Optimization *Corporate University* through KMS and LMS Integration for Organizational Development in the Digital Transformation Era

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Abstract

Digital transformation requires organizations to strengthen their learning and knowledge management capabilities in a structured, targeted, and consistent manner. In this regard, the integration of the Knowledge Management System (KMS) and the Learning Management System (LMS) is strategic in strengthening the role of Corporate Universities (Corpu) as centers for human resource competency development and drivers of organizational change. The purpose of this study is to examine in depth the optimization of KMS and LMS integration in supporting digital organizational development and to analyze the strategic role of Corpu in the organizational transformation process. Using a qualitative descriptive approach through literature review, this study examines various relevant academic sources to evaluate concepts, models, and best practices that have been implemented in various organizations. The research results show that KMS and LMS integration can form an integrated and collaborative digital learning ecosystem, strengthen knowledge management flows, and increase the effectiveness of organizational learning. Corpu plays a key facilitator in synergizing digital systems by aligning the organization's strategic needs with HR competency development. This study provides theoretical contributions to the development of digital organizational learning models and recommends practical implications for policymakers and learning system managers to adopt technology integration sustainably.

Keywords: *Corporate University, Knowledge Management System, Learning Management System, Digital Transformation, Learning Organization.*

INTRODUCTION

Pilar Corporate University (Corpu) among others *Knowledge Management Systems* (KMS) and *Learning Management Systems* (LMS). These two systems are crucial for organizational advancement in the digital transformation era. Furthermore, integrating KMS and LMS can contribute to increased learning capacity and efficient knowledge sharing. The synergy of these two systems enables organizations to become adaptive, innovative, and comprehensive learning organizations, which in turn improves overall organizational performance and efficiency. KMS is designed to manage knowledge assets in the form of documents, writings, and databases, considered explicit knowledge, as well as the experiences of various employees, which constitute knowledge. *Tacit*, in the form of memories. This experience can be leveraged to improve organizational performance through a culture of knowledge sharing among employees. Consequently, KMS makes it easier for employees to leverage knowledge to explore new ideas, fostering creative and innovative solutions and enhancing their competencies. (Arfati, 2017) *Corpu* continuously integrating KM into organizational innovation, sustainability is possible because knowledge is distributed and applied appropriately. (Simanaviciene et al., 2021)

Meanwhile, an LMS functions as a tool to facilitate employee interaction in self-directed learning, online learning, and self-assessment of learning outcomes. (Sitzmann et al., 2011) Therefore, an LMS combines various features to enable uploading, downloading, and sharing of lessons, conducting online discussions, quizzes, and surveys. An LMS is software that captures and transfers knowledge between learners. (Mirzaei, 2021) An LMS must support internet-based learning. (Salamah et al., 2020) An LMS functions as a facility for the adoption of new technologies that enhance an organization's digital capabilities. It also transforms the organization's business model at various stages of digital transformation. (Nasih & Mansur, 2024)

The integration of these two systems allows tacit and explicit knowledge acquired through the LMS to be documented in the KMS, thus optimizing its use and enriching the learning process. The integration of KMS and LMS in Corpu can be done quickly through transformational innovations in teaching structures and methods. Digital transformation makes organizations more responsive to changes

in the market, technology, and business environment by becoming more flexible, adaptive, and innovative (Subekti et al., 2024). This change uses information, networks, computing systems, and connectivity systems to improve organizational efficiency and performance (Vial, 2019), impacting product changes and organizational structures, as well as process automation. (Nasih & Mansur, 2024) In this case, digital transformation impacts the provision of digital media by learning organizations. Digital media has become essential for them to enhance their learning. (Dörner & Rundel, 2020)

Corpu become the choice of most companies *related to developing* competencies and becoming a learning organization. Initiated by PT. Telkom as *pioneer* (2012) which was then followed by PT. Pertamina and various other companies such as Bank Mandiri, PLN, BPJS. Seven years later, the Ministry of Finance became the public agency that operates using a Corpu *to* improve the competence of its employees with the title of Ministry of Finance Corpu which launched *in* 2015. This was followed by various ministries and institutions, such as the Ministry of Law, the Ministry of Religious Affairs, the Ministry of ATR/BPN, and the State Administration Agency. This was followed by regional governments, such as *Corpu* of Jakarta, *Corpu of* Bogor, C-*Corpu* (Cilacap *Corpu*) and others who use an integrated learning system or Corpu in developing the competencies of its employees.

