

THE URGENCY OF UNIVERSITAS REPUBLIK INDONESIA AS A HOLDING UNIVERSITY TOWARD GOLDEN INDONESIA 2045

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ABSTRACT

This descriptive qualitative study argues that the establishment of Universitas Republik Indonesia (URI) represents a strategic institutional breakthrough for reconstructing national human-resource governance through a public-sector holding-university model. The proposed role of URI is to integrate fragmented leadership-development systems, reduce sectoral silos, and strengthen governance capacity for sustainable national development. Using a qualitative-comparative approach, the study benchmarks four elite leadership and public-sector education institutions in France, Russia, Japan, and China: INSP, RANEP, The Matsushita Institute of Government and Management, and the Chinese Academy of Governance. The synthesis produces a proposed Penta-Helix Leadership Integration Model linking academia, state-owned enterprises and business, civil and military institutions, civil society, and mass media. Tactical implementation includes a residential National Common Core Program for cross-sector leadership candidates, a 20% affirmative quota for disadvantaged, frontier, and outermost regions (3T), and an algorithm-based profile-matching placement system. The study further recommends that URI be legally positioned through a special sui generis Government Regulation so that it can operate as an integrated national leadership-development platform aligned with Asta Cita, the 2025–2029 RPJMN, and the Golden Indonesia 2045 vision.

Keywords: Universitas Republik Indonesia; Holding University; Comparative Policy; Penta-Helix Leadership; Golden Indonesia 2045

A. INTRODUCTION

Advancing the intellectual life of the nation requires a gradual, continuous, and sustainable process involving all components of society, with the government acting as the leading sector. The source manuscript states that on 22 July 2026 President Prabowo Subianto inaugurated Donny Ermawan Taufanto as Governor and Yos Sunitiyono as Vice Governor of Universitas Republik Indonesia (URI), positioning the initiative as a quick-win program under the fourth Asta Cita mission on strengthening human resources, science, technology, education, health, sports achievement, equality, youth, women, and persons with disabilities. The policy direction is linked in the manuscript to the 2025–2029 National Medium-Term Development Plan (RPJMN).

The establishment of URI is presented not simply as the addition of another higher-education institution, but as an effort to reconstruct the ecosystem for preparing senior public leaders, state-corporation executives, and national-security decision makers. As Indonesia approaches the centenary of independence in 2045, the Golden Indonesia vision calls for a sovereign, advanced, just, prosperous, and sustainable archipelagic state. URI is therefore framed as an institution that should prepare high-quality national talent capable of accelerating the country's development.

Leadership education for public officials, senior military leaders, and civil servants currently operates at a critical intersection of technological disruption, artificial intelligence, and global uncertainty. The manuscript identifies Indonesia's strategic objective of escaping the middle-income trap and becoming a major global economic power by 2045. Achieving that objective requires human resources who embody Pancasila values and demonstrate excellence, adaptability, innovation, vision, good-governance principles, and international competitiveness.

The source manuscript also identifies persistent problems: competency disparities, fragmented leadership-development systems that are not mutually connected, a crisis of integrity, and curricula that may overemphasize technical-academic hard skills while underemphasizing character, public morality, and ethical resilience against political patronage. It additionally criticizes recruitment and placement systems that do not consistently apply competency-based profile matching.

These conditions create a need for an integrated leadership-talent architecture capable of bringing together civil and military clusters across the executive, legislative, and judicial branches, as well as state-owned and region-owned enterprises. The implementation of macro-level programs—such as superior human-resource development, food and energy self-sufficiency, and industrial downstreaming—depends not only on regulation and natural resources but also on leaders who can execute policy credibly, transparently, and accountably. Within this framing, URI is proposed as a Holding University for national leadership toward Golden Indonesia 2045.

B. LITERATURE REVIEW

Strategic Human Resource Management (SHRM) in the public sector emphasizes that macro-level government performance depends not only on procedural regulation but also on a human-capital architecture aligned with the state's long-term vision. The manuscript argues that the development of top civil servants requires more integrated education in order to reduce competency fragmentation. It also highlights the importance of intersectoral boundary-spanning: the ability to lead across the rigid boundaries of civil bureaucracy, the military, and commercial or state-corporate institutions.

Integrative leadership and cross-sector collaboration provide the second conceptual foundation. URI is positioned as an institutional mechanism for developing a common strategic language across sectors so that systemic problems can be addressed jointly. In this sense, the proposed model moves from a government-centered approach toward networked governance in which the state, private sector, and society collaborate in the pursuit of public goals.

