

COMPETENCY DEVELOPMENT STRATEGY FOR ARCHIVISTS THROUGH STRUCTURED MENTORING IN DIGITAL TRANSFORMATION

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ABSTRACT

This study examines the effectiveness of implementing the Integrated Dynamic Archival Information System (SRIKANDI) at the Ministry of Industry, focusing on the challenges of developing archivist competencies. Although digital infrastructure is available, the achievement of digital archive filing only reached 21.09% in 2024, indicating a gap between system availability and work practices. This study identifies that the main obstacle is not technological, but rather the readiness of human resources to adapt to digital work behaviors and master complex archival procedures. Using a qualitative approach with an instrumental case study design, this research analyzes the dynamics of mentoring as a social learning mechanism encompassing attention, retention, and reproduction. Findings show that structured mentoring plays a crucial role in bridging competency gaps, transferring tacit knowledge, and strengthening archivists' self-efficacy. Based on a SWOT analysis, a Cross-Generational Mentoring Model Recommendation is formulated, focusing on foundation strengthening, implementation expansion, and continuous optimization. This journal concludes that competency development through mentoring is a realistic solution to improve the quality of digital filing and archival accountability in the public sector.

Keywords: Mentoring, Archivist, Competency, Digital Transformation, SRIKANDI.

INTRODUCTION

Digital transformation in the public sector, particularly through the Electronic-Based Government System (SPBE), has fundamentally changed the paradigm of bureaucratic governance. At the Ministry of Industry, this transformation is manifested in the implementation of the Integrated Dynamic Archival Information System (SRIKANDI) since September 2023. However, recent studies indicate that the availability of technological infrastructure is often not directly proportional to successful adoption at the operational level. Research by Al-Husein, Susanto, and Wibowo (2022) found that the main obstacle in adopting digital government in

developing countries is not technical, but rather cultural resistance and human resource competency gaps. Furthermore, a study by Rahman and Smith (2023) asserts that the failure of public sector information systems often stems from the organization's inability to transfer tacit knowledge, which is crucial for technical decision-making, into new digital workflows.

In the management of electronic dynamic archives, this challenge becomes increasingly complex. Archivists are not only required to master applications but must also be able to apply professional judgment in classification, metadata determination, and access management, all of which are now digitized. Previous research by

Wijaya (2021) highlights that formal training often fails to equip employees with the contextual sensitivity needed in real work situations. Therefore, a more adaptive learning mechanism integrated with work routines is required. This is where the role of tacit knowledge transfer becomes vital. According to Chen and Nonaka (2022), tacit knowledge (which includes intuition, experience, and practical expertise) can only be effectively transferred through intensive social interaction and direct observation, not merely through manuals or written instructions. This research seeks to fill this literature gap by examining the effectiveness of structured mentoring as a mechanism for tacit knowledge transfer and archivist competency development in facing the complexities of digital archival transformation.

However, external archival supervision data in 2024 shows that the achievement of digital archive filing in the SRIKANDI application is still suboptimal, reaching only 21.09% of the total registered manuscripts (Primary Data, 2025). This figure indicates a serious gap between system availability and the work practices that should support it. The problem lies not in the absence of a system, but in the lack of effective work practices in translating archival procedures into orderly and consistent digital workflows. This situation aligns with Kotter's (2012) view, which asserts that organizational change often fails not due to a lack of vision, but due to the failure to instill new behaviors that support the change. This gap is exacerbated by the diverse human resource profile of archivists. With 197 archivists consisting of civil servants (PNS) and government

employees with work agreements (PPPK), there is a wide variation in work experience, appointment backgrounds, technological mastery, and depth of procedural understanding (Primary Data, 2025). The distribution of archivist functional levels at the Ministry of Industry is dominated by Skilled Archivists (70 people) and First Expert Archivists (67 people), indicating a massive need for work-based learning and experience strengthening (Primary Data, 2025). Generational differences, for instance, create challenges in adapting to digital work patterns that demand speed and accuracy. Senior archivists may possess deep archival substance but lack technological fluency, while junior archivists may quickly adapt to applications but lack mature professional judgment in complex archival cases. Therefore, a mechanism capable of bridging this gap and facilitating effective knowledge transfer is needed. This phenomenon demonstrates that digital transformation requires investment not only in technology but also in developing the capacity of human resources capable of operating and optimizing that technology (Faturohmah & Mayesti, 2021). Without adequate competency development, even the most sophisticated application will not yield optimal results. Therefore, this study aims to analyze the determinant factors of mentoring effectiveness as a social learning mechanism and formulate a measurable and relevant archivist competency development strategy to be implemented at the Ministry of Industry.

