



**SHARING LVC
ANALIS BANGKOM
PEMROV JABAR
20 Mei 2023**

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CLIENT LIST



CURRICULUM VITAE



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Education

Education Background:

- Ph.D. in Knowledge Management (Multimedia University, Malaysia), graduated September 2011
- MEng. in Computer Science (Asian Institute of Technology, Thailand), graduated December 1990
- Bachelor in Computer Science (Bina Nusantara University), graduated November 1989

Professional Certification

Organization Learning Technologist Certification

- DACUM Architect
- ISD Specialist
- Performance Consultant
- Certified Action Learning Coach

Selected Career Highlight

October 2017 – Now : PT Wahana Tatar Wirakelola

Title: Principal Consultant and Managing Director of PT Wahana Tatar Wirakelola

A. Implement Corporate University at:

1. PT Telekomunikasi Indonesia / Indonesia Telecommunication Company
2. PT Perusahaan Listrik Negara / Indonesia Electricity Company
3. PT Pertamina / Indonesia Oil & Gas Company
4. PT Semen Indonesia / Indonesia Cement Company
5. BPJS Ketenagakerjaan / Indonesia Social Security Company
6. PT Angkasa Pura 2 / Indonesia Airport Management

7. BPPK Kementerian Keuangan / Ministry of Finance
8. Perum BULOG / Indonesia National Logistic Agency
9. PT Alfaria Sumber Trijaya / Indonesia Largest Convenient Store Chain
10. Bina Nusantara University
11. PT Djarum / Indonesia Largest Cigarette Kretek Company
12. PT Trakindo / Indonesia Caterpillar Sole Distributor
13. PT Pembangkitan Jawa & Bali (PJB)
14. PT Indonesia Power
15. PT Adhi Karya
16. PT Waskita Karya
17. PT Waskita Beton Precast
18. PT Pupuk Indonesia
19. PT Rajawali Nusantara Indonesia (RNI)
20. PT Komatsu Indonesia
21. PT Bumitama Gunajaya Agro
22. PT Perkebunan Nusantara
23. PT Pupuk Indonesia
24. BPPK Pusdiklatwas
25. Pemda DKI Jakarta

B. International Funded Projects

1. Anti Corruption Learning Center KPK (project funded by GIZ); Jun 2016 – Jan 2018
2. GIA Corpu BPPK (project funded by ADB); Nov 2018 – Mar 2019

C. International Event

1. Design, Conduct & Lead in Revolution Industry 4.0 International Seminar (hosted by Perum Bulog), dated September 2018.
2. Design, Conduct & Chief Facilitator in 2nd to 5th Corporate University Summit (collaboration with PT Telkom, PT PLN, PT Pertamina, BPJS Ketenagakerjaan and Central Bank of Indonesia); December 2011, March 2013, May 2015, and November 2016.
3. Facilitate Corporate University Workshop at Haoman Enterprises, Beijing, China, October 2014

D. Organization Learning Technology

Coach Organization Learning Technologist Certification Program:

1. PT Telekomunikasi Indonesia (25 certified OLT and Advanced OLT)
2. PT PLN (22 certified OLT and Advanced OLT)
3. PT IPC / Pelindo 2 (22 certified OLT)

E. Organization Learning Design & System

Develop Learning Design &:

1. DACUM (Developing A Curriculum) based on Job Competency Model for 67 Jobs at PT PLN (Persero); Mei – August 2012
2. DACUM (Developing A Curriculum) based on Job Competency Model for 55 Jobs at PT Telekomunikasi Indonesia; Sept 2012 – March 2013
3. DACUM (Developing A Curriculum) for Bank BTPN; April – Sept 2013

Publikasi Buku



Momen Pembelajaran yang Menginspirasi





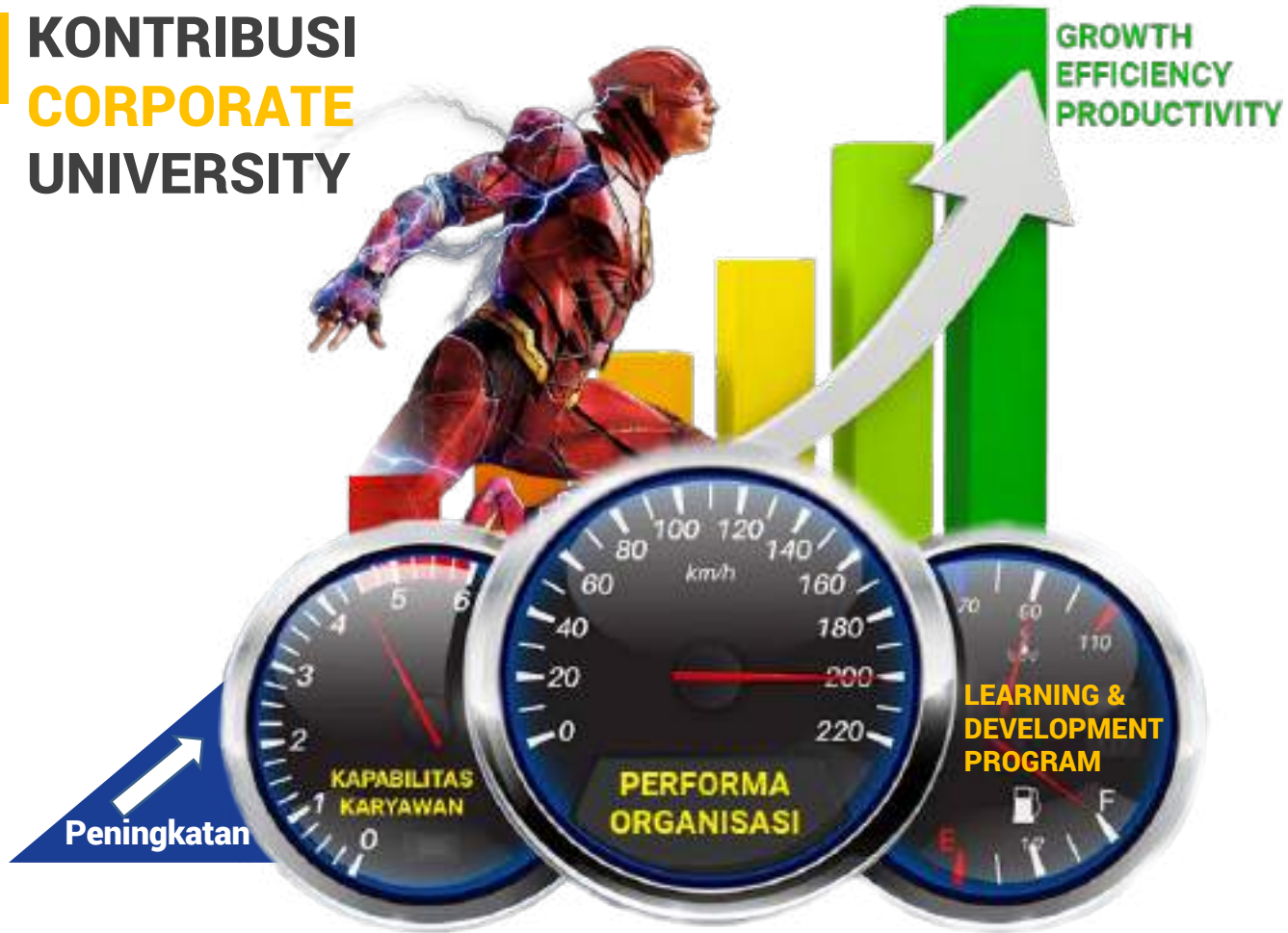
Definisi Corporate University

CORPORATE UNIVERSITY ADALAH :

Salah satu 'engine' strategis organisasi yang mengintegrasikan semua yang telah tersedia, yaitu "Sumber daya, proses dan orang-orang yang terlibat dalam Learning" di dalam organisasi, untuk menciptakan performansi yang terbaik (best-in-class), dengan secara terus menerus meningkatkan KSA (knowledge, skill, dan attitude) dari orang-orang yang berada dalam "eko-sistem organisasi".



