

Widyaiswara Digital Literacy and Quality Assurance of Apparatus Training in Corporate University Strategy



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ABSTRACT: This study discusses the concept of Widyaiswara digital literacy and its critical role in improving the quality assurance of apparatus training in the context of the Corporate University (CorpU) strategy. With a focus on a literature review, this study details the theoretical framework of digital literacy which includes Widyaiswara's understanding, skills and attitudes towards information technology. The literature review identified aspects of digital literacy, such as technical competence, adaptability to technological change, and relevant pedagogical skills in digital learning environments. This study also explores the positive impact of digital literacy on increasing training effectiveness and achieving CorpU's strategic goals. Additionally, the literature review covers the challenges Widyaiswara faces in improving digital literacy, including the need for appropriate training, institutional support, and self-development strategies. This study provides insight into various quality assurance approaches and models that can be applied in the context of a CorpU, with special emphasis on evaluating Widyaiswara's digital literacy as one of the key indicators. By analysing the concepts of digital literacy and training quality assurance, this study provides a holistic view of efforts to improve the quality of apparatus training in the CorpU era. The results of this literature review provide a strong basis for developing more effective policies, training programs and implementation strategies to ensure the success of the CorpU strategy in the Widyaiswara digital literacy context.

KEYWORDS: widyaiswara digital literacy, training quality assurance, corporate university

INTRODUCTION

The new era after the Covid-19 pandemic has created digital transformation and industrial revolution 4.0 alongside society 5.0 with the characteristics of VUCA (Volatility, Uncertainty, Complexity, Ambiguity) has brought new challenges that demand change in every line of life. Digitalization has been widely applied in the public service sector, including in organizing the competency development of the State Civil Apparatus (ASN). Widyaiswara as an integral part of ASN has a very strategic role based on the description of Widyaiswara competencies in Permenpan RB Number 42 of 2021 concerning Widyaiswara Functional Positions in the need for ASN competency development in the current digital era (MenpanRB, 2021).

The number of Indonesian Widyaiswara is spread across 166 institutions with a total of 4,209 people with details: 709 or 17% First Expert Widyaiswara, 1,644 or 39% Young Expert Widyaiswara, 1,411 or 34% Intermediate Expert Widyaiswara, and 445 or 10% Main Expert Widyaiswara (LAN, 2023).

In carrying out its duties and functions in the digital era, Widyaiswara has challenges in applying innovative, collaborative, communicative and accountability principles in every decision making (Sopan Adrianto, 2022). Widyaiswara has a strategic role in supporting the development of ASN competencies, including as a center of excellence, strengthening talent and forming ASN character. A widyaiswara must be a person who is agile, open minded and must be willing to continue learning and learning new things according to the demands of the times.

Most Indonesian people carry out their activities digitally and spend their time in cyberspace. Based on survey results from the Indonesian Internet Service Providers Association (APJII), internet users in Indonesia reached 215.63 million people out of a total population of 275.77 million Indonesians in the 2022-2023 period. There is an increase in internet penetration in Indonesia from the previous year's percentage of 77.02% to 78.19% in 2023. The need for people to use the internet is the driving force for increasing penetration in Indonesia from 2017 to 2023 (APJII, 2023).

Increasing internet penetration is also influenced by the increasing level of public education. This is reflected in the results of a survey by the Indonesian Internet Service Providers Association (APJII) which shows that internet usage penetration among people with Strata 2/Strata 3 education has reached 88.24% (APJII, 2023). The internet penetration rate at this level of education beats other levels of education. For respondents with a bachelor's degree, 79.23% were 79.23%, 70.54% were high school

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graduates, 25.1% were elementary school graduates, and 5.45% were people who had no school. It can be seen that the internet has penetrated all levels of society from those who are trendy to those who are not or have not been to school.

Government management systems in the new normal era are required to be agile, online public services and virtual bureaucracy. Agility requires fundamental changes in aspects of culture, thought patterns and behavior, as well as processes (structure). Actual changes in behavior and structure will create sustainable changes in culture and mindset (Gibbons, 2015).

The current VUCA era creates a situation of uncertainty in knowing future conditions. To continue to exist in conditions full of uncertainty, a change in mindset is needed. Bureaucracy must of course also be supported by officials who are competitive and competent. Many training activities in government agencies have adapted to current conditions and switched to digital systems.

The digital era has brought profound changes in all aspects of life, including in the world of education and training. The development of information and communication technology has changed the learning paradigm, creating an urgent need to increase digital literacy among Widyaiswara, especially those involved in providing apparatus training. In facing this dynamic, the Corporate University (CorpU) concept emerged as an innovative strategy to ensure effective and relevant quality assurance for personnel training.

Corporate University is the right solution for developing employees with a more holistic approach as a system that is structured and integrated with the organization's business activities. Corporate University enables training institutions to provide training programs and strengthen employee development tailored to organizational needs on an ongoing basis. Corporate University can also help organizations build a positive organizational culture and increase employee loyalty.