METHODS

This study adopts a qualitative approach with an instrumental case study design (Creswell & Poth, 2018). This approach was chosen to provide an in-depth understanding of the SRIKANDI implementation phenomenon and archivist competency development at the Ministry of Industry, as well as to identify relevant strategies. An instrumental case study allows researchers to explore specific issues or problems using a single specific case as a tool to gain broader insights.

The research locus is the Ministry of Industry, a government agency with a strategic role in national industrial development that has implemented the Integrated Dynamic Archival Information System (SRIKANDI). The selection of this locus is based on initial findings indicating a significant gap between the availability of digital systems and the achievement of archive filing, making it a rich arena for studying behavioral adaptation and digital competency development.

Data collection was conducted through source triangulation to ensure the validity and reliability of the findings. The techniques used include:

1. Semi-Structured Interviews

Ten key informants (K1 to K10) were interviewed semi-structurally. These informants consisted of senior archivists, junior archivists, structural officials related to archives, and parties involved in the SRIKANDI implementation. The interviews aimed to explore their

views, experiences, and perceptions regarding the challenges of SRIKANDI implementation, mentoring dynamics, and competency development needs. Relevant informant quotes are used to enrich the analysis and provide an insider perspective.

2. Non-Participant Observation

Observations were made on the work practices of archivists in using the SRIKANDI application, particularly regarding the digital archive filing process. This observation helped researchers directly understand how archival procedures are translated into digital workflows and identify practical obstacles that might not be revealed through interviews.

3. Document Study

Relevant documents were analyzed, including the 2024 External Archival Audit Report (LAKE) of the Ministry of Industry and SRIKANDI application dashboard data. This document study provided quantitative data on archive filing achievements (21.09%) and information on internal policies and regulations related to digital archives. Other documents such as Presidential Regulation Number 95 of 2018, Decree of the Minister of PANRB Number 679 of 2020, and ANRI Regulation Number 4 of 2021 were also analyzed to understand the policy framework underlying the SRIKANDI implementation.

Table 1: Informant Demographics and Characteristics

Informant Code	Role/Position	Generational Background	Years of Experience	Primary Focus
K1	Senior Archivist (Expert)	Senior (50+)	20+ years	Archival substance and classification standards
K2	Senior Archivist (Expert)	Senior (48)	18+ years	Mentoring and knowledge transfer
K3	Middle-Level Archivist	Middle (42)	12+ years	SRIKANDI implementation and process standardization
K4	Junior Archivist (Skilled)	Junior (28)	3+ years	Technical application and system navigation
K5	Junior Archivist (Skilled)	Junior (26)	2+ years	Digital workflow adaptation and self-efficacy
K6	Structural Official (Archive Unit Head)	Middle (45)	15+ years	Leadership support and institutional policy
K7	Senior Archivist (Expert)	Senior (52)	22+ years	Knowledge management and learning community building
K8	Training Coordinator	Middle (40)	10+ years	Competency development and training design
K9	Junior Archivist (Skilled)	Junior (24)	1+ year	Initial system adoption challenges
K10	Senior Archivist (Middle Expert)	Senior (55)	25+ years	Tacit knowledge preservation and mentoring

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña (2020), which includes three main activity streams: data condensation, data display, and conclusion drawing or verification. To ensure methodological transparency and rigor, the data extraction process was carried out systematically through

a multi-stage thematic coding process. Initially, verbatim interview transcripts from the 10 informants were read repeatedly to gain a holistic understanding. The researcher then performed open coding, breaking down informant statements into initial nodes such as "application technical barriers," "classification confusion," "senior role as

a reference," and "need for direct assistance."