**KONTRIBUSI
CORPORATE
UNIVERSITY**



TRANSFORMASI MENJADI CORPU

**Sebelum
CorpU**

Banyak jenisnya tapi belum sepenuhnya sejalan dgn Visi dan Misi Organisasi

Ownership of Learning
Pusdiklat

Program umumnya dalam bentuk class room

Program belum link dengan Peningkatan Karir



Fokus pada program yg mendukung pencapaian Visi dan Misi Organisasi



Ownership: Seluruh Fungsi di Organisasi sebagai sebuah institusi dengan governance body yg dipimpin oleh Pimpinan Organisasi (Rektor adalah Pimpinan Tertinggi Organisasi)



Blended learning dalam bentuk forum & field untuk menjamin penerapannya dan adanya coaching & mentoring yg berkelanjutan (10:20:70)

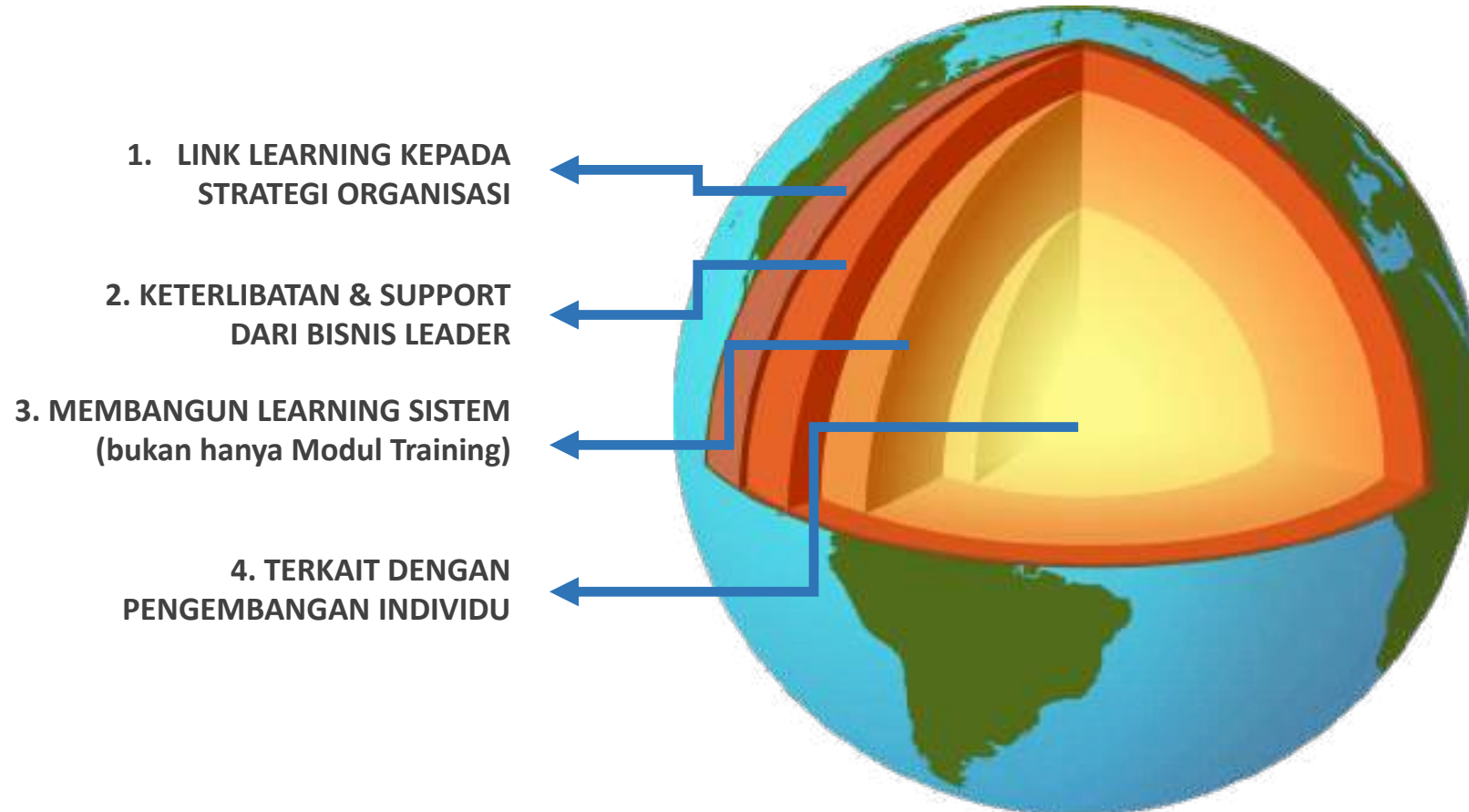


Program Pembelajaran terkait dengan peningkatan kinerja dan karir

**Setelah
CorpU**



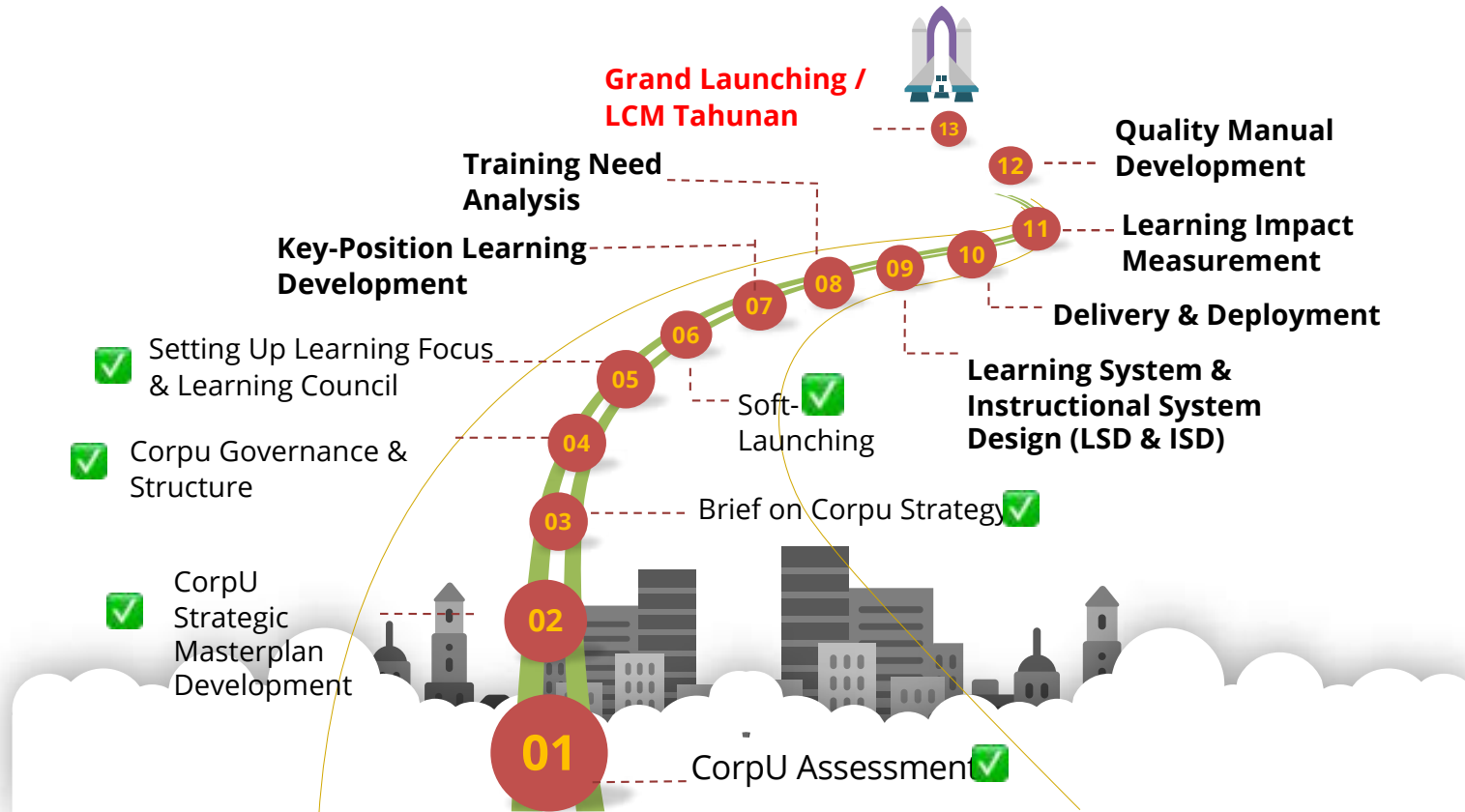
KUNCI SUKSES PENERAPAN CORPU



Key Activities in CorpU

- Top Executives Support / Buy-In
- Learning Value Chain / Learning Process
- Learning Team Capabilities / Organization
Learning Technologist

Tahapan Implementasi CorpU





New Trend in Corporate Learning & Development



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Discuss

- Apa 3 hal yang berubah terkait dengan Pembelajaran?
- Apa penyebab perubahan tersebut?
- Apa yang dilakukan tim Learning untuk menyikapi perubahan itu?