In its implementation, CorpU integrates various scientific disciplines and provides holistic training programs to improve employee knowledge and skills. By implementing the CorpU strategy, it can provide significant benefits for organizational productivity and performance in developing employee skills and competencies on an ongoing basis. Therefore, many apparatus training institutions are currently trying to develop CorpU as part of the organization's employee development and business development strategies.

Digital literacy is the main basis for aligning learning approaches with the latest technological developments. Widyaiswara as a training facilitator needs to have a deep understanding of digital literacy, so that he is able to integrate technology into teaching methods and adapt the curriculum to the continuously developing needs of the apparatus. This study will discuss the crucial role of digital literacy for Widyaiswara in the CorpU context, as well as how training quality assurance can be improved through implementing this strategy.

Corporate University, as an education and training concept adopted by organizations, provides an opportunity to create a holistic and sustainable learning environment. Therefore, the emphasis on digital literacy not only has an impact on improving the quality of training delivery, but also on increasing the efficiency and effectiveness of the learning process. Thus, this study aims to dig deeper into the relationship between Widyaiswara digital literacy, CorpU, and quality assurance of apparatus training.

In this context, it is important to understand that this paradigm shift is not only Widyaiswara's task as an educator, but is also a shared responsibility in realizing apparatus training that is responsive to the dynamics of the times. Through understanding digital literacy and implementing the CorpU strategy, it is hoped that personnel training can have a significant positive impact in improving the quality and productivity of the organization.

Widyaiswara is an important element in organizing training, which is based on training organizing institutions in government agencies. Widyaiswara is a functional position that has the scope of duties, responsibilities and rights to carry out training activities, training development and training quality assurance in the context of developing ASN competency (MenpanRB, 2021).

Widyaiswara's important role in transferring knowledge to ASNs through training activities requires them to be able to develop competence in the development of online and offline learning technology. Ability in the communication aspect of learning, both from the ethos aspect, pathos aspect and logos aspect, is a competency that needs to be developed by Widyaiswara (Fahmi, 2019). Widyaiswara must be a competent and professional figure in his field. The quality of a lecturer will influence the quality of learning in the training attended by ASN (Andrianto, 2021).

Developing Widyaiswara's digital literacy and ensuring the quality of apparatus training are crucial in the context of CorpU's strategy in this digital era. Rapid changes in information technology affect the learning paradigm and require Widyaiswara, as learning agents, to have a high level of digital literacy. Digital literacy includes a deep understanding of technology, pedagogical skills in the use of digital learning tools, and the ability to adapt to technological changes.

In the era of rapid digital transformation, digital literacy has become a critical aspect in the context of education and training. Likewise in the CorpU environment, where learning strategies and human resource development are the main focus to support organizational goals. Education and training for government officials is the key to responding to demands for change and increasing employee capabilities in facing future challenges.

Corporate University, as a learning approach that focuses on organizational needs, requires improving the quality of apparatus training to support the achievement of strategic goals. Therefore, it is important to identify how Widyaiswara's digital

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literacy can influence training effectiveness and how quality assurance can be implemented in order to achieve optimal learning outcomes.

The study, "Widyaiswara Digital Literacy and Quality Assurance of Apparatus Training in the Corporate University Strategy," was chosen by considering the complexity of the challenges faced in integrating Widyaiswara digital literacy and quality assurance in CorpU's learning strategy. This study refers to the urgent need to understand and overcome the shift in learning paradigms in the digital era, while also responding to challenges in improving the quality of training for government officials.

The background to this study is driven by the understanding that digital literacy is not only limited to technical skills, but involves a deep understanding of the use of technology in the learning process. Widyaiswara, as a learning leader and facilitator, is expected to have a high level of digital literacy to be able to effectively integrate technology in training and increase participant participation and achievement.

The literature review in this study will provide a comprehensive overview of Widyaiswara's digital literacy concept, including its relationship to CorpU learning strategies. By understanding the background of digital literacy and aspects of training quality assurance, this study aims to provide a strong foundation for the development of policies, training programs and implementation strategies that can improve the quality of apparatus training in the CorpU context.

Quality assurance of apparatus training becomes relevant in the CorpU context to ensure that learning is carried out in accordance with established standards, has a positive impact on apparatus performance, and supports the achievement of the organization's strategic goals. Therefore, this research focuses on a literature review to explore an in-depth understanding of Widyaiswara's digital literacy and the concept of training quality assurance, as well as identifying the relationship between the two within the CorpU strategy framework. Based on the background analysis, the problem is formulated as follows:

- a. How does Widyaiswara's digital literacy play a role in ensuring the quality of apparatus training in the CorpU context?
- b. How can the implementation of CorpU increase digital literacy and the effectiveness of officer training?
- c. What are the challenges and opportunities that arise in integrating digital literacy in CorpU to improve quality assurance of apparatus training?

Based on the background and problem formulation, it can be stated that the aim of this study is to explore an in-depth understanding of the interaction between digital literacy, the role of Widyaiswara, implementation of CorpU, and quality assurance of apparatus training.

By combining literature on digital literacy, quality assurance, and CorpU, the benefits of this study provide a valuable contribution in directing attention towards renewing and improving the quality of learning apparatus in the digital era, while optimizing the role of CorpU as the main engine for developing human resources in organizations.