Study *Corporate Universities as Knowledge Management Tools conducted* by Enrico Scarso states that *Corpu* increasingly widely used among government agencies. (Poor, 2016) *Corpu* as a medium for eternal learning and training to anticipate technological developments and changing times. More than that, *Corpu* used as infrastructure in management knowledge good *knowledge* which is explicit or *tacit* like *experience* and *skills*. In this research, an exploratory qualitative approach and multiple case study methods were used. The aim of this research is to understand in depth the function and characteristics from the aspect of knowledge *management*. This research only looks at one aspect of the Corpu.

Muhammad Yassir's Research on Design and Implementation of *Learning Management System, Knowledge Management, Learning Organizations dan Learning Experience shows* the increasing need for competency development today where classical training is not effective. (Yassir, 2024) Therefore, this study provides evidence that LMS can provide an alternative to overcome the limitations of conventional training while simultaneously increasing the effectiveness of organizational knowledge management. Although it is acknowledged that the available LMS are not yet integrated with the concept of Corpu including KMS, *learning experience* and *learning organization*. This research uses the research *and development* method *and* approachable *scrum as* well as statistical analysis of the effectiveness of Corpu-based LMS.

Research on functional knowledge *management* in *Corpu* by Yunqi Chen, Yusen Xu and Qingguo Zhai in *the Knowledge Management Functions of Corporate University and Their Evolution: Case Studies of Two Chinese Corporate Universities discusses* the formation and dissemination of knowledge in organizations.(Chen et al., 2019)They discuss the key functions of management *knowledge* in the Corpu, consist of *Creation Knowledge, Transfer Knowledge* And *Service Knowledge for Intrapreneurship*, and explains the interactions between these functions. This research provides alternative insights into how to emCorpu innovation and learning. This research begins with a case study of two ICT industries that implement *Corpu* in China. The results of this study conclude that interactive knowledge management is complementary, broadens the network and scope of managed knowledge, and Corpu can support the development of innovation and HR competencies. This research used an exploratory qualitative method with a case study.

Porman Lumban Gaol and Budi Fernando Tumanggor examined the effectiveness of implementing the ASN Corpu concept integrated with KMS in developing civil servant natural resources. (Gaol & Tumanggor, 2023) The research they conducted was entitled *The Effectiveness of The Implementation of The ASN*

Corporate University Concept Integrated with the Knowledge Management System in The Development of Apparatus Human Resources Study on Yogyakarta City Government it turns out that the findings show that the integration of KMS with ASN of *Corpu* influencing the development of civil servant human resources. This indicates that conventional learning is being replaced by the ASN *Corpu* model where learning takes place in the workplace through training, *mentoring*, *coaching*, and *e-learning* so that ASN is more agile by independent learning using ICT tools. The research method used in this study is a mixed method.

Mohammed Ilyas in a paper entitled *Making of a Corporate University Model: Transition from Traditional Training to Learning Management System explains* the shift from traditional training models to technology-based learning systems using LMS technology. (Ilyas, 2017) It was revealed that to create a learning culture in an organization, strong leadership is needed, one of which is strategic knowledge management. Moving from this, the role of *learning* and *development* as an organizational pillar that ensures training is aligned with organizational needs. The LMS is the primary platform for training activities, *coaching*, mentoring and leadership development. This study uses a qualitative descriptive method by describing the transition of traditional training systems to LMS-based learning through Corpu.

In relation to research on digital transformation and LMS, Muhammad Zidan Nasih and Sugeng Ali Mansur analyzed the influence of LMS on employee digital competence and the success of a company's digital transformation. Their research findings on *Digital Transformation: The Effect of Learning Management Systems in Developing Employee Digital Competence (Study at A Chemical Company in Gresik)* states that LMS is a strategic medium for HR development and company digitalization. On the other hand, it is also said that the use of LMS can accelerate technology adoption and increase company competitiveness in the digital technology era. This study uses a quantitative approach. *Explanatory research*.

Some of the studies above apparently do not discuss the integration of KMS-LMS in *Corpu*. Each study only focuses on the KMS or LMS system. Therefore, there is a *novelty* based on previous research that has not integrated KMS and LMS in the Corpu in the era of digital transformation. Thus, research on "Optimization *Corporate University" through* KMS and LMS Integration for Organizational Development in the Digital Transformation Era" needs to be continued to answer the question of how integration *Knowledge Management Systems* (KMS) and *Learning Management Systems* (LMS) can be optimized in the Corpu environment to support the organization's sustainable digital transformation. This research also attempts to answer questions related to the role of the Corpu as a driver of digital transformation in organizational development. Based on the literature, it is hoped that this research will contribute to the understanding of the relationship between digital transformation, KMS and LMS, and organizational performance based on*Corpu*This research is also expected to provide practical implications for designing more adaptive and sustainable learning programs that enhance organizational competitiveness in the digital era.

