

Corporate University: Strategic Tool For Talent Management Development And talent Retention

Corporate University: Alat Strategis Untuk Pengembangan Manajemen Talenta

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Abstract :

Human resources are the key to an organization's success. Individual competencies serve as the fuel for achieving organizational effectiveness. A corporate university can be an effective tool for achieving organizational goals, particularly in talent management development and enhancing talent retention. This study aims to explore the role of a corporate university as a strategic tool in developing talent management and retention to improve organizational performance at KDOD LAN Samarinda. Using a quantitative approach, the study involved 46 employees of Puslatbang KDOD LAN Samarinda, who have implemented the corporate university model. The results show that effective talent management ($\beta = 0.509$; $p < 0.001$) and strong talent retention ($\beta = 0.436$; $p < 0.001$) contribute significantly to improving organizational performance, suggesting that organizations focusing on these areas tend to perform better and maintain a competitive edge. The combined contribution of these variables to organizational performance reaches 77.6% ($R^2 = 0.776$). These findings affirm that a corporate university is an effective strategic tool for integrating talent management with organizational strategic objectives, creating a supportive environment for continuous learning, and enhancing organizational competitive advantage. The implications suggest that corporate universities are highly relevant for supporting human capital development, especially in public sector institutions seeking performance-based transformation

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1. Introduction

In the realm of global business, every company strives to achieve its goals while considering challenges and competitors (FoEH & Suryani, 2018). Companies across various industrial sectors face significant challenges in improving and maintaining the quality of their human resources amidst intensifying business competition (Dessler, 2017). Skilled employees with the appropriate knowledge and capabilities are valuable assets for companies and can significantly impact corporate objectives (Armstrong & Taylor, 2023).

However, many companies struggle to develop internal talent and retain talented employees (Sullivan, 2016). Without effective strategies for talent development and retention, companies risk losing their competitive edge, experiencing decreased productivity, and incurring high costs for recruiting and training new employees (Phillips & Gully, 2015).

In this context, the corporate university is considered an appealing and effective way to address the challenges of talent management and retention (Bhardwaj, 2022). A corporate university is an educational institution established by a company to improve employees' skills, knowledge, and capabilities while incorporating corporate principles into human resource development (Bassi & McMurrer, 2007).

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The establishment of a corporate university represents a paradigm shift in corporate HR development, transitioning from a reactive to a proactive and strategic approach (Lee, 2008). Corporate universities give companies more control over employee development, allowing training programs to be tailored to business needs and strategic goals (Yang & Watkins, 2008).

Implementing corporate universities in the workplace fosters organizational performance effectiveness, providing numerous benefits, particularly in addressing the unique challenges of workforce development in specific sectors. Through corporate universities, organizations can design training programs tailored to these specific needs, ensuring employees possess the skills required to thrive in their environments.

Corporate universities are often associated with the concept of a learning organization. Senge, as cited in Dawood et al. (2015), views learning organizations as entities where all individuals involved continuously enhance their skills to achieve desired outcomes. According to Oktaruna et al. (2023), a corporate university serves as a learning hub and strategic tool for parent companies to achieve their goals through enhanced education, understanding, and guidance. According to Holland & Payman, the idea of corporate universities has evolved and is now a crucial element in human resource training and development in Europe (Singh, et al., 2020). Corporate universities are well-planned strategies to support organizations in achieving their goals through activities that enhance individual and organizational learning and knowledge. They add value by carrying out tasks focused on individual improvement and organizational capacity growth. According to Grigorievna et al. (2021), establishing corporate universities has become a current trend in human resource training and development.

Organizational performance serves as a benchmark for determining an organization's success in achieving its goals, as it reflects its achievements (Margaretha & Afriyanti, 2016). To advance the organization and achieve public satisfaction, organizations must deliver strong performance (Supriyadi, 2023). Fauzi & Nugroho (2020) explain that organizational performance reflects the success of employees in completing tasks in line with the organization's values, rules, and norms, without deviating from applicable laws, thereby making it easier for the organization to achieve its objectives. Hurduzeu (2015) identifies factors influencing organizational performance, including: (1) organizational goals, (2) resource management systems, and (3) the value of transforming inputs into outputs.