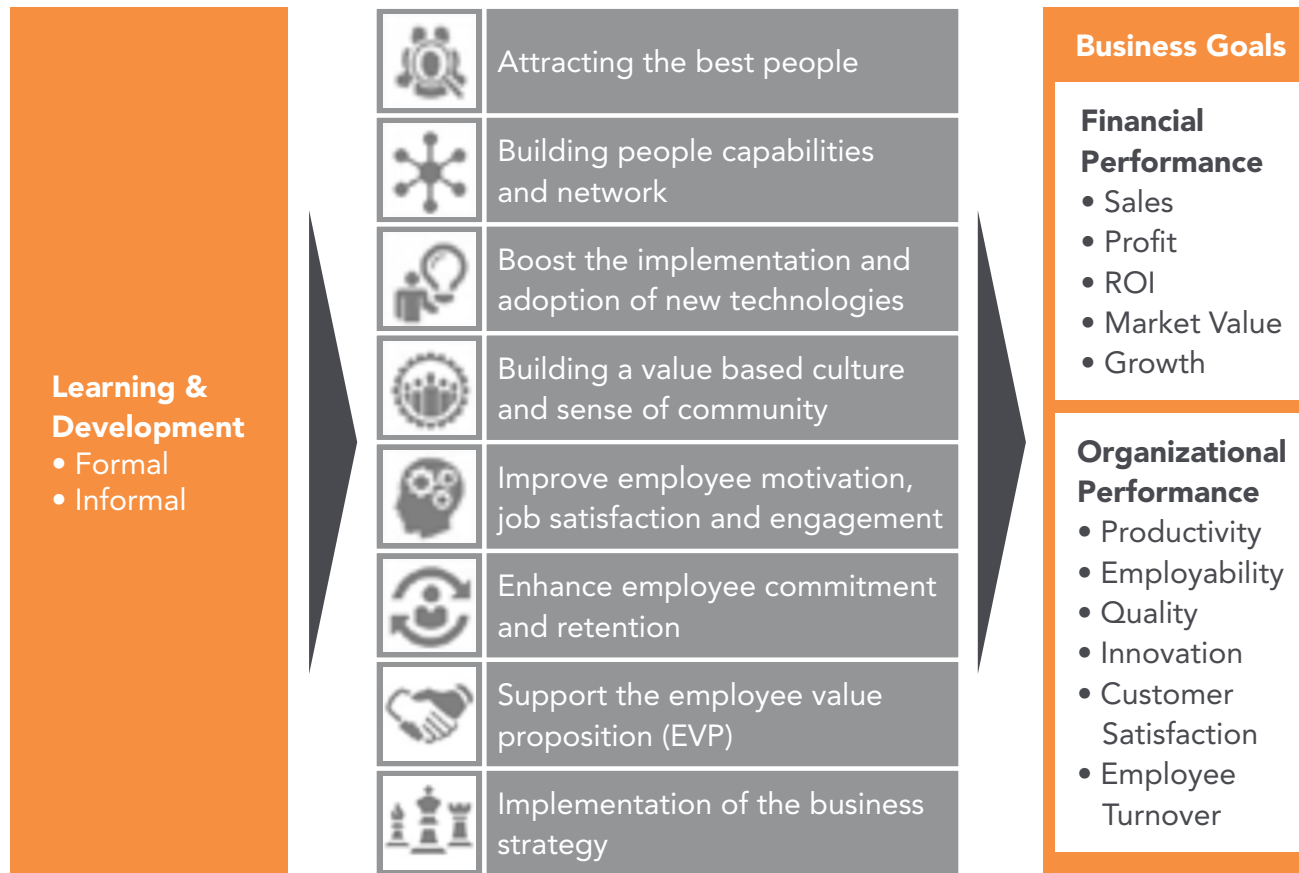


FIGURE 1: THE STRATEGIC ROLE OF LEARNING & DEVELOPMENT

Source: van Dam, 2008.



ATD (Association for Training & Development) Framework



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ATD Future-Oriented Capabilities Model



No	Capabilities	Definisi
1.	Personal Capability	Kapabilitas untuk pengembangan diri agar mampu melakukan pekerjaan dengan lebih baik. Terdiri dari 7 kapabilitas yang harus dikembangkan, dan kesemuanya adalah bersifat Soft-Skills.
2.	Professional Capability	Kapabilitas yang terkait dengan profesi pembelajar, sehingga mampu melakukan pekerjaan sesuai bidang keahlian. Terdiri dari 8 kapabilitas yang harus dikembangkan.
3.	Impacting Organizational Capability	Kapabilitas yang terkait dengan peningkatan performansi organisasi (end-result). Terdiri dari 8 kapabilitas yang harus dikembangkan.

Source: <https://tdcapability.org/#/organizational/business-insight>

Building **Personal** Capability



Proses belajar hal-hal yang memperkuat **Kapabilitas Diri** agar bekerja lebih efisien, efektif dan meningkatkan kepercayaan diri.

Terdiri dari:

1. Communication Skills
2. Emotional Intelligence & Decision Making
3. Collaboration & Leadership
4. Cultural Awareness and Inclusion
5. Project Management
6. Compliance & Ethical Behavior
7. Lifelong Learning



Building **Professional** Capability



Proses belajar hal-hal yang membuat **Kapabilitas di bidang pekerjaan** yang ditekuni, yang membuat kita menjadi orang yang **Profesional** di bidang pekerjaan kita. Untuk Bidang "Organizational Learning" terdiri dari:

1. Learning Science
2. Instructional Design
3. Training Delivery & Facilitation
4. Technology Application
5. Knowledge Management
6. Career & Leadership Development
7. Coaching
8. Evaluation Impact



Impacting **Organizational** Capability



Proses belajar hal-hal yang membangun Kapabilitas untuk menuju kepada **peningkatan Kinerja Organisasi**, Produktifitas, dan Efisiensi Operasi. Hal ini untuk memastikan bahwa Pembelajaran itu Link dengan Kinerja Organisasi. Terdiri dari:

- Business insight
- Consulting and Business Partnering
- Organization Development and Culture
- Talent Strategy and Management
- Performance Improvement
- Change Management
- Data and Analytics
- Future Readiness



ATD Future-Oriented Capabilities Model



No	Capabilities	Definisi
1.	Personal Capability	Kapabilitas untuk pengembangan diri agar mampu melakukan pekerjaan dengan lebih baik. Terdiri dari 7 kapabilitas yang harus dikembangkan, dan kesemuanya adalah bersifat Soft-Skills.
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3.	Impacting Organizational Capability	Kapabilitas yang terkait dengan peningkatan performansi organisasi (end-result). Terdiri dari 8 kapabilitas yang harus dikembangkan.

Group	Capabilities	4 Knowledge & Skill Statement
Personal Capabilities	<ol style="list-style-type: none"> 1.Communication Skills 2.Emotional Intelligence & Decision Making 3.Collaboration & Leadership 4.Cultural Awareness and Inclusion 5.Project Management 6.Compliance & Ethical Behavior 7.Lifelong Learning 	<p>8 Competencies</p> <p>8 Competencies</p> <p>10 Competencies</p> <p>6 Competencies</p> <p>6 Competencies</p> <p>7 Competencies</p> <p>4 Competencies</p>
Professional Capabilities	<ol style="list-style-type: none"> 1.Learning Science 2.Instructional Design 3.Training Delivery & Facilitation 4.Technology Application 5.Knowledge Management 6.Career & Leadership Development 7.Coaching 8.Evaluation Impact 	<p>5 Competencies</p> <p>14 Competencies</p> <p>7 Competencies</p> <p>15 Competencies</p> <p>9 Competencies</p> <p>8 Competencies</p> <p>8 Competencies</p> <p>5 Competencies</p>
Organizational Impact	<ol style="list-style-type: none"> 1.Business Insight 2.Consulting & Business Partnering 3.Organization Development & Culture 4.Talent Strategy & Management 5.Performance Management 6.Change Management 7.Data & Analytics 8.Future Readiness 	<p>8 Competencies</p> <p>8 Competencies</p> <p>13 Competencies</p> <p>16 Competencies</p> <p>7 Competencies</p> <p>4 Competencies</p> <p>7 Competencies</p> <p>6 Competencies</p>
3 Groups	23 Capabilities	189 Competencies

1. Communication Skill

No	Capabilities	8 Knowledge & Skill Statement
1.	Communication	Skill in expressing thoughts, feelings, and ideas in a clear, concise, and compelling manner.
		Skill in applying principles of active listening, for example focusing on what someone is saying deferring judgment, and responding appropriately
		Skill in using communication strategies that inform and influence audiences.
		Skill in applying persuasion and influencing techniques to gain agreement, commitment, and/or buy-in from stakeholders.
		Skill in conceiving developing, and delivering information in various formats and media, for example reports, briefings, memorandums. oresentations. articles. and emails
		Skill in applying verbal, written, and/or non•verbal communication techniques, for example agenda setting, asking open-ended questions, use of posture and deference, and demonstrating professional presence
		Skill in facilitating dialogue with individuals and or groups to help them identify, articulate, and or clarify their thoughts and feelings.
		Skill in articulating and conveying value propositions to gain agreement, support, and/or buy-in from stakeholders.

5. Project Management

No	Capabilities	6 Knowledge & Skill Statement
5.	Project Management	Knowledge of project management principles and processes, for example scheduling, planning, allocating resources, evaluating, and reporting
		Skill in coordinating the logistical tasks associated with planning meetings
		Skill in evaluating and prioritizing implications, risks, feasibility, and consequences of potential activities.
		Skill in developing project plans and schedules that integrate resources, tasks, and timelines.
		Skill in adjusting work processes and outputs in response to or anticipation of changes in goals, standards, resources, and or time.
		Skill in establishing, monitoring, and communicating progress toward the achievement of goals, objectives, and milestones.

Building Professional Capability



Process of learning marketable, transferable skills that boost your value in the workplace. Tech and processes change rapidly these days, and disinterest in learning how to advance their usefulness in your industry translates into disinterest in helping your employer. The outcome? You are first in line for layoffs or downsizing.

Consist of:

1. Learning Science
2. Instructional Design
3. Training Delivery & Facilitation
4. Technology Application
5. Knowledge Management
6. Career & Leadership Development
7. Coaching
8. Evaluation Impact

1. Learning Science

No	Capabilities	5 Knowledge & Skill Statement
1.	Lifelong Learning	Knowledge of the foundational learning theories of behaviorism, cognitivism, and constructivism.
		Knowledge of the principles and applications of cognitive science for learning, for example auditory and visual processing, information storage/retrieval, memory, and cognitive load.
		Knowledge of theories and models of adult learning, for example Knowles' Adult Learning Theory, Bloom's Taxonomy, Gagne's Nine Levels of Learning, Mager's Criterion-Referenced Instruction Approach, social and collaborative learning, and experiential learning.
		Knowledge of communication theories and models and how they relate to learning
		Skill in applying principles of cognitive science and adult learning to design solutions that maximize learning and/or behavioral outcomes, for example enhancing motivation and increasing knowledge retention.