METHOD

This study uses a qualitative descriptive method. This method was chosen to provide a deep understanding and interpretation of the phenomena studied, namely explaining and understanding the integration of KMS and LMS in*Corpu*. Data sources are obtained from secondary data collected using *search engines* like *google scholar*, JSTOR, DOAJ and *open-access* repositories. This research is also a library study considering that it examines various literature in the form of scientific journals, conference proceedings accredited by Sinta and indexed by Scopus, government agency reports, books, and electronic news. The literature was selected with the inclusion criteria of scientific literature published in the last 10 years (2015-2025), *open access* and *peer-reviewed, which* discusses according to the research title.

Apart from that, it also fulfills exclusion criteria such as non-scientific publications such as editorial opinions from the *online* media or studies

that only focus on the implementation of KMS or LMS without discussing the integration or learning organization aspects. Literature screening was carried out based on the title and abstract, then to determine relevance to the research, several literatures were downloaded *full-text via* online. Tools to help manage literature include reference software of *Mendeley*.

RESULTS AND DISCUSSION

Optimizing KMS and LMS Integration in Corporate Universities

Corpu first born along with knowledge *worker* and *learning organization* in the 1910s in the United States. At that time, the practice of internal training was initiated by General Motors and General Electric in 1914. Peter M. Senge's opinion stated that the speed of learning for all *level employees* is a long-term competitive advantage. This opinion was then followed by Shell and Philips by starting to build *Corpu is* an integrated and structured learning system designed by the organization to improve human resource competency in a sustainable and targeted manner of *Corpu.* It can be used as a medium for developing organizational culture and transforming competitive organizations, as well as for training. (Rahayu & Utama, 2022)

Knowledge Management System (KMS) is a system designed to support the collection, organization, storage, and distribution of knowledge within an organization for a wide range of users. In higher education, KMS assists institutions with various types of explicit and implicit knowledge. Tacit encourages innovation and improves the quality of education. (Faldesiani & Senen, 2024) The KMS is a repository for the diverse knowledge scattered throughout an organization to be shared with all interested learners. Effective KMS implementation also aligns with developments in information technology, enabling organizations to undertake digital transformation more efficiently. (Rusilowati, 2015)

The problem within organizations is that employees are often reluctant to share knowledge. (Zakaria, 2011) Therefore, learning centers such as Pusdiklat, universities, and others, as dynamic and complex institutions, need to cultivate a culture of knowledge sharing. To facilitate this, a Learning Management System or *Learning Management System* (LMS).

LMS is an application software records, inputs, and measures student learning performance and is responsible for the transfer and sharing of knowledge. (Mirzaei, 2021) It also serves as a process for planning, implementing, and evaluating the implementation of the online learning process. An LMS facilitates the management of every learning process, from material delivery and evaluation to evaluating learner progress, with an effective and efficient system. (Oliveira et al., 2016) The use of learning technology such as an LMS can increase the effectiveness of the learning process and transform the educational paradigm in the digital era. (Siringoringo, 2024) On the other hand, the use of an LMS is also in line with the development of a technology-based curriculum that supports more flexible and collaborative learning. (Khomarudin & Na'imah, 2020) In large companies, an LMS is a vital component in the development of Corpu as a flexible method of delivering training materials to meet organizational needs. (Utami, 2024)

Several studies have been found to show that the integration of KMS and LMS in Corpu serves as a primary catalyst in the organization's digital transformation process. This means that the primary objective of this research, namely optimizing the integration of KMS and LMS in organizational development, has been met. Literature analysis demonstrates the successful implementation of the two systems in creating an adaptive, collaborative, and innovative learning organization. Theoretically, KMS provides a repository for both explicit and implicit knowledge. *Tacit* in LMS is a digital learning tool that facilitates online training and assessment processes. The integration of the two provides a two-way path between knowledge creation and distribution, strengthening the organizational learning cycle. (Gupta et al., 2000); (Faldesiani & Senen, 2024)