To mitigate researcher bias during this coding phase, a process of member checking was rigorously applied. After the initial themes were formulated, the researcher returned to key informants (specifically K1, K3, and K6) to present the preliminary interpretations of their statements. This step ensured that the extracted themes accurately reflected the informants' actual experiences and intentions, rather than the researcher's subjective assumptions. For instance, the theme regarding "clash of egos" was refined after an informant clarified that the issue was not personal animosity, but rather a difference in professional verification habits. Once validated through member checking, this coded data was then cross-tabulated with field observation results and findings from documentation studies (such as the 21.09% achievement figure) to establish structural corroboration and validate the consistency of the findings across different data sources.

After the main themes were consolidated and verified, the analysis continued with:

1. Advanced Thematic Analysis

Linking these empirical themes with the conceptual framework of Social Learning Theory (attention, retention, reproduction, motivation) and the concept of tacit knowledge transfer. For example, the node "senior role as a reference" was analyzed as a manifestation of the 'attention' stage in social learning.

2. SWOT Diagnostic Integration

The validated themes were then integrated into a SWOT (Strengths,

Weaknesses, Opportunities, Threats) diagnostic instrument to map the organization's internal capacity and external dynamics. The results of this mapping became the basis for formulating a TOWS matrix to generate concrete alternative policy strategies. The validity of this entire process was strictly maintained through source triangulation (comparing perspectives across functional levels) and technique triangulation (combining interviews, observations, and documents). This SWOT analysis became the basis for formulating relevant and sustainable strategies (Bryson & George, 2024).

RESULTS

1. Identification of Competency Gaps in SRIKANDI Implementation

The implementation of SRIKANDI at the Ministry of Industry has revealed a significant gap between the availability of digital infrastructure and the actual work practices of archivists. Despite the system being operational since September 2023, the digital archive filing rate remained low at 21.09% in 2024. This low achievement is not primarily due to technical failures of the application, but rather the difficulties faced by archivists in adapting their work behaviors to the new digital environment. The transition from conventional to digital archiving requires not only technical skills to operate the software but also a deep understanding of complex archival procedures, such as determining appropriate classification codes, assigning accurate metadata, and

managing document relationships within the system.

The diverse demographic profile of the 197 archivists at the Ministry of Industry further complicates this transition. The dominance of Skilled Archivists and First Expert Archivists highlights a critical need for continuous learning and experience building. Generational differences play a significant role; senior archivists often possess extensive tacit knowledge and professional judgment regarding archival substance but may struggle with technological fluency. Conversely, junior archivists are generally more adept at using digital tools but lack the experiential depth required for complex archival decision-making. This situation underscores the necessity for a structured mechanism to facilitate cross-generational knowledge transfer and bridge the competency gap.

2. The Dynamics of Mentoring as a Social Learning Mechanism

This study identifies that mentoring functions as an effective social learning mechanism in developing archivist competencies, aligning with Albert Bandura's (1977) Social Learning Theory. This dynamic manifests through four main processes:

- **Attention:** The attention of junior archivists is heavily influenced by the presence of credible senior role models. Direct observation of how seniors make technical decisions, apply classifications, and manage digital archives is key. Informant K6 stated:

"The mentor is seen as a role model for digital accuracy who tangibly demonstrates the expected work standards." (Informant K6, 2025)

This indicates that effective learning occurs when the mentee can observe best practices demonstrated by a competent model. Attention is also reinforced by institutional support that creates specific space and time for this learning process, rather than just informal initiatives. Informants K1 and K2 confirmed that direct observation of seniors handling cases and solving technical problems in SRIKANDI greatly aids the attention process (Primary Data, 2025). Informant K3 described the initial stage of mentoring with the phrase, "I do you watch me," indicating that the mentee is initially positioned as an observer to focus attention without being burdened by immediate performance demands (Primary Data, 2025).