2. Instructional Design

No	Capabilities	14 Knowledge & Skill Statement
2.	Instructional Design	Knowledge instructional design models and processes, for example ADDIE and SAM.
		Knowledge of needs assessment approaches and techniques.
		Knowledge of instructional modalities, for example classroom learning, blended learning, massive open online courses (MOOCs), gamification, multi-device/mobile learning, and virtual reality simulations.
		Knowledge of methods and techniques for defining learning and behavioral outcome statements.
		Skill in developing learning and behavioral outcome statements
		Knowledge of the criteria used to assess the quality and relevance of instructional content in relation to a desired learning o behavioral outcome.
		Skill in designing blueprints, schematics, and/or other visual representations of learning and development solutions, for example wireframes. storyboards. and mock-Ups.

Impacting Organizational Capability



Impacting Organizational Capability

This domain of practice embodies the knowledge, skills, and abilities needed by professionals to ensure talent development is a primary mechanism driving organizational performance, productivity, and operational results.

Consist of:

1. Business insight
2. Consulting and Business Partnering
3. Organization Development and Culture
4. Talent Strategy and Management
5. Performance Improvement
6. Change Management
7. Data and Analytics
8. Future Readiness



5. Performance Improvement

No	Capabilities	7 Knowledge & Skill Statement
5.	Performance Improvement	Knowledge of theories, models, and principles of human performance improvement.
		Knowledge of performance analysis methods and techniques, for example business process analysis, performance gap assessment, and root-cause analysis.
		Knowledge of how human interactions with work environments, tools, equipment, and technology affect individual and organizational performance.
		Skill in conducting performance analysis to identify goals, gaps, or opportunities.
		Skill in designing and developing performance improvement solutions to address performance gaps.
		Skill in designing and implementing performance support systems and tools, for example instructional resources, data, process models, job aids, and expert advice.
		Skill in conducting analysis of systems to improve human performance, for example determining how organizations learn, closing knowledge or skill gaps, and addressing human factors issues.

7. Data and Analytics

No	Capabilities	7 Knowledge & Skill Statement
7.	Data and Analytics	Knowledge of principles and applications of analytics, for example big data, predictive modeling, data mining, machine learning, and business intelligence.
		Skill in identifying stakeholders' needs, goals, requirements, questions, and objectives to develop a framework and/or plan for data analysis.
		Skill in gathering and organizing data from internal and/or external sources in logical and/or practical ways to support retrieval and manipulation
		Skill in analyzing and interpreting results of data analyses to identify patterns, trends, and relationships among variables.
		Knowledge of data visualization, including principles, methods, types and applications, for example texture and color mapping, data representation, graphs, word clouds,
		Skill in selecting and/or using data visualization techniques, for example flow charts, graphs, plots, word clouds, and heat maps.
		Knowledge of statistical theory and methods including the computation, interpretation, and reporting of statistics.



LEARNING VALUE CHAIN



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APAKAH YANG DIMAKSUD DENGAN



**WORKPLACE
LEARNING
SYSTEM ?**



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What is Learning



Learning adalah proses untuk mendapatkan Pengetahuan (*Knowledge*), Keahlian (*Skill*), dan Budaya (*Behavior*) baru



What is Workplace Learning

Proses untuk mendapatkan pengetahuan (knowledge) dan keterampilan (skill) secara **formal** maupun **informal** yang terjadi di **tempat kerja**.



APAKAH YANG DIMAKSUD DENGAN

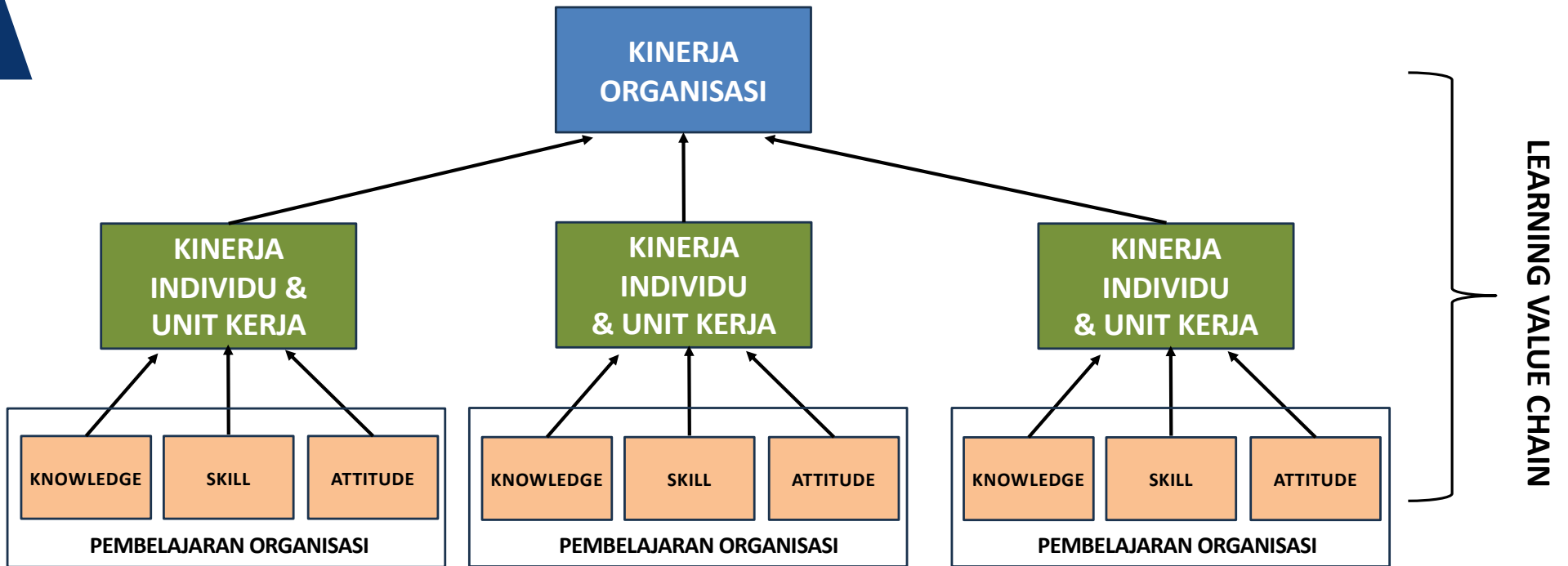


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MEMASTIKAN PEMBELAJARAN LINK DENGAN PENINGKATAN KINERJA ORGANISASI



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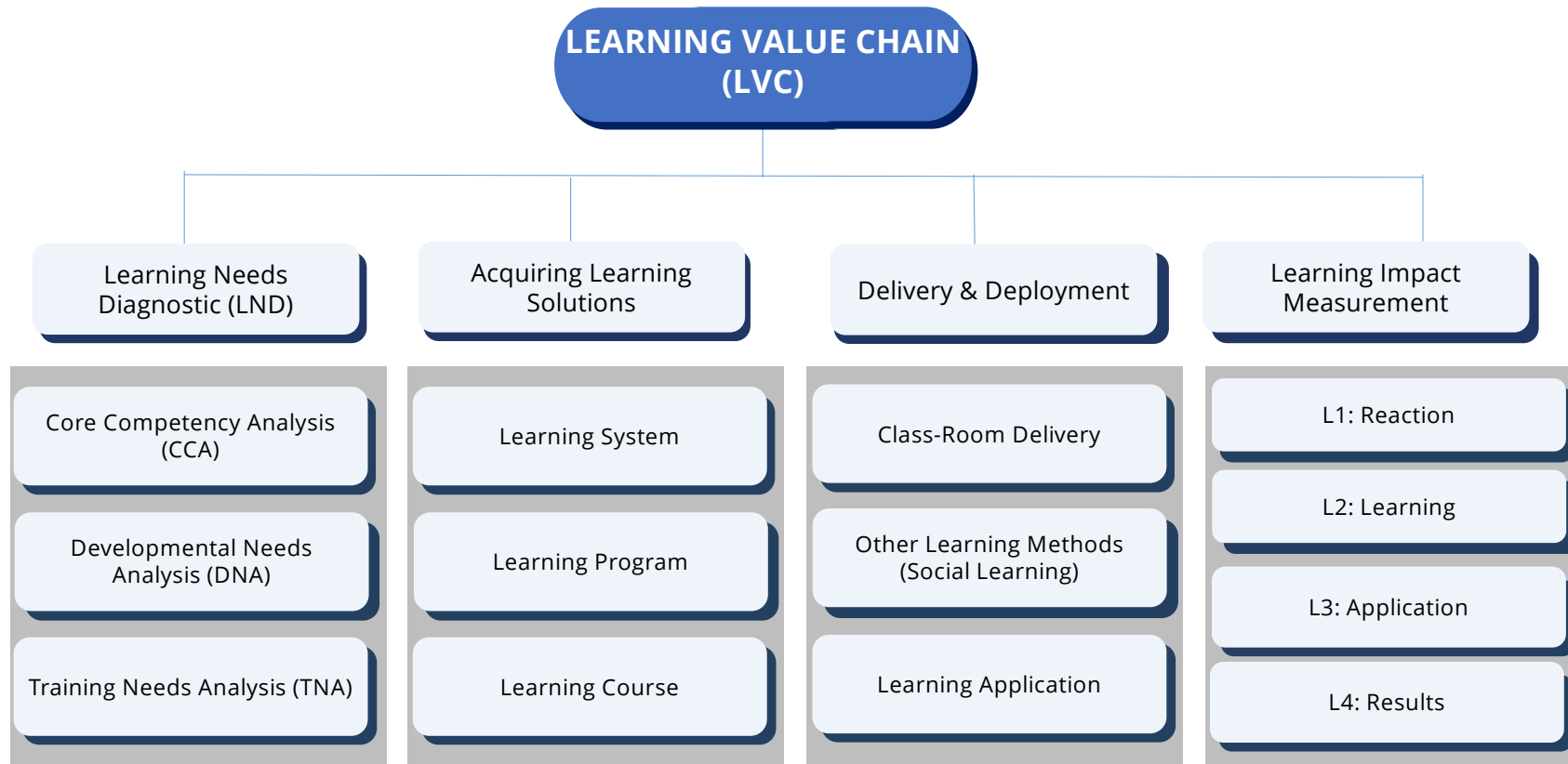