The manuscript further adopts a penta-helix collaboration framework that connects government, academia, industry, society, and media while incorporating global benchmarking. URI is expected to serve as an academic bridge between government policy and real societal needs and to prepare national leaders with strong Pancasila character, superior competence, and high competitiveness. Yuwono (2026) similarly frames the establishment of URI as part of the broader shift from government to governance, emphasizing good governance, stakeholder networks, public orientation, and long-term national aspirations.

C. METHOD

This study uses an exploratory qualitative approach with a Comparative Policy Study design. The comparative design examines institutional models for senior-executive talent incubation and public-sector leadership development in four countries: France, Russia, China, and Japan. The results of this global benchmarking are then synthesized into a proposed institutional formulation for Universitas Republik Indonesia.

The qualitative design is intended to explore complex conceptual dimensions, institutional philosophies, and macro-governance arrangements for elite leadership education. Data collection uses a Digital-Mediated Documentary Method through structured keyword searches. The source manuscript states that materials were identified through academic databases such as Google Scholar, Scopus, and ScienceDirect, supplemented by official government websites and other published media. Analysis proceeds through thematic data reduction, gap contextualization, and policy synthesis.

D. RESULTS AND DISCUSSION

1. Benchmarking of Elite Leadership-Education Institutions

The study benchmarks four prominent institutions: the Institut national du service public (INSP) in France, the Russian Presidential Academy of National Economy and Public Administration (RANEPA), The Matsushita Institute of Government and Management in Japan, and the Chinese Academy of Governance. The comparative analysis focuses on four functional dimensions of strategic human-resource management: recruitment and selection, core-curriculum architecture, governance and institutional structure, and post-education placement.

The first analytical step is thematic reduction, in which evidence from the four benchmark institutions is organized into a comparative matrix. The second step is gap contextualization, which evaluates strengths and weaknesses of each model against Indonesia's leadership-development fragmentation and sectoral silos. The third is policy synthesis, which combines selected practices into a URI model adapted to Indonesia's legal framework and Pancasila ideology.

Table 1. Comparative Framing of Elite Leadership-Education Institutions and URI Adaptation

Strategic Component	INSP (France)	RANEPA (Russia)	Matsushita Institute (Japan)	Chinese Academy of Governance (China)	Proposed URI Adaptation (Indonesia)
Selection & Recruitment	'Talents Class' approach with economic and regional affirmative access; reduces elitism.	Open to civil and public officials, emphasizing managerial track records and large-scale executive development.	Independent selection based strongly on moral portfolio; very small cohort, fewer than 10 participants per year.	Centralized cadre selection emphasizing ideological loyalty and bureaucratic performance.	Inclusive access: 80% general merit-based pathway and 20% affirmative quota for 3T regions.
Curriculum Architecture	Cross-sector Common Core Program covering civil service, judiciary, military, and crisis management.	Combination of public administration and business-management orientation, including executive reskilling capacity.	Self-directed learning, character formation, leadership philosophy, and physical development.	Doctrine-oriented centralized macro-policy education and alignment of the chain of command.	Penta-Helix Integrated Curriculum combining Pancasila ideology, nationalism, national resilience, military/police perspectives, civil service, legislative, and judicial dimensions.
Governance & Structure	State Grande École with institutional autonomy under civil-service oversight.	Large presidential academy with extensive regional branches.	Private foundation with institutional autonomy from political-party intervention.	Fully integrated with the central government / Central Party School structure.	Direct strategic positioning under the President with operational autonomy in executing its institutional mandate.
Employment / Placement	Profile-matching system that aligns competencies	Rapid Executive Reskilling to support movement	No guaranteed placement; alumni compete in elections and	Automatic command-chain placement into	Algorithm-based profile matching to distribute graduates to ministries, TNI/Polri, and SOEs based on leadership and psychometric fit.

Strategic Component	INSP (France)	RANEPA (Russia)	Matsushita Institute (Japan)	Chinese Academy of Governance (China)	Proposed URI Adaptation (Indonesia)
	without rigid rank ordering.	into strategic national positions.	public-sector careers.	middle and senior leadership levels.	

Source: Processed by the researchers (2026), translated and formatted from the source manuscript.

2. Conceptualization and Policy Operationalization of URI

The source manuscript describes the creation of URI as an extraordinary institutional intervention intended to break corrupt bureaucratic chains, transform the way the state educates future decision makers, and align civil, military, and state-owned-enterprise leadership around a shared national-development vision. URI is conceived as a strategic national leadership-education institution directly linked to the President and as a world-class parent university for the incubation of senior public-sector leaders, SOE directors, and strategic defense commanders.