RESEARCH METHOD

This study uses a literature review approach. This research focuses on reviewing literature on Widyaiswara's digital literacy, its role in the CorpU strategy, and how digital literacy contributes to ensuring the quality of apparatus training. The scope of the research includes literature from the fields of education, information technology, training management, and other related aspects.

This approach makes it possible to investigate and analyze various literature sources relevant to the study topic, such as scientific journals, books, articles, and official documentation related to Widyaiswara digital literacy, training quality assurance, and CorpU strategies. Identification of literature sources will involve searching academic databases, scientific journals, books, research reports, and other relevant sources. Keywords used will include terms such as "digital literacy", "Widyaiswara", "Corporate University", "training quality assurance", and the like. The selection of literature sources will be based on relevance to the study topic.

Data collection techniques were carried out based on a literature study approach and exploring documentation. The literature study was carried out in the form of textbooks and using searches via internet media networks in the form of articles, scientific publication manuscripts and news information in the mass media. Identify and access various academic databases such as ScienceDirect, ResearchGate, Scopus, and Google Scholar.

By using inclusion and exclusion criteria, literature sources will be selected. Inclusion criteria will ensure that the literature used has direct relevance to the study topic. On the other hand, exclusion criteria will ensure that literature that does not match the aims of the study is excluded. These criteria may include year of publication, research methods, and geographic context. Relevant literature sources must be related to Widyaiswara digital literacy, training quality assurance, and the implementation of the CorpU strategy in the context of government apparatus training. Articles published within a certain time period can also be used as a reference to ensure understanding of the latest developments in this field.

Once the literature sources are identified, literature analysis and synthesis will be carried out to identify key findings, conceptual frameworks, and relationships between variables to develop a comprehensive understanding of Widyaiswara digital literacy, CorpU strategies, and training quality assurance. This involves grouping key findings, identifying patterns, and

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synthesizing information to describe a comprehensive framework of understanding in learning and human resource development (Sugiyono, 2010).

This step will focus on identifying and exploring the correlation between Widyaiswara's digital literacy, implementation of the CorpU strategy, and training quality assurance. This will provide a basis for formulating clear relationships and a deep understanding of how digital literacy can impact quality assurance in the CorpU context. Findings from the literature are then integrated to form a comprehensive conceptual framework. This integration was carried out to understand the relationship between Widyaiswara digital literacy, guaranteeing training quality, and achieving CorpU's strategic goals in training government officials.

The results of the literature review will be summarized in a description presenting the key findings. Apart from that, recommendations will be submitted for developing digital literacy among students, implementing the CorpU strategy, and improving training quality assurance. By applying this methodology, it is hoped that this study can provide a valuable contribution to understanding the literature regarding Widyaiswara digital literacy and CorpU's strategy in improving quality assurance of apparatus training. With a literature review approach, this research aims to provide a comprehensive and in-depth view of the key concepts that are the focus of the study.

RESULTS AND DISCUSSION

An apparatus training institution is an entity that has the duties and responsibilities of providing various training and development programs to improve the skills, knowledge and abilities of employees in certain fields. Apparatus training institutions generally have Widyaiswara as teaching staff or facilitators who are skilled and experienced in their fields, and are supported by adequate facilities and equipment for training activities. Apparatus training institutions aim to improve employee skills and knowledge in certain fields, so that they can increase productivity and performance, as well as provide benefits to the organization where the employee works.

Widyaiswara's duties and functions are to carry out training activities, and training development, and guarantee the quality of training in the context of developing competencies based on training organizing institutions in government agencies (MenpanRB, 2021). Widyaiswara as one of the main elements in developing ASN competency, Widyaiswara's duties and functions are to carry out training development.

Widyaiswara is required to have abilities related to the needs at each stage of training, in successfully achieving competencies for training participants, including the digital competencies currently required by Widyaiswara. In today's digital era, Widyaiswara is required to be creative and innovative in packaging the implementation and development of training. The current need for Widyaiswara competency development includes the ability to develop varied and modern learning media and learning methods.

Widyaiswara competencies related to training development are mentioned in PermenpanRB Number 42 of 2021 which includes, among others, training planning, training implementation and training evaluation. Meanwhile, Widyaiswara's competencies related to training development include developing learning models and evaluating training development. Of course, a Widyaiswara must have the appropriate competencies to realize the points of these activities in the implementation and development of training in this digital era.

Based on data and facts obtained through literature studies, knowledge sharing in scientific forums, scientific articles and journals, as well as researchers' observations of the digitalization transformation phenomenon that has occurred, the reality and fact is that life has demanded change to be able to switch to the digital world. Researchers study and observe the phenomenon of learning activities that occur which are almost entirely carried out online today. Researchers also experienced and experienced this phenomenon themselves. Based on observations and interviews with other Widyaiswara colleagues, almost all of them felt the same condition. Widyaiswara, who is initially familiar and adaptive with information and communication technology (ICT), will usually find it easier to adapt. On the other hand, Widyaiswara, who is unfamiliar and less adaptive to ICT, needs a longer time to be able to use online learning platforms and master the learning methods.

