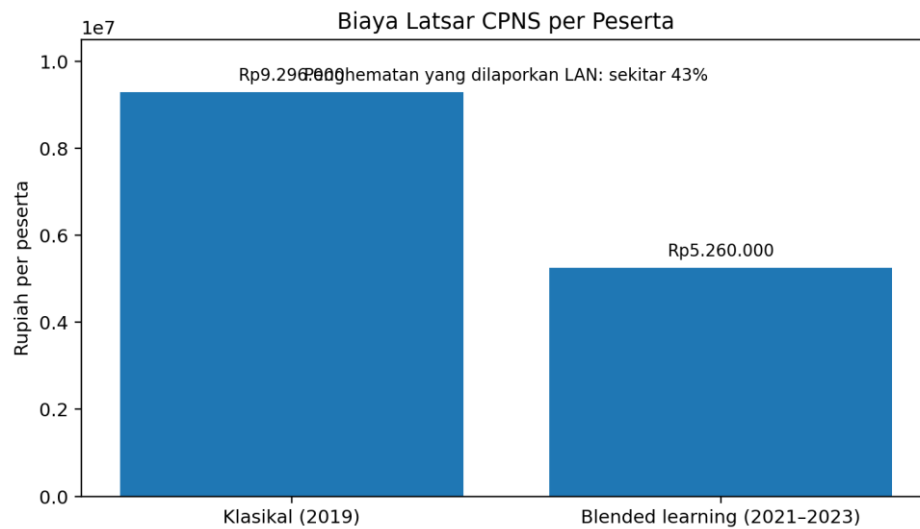


Figure 1. Comparison of basic civil servant training cost per participant. Source: Suryanto (2023, pp. 81–83).

Cost efficiency illustrates one value of digitalization. The book reports IDR 9.296 million per participant for the classical model and IDR 5.260 million for blended learning, a difference of about IDR 4.036 million per participant. Efficiency is important, but it should not become the sole indicator; learning transfer and organizational impact must also be assessed.

Four Paradigm Shifts

Table 2.
Paradigm Shifts in Civil Servant Competency Development

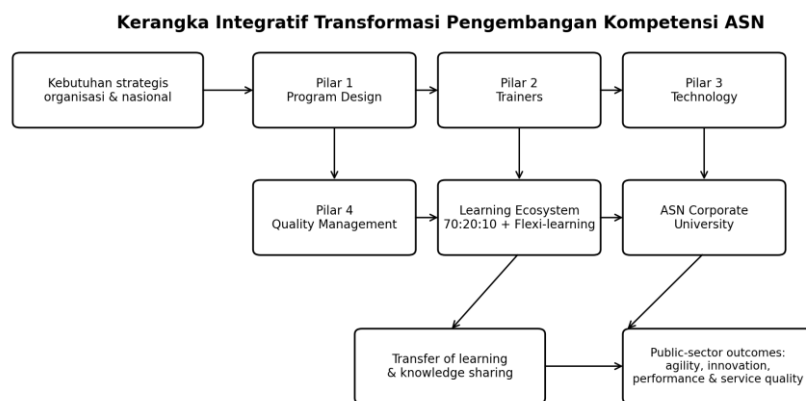
Dimension	Old paradigm	New paradigm	Implication
Method	Classroom-based	Digital	LMS, MOOC, blended, self-learning, face-to-face.
Purpose	Individual learning	Organizational learning	Connect learning with performance goals.
Driver	Rule-driven	Strategy-driven	Derive learning needs from strategic priorities.
Learning organization	Fragmented	Integrated	ASN Corporate University, knowledge sharing, interoperability.

The four paradigm shifts show that transformation is not simply moving classrooms onto screens. Digital methods need to be accompanied by organizational-learning goals, strategy-driven competency needs, and integrated learning organizations. When only the medium changes, the result is digital training rather than learning transformation.

Program Design and the Changing Role of Widyaiswara

Program design increasingly supports differentiated learning. Basic civil servant training combines MOOC-based self-learning, distance learning, workplace actualization, and classical components. PPPK orientation expands self-learning through a MOOC. ASN Talent Academy and Smart JF demonstrate combinations of unbundled and bundled learning, experiential learning, and development tailored to talent and job needs.

The role of Widyaiswara also changes. Chapter V records 4,275 Widyaiswara in 2023, comprising 2,659 men and 1,616 women. In a digital ecosystem they need to act as facilitators, coaches, curators, learning architects, assessors, and quality assurers. Nur Rohmah (2021) also indicates that digital learning still requires well-designed human interaction.



Catatan: kerangka ini merupakan sintesis analitis dari Bab V Suryanto (2023) dan literatur jurnal yang ditelaah.

Figure 2. Proposed integrative framework for civil servant competency-development transformation.