- **Retention:** The ability of archivists to retain acquired knowledge and skills is strongly supported by continuous reinforcement. Retention relies not only on memorization but on internalization through repeated practice, operational documentation, and knowledge-sharing forums. Informant K8 emphasized:

"The ideal mechanism is to convert knowledge into measurable real work results; we use simulations and case studies, for example, when participants finish attending filing training, they are immediately asked to compile a file list for a specific work unit based on our practical experience." (Informant K8, 2025)

This underscores the importance of converting tacit knowledge into explicit knowledge through documentation and practical application. The formation of internal

learning communities and regular knowledge-sharing sessions also play a crucial role in keeping knowledge alive and relevant (Informant K7, 2025). Informant K1 explained that without routine assistance or easily accessible practice documentation, archivists can struggle to remember important details of SRIKANDI procedures, thus prompting the formation of internal learning communities and the development of knowledge management systems (Primary Data, 2025).

- **Reproduction:** The reproduction stage involves the archivist's ability to apply learned skills to real work independently and consistently. Research shows that reproduction heavily depends on support that allows archivists to try, correct, and adjust behaviors through real practice. Informant K5 linked the reproduction stage with self-efficacy, stating:

"An employee with good self-efficacy does not give up easily when facing system changes. They will try to understand the new flow, ask about unclear things, and then try to apply it in their work." (Informant K5, 2025)

The courage to make technical decisions independently, even in the face of technical uncertainty, becomes an indicator of successful reproduction. Mentoring focused on solving concrete problems and building self-confidence proves effective in this stage (Informant K6, 2025). Informant K3 described the mentoring stages through the sequence "I do you watch me," then "I do you help me," then "you do I help you," and finally "you do I watch you," showing that practical ability grows through the transition from observation to

independent execution with corrective supervision (Primary Data, 2025).

- **Motivation:** The motivation of archivists to continuously learn and adapt digital work behaviors is strongly influenced by the reinforcement received. Recognition from leadership, integration of mentoring activities into Employee Performance Targets (SKP), and appreciation for mastering new competencies are significant driving factors. Informant K3 conveyed:

"The mentoring process will be seen in the work team leaders having what? A monitoring sheet. Oh, it's already attached to the SKP." (Informant K3, 2025)

This shows that institutional legitimacy and formal recognition of the mentoring process are crucial for maintaining the sustainability of digital work behaviors. Motivation is also strengthened when archivists feel the direct benefits of the system (perceived usefulness) and find it easy to operate (perceived ease of use), in accordance with the Technology Acceptance Model (Davis, 1989).

3. Cross-Generational Knowledge Transfer

Despite the theoretical alignment with social learning, the reality of implementing mentoring at the Ministry of Industry is not without significant friction. The transition process often encounters resistance and operational hurdles that complicate the ideal learning scenario. One of the most prominent challenges is the clash of egos and communication styles between generations. Senior archivists, who have spent decades mastering physical document management, sometimes feel

their authority is undermined when they have to learn digital navigation from junior staff. Conversely, junior archivists often feel frustrated by the seniors' reluctance to abandon manual verification habits. Informant K4, a junior archivist, expressed this frustration:

"Sometimes it is difficult when we try to show a faster way to click through the SRIKANDI menus, but the seniors insist on printing the draft first to check the classification codes manually. They feel we are rushing and ignoring the substance, while we feel they are slowing down the digital process." (Informant K4, 2025)

Furthermore, the high operational workload creates a severe time constraint that frequently disrupts scheduled mentoring sessions. Archivists are often caught between the demand to clear daily document backlogs and the need to allocate time for learning. Informant K10, a senior archivist, highlighted this structural barrier:

"We want to sit down and properly guide the younger ones on how to determine the correct retention

schedules, but when there are hundreds of incoming letters waiting to be processed in the system every day, mentoring becomes a luxury we cannot afford. We end up just telling them what to click without explaining the 'why' behind it." (Informant K10, 2025)

These empirical frictions demonstrate that mentoring cannot rely solely on organic, informal interactions. Without formal structural support that allocates dedicated time and manages interpersonal dynamics, the mentoring process risks becoming an additional burden rather than a solution.