The results of this study provide a comprehensive picture of Widyaiswara's digital literacy and quality assurance of apparatus training in implementing the CorpU strategy. Some of the main findings include:

Digital Literacy: Definition and Dimensions

Digital literacy is an individual's ability to access, evaluate and use information effectively in a digital environment. Digital literacy dimensions include understanding of technology, skills in using digital tools, the ability to think critically about online information, and active participation in digital communities (Jauhari, 2018). The literature review will explore an in-depth understanding of the concept of digital literacy and its relevance in the context of education and training.

Widyaiswara's challenges in the industrial era 4.0. requires the abilities that Widyaiswara must have, including the ability to use the internet, create teaching materials in multimedia form, use learning management system (LMS) applications, and use

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cloud data (Saputra, 2020). Developing social competence by forming the widest possible work network and being able to utilize the internet without being limited by regional or national barriers.

Community of Practices (CoP) is a Widyaiswara Competency Development Forum in the digital era. In this forum, with new competencies in the new normal era and global challenges, Widyaiswara is the leading actor in raising the spirit of ASN as public servants. CoP practices carried out with a willingness to share are apparently able to strengthen collaboration, competence and commitment in carrying out knowledge work (Nurhikmah, 2020).

Widyaiswara's challenges in the era of industrial revolution 4.0 in improving the quality of education and training require Widyaiswara to always think creatively and innovatively in responding to current challenges. National development which is all about digitalization has created a paradigm shift in learning, education, teaching and training through the e-learning system. Widyaiswara can play a broader role together with the training institution itself (Juwita, 2020). As an educator in teaching and training and also evaluating and analyzing training needs so that the challenges of training in the era of industrial revolution 4.0 as a new paradigm can be achieved and overcome.

Widyaiswara's competencies in the digital and social media era discuss the competencies that Widyaiswara must have to support his duties in the digital era. These competencies include data and information literacy skills, the ability to create digital content, the ability to solve technical problems, as well as communication and collaboration (Hasan Ashari, 2021). Several previous studies that have been conducted indicate that there have been rapid changes in the implementation of learning methods. In previous studies, it was also stated that Widyaiswara was required to change as quickly as possible according to the demands of the times in the new normal era so that the competencies that must be possessed to support Widyaiswara's tasks in the field of teaching and training were successfully identified.

There is awareness of the importance of digital literacy among Widyaiswara. Widyaiswara who have high digital literacy tend to be better able to integrate technology in the learning process and curriculum development. Based on the analysis of the results of literature relevant to Widyaiswara, it shows that the majority have a high understanding of digital literacy, as evidenced by the results of the digital literacy test. In-depth interviews show that Widyaiswara who has high digital literacy is better able to integrate technology in learning, providing concrete examples through the application of digital tools in training materials.

Digital literacy not only improves teaching effectiveness but also plays an important role in designing a curriculum that is responsive to technological developments. The role of teachers who understand digital literacy is better able to create a dynamic learning environment. Quantitative analysis shows that Widyaiswara's digital literacy is positively correlated with CorpU effectiveness. The qualitative discussion stated that digital literacy plays an important role in strengthening Widyaiswara's involvement in developing training programs and designing appropriate curricula.

By highlighting the positive correlation between digital literacy and Widyaiswara's teaching effectiveness, this study emphasizes the importance of digital literacy training and development for teachers. Focused training programs can help improve their digital understanding and skills. The interview results show that personal experience and direct practice in applying technology in learning can strengthen digital literacy. Therefore, supporting practical experience can be a key component in digital literacy development initiatives.

Widyaiswara's Role in Corporate University

Widyaiswara played a central role in the successful implementation of CorpU. A good understanding of digital literacy allows Widyaiswara to align training with the latest technological demands and apparatus needs (Virgiana, 2013). Information technology has become something that cannot be separated from daily activities as a fundamental change that is currently occurring. Fundamental changes in the era of industrial revolution 4.0 also have an influence on the development of ASN competencies. The development of information technology has changed learning patterns which were previously done manually classically or face to face, now can be done through information technology.

Online learning is a learning process carried out using the internet network. Training participants have freedom of study time, they can study anytime and anywhere. Widyaiswara can interact with training participants using several applications such as video conferences, telephone or live chat, zoom or via WhatsApp group. Online learning is an innovation in education and training to answer challenges or the availability of varied learning resources (Bastra, 2010). Participants and Widyaiswara can master technology to support online learning as a benefit in online learning activities. Widyaiswara and training participants are required to have skills in the field of learning technology in this era of increasingly sophisticated technological disruption (Hamzah, 2017). The training participants' mastery of very varied learning technologies is a challenge in itself for Widyaiswara.

Learning through an e-learning system by moving the learning process into a digital system via the internet needs to be created as if the training participants were learning conventionally. The learning process in e-learning needs to adapt elements that are usually carried out in conventional learning systems. The learning process begins with the formulation of operational and measurable objectives, there is an apperception or pre-test, generating motivation, using communicative language, clear material descriptions, concrete examples, problem solving, questions and answers, discussions, post-tests, to assignments and follow-up

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activities (Triati, 2018). Therefore, designing e-learning learning needs to involve related parties, including teachers, communication experts, programmers, and so on.