Learning Value Chain

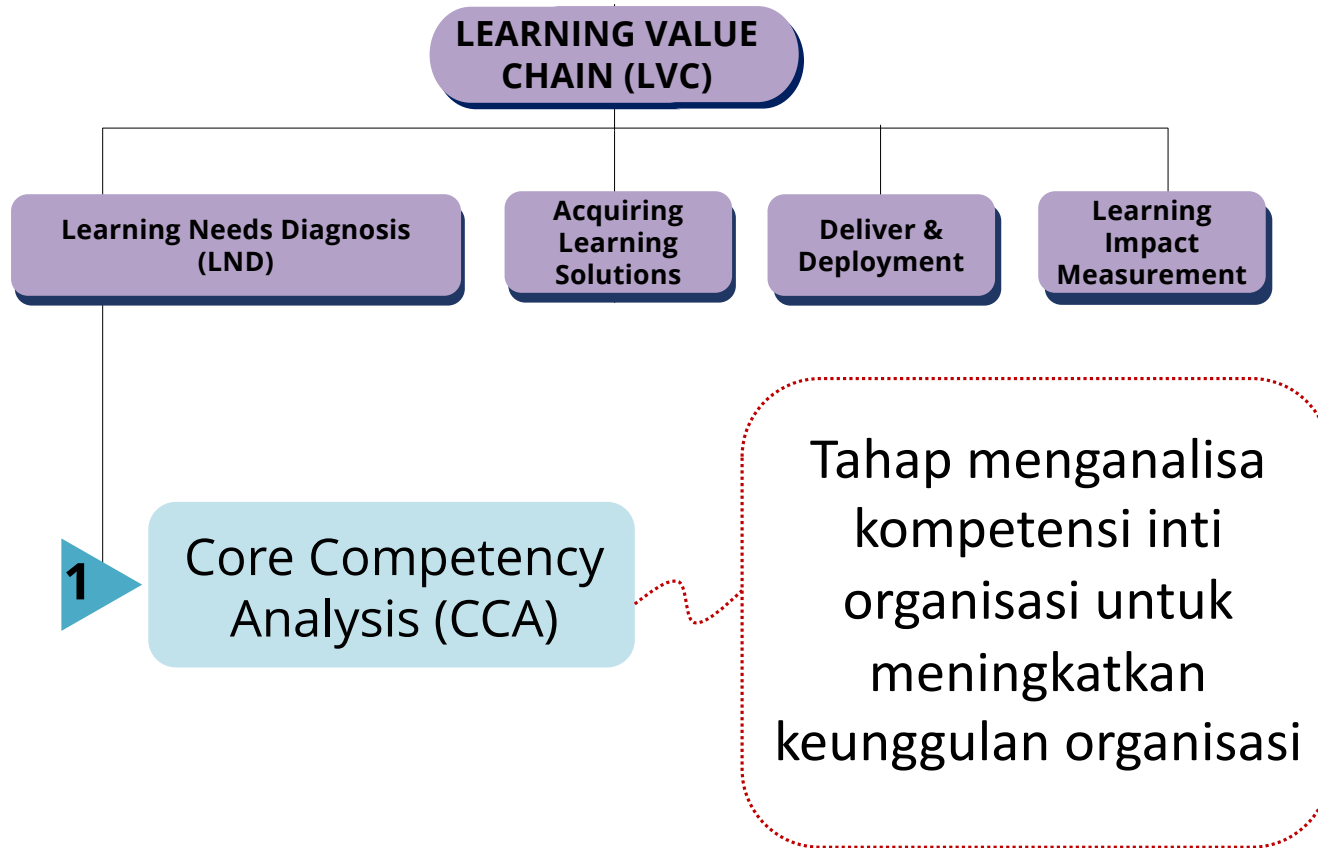
Learning Value Chain (LVC) merupakan proses bisnis yang digunakan dalam *learning organization* dalam mengelola proses pembelajarannya.



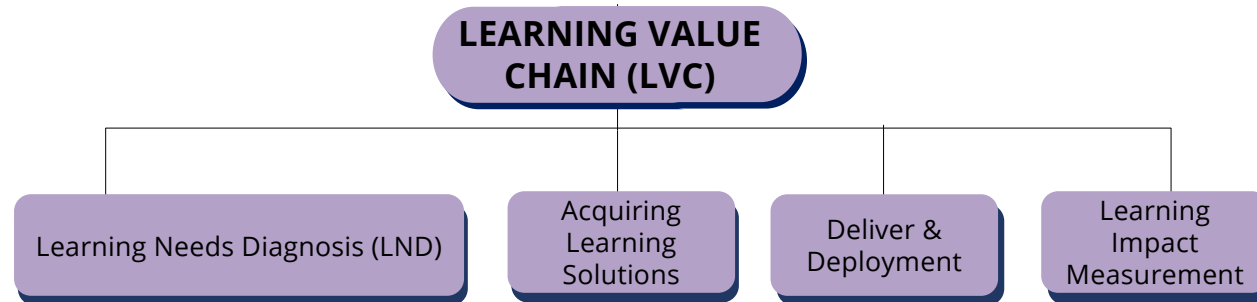
Learning Value Chain



Learning Value Chain



Learning Value Chain



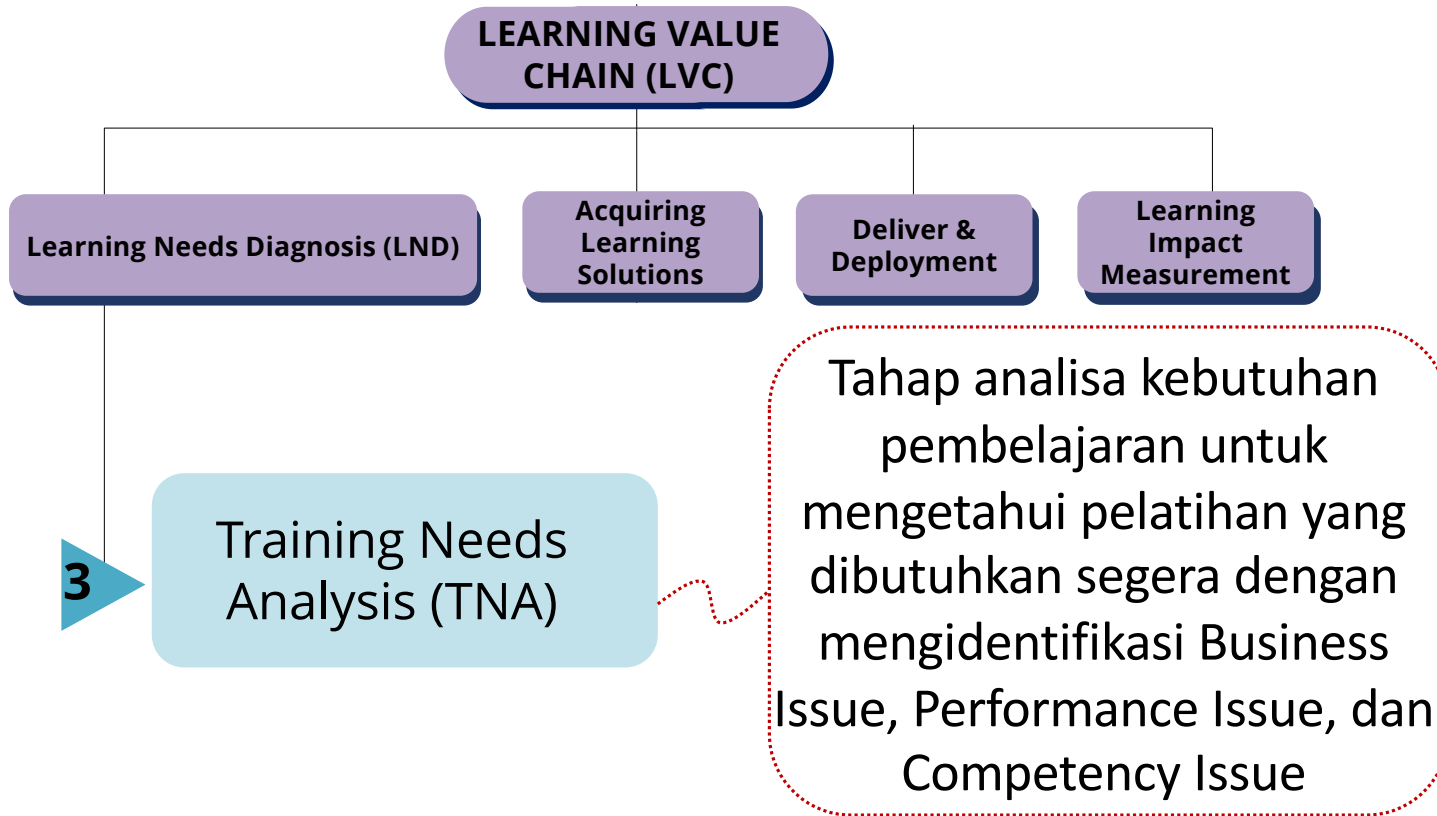
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Developmental Needs Analysis (DNA)