Talent management is a critical strategy in HR management, focusing on identifying, developing, and utilizing individual talents to support corporate goals (Sagiarso, 2016). In a fast-paced business environment and intense global competition, talent management is essential for maintaining a competitive advantage. Talent management has the potential to positively impact company performance. Research by Cascio and Boudreau (2016) highlights the importance of integrating talent management strategies with organizational business goals. They emphasize that the focus of talent management should be on achieving sustainable outcomes rather than solely individual development. This involves a deep understanding of an organization's long-term needs and aligning individuals with strategic roles.

A study by Chaurasia (2020) found that factors such as a positive organizational culture, career development opportunities, and work-life balance play crucial roles in influencing employees' decisions to remain with an organization. When employees feel valued and have opportunities for growth, they are more motivated to stay. The concept referring to organizational efforts to retain employees with valuable skills, knowledge, and experience is called talent retention. According to Cascio (2018), talent retention is a key element in successful HR management strategies. One major factor affecting talent retention is a conducive work environment.

Additionally, flexibility in work arrangements has become an increasingly important factor in talent retention. Recent research by Ardi et al. (2024) indicates that employees with the freedom to set their schedules or work remotely report higher job satisfaction and are more likely to stay with the company. A holistic approach to talent retention also includes clear career path development, professional growth opportunities, and strong managerial support for employee development. Thus,

talent retention is not merely about retaining employees but also about creating a work environment that supports employee growth, development, and satisfaction.

Previous studies have highlighted the importance of talent management and retention in the dynamic business environment (Collings & Mellahi, 2009). Corporate universities have been recognized as strategic tools for achieving these goals (Bhardwaj, 2022). Several studies identify key factors influencing the success of corporate universities, including senior management support, relevant program design, and integration with corporate business strategies (Lee, 2008; Yang & Watkins, 2008). The urgency of this research lies in the fact that while corporate universities are considered strategic tools with potential in talent development and retention, there is still a lack of understanding of their effectiveness and the factors influencing their success (Garavan, 2007). Therefore, detailed and comprehensive research on the role of corporate universities in talent management and retention to enhance organizational performance is crucial.

However, most empirical research on corporate universities has been conducted in private or multinational business contexts. There remains a notable gap in literature regarding their implementation and effectiveness in the public sector, where bureaucratic systems, cultural dynamics, and rigid procedures may pose unique challenges. This study addresses this gap by examining how a corporate university functions as a strategic tool in talent management and retention in a public institution context—Puslatbang KDOD LAN Samarinda.

2. Methods

This study aims to explore the role of a corporate university as a strategic tool in talent management and retention to enhance organizational performance. A quantitative descriptive-correlational design was employed to examine the influence of talent management and talent retention on organizational performance, with the corporate university model serving as the contextual framework. Data were collected using structured questionnaires consisting of three validated and modified Likert-type scales. The responses were analyzed using SPSS software with multiple linear regression analysis. Prior to hypothesis testing, the data were subjected to assumption testing, including normality, linearity, multicollinearity, and heteroscedasticity, all of which were met.

The instruments used in this study were developed through a combination of expert judgment and empirical validation. Item-total correlation analysis was conducted to confirm the validity of individual items, and internal consistency was measured using Cronbach's Alpha. The Organizational Performance Scale, adapted from Waal (2008), this scale consists of 19 valid items ($\alpha = 0.955$) covering five dimensions—quality of management, openness and action orientation, long-term orientation, continuous improvement, and workforce quality. The Talent Management Scale comprises 20 valid items ($\alpha = 0.927$) based on the framework of Harahap (2014) and Capelli, encompassing recruitment, retention, and development practices. Meanwhile, the Talent Retention Scale includes 20 valid items ($\alpha = 0.953$) covering five key aspects: organizational components, career opportunities, rewards, job design, and employee relations.

The population of this study consisted of 46 employees at Puslatbang KDOD LAN Samarinda. This institution was selected as it has formally implemented a corporate university system in accordance with LAN Regulation No. 6 of 2023 regarding the Integrated Competency Development Learning System. The sampling technique used was non-probability sampling with a saturated sampling approach, where all members of the population were included as respondents.

The demographic analysis showed that 65.2% of participants were female, while 34.8% were male. In terms of age distribution, the majority (63%) were aged between 34–43 years. Regarding tenure, most employees had been working between 16–23 years. The detailed characteristics of participants are shown in Table 1.