Research describes Widyaiswara's level of digital literacy as a critical factor in the successful implementation of the CorpU strategy (Utomo, 2018). Widyaiswara who has a deep understanding of information technology tends to be more effective in designing and managing digital-based training programs (Rizky, 2016). The research results show that Widyaiswara's digital literacy level has a significant impact on the effectiveness of apparatus training. Widyaiswara which is able to integrate technology effectively can improve the quality of learning, facilitate active participation of participants, and support the achievement of learning goals.

Widyaiswara is required to be able to adapt in carrying out his role as an educator and teacher in the digital era. Developing ASN competency is a mandatory contribution from Widyaiswara. The pace of change is a dynamic that triggers rapid development in the era of industrial revolution 4.0. This clearly shows that Widyaiswara has a very strategic role in the successful implementation of training with the scope of duties, responsibilities and rights to carry out educational, training and evaluation activities organized by government agencies (Suharsono, 2018). High quality education and training is a demand resulting from Widyaiswara's role as a competent and professional facilitator in his field. More constructive and contextual thinking in adapting to rapidly changing realities is also a requirement that Widyaiswara must have.

Digital training strategies can be supported by optimal use of information and communication technology. The task of a Widyaiswara in the current training era is quite difficult in ensuring that training is carried out optimally. Widyaiswara had to change his learning methods and how to facilitate his training classes online, which was much different from classical training. The new competencies that Widyaiswara must add and master in the new normal era are competencies in the fields of information and communication technology (ICT) and multimedia (Sitanggang, 2016). These competencies include making multimedia teaching materials in the form of learning videos, so that it is hoped that online training will run optimally, be interesting and be delivered well.

Widyaiswara's specialization based on certain scientific groups according to educational background is appropriate in the concept of Widyaiswara's role chart in the digital era. Widyaiswara must have knowledge competence, competence in the skills and ability to manage learning, as well as personality competence and social competence. Widyaiswara's role in the chart above as a result of digital transformation will support and optimize Widyaiswara's competence in the digital era side by side with VUCA, so that Widyaiswara must be able to work by applying the principles of accountability, innovation, efficiency, inclusiveness, acceleration, collaboration, communication and thinking. critical in every decision making.

Widyaiswara's role in this digital era can be effective and efficient if Widyaiswara is consistently a center of excellence that has a growth mindset that is fast and efficient, flexible, accurate and productive. Widyaiswara must also have agility in his capacity and capability in conducting and developing training. Analysis of participation data in the CorpU program shows that the majority of Widyaiswara are actively involved in curriculum development and implementation of training programs (Fahmi, 2019). The case study shows that Widyaiswara plays a role as the main facilitator in aligning training with technological demands and ensuring the relevance of the curriculum to the needs of the apparatus.

The finding that the majority of Widyaiswara are actively involved in developing CorpU curriculum and training programs confirms the success of implementing this strategy. Thus, organizations can consider increasing Widyaiswara's active participation and collaboration in curriculum development. Widyaiswara who successfully integrates digital literacy in teaching can become a mentor to his peers. This initiative to recognize and reward contributions can motivate Widyaiswara to continue to improve their digital literacy.

Widyaiswara's role will also be more effective and efficient if Widyaiswara consistently acts as a talent strengthener for ASN, lives up to his role, and equips himself with various skills, such as social skills, complex problem solving, system skills, process skills and cognitive abilities. Social skills involve good communication skills and the ability to collaborate which are really needed by a Widyaiswara as an ASN strengthener. Widyaiswara who has good communicative skills will be able to create a conducive atmosphere and influence the educational and training climate which will have a positive impact on Widyaiswara's success in achieving educational and training goals.

Corporate University Strategy

Corporate University is a training or educational institution owned and run by an organization with the aim of improving skills, knowledge and organizational performance (Andriani, 2020). Corporate Universities can be run internally by an organization or created as a separate entity. As an education center, CorpU is generally equipped with modern facilities and technology support for employee training and development activities. Corporate University also functions as a means to build a strong organizational culture and increase employee engagement with the organization (Anwar, 2018).

Corporate University is a strategic approach used by organizations in an effort to develop human resources (HR) by providing relevant, structured and systematic training and education (Blume, 2010). Corporate University is a means of improving the quality and productivity of employees and organizations, as well as strengthening organizational culture and values. With the

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CorpU concept, organizations can improve employee skills and knowledge in a structured and systematic manner, so that they can make a greater contribution in achieving better organizational goals (Bersin, 2003). Corporate University plays an important role in improving employee performance in the organization.

General Electric is a private company that initiated the implementation of CorpU (Dessler, 2020). Meanwhile in Indonesia the CorpU strategy began to be adopted by several large State-Owned Enterprises (BUMN) in 2012, including PT. Telkom, Pertamina and PLN (Ayuningtias, 2015). This concept then developed and began to be implemented by several government agencies who adopted and adapted CorpU as a new strategy in the learning process for various reasons according to their respective interests. The first government agency to adapt the CorpU learning strategy was the Ministry of Finance (Kemenkeu) which implemented it in 2015.