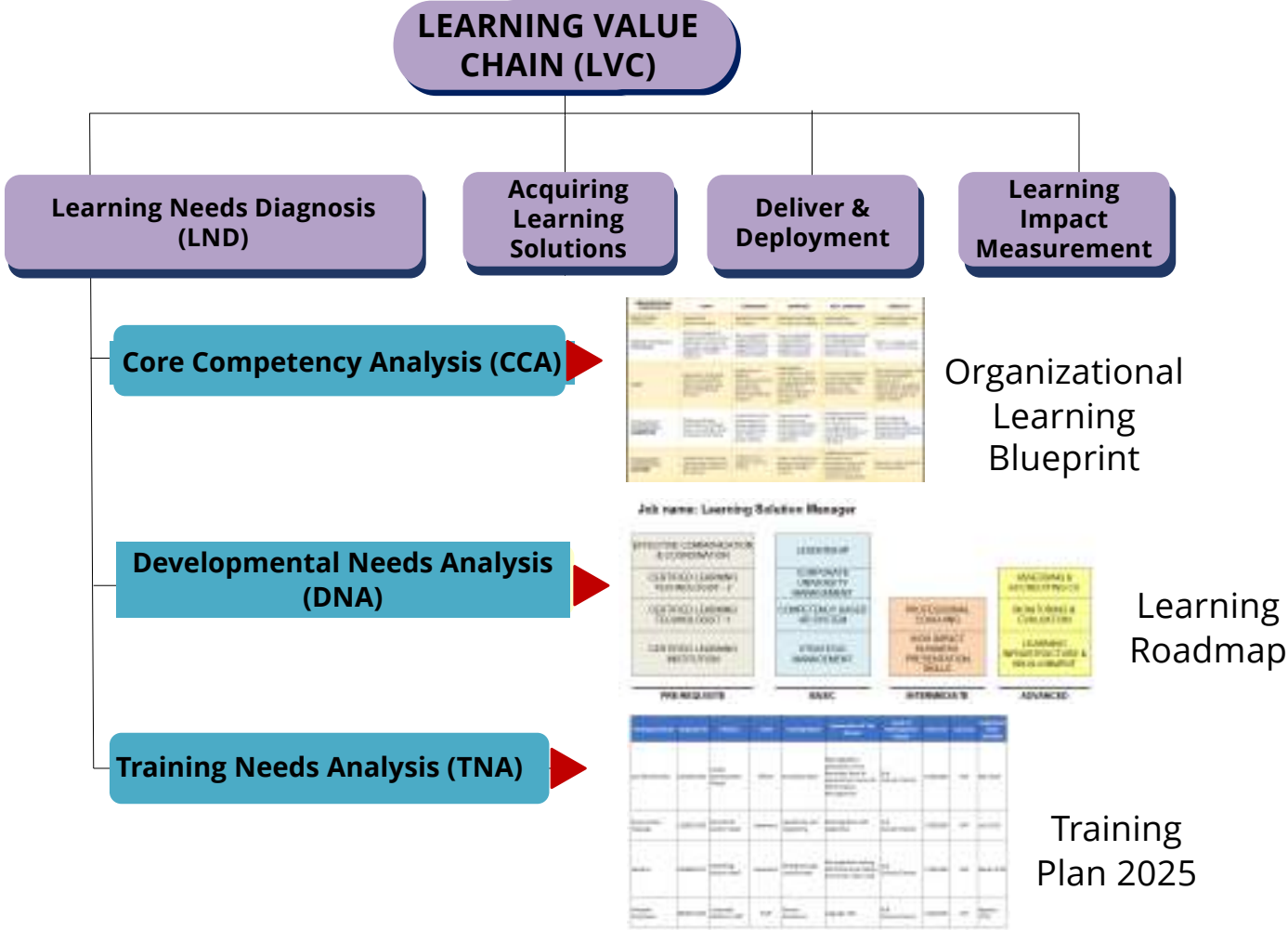
Tahap analisa kebutuhan pembelajaran yang disusun berdasarkan jabatan dengan target untuk mengubah gap kompetensi antara “*what is*” dengan “*what should be*”