Tabel 1. Characteristics of Research Subjects

Theme	Characteristics	Frequency	Percentage (%)
Gender	Male	16	34.8%
	Female	30	65.2%
Age	24-33 years old	9	19.6%
	34-43 years old	29	63%
	44-54 years old	8	17.4%
	2-7 years	14	30.4%
Length of Employment	8-15 years	14	30.4%
	16-23 years	17	37%
	24-28 years	1	2.2%

This study began with the identification of a clear and specific research problem. Subsequently, the research objectives and hypotheses to be tested were formulated. A systematic research design was then developed to guide data collection and analysis. Data was collected using validated and reliable research instrument questionnaires, including Organizational Performance, Talent Management, and Talent Retention questionnaires. The questionnaires were then distributed to the research subjects. Once collected, the data was analyzed using descriptive and inferential statistics through multiple linear regression techniques. The results of the data analysis were interpreted to answer the research questions and test the hypotheses. The final stage involved compiling the research report in accordance with academic standards.

Data collection utilized three modified scales, validated and tested for reliability: the Organizational Performance scale, the Talent Management scale, and the Talent Retention scale. The Organizational Performance scale was developed based on aspects proposed by Waal (2008), consisting of five dimensions: quality of management, openness and action orientation, long-term orientation, continuous improvement, and workforce quality. The Organizational Performance scale contains 19 items. Examples of items include:

"Management at my workplace focuses on achieving results,"
"Employees in the organization are involved in important processes," and
"The organization continuously innovates to enhance employee competencies."

This scale was deemed reliable with a Cronbach's Alpha value of 0.955.

The Talent Management scale was developed by modifying the measurement tool by Harahap (2014) based on three aspects proposed by Capelli (cited in Naifudin & Nurputri, 2021): recruitment, retain, and developing. The scale comprises 20 items. Examples include:

"Employees are selected based on the required position,"
"Employees are given opportunities to pursue independent further education," and
"Employees are provided opportunities to receive educational scholarships."

This scale was also considered reliable, with a Cronbach's Alpha value of 0.927.

The Talent Retention scale consists of 20 items divided into five aspects: organizational components, career opportunities, rewards, job design, and employee relations. Examples of items include:

"In my opinion, this organization has a clear vision and mission,"
"I have equal opportunities to develop my career as other employees," and
"My salary aligns with my education and work experience."

This scale achieved a Cronbach's Alpha value of 0.953, indicating high reliability.

Data collection was conducted using a Likert-type scale containing questions designed to measure individuals' or groups' attitudes, opinions, and perceptions (Abdullah et al., 2022). The Likert scale used in this study included both favorable and unfavorable items. Each item offered four response options: strongly agree, agree, disagree, and strongly disagree. The response options for the Likert scale used in the research are detailed as follows:

Table 2. Likert Scale Measurement

Answer	Favourable Score	Unfavourable Score
<i>Strongly Agree</i>	110	103
<i>Agree</i>	223	214
<i>Disagree</i>	197	120
<i>Strongly Disagree</i>	134	121

3. Results

The purpose of this study was to determine the role of a corporate university as a strategic tool in developing talent management and talent retention to enhance organizational performance.

The categorization based on the comparison between hypothetical and empirical means can be observed directly from the descriptive statistics of the research data. According to Azwar (2015), the interpretation of psychological scale scores is fundamentally normative. The meaning of a score is referenced against a norm (mean), specifically the theoretical population mean as a parameter, allowing quantitative measurement results to be interpreted qualitatively. This normative reference helps users understand the measurement outcomes.

Any empirical mean score significantly higher than the hypothetical mean can be considered an indicator of a high level of the variable under study among the subject group, and vice versa. The empirical mean and hypothetical mean of this study are presented in the following table:

Table 3. Empirical Mean and Hypothetical Mean

Variable	<i>Empirical Mean</i>	Empirical Standard Deviation (SD)	<i>Hypothetical Mean</i>	Hypothetical Standard Deviation (SD)	Status
Organizational Performance	62.30	6.342	45	9	Low
Talent Management	67.74	7.425	50	10	Low
Employee Retention	64.52	7.426	50	10	High

In Table 3, a general overview of the data distribution among the research subjects can be observed. Based on the measurement results for organizational performance, an empirical mean of 62.30 was obtained, which is higher than the hypothetical mean of 45, indicating a high status. This result suggests that the subjects in this study tend to exhibit high potential in organizational performance.