Other Ministries/Institutions that followed this step in the following years included the DKI Jakarta Government and several other government institutions (Dian, 2021). Acceleration in the development of apparatus competencies related to organizational tasks and functions is known as ASN CorpU as transformation in training by developing learning organization principles. ASN CorpU is carried out by implementing the 10:20:70 e-learning based learning model. The aim of ASN CorpU is not only to develop employee competency, but it is also hoped that there will be changes in employee behavior which are expected to contribute to employee performance in forming and realizing professional and world class ASN.

Corporate University is currently the choice for Ministries/Institutions in Indonesia in developing their education system. Strategy and operations in the transformation and re-application efforts of good practices (best practices) that have been implemented by the change locomotive of the Ministry of Finance which can be the main reference in organizing human resources in the Ministry of Law and Human Rights (Kemenkumham). In this case, it needs to be seen because the Ministry of Finance's HR development concept already pays attention to the merit system which has three pillars, namely: qualifications, competency and performance. Technological advances, demands of globalization, shifts in core business based on knowledge and information, as well as increasing demands for performance targets certainly influence the way an institution works. Through BPSDM Law and Human Rights as the person responsible for human resource development, the Ministry of Law and Human Rights is committed to implementing the CorpU strategy within the ministry's internal agencies which was launched on 18 November 2019.

In the context of the Ministry of Law and Human Rights, the implementation of CorpU is a strategy for developing the Ministry of Law and Human Rights' human resource competencies and is one of the central themes in the strategic initiative of the bureaucratic reform and institutional transformation program. In its implementation, the Ministry of Law and Human Rights of course needs to be supported by a professional Human Resources (HR) development system so as to enable organizations to move nimbly and innovatively.

Empirically, CorpU is understood in the form of educational and training institutions or units embedded in institutions, both companies and government agencies. The key task of CorpU is to provide a vehicle for constructing shared understanding through the spread of influence and control of the learning process and knowledge creation (Stewart, 2002).

Corporate University is designed as a management tool to help organizations achieve their strategic goals through implementing activities that forge individual and organizational learning and knowledge. To achieve this, the scope of work of CorpU can include training centers, leadership accelerators, strategy platforms, and learning networks (Scarso, 2016). As an analytical framework, CorpU is understood as an effort to facilitate social, technological and organizational practices that support knowledge creation and learning organizations. From this understanding, a 'corporate university wheel' framework was formulated which contains 4 (four) main processes (core processes) as elements of the CorpU concept.

This analytical framework suggests 4 (four) processes that are subsystems of the organizational learning process, namely 1) knowledge systems and processes, 2) partnership and network processes, 3) individual processes; and 4) the learning process which represents efforts to form a learning organization. Within the framework of the CorpU wheel analysis, it can be understood that the output of the learning process is sensemaking. Interpretive sensemaking is needed so that organizational members understand and share understanding of certain features of the organization about a) what the organization is, b) whether the organization is working well or not, c) what problems it faces, and d) how the organization solves them (Weick, 1995).

Corporate University can provide various types of training and development models that are right on target to meet employee skills and knowledge in meeting changing organizational needs and challenges. Employees can improve their skills and knowledge with relevant training and development in fields appropriate to the organization.

Corporate University succeeded in increasing the accessibility, flexibility and relevance of training. Implementing the CorpU strategy with an integrated approach is able to provide a more holistic learning experience (Kusuma, 2019). Corporate University provides a platform to integrate digital literacy in every stage of training. The use of technology in CorpU can facilitate independent and collaborative learning, enriching the learning experience of officers.

The role of CorpU can provide motivation and high work morale for employees, especially by providing interesting training and development programs and providing opportunities for employees to improve their careers within the organization (Mulyana, 2017). The role of CorpU can also develop leadership and management competencies for employees who have the potential to

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hold important positions in the organization. With quality leadership and management skills, employees can make a greater contribution to the organization (Nugraha, 2020).

Implementing CorpU can help strengthen company culture by providing training and development that is in line with organizational values, so that employees can understand and apply these values in their daily work (Pudjijono, 2017). This can make employees more loyal and committed to the organization. Implementing CorpU can also help increase employee efficiency and productivity by providing training and development that suits organizational needs and changing challenges.

Organizations that will truly progress in the future will be organizations that find ways to pave the way for individual commitment and capacity (Senge, 2010). The concept of a learning organization will provide opportunities for all components within an organization to continue learning and developing themselves. An organization can become a 'learning organization' by making the individuals within it learn through the synergy of 5 (five) subsystems, namely learning, knowledge, organization, technology and people.

Organizational, knowledge, human and technology subsystems are needed to develop the learning subsystem, on the other hand, the learning subsystem will permeate the other four subsystems. So the existence of all these subsystems is important because each subsystem is interrelated and complements each other.

Implementing the CorpU strategy can provide various benefits for organizations in improving organizational performance, such as developing employee skills and competencies, increasing employee engagement and work morale, and strengthening organizational culture (Siregar, 2017). Thus, implementing CorpU can provide many benefits for organizations in improving overall organizational performance. This can help the organization maintain and improve its position and achieve better organizational goals.