4. Formulation of Competency Development Strategy through Mentoring (SWOT Analysis)

As illustrated in Figure 1, the thematic coding tree demonstrates the analytical journey from raw interview transcripts to the final thematic framework that underpins this study. The coding process transformed informant statements into six initial nodes, which were subsequently consolidated into the four core themes of Social Learning Theory and the overarching Cross-Generational Mentoring Model.

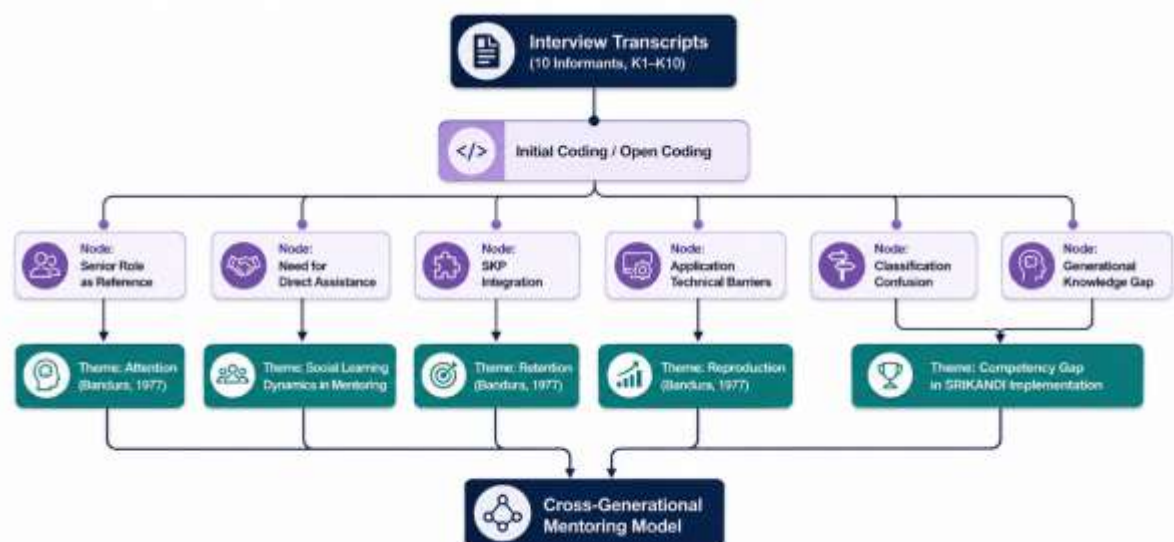


Figure 1. Thematic Coding Tree: From Interview Transcripts to Cross-Generational Mentoring Model

A SWOT analysis identifies the strategic position of the Ministry of Industry in developing archivist competencies through mentoring. The results of this analysis serve as the basis for formulating relevant and sustainable strategies:

1. Strengths

The Ministry of Industry has a large number of archivists (197 people) with complete functional levels, fairly good academic capital, rich practical experience from seniors, and a real work arena through SRIKANDI. Initial support from leadership and internal policies are also significant strengths (Primary Data, 2025). The presence of Main Expert, Middle Expert, and Young Expert Archivists, although fewer in number, is a source of practical knowledge enrichment for younger levels, provided there is a directed knowledge transfer mechanism (Primary Data, 2025).

2. Weaknesses

The main weaknesses lie in the low achievement of digital filing

(21.09%), uneven technical competencies among archivists, limited participation in technical training and certification, unstandardized mentoring mechanisms, weak learning documentation, and high operational workload pressure. This condition is exacerbated by differences in experience and technological mastery among employees, creating a wide variation in abilities (Primary Data, 2025).

3. Opportunities

Major external opportunities include national regulatory legitimacy for non-classical competency development pathways (LAN Regulation No. 10 of 2018), the push for the Electronic-Based Government System (SPBE) mandated by Presidential Regulation Number 95 of 2018, internal policies for SRIKANDI implementation, opportunities for cross-generational learning, and the organization's real need for orderly

- digital archives to support the quality of decision-making (Primary Data, 2025).
4. Threats
Serious threats arise from the risk of losing practical knowledge due to the retirement of senior archivists, increasing demands for public accountability, the complexity of industrial digital documents, limited formal pathways, the threat of weakening organizational memory, and the acceleration of technological change. Without the institutionalization of mentoring, the organization risks being trapped in unproductive reciprocal judgments between generations and losing administrative traces (Primary Data, 2025).