Table 4. Normality Assumption Results

Variabel	Kolmogorov-Smirnov	p	Description
Organizational Performance	0.906	0.091	Normal
Talent Management	0.923	0.075	Normal
Employee Retention	0.952	0.058	Normal

Table 4 shows the results of the normality test for the variables of organizational performance, talent management, and talent retention. The results indicate that all variables have a distribution with $p > 0.05$, meaning the data distribution is normal.

Table 5. Linear Assumption Test Results

Variable	F Calculated	F Table	p	Description
Talent Management – Organizational Performance	1.591	3.22	0.137	Linear
Talent Retention – Organizational Performance	1.331	3.22	0.247	Linear

Based on the data presented in Table 5, the results of the linearity test for each variable relationship meet the criteria of $p > 0.05$ and $F \text{ calculated} < F \text{ table}$ at a 5% or 0.05 significance level. Thus, the relationships between the variables are deemed linear.

Table 6. Multicollinearity Assumption Test Results

Variable	Tolerance	VIF	Description
Talent Management – Organizational Performance	0.461	2.168	No Multicollinearity
Talent Retention – Organizational Performance	0.461	2.168	No Multicollinearity

Based on Table 6, the multicollinearity test results for the independent variable, talent management, with the dependent variable, organizational performance, showed a VIF value of $2.168 < 10$ and a tolerance value of $0.461 < 1$, indicating no multicollinearity in the regression between talent management and organizational performance. Similarly, the multicollinearity test results for the independent variable, talent retention, with the dependent variable, organizational performance, showed a VIF value of $2.168 < 10$ and a tolerance value of $0.461 < 1$, confirming no multicollinearity in the regression between talent retention and organizational performance.

Table 7. Heteroscedasticity Assumption Test Results

Variable	T Calculated	T Table	p	Description
Talent Management	1.635	2.015	0.101	No Heteroscedasticity
Talent Retention	1.193	2.015	0.239	No Heteroscedasticity

The heteroscedasticity test results in Table 6 indicate that there is no sign of heteroscedasticity in the regression model of this study. This conclusion is based on the significance values obtained through the Glejser method for the variables of talent management and talent retention, which showed $p > 0.05$ for absolute residuals (Abs_Res) and $T \text{ Calculated} < T \text{ Table}$.

Table 8. Hypothesis Testing Results for Major Hypothesis Analysis

Variable	F Calculated	F Table	R ²	p
Talent Management (X1) and Talent Retention (X2) Organizational Performance (Y)	74.423	3.22	0.776	0.000

The results in Table 7 show that $F \text{ Calculated} > F \text{ Table}$ and $p < 0.05$, indicating that talent management and talent retention jointly influence organizational performance among employees at Puslatbang KDOD LAN. The values of $F = 74.423$, $R^2 = 0.776$, and $p = 0.000$ suggest that the combined contribution of the variables to organizational performance is 77.6%.

Table 9. Hypothesis Testing Results for Minor Hypothesis Analysis

Variable	Beta	T Calculated	T Table	p
Talent Management (X1) Organizational Performance (Y)	0.509	4.791	2.015	0.000
Talent Retention (X2) Organizational Performance (Y)	0.436	4.103	2.015	0.000

From Table 9, it can be concluded that $T \text{ Calculated} > T \text{ Table}$ and $p < 0.05$ for both variables. This indicates that talent management significantly influences organizational performance among employees at Puslatbang KDOD LAN, as evidenced by $p = 0.000$. Similarly, talent retention also significantly influences organizational performance among these employees, as evidenced by $p = 0.000$.

The results of the multiple linear regression analysis indicate that Talent Management and Employee Retention together have a strong positive impact on Organizational Performance (H1: 0.776). This suggests that an effective combination of talent management strategies and employee retention efforts significantly enhances overall organizational performance. Individually, Talent Management has a moderate positive effect on Organizational Performance (H2: 0.509). This implies

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that well-structured talent management practices, such as recruitment, training, and career development, contribute to improving organizational outcomes. Similarly, Employee Retention also has a positive effect on Organizational Performance (H3: 0.436), although its impact is slightly lower than that of talent management. This finding highlights the importance of retaining skilled employees, as their continued engagement and contribution are essential for sustaining and improving organizational performance.