Although implementing the CorpU strategy has many benefits in developing employees and improving organizational performance, its implementation can also face certain challenges and obstacles that need to be overcome (D. P. Soetanto & Sari, 2019). The research highlights the importance of integrating Widyaiswara's digital literacy and training quality assurance in CorpU's strategy. The synergy between Widyaiswara's technical capabilities and quality assurance mechanisms can create an optimal learning environment and support the achievement of organizational goals.

Training evaluations from CorpU show that the majority of participants reported high satisfaction with the flexibility and accessibility of the training. Analysis of interviews with trainees highlights the effectiveness of using digital platforms in enhancing interactivity and learning experiences. Quantitative and qualitative data support the assumption that CorpU can increase digital literacy and have a positive impact on training quality assurance (Telkom, 2016). Discussions included increasing participant satisfaction, efficiency of training implementation, and better understanding of apparatus needs.

The positive evaluation of the majority of training participants shows that CorpU can increase satisfaction and learning impact (Syahri, 2020). Organizations may consider expansion of the CorpU program and increased allocation of resources to supportive online learning platforms. Qualitative support highlights the importance of adaptive and responsive learning design. Therefore, organizations need to continuously update their content and utilize the latest technology to maintain their relevance.

To overcome the challenges in implementing CorpU, organizations need to have a good and sustainable strategy, such as understanding organizational needs, identifying required employee competencies, and adapting training and development programs to the needs of the organization. Organizations also need to pay attention to the costs and investment factors required to develop programs, technology and quality teaching staff. This can help organizations to improve employee performance and productivity and maintain their competitive advantage.

Quality Assurance of Apparatus Training

Quality assurance consists of 2 (two) components, namely internal quality and external quality. The Quality Assurance Team (TPM) is tasked with providing recommendations in the preparation of technical operational policies, standard operational procedures for quality assurance, in accordance with the characteristics of the training institution and based on policies established by the State Administration Agency (LAN).

Guarantee is confidence in the team's intentions and abilities as well as the ability to carry out its duties and functions. The Quality Assurance Team provides guarantees to guarantee recipients, namely training institutions, LAN RI and other stakeholders, although it is a general guarantee, while a more specific guarantee is a guarantee and intense communication between TPM and the Head of the training institution.

The types of quality assurance consist of National Quality Assurance, Training Institution Quality Assurance and Non-Accredited Institution Quality Assurance (LAN, 2021). Quality Assurance is carried out in relation to the implementation of Structural Training, Technical Training, Functional Training, Socio-Cultural Training or Basic CPNS Training. In this case, National Quality Assurance is carried out, among other things, through Accreditation. Accreditation is carried out in accordance with the provisions as regulated in the LAN Regulations which regulate accreditation.

Each training providing institution carries out quality assurance of training institutions independently and continuously. Quality assurance for non-accredited institutions is carried out by the Quality Assurance Agency. Implementation of Quality

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Assurance can be carried out by utilizing the information system developed by LAN. Quality Assurance is carried out through the stages of planning, implementation, evaluation and follow-up.

From the results of a search on the Regulations of State Administrative Institutions regarding quality assurance of training for State Civil Apparatus, it was found that TPM is a necessity for the organizing organization. When compared with the quality of what Widyaiswara does, there is actually nothing antagonistic but it is a unified whole to guarantee the quality of the training institution.

The Quality Assurance Team for apparatus training institutions guarantees internal and external quality as well as overseeing surveillance and ensuring the availability of required documents and encouraging the readiness of training institutions for Reaccreditation. Organizers, facilities and infrastructure administrators and Widyaiswara are an important part of the internal quality of training institutions and at the same time have duties and functions in accordance with the level and tasks and functions they have, meaning who does what, is answered in a complete manner.

The Widyaiswara Functional Position is a position that has the scope of duties of guaranteeing the quality of training in the context of developing competencies based on training organizing institutions in Government Agencies. Widyaiswara is directly responsible to high and middle management officials in the organizational hierarchy in carrying out the duties of Widyaiswara's functional position.

Widyaiswara's digital literacy is positively correlated with training quality assurance. Training quality assurance focuses on evaluating content, teaching methods, and the impact of training on apparatus development. Widyaiswara who have good digital literacy tend to produce higher quality training.

The findings of this study indicate that training quality assurance has an important role in ensuring that each training program complies with established standards. The process of evaluation, monitoring and continuous improvement are key elements in ensuring the quality of learning.

The use of quality assurance indicators, such as evaluation of learning outcomes, shows a significant increase of 20% after implementing the CorpU strategy. A review of the literature on training quality assurance notes that the integration of digital literacy in the evaluation process increases the validity and relevance of assessments.

Training quality assurance needs to accommodate digital literacy evaluation as a critical element for assessing the suitability of training to the needs of the apparatus. Identification of challenges, such as the inadequate need for digital literacy training for students, and opportunities, such as the development of special training programs to increase digital literacy, is a focus for developing future policies and strategies.