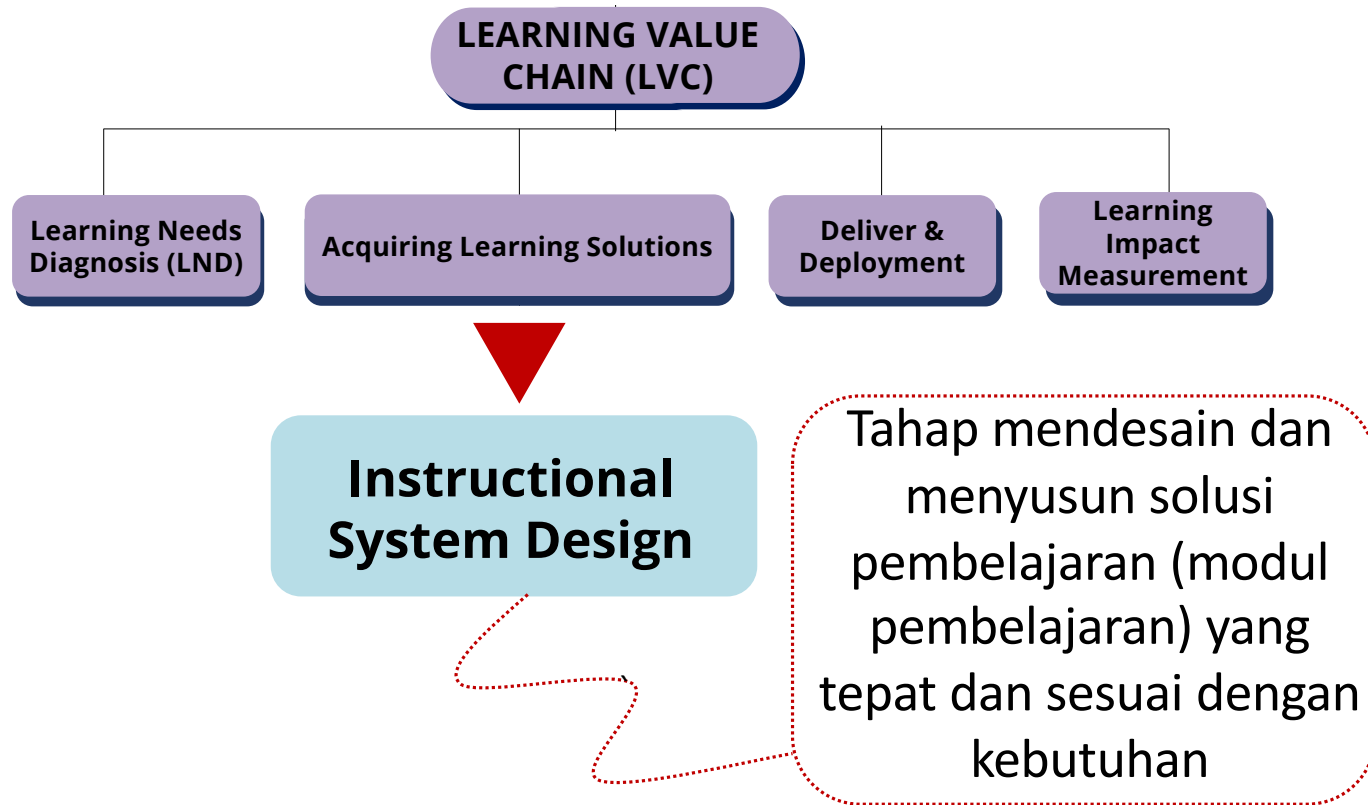
Learning Value Chain



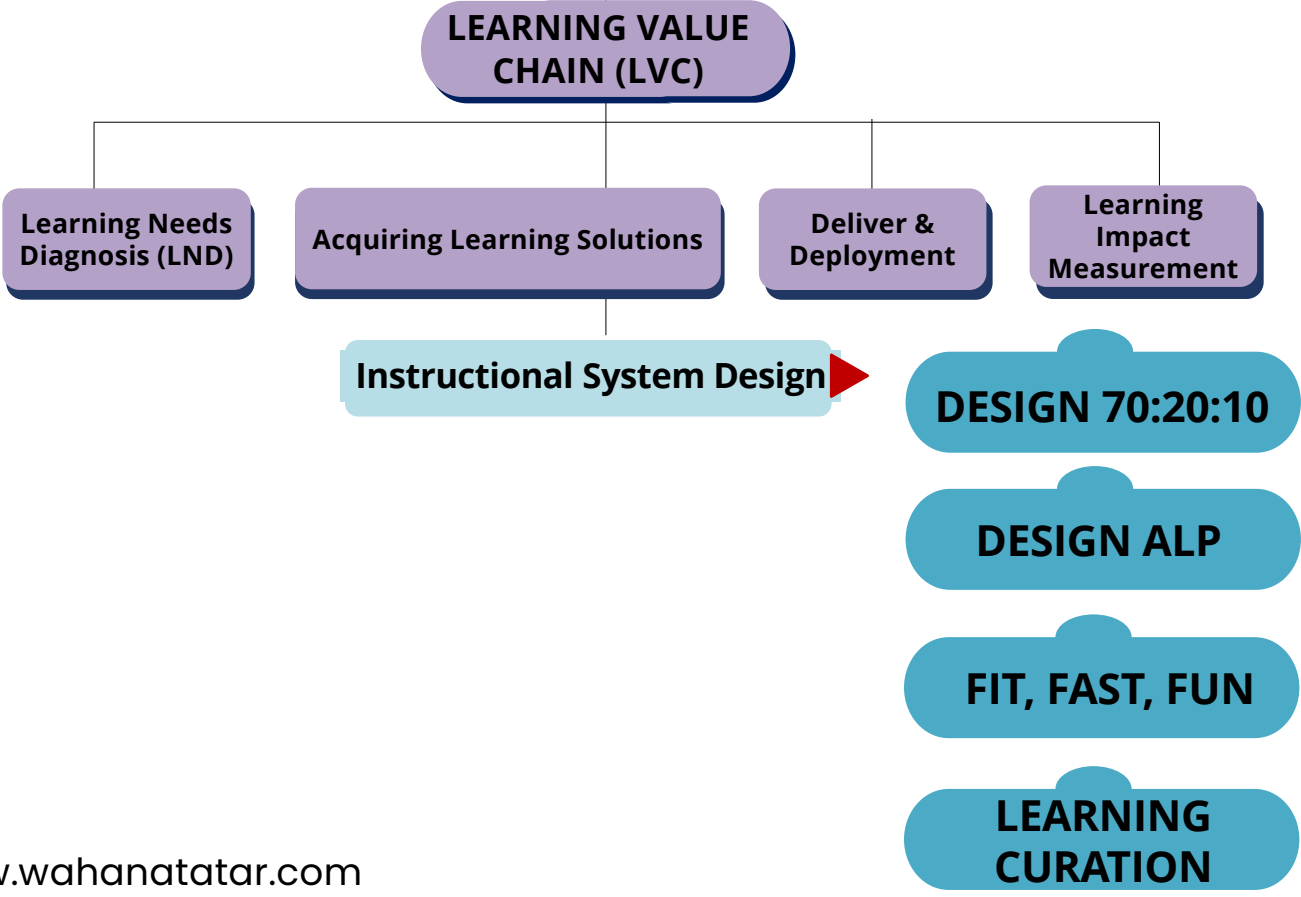
Learning Value Chain



Learning Value Chain



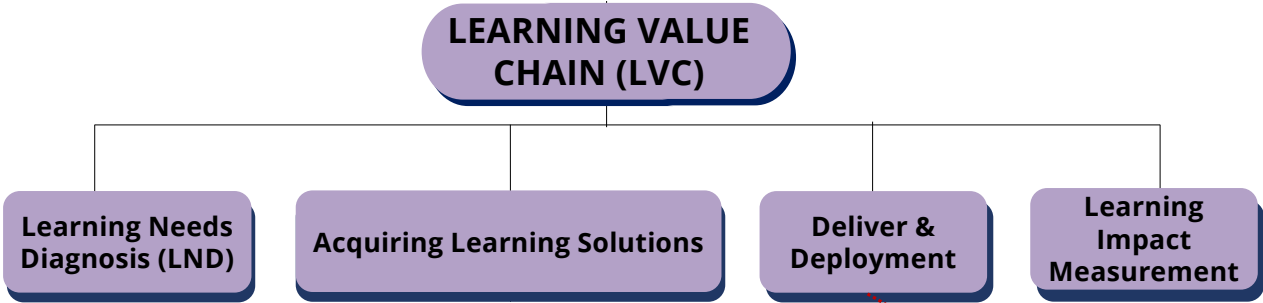
Learning Value Chain



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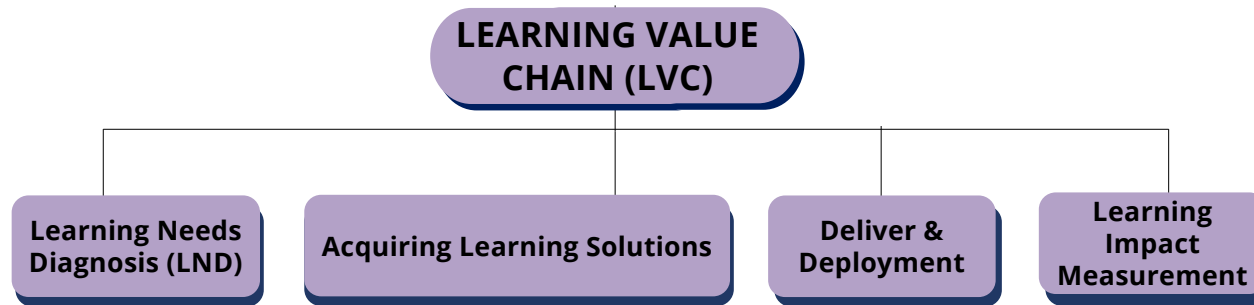
Learning Value Chain



Tahap mengajarkan (*delivery*) dan memastikan apa yang diajarkan diimplementasikan (*deploy*) ditempat pekerjaan



Learning Value Chain

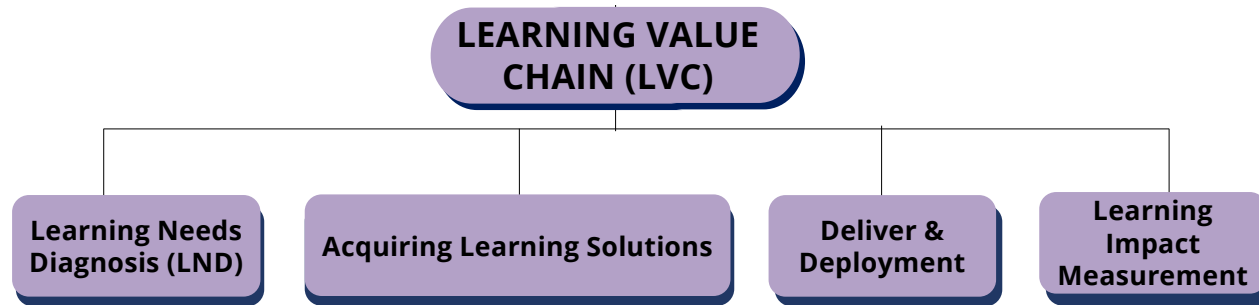


Metode pembelajaran yang digunakan bisa berupa:

- Face to Face
- Blended Learning
- Self Learning
- On The Job Training (OJT)
- Immersive Learning