Overall, these findings underscore the critical role of both talent management and employee retention in driving organizational success. Organizations should focus on integrating these strategies to maximize performance outcomes.

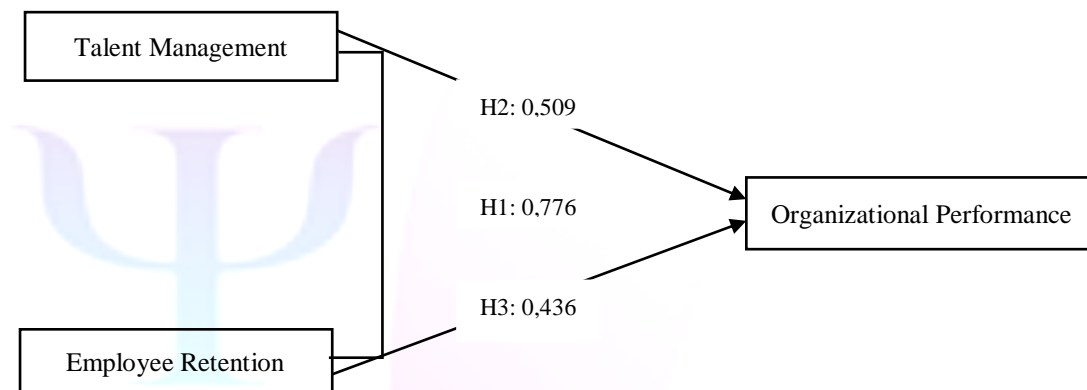


Figure 1. Results of Multiple Linear Regression Analysis

4. Discussion

The findings of this study confirm that corporate universities are an effective strategic tool for talent management and retention to enhance organizational performance. The theories utilized in this study support these findings, such as the learning organization approach by Senge (1990, in Dawood et al., 2015), which views continuous learning as the key to organizational success. Corporate universities have proven to play a significant role in fostering a conducive work environment for continuous learning, aligning with Bhardwaj's (2022) findings that corporate universities can serve as a key component in strategy-based human resource management.

Talent management has a significant impact on organizational performance ($\beta = 0.509$; $p < 0.001$). Corporate universities provide a framework that enables organizations to implement the three dimensions of talent management: recruitment, retention, and development (Capelli, 2008). These three aspects are managed integratively through corporate universities, allowing organizations to attract, develop, and retain top talent. This enhances individual performance and ultimately improves overall organizational performance.

The findings are consistent with a study by Cascio and Boudreau (2016), which emphasizes the importance of integrating talent management strategies with business objectives. Focusing on recruiting, developing, and retaining talented individuals supports workforce competency enhancement, enabling employees to make maximum contributions to the organization. Corporate universities allow organizations to align employee training with strategic business needs, as suggested by Lee (2008). These findings are also relevant to the resource-based view theory (Barney, 1991), which emphasizes that unique and inimitable human resources are key to creating competitive advantages. In the context of Puslatbang KDOD LAN Samarinda, talent development through corporate universities aligns with organizational goals, resulting in a competent workforce to support organizational performance.

Talent retention, with a significant influence on organizational performance ($\beta = 0.436$; $p < 0.001$), highlights the importance of creating a supportive work environment. This study supports the psychological contract theory (Rousseau, 1989), which asserts that employees are likely to remain in

organizations that value their contributions and provide opportunities for growth. A supportive work environment, as offered by corporate universities, plays a vital role in enhancing employee loyalty. Corporate universities create clear career paths, provide continuous training, and ensure a good work-life balance. Research by Ardi et al. (2024) found that organizations implementing flexible and needs-based training programs have higher employee retention rates. Additionally, Senge (1990) highlighted that learning organizations like corporate universities enable individuals to continuously grow, making them feel valued and actively involved in achieving organizational goals.

This study also supports the findings of Chaurasia (2020), which revealed that a positive organizational culture, career development opportunities, and work-life balance play key roles in employee retention. It reinforces Cascio's (2018) assertion that an adequate work environment and managerial support can enhance employee retention.

In the context of corporate universities, this study aligns with research by Yang and Watkins (2008), which highlights the importance of senior management support and relevant training program designs. Puslatbang KDOD LAN Samarinda, through the implementation of a corporate university, has successfully integrated employee competency development into the organization's business strategy.