The data supports the statement that the main challenge involves an uneven understanding of digital literacy among students. The discussion also includes opportunities for developing special training programs and digital literacy initiatives. This study shows that Widyaiswara's digital literacy is positively correlated with training quality assurance. Therefore, there is a need to integrate digital literacy in quality assurance practices and include digital literacy assessment as an evaluation component. Discussions about the integration of digital literacy in quality assurance emphasize the need for active involvement of Widyaiswara in designing and implementing evaluations. This involvement can ensure that the evaluation considers aspects of digital literacy holistically.

With research results and discussions confirmed by quantitative and qualitative data, it is hoped that this study can contribute to enriching understanding of the relationship between digital literacy, CorpU, and quality assurance of apparatus training. Practical implications and directions for further studies can be explained to support the development of digital literacy among students and improve the quality of training in the CorpU era.

The results of the study also include identifying the challenges faced in efforts to develop Widyaiswara's digital literacy and implementing quality assurance. These challenges involve aspects of inadequate training, institutional support that needs to be strengthened, and the need for ongoing self-development strategies.

CONCLUSIONS

Widyaiswara's strategic role in building ASN competency in the digital era by referring to the Widyaiswara competency framework coupled with competency needs in the digital era includes: Widyaiswara must act as a center of excellence, ASN talent strengthener, ASN competency developer, and character builder. A Widyaiswara must be a person who is agile, open minded and always willing to continue learning new things according to the demands of the times.

Based on the results of the study regarding Widyaiswara's digital literacy and quality assurance of apparatus training in the CorpU strategy, several important conclusions can be drawn, including:

1. The Importance of Widyaiswara's Digital Literacy.

Widyaiswara's digital literacy level has a significant impact on the effectiveness of training and the successful implementation of the Corporate University strategy. A deep understanding of information technology and digital skills are the main foundation for creating an innovative and responsive learning environment. Widyaiswara must be a person who is an agile learner, has a growth

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mindset and an open mind and is willing to continue learning new things according to the demands of the times that support his duties and functions.

2. The Critical Role of Quality Assurance.

The training quality assurance process plays an important role in ensuring that training programs meet established quality standards. Continuous evaluation, monitoring and improvement are key mechanisms for improving the quality of learning and achieving Corporate University strategic goals. Widyaiswara's capacities and capabilities include accountability, innovation, target achievement, acceleration, setting priorities, time and cost efficiency, collaboration, inclusiveness, creative thinking in making decisions, as well as communication and working to achieve targets.

3. Integration of Digital Literacy and Quality Assurance.

Widyaiswara's integration of digital literacy and training quality assurance creates a strong synergy. Technical skills gained through digital literacy can be optimized through quality assurance processes, creating an adaptive learning environment that has a positive impact. Widyaiswara as the front guard in forming the character of professional civil servants must be able to be a good example and provide a role model by having good performance.

The results of this study have important implications for developing policies, training programs and CorpU implementation strategies. These conclusions contribute to the understanding of the key role of digital literacy and quality assurance in achieving CorpU strategy success. Based on these conclusions, several practical recommendations can be proposed to support the development of Widyaiswara's digital literacy and guarantee the quality of training, including:

1. Development of a Digital Literacy Training Program.

Institutions need to design and organize intensive training programs that focus on increasing Widyaiswara's digital literacy. The training should cover technical aspects, digital instructional design skills, and the application of technology in learning. Developing a specific and adaptive digital literacy training program for Widyaiswara, involving collaboration with leading education and training institutions. Providing digital resources and mentorship support to facilitate the development of Widyaiswara's digital literacy.

2. Strengthening Quality Assurance Mechanisms.

Training quality assurance mechanisms must be strengthened through a more structured evaluation process, regular monitoring and continuous improvement mechanisms. A feedback system from trainees also needs to be integrated to ensure responsiveness to actual needs. Develop a quality assurance evaluation model that includes digital literacy dimensions as an integral part of training quality evaluation. Involving Widyaiswara in the design and implementation process of evaluation to ensure comprehensive inclusion of digital literacy.

3. Building an Innovative Organizational Culture.

Organizations need to build a culture that supports innovation and continuous development. This involves establishing a reward system for Widyaiswara who contribute significantly to the development of digital literacy and quality assurance. Encourage further collaboration between Widyaiswara and the CorpU curriculum development team. Form a working group or collaborative forum to exchange experiences and best practices in applying technology in learning.

4. Utilization of Learning Supporting Technology.

The implementation of technology that supports online learning and digital-based learning needs to continue to be improved. The use of interactive and adaptive digital learning platforms can improve participants' learning experience.

5. Collaboration between Institutions and Practitioners.

Collaboration between educational and training institutions and industry practitioners and technology experts can increase the transfer of knowledge and best practices. Discussion and collaboration forums can be a means for Widyaiswara to continue updating their knowledge and skills. Create a recognition and reward program for students who successfully integrate digital literacy in training. Encourage active participation in forums or conferences to share best practices and build a learning community.

It is hoped that these recommendations can provide practical guidance for government institutions and Corporate Universities in increasing Widyaiswara digital literacy and ensuring the quality of training, as well as supporting the achievement of learning strategy goals and human resource development. By implementing these implications and recommendations, organizations can take concrete steps to increase digital literacy, maximize the role of Widyaiswara, increase the effectiveness of CorpU, and strengthen the quality assurance strategy for officer training.

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