Simanaviciene emphasized that KMS can accelerate organizational innovation because knowledge is distributed and used effectively. (Simanaviciene et al., 2021) This finding is reinforced by two studies that found that LMS contributed to improving the structuring of online learning and enabling customization to organizational needs. (Oliveira et al., 2016) This

research contributes to enriching the integrative theory of digital technology-based organizational learning systems, particularly by harmoniously combining the functions of KMS and LMS. Not many previous studies have explicitly discussed this synergy. Most only highlight LMS as an online training tool (Yassir, 2024) or KMS as a learning tool.*tools knowledge management*. (Chen et al., 2019)

However, limited technological infrastructure and low digital literacy among employees remain significant obstacles to system optimization. Zakaria stated that reluctance to share knowledge is an inherent psychosocial challenge in KMS implementation. (Zakaria, 2011) This implies the need for policy interventions to strengthen digital literacy, support management policies, and develop more intuitive systems. Therefore, the use of *dashboard* development integrated LMS and KMS, as well as regular training on system utilization for employees. Furthermore, it is hoped that a quasi-experimental approach can be used to measure the effects of the integration of the two systems on work productivity and organizational innovation, as well as to test the efficiency of the integration in the *private* sector and higher education.

The Role of Corporate Universities as Drivers of Organizational Digital Transformation

The findings in the second problem formulation show that *Corpu* play a central role in driving the digital transformation of organizations by becoming *platform* strategic for continuous learning, human resource capacity development, and strengthening a culture of knowledge sharing. This is understandable considering transformation Digital transformation is a process of fundamental change in how organizations operate and deliver value to stakeholders through the comprehensive use of digital technology. It is often viewed as a paradigm shift and sometimes referred to as a technological revolution. (Sartika, 2023) Digital transformation is also closely related to knowledge management and organizational management in the industry 4.0 era. (Zuana & Sopiah, 2022)

Corpu tansforming from a mere training center to a key orchestrator in the digital learning ecosystem. For example, ASN of *Corpu* which is integrated in KMS as analyzed by Gaol & Tumanggor is actually used to replace conventional teaching methods with workplace-based learning, *coaching*, and *e-learning, which* increases bureaucracy to agile. (Gaol & Tumanggor, 2023)

Theoretically, *Corpu* serves as a driving medium *knowledge-based organization through* LMS integration as a creation of knowledge with KMS acting as a storage and dissemination system (Chen et al., 2019).*Corpu* Expanding access to data-driven and needs-based training. (Utami, 2024) Ilyas also pointed out that the transition from traditional training to an LMS requires a strategic leadership structure within the organization to implement consistent learning with direction in line with the organization's strategic policies. (Ilyas, 2017) However, not all organizations are able to implement *Corpu* ideally, due to budget constraints and leadership commitment, digital transformation is often symbolic and not embedded in organizational processes. This aligns with studies that suggest digitalization without organizational culture reform will generate resistance and be unsustainable. (Oktaviani et al., 2023)

The scientific contribution of this research is the emphasis on the importance of *Corpu* as a tool for organizational transformation that is not only technological but also cultural and structural of *Corpu* the ideal is not just an aggregation of digital systems, but rather a learning ecosystem *platform* that is adaptive to external dynamics and technological changes.

CONCLUSION

Optimizing the integration of KMS and LMS plays a significant role in supporting organizational development in the era of digital transformation. This integration not only creates a more structured learning and knowledge management process but also enhances the organization's adaptability to technological and paradigm shifts in the external environment. By digitally integrating the processes of knowledge creation, distribution, and use, organizations can build a sustainable, responsive, and collaborative

learning ecosystem, ultimately contributing to increased operational efficiency and strategic innovation.

Further, *Corpu* proven to be a platform *strategic* approach to support digital transformation by leveraging structured organizational learning based on human resource competency development. *Corpu* as a catalyst for real change in integrating learning technology with knowledge management to support the formation of an organizational culture based on knowledge and innovation. Based on this research, the success of the implementation of *Corpu* highly dependent on internal policy support, adequate digital infrastructure, and the readiness of human resources to adapt to the new system. Thus, optimizing the integration of KMS and LMS in *Corpu* not just a technical issue, but also a strategic agenda in building a superior and highly competitive learning organization.

SUGGESTION

One of the limitations of this study is the lack of field research on the proposed integration model, as the approach used is descriptive-literature. Furthermore, this integration has not been tested to see whether it can run effectively in small organizational structures in terms of technical and human resource capacity. Practical recommendations are aimed at policymakers and organizational managers to (1) allocate funds for learning system integration; (2) establish digital learning performance indicators; and (3) instill a knowledge-sharing policy as an organizational culture. Further research is expected to develop a performance evaluation framework. *Corpu*-based on LMS and KMS integration empirically and testing it in cross-sector organizations.

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