Under this model, URI is not intended to compete with conventional universities. Rather, it functions as a flagship national-leadership institution and a public-sector holding university that integrates the training ecosystem of civil bureaucracy (ASN), defense and security institutions (TNI/Polri), and state-corporation management (BUMN) within a single academic architecture.

The manuscript recognizes potential governance redundancy with existing institutions such as the National Institute of Public Administration (LAN), ministry training centers, and the National Resilience Institute (Lemhannas RI). It therefore proposes that URI be positioned at the top tier as an integrative holding university. Its functions would include a presidential policy laboratory or think tank, certification, monitoring, and strategic oversight of related leadership-development institutions rather than simply duplicating existing training programs.

At the upstream talent level, the manuscript connects URI with the Garuda School Network and SMA Taruna Nusantara, which are expected to emphasize discipline and early character formation. URI is proposed as the downstream continuation of this talent pipeline. High-performing graduates could enter URI through preferential national-leadership scholarships, creating continuity between early character development, defense values, public morality, and technocratic competence.

To clarify institutional authority, the study recommends a special Government Regulation establishing URI as a *sui generis* university with a distinctive state-character mandate. Such status is expected to provide formal legal standing and flexibility to recruit national and international practitioners, mobilize non-State-Budget philanthropic funding similar to the Matsushita model, and conduct rapid executive reskilling without being constrained by conventional higher-education bureaucratic boundaries.

3. Golden Indonesia 2045 Perspective

The Golden Indonesia 2045 vision is anchored in Law No. 59 of 2024 concerning the 2025–2045 National Long-Term Development Plan (RPJPN). The manuscript argues that one of the major challenges in escaping the middle-income trap is not a lack of natural resources but the productivity and quality of strategic human capital responsible for public policy. URI is therefore framed as one institutional pillar for a national human-capital leap toward the centenary of independence.

URI is expected to prepare graduates who embody Pancasila values, excellence, and high competitiveness so that they can lead the country toward an advanced, just, and civilized society. The source manuscript anticipates increasingly multidimensional challenges, including geopolitical disruption, climate change, and global cyber conflict. National stability toward 2045 therefore requires closer alignment between defense instruments and the civilian and state-corporate engines of growth.

The proposed model seeks to break institutional silos through selective adaptation of international practices. The manuscript highlights RANEPa's curricular flexibility and executive-reskilling capacity, the Matsushita Institute's strong moral and character emphasis, and the Chinese Academy of Governance's capacity for macro-policy alignment. These elements are not proposed for direct transplantation but for adaptation within Indonesia's constitutional order and Pancasila ideology.

Finally, the URI concept is designed to integrate the leadership pipeline from the Garuda School Network through postgraduate education and senior national leadership. The desired outcome is a generation of leaders who are visionary, resilient, nationally oriented, ethically grounded, and capable of governing amid volatile, uncertain, complex, and ambiguous (VUCA) conditions. The model is expected to strengthen national-development coordination without sacrificing open democratic values, while producing technocratic bureaucrats able to anticipate the future, manage budgets on the basis of macro impact, and reduce corruption, collusion, nepotism, and fiscal leakage.

E. CONCLUSION AND RECOMMENDATION

1. Conclusion

The establishment of Universitas Republik Indonesia is presented as a strategic breakthrough in the national talent architecture, providing centralized incubation for prospective national leaders with Pancasila character, superior competence, and global competitiveness. As a Holding University, URI is expected to bridge fragmented educational and leadership-development systems, consolidate upstream talent pipelines such as the Garuda School Network and SMA Taruna Nusantara, align sectoral technical training through LAN and ministerial training centers, and build strategic alliances with Lemhannas RI and the executive, legislative, and judicial branches.

The comparative analysis of The Matsushita Institute, the Chinese Academy of Governance, INSP, and RANEPa indicates that the development of adaptive and high-integrity senior public leaders depends on centralized incubation, inclusive recruitment, and reduction of sectoral silos through an integrated national curriculum. The URI model therefore combines selected international practices with Indonesia's legal, ideological, and institutional context.

2. Recommendation

1. Issue a special Government Regulation granting URI a sui generis legal status.
2. Consolidate URI institutionally as a national public-sector Holding University.
3. Develop a National Common Core Program integrating civil-service, TNI/Polri, and state-owned-enterprise leadership development.
4. Establish a 20% affirmative admissions quota to strengthen inclusion for disadvantaged, frontier, and outermost (3T) regions.
5. Implement an algorithm-based profile-matching system for the placement of URI alumni into ministries, TNI/Polri, state-owned enterprises, and other strategic institutions according to competency and leadership fit.

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