Table 2: TOWS Matrix for Cross-Generational Mentoring Strategy

Strategic Dimension	Strengths (S)	Weaknesses (W)
Opportunities (O)	SO Strategies: Leverage the large pool of experienced senior archivists to implement structured mentoring programs aligned with national regulatory support (LAN Regulation No. 10 of 2018). Utilize SPBE mandate to formalize mentoring as a recognized competency development pathway.	WO Strategies: Address low digital filing rates (21.09%) by using regulatory legitimacy to mandate mentoring integration into performance targets (SKP). Standardize mentoring mechanisms through national policy guidance to overcome weak learning documentation.
Threats (T)	ST Strategies: Institutionalize mentoring to preserve tacit knowledge before senior archivists retire. Use strong leadership support to create sustainable knowledge transfer systems that protect organizational memory.	WT Strategies: Establish urgent mentoring protocols to prevent knowledge loss during technological acceleration. Create formalized learning documentation systems to mitigate threats of weakening organizational memory and ensure continuity despite generational transitions.

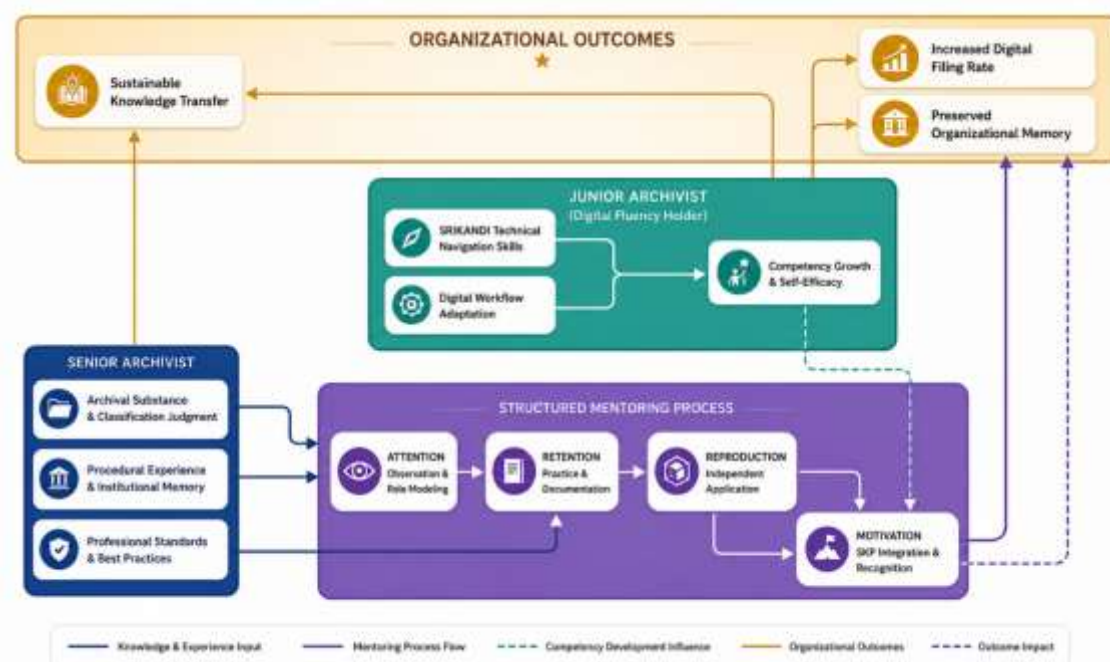


Figure 2. Conceptual Model of Cross-Generational Mentoring: Knowledge Transfer Dynamics Between Senior and Junior Archivists

Based on the SWOT analysis, the core strategy formulated is the Cross-Generational Mentoring Model Recommendation. This policy model is designed as a prototype that is not only applicable to the Ministry of Industry but can also be replicated by other government agencies facing similar challenges in adopting information systems. This model moves from the foundation stage (first year), implementation expansion (second year), to optimization and sustainability (third year). This strategy aims to leverage internal strengths, overcome weaknesses, respond to opportunities, and mitigate threats, so that mentoring can become a structured, measurable, and sustainable work-based competency development system (Bryson & George, 2024). The design of this policy model departs from the main finding that archivist competency development requires a learning

pathway closer to real work, which cannot be entirely obtained from formal training (Primary Data, 2025).