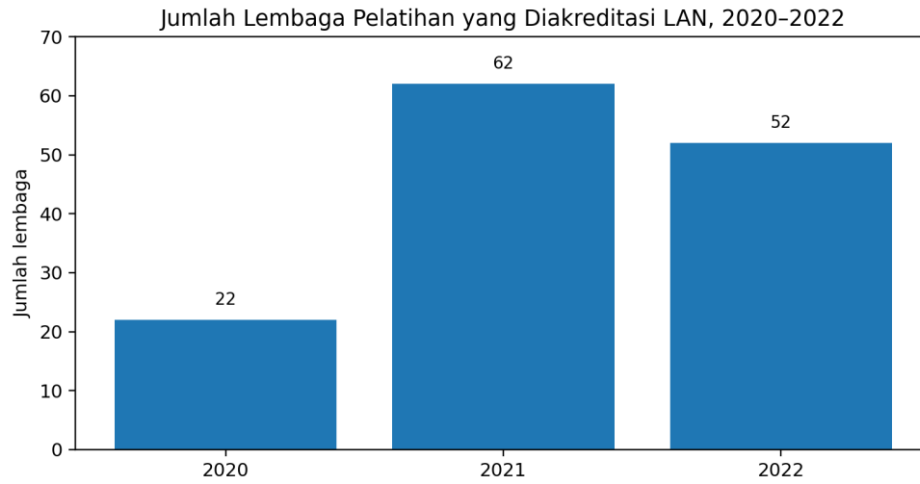
Technology and Learning Infrastructure

Technology needs to evolve from platform to learning infrastructure. Interoperability among LMS, MOOC, learning marketplaces, learning records, analytics, single sign-on, and personnel systems can connect learning with competency needs. Roringkon and Silitonga (2025) show that institutional readiness alone is insufficient; learning strategy remains a major weakness.

Quality Management and Impact-Oriented Assurance

Quality management should ensure that accreditation produces real improvement. Accreditation data for 2020–2022 show 22, 62, and 52 accredited

institutions/programs respectively. The pattern indicates growing assurance activity, but future evaluation should also measure learning gain, transfer, innovation, process improvement, and public-service outcomes.



Sumber: Suryanto (2023), Gambar 5.15; angka 2020-2022 = 22, 62, 52.

Figure 3. Number of training institutions accredited by LAN, 2020–2022. Source: Suryanto (2023, Figure 5.15).

Synthesis: Four Pillars in One Learning Value Chain

Table 3.

Four Transformation Pillars and Implementation Indicators

Pillar	Function	Risk if weak	Indicators
Program design	Align with strategic problems	Training becomes irrelevant	Needs alignment; learning gain
Trainers	Facilitate transfer and social learning	Digital learning becomes passive	Coaching; facilitation; peer interaction
Technology	Access and personalization	Fragmented platforms	Interoperability; analytics; accessibility
Quality management	Consistency and improvement	Formalistic accreditation	Transfer; impact; continuous improvement

The synthesis places the four pillars within a learning value chain: strategic needs → learning design → facilitation and technology → transfer → organizational outcomes. This explains why technology alone is insufficient. Relevant programs without transfer-oriented facilitation remain weak, while strong technology without interoperability creates fragmentation.

Policy Implications 2025–2030

- Integrate competency-needs analysis with performance planning, talent management, Individual Development Plans, and Human Capital Development Plans.
- Strengthen microlearning, coaching, mentoring, communities of practice, and workplace problem-based learning.
- Build interoperability among LMS, MOOC, learning marketplaces, learning records, and personnel systems.
- Include digital, data, AI, ethics, critical judgment, and information-security literacy in the civil service competency architecture.
- Shift quality assurance from compliance-oriented to impact-oriented evaluation, including learning transfer and organizational outcomes.
- Expand cross-agency learning and knowledge sharing so that ASN Corporate University functions as a whole-of-government governance architecture.

CONCLUSION

Civil servant competency transformation represents a shift from training toward learning. Chapter V of Suryanto (2023) demonstrates changes in methods, goals, motives, and learning-organization structures. Blended basic training, the PPPK orientation MOOC, ASN Talent Academy, and Smart JF show movement toward a more flexible and scalable learning ecosystem.

The four pillars—program design, trainers, technology, and quality management—provide the foundation, but value emerges when they are connected through strategic alignment, organizational learning, 70:20:10, learning transfer, and ASN Corporate University. Success should be assessed not only through participation and certification but also through competency gains, transfer, innovation, process quality, and public value.

The study is limited by its conceptual-analytical design and reliance on secondary data reported up to 2023. Future research should test the framework through cross-institutional surveys, PLS-SEM, comparative case studies, or longitudinal evaluation. Nevertheless, the framework provides a basis for shifting competency development from event-based training toward a strategic learning ecosystem.

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