The regression analysis results show the combined contribution of talent management and talent retention to organizational performance at 77.6% ($R^2 = 0.776$; $p < 0.001$). This indicates that corporate universities are key in synergizing talent management and organizational strategies. These findings are consistent with the study by Collings and Mellahi (2009), which emphasized that talent management and employee retention are critical elements of competitive business strategies. This study also reinforces the opinion of Grigorievna et al. (2021), who stated that corporate universities have become a global trend in human resource training and development. This system not only increases training efficiency but also ensures employee engagement with the organization's strategic vision.

Lee (2008) asserted that corporate universities provide a competitive advantage by aligning training programs with business goals. In this study, the corporate university at Puslatbang KDOD LAN Samarinda has successfully created a supportive work environment for strategic talent development. This also supports the strategic human resource management theory by Becker and Huselid (2006), which states that integrating human resource management strategies with business objectives is a key factor in organizational success.

The high organizational performance observed in this study is supported by the high-performance work system (HPWS) theory by Appelbaum et al. (2000), which suggests that effective work practices can enhance organizational outcomes. In this study, corporate universities serve as instruments to ensure that employee work practices align with the organization's strategic goals. Additionally, Waal's (2008) theory on organizational performance aspects, such as management quality, long-term orientation, and continuous improvement, provides an important foundation for interpreting these findings. Corporate universities support the application of this theory through strategically designed training programs. Through corporate universities, organizations can ensure that every employee understands their strategic role and is equipped with the skills to achieve it.

This study also aligns with the high-performance work system (HPWS) concept by Appelbaum et al. (2000), which posits that strategic work practices, such as needs-based training and continuous development, contribute to improved organizational outcomes. With the corporate university system, Puslatbang KDOD LAN Samarinda has successfully created a work environment that fosters innovation and productivity, ultimately enhancing organizational performance.

In the local context, the effectiveness of the corporate university model at Puslatbang KDOD LAN is also influenced by organizational culture and bureaucratic systems. Indonesian public sector institutions often operate within hierarchical and rule-based environments, which can hinder innovation and agility. However, the implementation of corporate universities provides a structural alternative that introduces a learning-oriented culture, enabling more adaptive and competency-based development processes.

Furthermore, the organizational value system at LAN, which emphasizes integrity, service, and innovation, aligns with the goals of corporate university models. These shared values foster internalization of learning practices across all organizational levels. Yet, the challenge remains in navigating bureaucratic rigidity and securing long-term commitment from leadership to sustain such innovation-based interventions.

5. Conclusions

This study highlights the importance of the corporate university as a strategic tool for integrating talent management with organizational strategic goals. The results demonstrate that the corporate university significantly contributes to strengthening talent management and talent retention, both of which have a substantial impact on improving organizational performance. Through a holistic approach, the corporate university not only facilitates the recruitment, development, and retention of talented employees but also creates a work environment that supports continuous learning and innovation. In the context of Puslatbang KDOD LAN Samarinda, the implementation of the corporate university has successfully enhanced employee engagement in achieving organizational objectives, aligning with the resource-based view theory and the high-performance work system. With a contribution level of 77.6%, these findings underscore the corporate university's importance as an innovative strategy in human resource management that supports organizational competitive advantage.

6. CRediT Authorship Contribution Statement

Netty Dyan Prastika: Conceptualization & design of the research, Writing - original draft.
Dian Dwi Nur Rahmah: Supervision, Data curation, Formal Analysis, Writing – review & editing.
Miranti Rasyid: Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing. **Fara Ayu Solita and Nurafifah Nurdin:** Data Collection, Validation, and Writing - editing.

7. Declaration of Competing Interest

This study has no known competing financial, conflict financial, interests, or personal relationships that could have appeared to influence the work reported in this research.

8. Declaration of Generative AI and Assistive Technologies in the Writing Process

The supporting technologies used in the writing process of this journal include tools like Grammarly for correcting the language of the manuscript post-translation and SPSS for data analysis.

9. Funding [11PF Bold]

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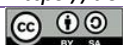
10. Ethical Approval [11PF Bold]

The authors declare that the research involving human participants complies with the ethical principles of the Code of Ethics of the Indonesian Psychological Association (HIMPSI), and Law No. 23 of 2022 concerning Psychology Education and Services and has obtained approval from Puslatbang KDOD LAN Samarinda.

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