Discussion

The findings of this study provide an important contribution to the discourse on technology adoption in the public sector. In contrast to Wijaya's (2021) findings, which state that classical formal training is the main key to improving the digital competence of civil servants, this study proves that at a complex operational level like the SRIKANDI application, a social learning approach through direct mentoring is far more effective. Formal training often fails to transfer tacit knowledge (such as judgment in determining document relationships or classification sensitivity) which is highly needed in real work situations. This aligns with the argument of Chen and Nonaka (2022) that tacit knowledge can only be

internalized through intensive social interaction and direct observation.

Furthermore, this study expands the application of Bandura's (1977) Social Learning Theory into the realm of bureaucratic digital transformation. The processes of attention, retention, reproduction, and motivation are proven to be not only relevant for learning motor skills but also crucial in shaping new digital work behaviors. The finding regarding the importance of self-efficacy in the reproduction stage reinforces the Technology Acceptance Model (Davis, 1989), showing that an individual's belief in their ability to operate a system is just as important as the perceived ease of use of the system itself. Thus, the cross-generational mentoring model proposed in this study offers a more comprehensive policy alternative compared to traditional top-down approaches in organizational change management.

When comparing these findings with e-government practices in other developing countries, a consistent pattern emerges regarding the limitations of classical training. A study by Mensah and Al-Mudimigh (2023) on digital transformation in several African nations revealed that classroom-based IT training often resulted in a "knowledge evaporation" effect, where employees quickly forgot technical procedures once they returned to their daily routines. In contrast, the mentoring approach observed in this study mitigates this evaporation by embedding the learning process directly within the operational workflow. This aligns with the concept of "situated learning" proposed by Lave and Wenger (1991), which argues that

learning is inherently social and most effective when it occurs within the specific environment where the knowledge will be applied. The SRIKANDI application, with its complex interface and strict procedural requirements, serves as the perfect environment for such situated learning.

Moreover, the superiority of mentoring over classical training in the public sector is theoretically supported by the need for continuous adaptation. Classical training is typically episodic and static, designed to teach a specific version of a software at a specific point in time. However, as noted by Janssen and Estevez (2022) in their analysis of agile government, digital platforms in the public sector are constantly evolving through updates and policy changes. Mentoring provides a dynamic learning mechanism that can adapt to these continuous changes. When a new feature is introduced in SRIKANDI, a mentor can immediately demonstrate its application and guide the mentee through the adjustment process, whereas waiting for a new formal training module would cause significant operational delays. This agility is a critical advantage of the mentoring model.

Finally, the cross-generational aspect of the proposed mentoring model addresses a unique demographic challenge prevalent in many developing bureaucracies. As highlighted by Kim and Park (2024) in their study of Asian public administrations, the aging workforce often holds the institutional memory, while the younger generation holds the digital fluency. Classical training fails to leverage this dynamic, often treating all participants as passive recipients of knowledge. The mentoring

model, however, transforms this demographic challenge into a strategic asset. By facilitating a two-way exchange where seniors impart archival judgment and juniors assist with digital navigation, the organization not only accelerates system adoption but also preserves its vital administrative history. This reciprocal learning is what makes the mentoring approach fundamentally superior to isolated training sessions.