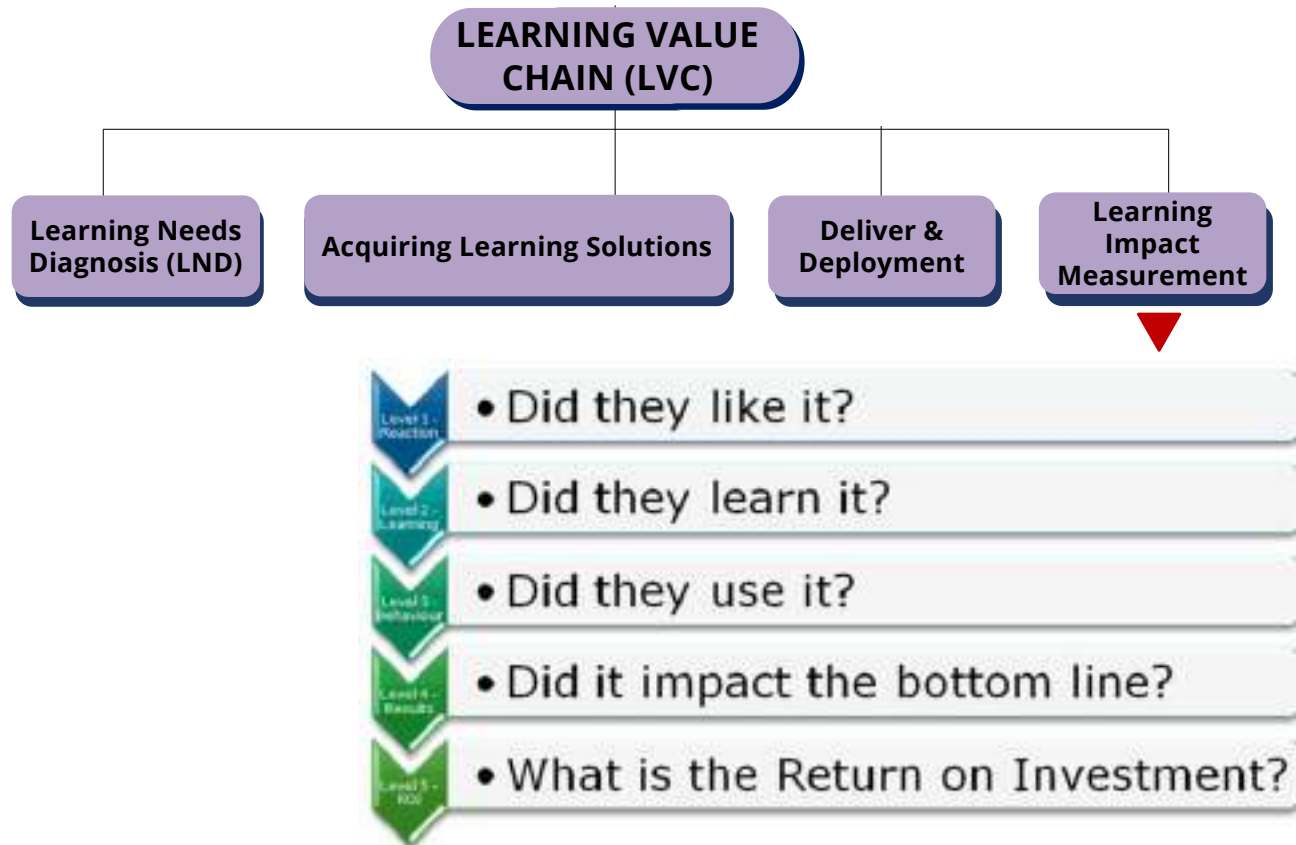
Learning Value Chain



Tahap mengevaluasi hasil pembelajaran apakah memiliki dampak yang sesuai dengan yg diharapkan



Learning Value Chain



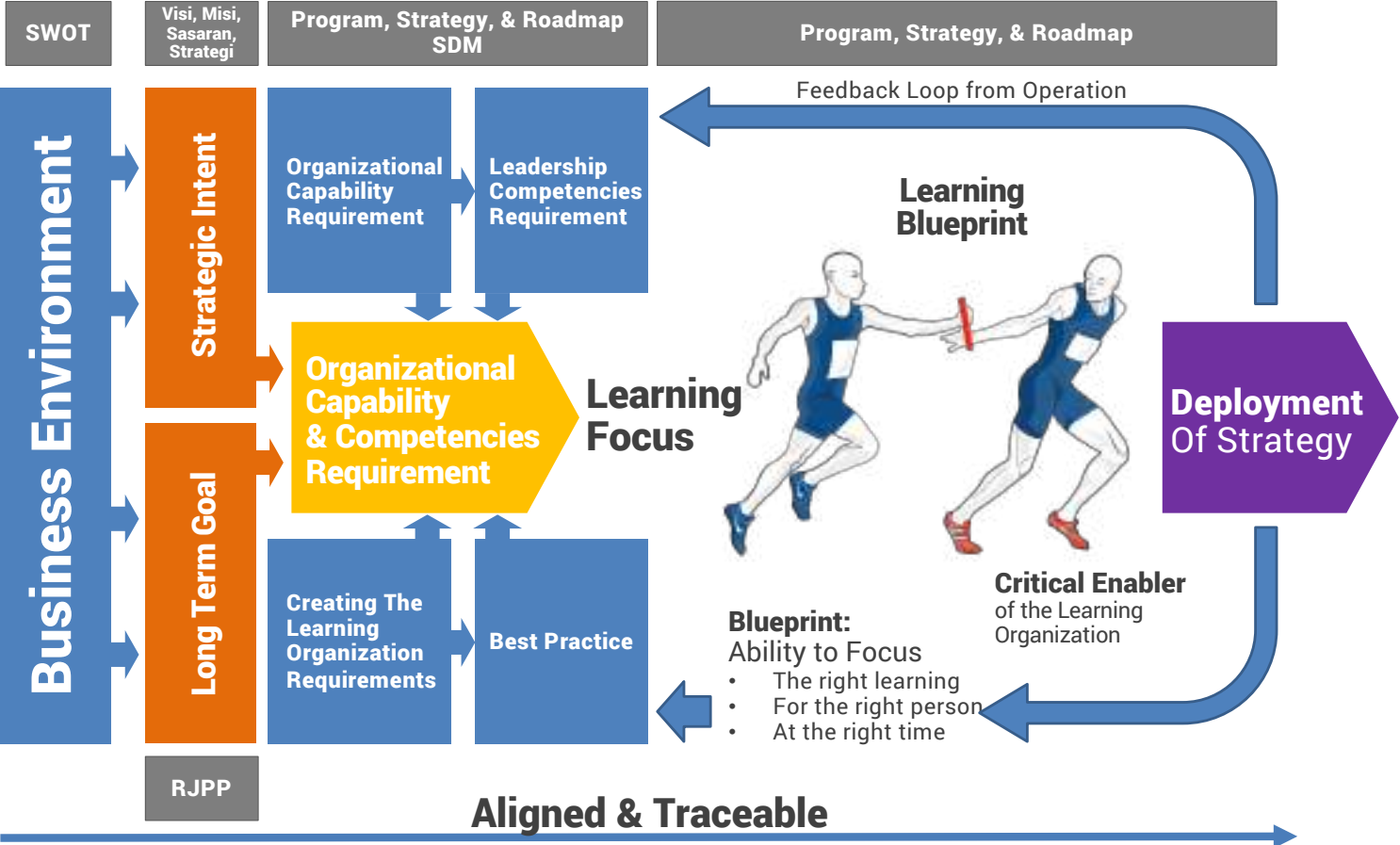


LEARNING NEEDS DIAGNOSIS?



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The Learning Strategy Framework





Learning Focus

Learning Focus:

Kegiatan untuk memfokuskan pembelajaran yang tepat kepada orang yang tepat pada waktu yang tepat.

INPUT UNTUK MENYUSUN LEARNING FOCUS

1. Business Environments.
2. Strategic Intent (vision, mission)
3. Long Term Strategic Goals
4. Organizational & Leadership Competencies Requirement

OUTPUT DARI LEARNING FOCUS

Kompetensi Organisasi (*Learning Blueprint*) sehingga organisasi menghasilkan orang yang kompeten dalam eksekusi strategi organisasi



3 METODOLOGI DALAM MENGANALISA KEBUTUHAN PEMBELAJARAN

LEARNING NEEDS DIAGNOSIS (LND)

Core Competency Analysis (CCA)

ORGANIZATIONAL SUBSTANCES	SKILL	SUBSKILL	SKILLSET	APP. MANAGE	DEVELOP
Organizational Substances	Identify the organizational substances	Identify the organizational substances	Identify and list the organizational substances	Identify the organizational substances	Identify the organizational substances
Core Competency	Application of general administrative skills in practice and transfer with external relation	Application of general administrative skills in practice and transfer with external relation	Application of general administrative skills in practice and transfer with external relation	Application of general administrative skills in practice and transfer with external relation	Application of general administrative skills in practice and transfer with external relation
Local Competency	Local administrative skills in practice and transfer with external relation	Local administrative skills in practice and transfer with external relation	Local administrative skills in practice and transfer with external relation	Local administrative skills in practice and transfer with external relation	Local administrative skills in practice and transfer with external relation

Organizational Learning Blueprint

Developmental Needs Analysis (DNA)



Learning Roadmap

Training Needs Analysis (TNA)

Training	Needs	Analysis	Results	Impact	Cost	Quality	Time
Training	Needs	Analysis	Results	Impact	Cost	Quality	Time
Training	Needs	Analysis	Results	Impact	Cost	Quality	Time
Training	Needs	Analysis	Results	Impact	Cost	Quality	Time

Training Plan 2019



Learning Value Chain

Learning Value Chain (LVC) merupakan proses bisnis yang digunakan dalam *learning organization* dalam mengelola proses pembelajarannya.





Peran dan Kompetensi Kunci Analisis Pengembang Kompetensi (Bangkom)

Tugas & tanggung jawab:

- Keseluruhan Learning Value Chain, mulai dari identifikasi Kebutuhan Pembelajaran, Design & Penyusunan Materi Pembelajaran, Mengusulkan Metode Pembelajaran yang tepat, serta Pengukuran Dampak Pembelajaran

Ketrampilan yang harus dimiliki:

- Kombinasi Aspek Personal Capabilities, Professional Capabilities, dan Impacting Organisational Competencies.




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Analisis Pengembangan Kompetensi

Ada 2 tingkatan:

- Learning Technologist (LT): menguasai aspek teknis dalam Learning Value Chain
 - Learning Management (LM): menguasai aspek manajerial dalam Learning Value Chain
- 



CALL FOR ACTIONS

- Menyusun Tugas dan Tanggung Jawab Analis Bangkom
- Menyusun Standar Kebutuhan Kompetensi Jabatan Analis Bangkom
- Membuat Sertifikasi Bidang Analis Bangkom





SELF-ASSESSMENT



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WIRAKELOLA

THANK YOU
FOR YOUR ATTENTION



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