Despite these significant findings, this study acknowledges certain limitations that should be considered when interpreting the results. The research locus is confined to a single central government agency, the Ministry of Industry, which possesses a relatively mature organizational structure and a substantial number of

archivists across various functional levels. Consequently, the proposed cross-generational mentoring model may require significant adjustments if applied to local governments at the district or city level, where archival human resources are often scarce, and digital infrastructure may be less reliable. Furthermore, the qualitative nature of this study, while providing deep insights into the mentoring dynamics, limits the statistical generalizability of the findings. Future research should consider employing mixed-methods approaches across multiple government agencies to quantitatively measure the impact of structured mentoring on digital filing rates and to test the scalability of the proposed model in diverse bureaucratic environments.

Table 3: Proposed Implementation Roadmap for Cross-Generational Mentoring Model

Phase	Timeline	Key Activities	Expected Outcomes
Foundation Strengthening	Year 1	Establish governance structure; identify mentor pool; develop guidelines; integrate into SKP; conduct baseline assessment	Formalized framework; trained mentors; standardized procedures
Implementation Expansion	Year 2	Scale to all junior archivists; establish learning communities; develop knowledge repository; conduct quarterly reviews	Expanded coverage; active communities; accessible knowledge base
Optimization and Sustainability	Year 3	Institutionalize pathway; transition to reverse mentoring; develop succession planning; prepare for replication	Sustainable system; intergenerational exchange; replicable model

CONCLUSION

This study has comprehensively outlined the implementation of the Integrated Dynamic Archival Information System (SRIKANDI) at the Ministry of Industry, focusing on the challenges of developing archivist competencies through a mentoring approach. Key findings indicate that although digital infrastructure is available and mandated by national regulations such as Presidential Regulation Number 95 of 2018, the achievement of digital archive filing is still far from optimal, reaching only 21.09% in 2024. This figure firmly demonstrates a fundamental gap between system availability and field work practices. The main obstacle identified lies not merely in technological aspects, but in the readiness of human resources to adapt digital work behaviors and master increasingly complex archival procedures that demand high accuracy.

The demographic analysis of archivists at the Ministry of Industry reveals the dominance of Skilled and First Expert levels, as well as significant generational differences in technological mastery and procedural archival understanding. These differences, if not managed strategically, have the potential to cause internal friction and hinder essential knowledge transfer. This study strongly affirms Kotter's (2012) view regarding the urgency of forming new behaviors as a prerequisite for successful organizational change. Furthermore, the relevance of the Technology Acceptance Model (Davis, 1989) is proven in explaining the factors influencing the acceptance and utilization of new systems by users, where perceived usefulness and ease of

use become the main determinants in the adoption of SRIKANDI by archivists.

Mentoring as a social learning mechanism has proven effective in developing archivist competencies, manifested through the processes of attention, retention, and reproduction. The attention of junior archivists is heavily influenced by the presence of credible senior role models, demonstrations of real work practices, and institutional support that creates a legitimate learning space. Knowledge and skill retention is strongly supported by repeated practice, operational documentation, knowledge-sharing forums, and continuous feedback, which transforms tacit knowledge into explicit knowledge through practical application. Reproduction, namely the ability of archivists to apply learned skills to real work independently and consistently, heavily depends on support that allows archivists to try, correct, and adjust behaviors through real practice, which ultimately strengthens the archivist's self-efficacy. Motivation to continuously learn and adapt is also strongly influenced by leadership recognition and the integration of mentoring into the performance management system.

Further SWOT analysis confirms that the institutionalization of mentoring is not just a possibility, but an urgent necessity. The organization's internal strengths, such as an adequate number of archivists, complete functional levels, academic capital, senior practical experience, and initial leadership support, provide a strong foundation. However, weaknesses such as low digital filing achievements,

uneven technical competencies, and unstandardized mentoring mechanisms require serious attention. External opportunities, such as national regulatory legitimacy and the push for the Electronic-Based Government System (SPBE), further strengthen this urgency. Meanwhile, threats such as the risk of losing senior knowledge and the acceleration of technological change demand quick action to standardize knowledge transfer mechanisms (Bryson & George, 2024).

Thus, this study concludes that developing archivist competencies through structured mentoring is a realistic and urgent strategy to bridge the gap between formal training and field work needs. The institutionalization of mentoring as a structured, measurable, and sustainable system is crucial to leverage the organization's internal strengths, improve weaknesses, respond to

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