
Implementation Strategy of IT Employee Onboarding at the Center for Education Data and Information Technology, Education Office of DKI Jakarta Province

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ABSTRACT

This study aims to analyze the onboarding process of new IT employees at the Center for Education Data and Information Technology (UPT Pusdatin Pendidikan), under the Education Office of DKI Jakarta Province. The study further examines the factors influencing the success of IT employee onboarding and identifies strategies for implementing effective onboarding practices. A qualitative research approach was employed, with data collected through interviews and document analysis. Data analysis involved data collection, reduction, presentation, and conclusion drawing. The findings reveal that the onboarding process for IT employees at UPT Pusdatin is still passive and poorly structured. This is evident from the lack of formal training, absence of written guidelines, and a reliance on individual initiative for adaptation. Four main factors influencing onboarding success were identified: self-efficacy, role clarity, social integration, and knowledge of organizational culture. These aspects face ongoing challenges due to limited organizational support, suboptimal communication, and the lack of a formal socialization system. To enhance onboarding effectiveness, a shift toward a more proactive, systematic, and sustainable approach is recommended. The proposed strategies include the development of structured onboarding programs, implementation of mentoring or buddy systems, regular evaluations with two-way feedback, and activities fostering social and cultural integration within the organization. Successful implementation of these strategies requires strong commitment from UPT leadership to consistently welcome, support, and guide new employees to enable quick adaptation and meaningful contribution in the workplace.

Keywords: Strategy; Employee Onboarding Implementation; Information Technology; Education Data and Information Center; Education Office

1. INTRODUCTION

Information Technology (IT) has become a vital part of modern society, including in the provision of public and government services. The rapid development of this technology has reached almost all levels of society, from children to the elderly, and impacts various sectors of life. In the context of public administration, IT has driven work efficiency, strengthened data management, accelerated communication, and facilitated service innovation. Amidst the changing digital era, rapid access to information is a key advantage that supports improving the quality of education, learning, and data-driven decision-making.

In the government sector, particularly in Indonesia, the application of Information Technology is formalized through the Electronic-Based Government System (SPBE), as stipulated in Presidential Regulation Number 132 of 2022. SPBE aims to improve the efficiency and effectiveness of public services through the utilization of information and communication technology. One local government that has demonstrated a strong commitment to implementing SPBE is the DKI Jakarta Provincial Government. Based on the 2022 evaluation results, the DKI Jakarta Province SPBE index increased from 3.47 (good category) to 3.67 (very good category), indicating significant progress in the implementation of digital governance.

Within the education sector, the Jakarta Provincial Education Office plays a central role in digital transformation, particularly through the Technical Implementation Unit (UPT) of the Center for Educational Data and Information Technology (Pusdatin Pendidikan). This UPT assists the Education Office in managing data and developing information technology-based learning services. The UPT's organizational structure includes two Implementation Units, namely the Data Implementation Unit and the Information Technology Implementation Unit, each of which plays a strategic role in managing data systems and digital infrastructure. The Data Implementation Unit is responsible for collecting, processing, storing, and presenting education data. One of the main data managed is the Basic Education Data (Dapodik), which is a national data collection system used to formulate education policies, including social assistance programs such as the Jakarta Smart Card Plus (KJP Plus). This data processing is carried out digitally through the use of various application systems such as a Database Server for data storage, an Airflow Application for data retrieval from central sources (e.g., the Ministry of Education), and a Superset Application for presenting data in the form of interactive dashboards. Therefore, employees in this unit are required to have technical competencies in SQL, application development, and information systems management.

Meanwhile, the Information Technology Implementation Unit is responsible for developing and managing educational information systems and digital transformation in administrative and learning processes. They also handle the new student admissions system, making the reliability and integrity of IT systems crucial. These two implementing units perform crucial functions in supporting the Education Office's mission to provide effective, efficient, and adaptive education services to technological developments. However, behind these advances lies a major challenge that needs to be addressed immediately: the shortage of competent Human Resources (HR) in the field of Information Technology. Rapid technological developments demand HR who not only understand current technology but also are able to continuously adapt to changes and updates. The shortage of skilled IT HR can hamper the pace of innovation and the effectiveness of public services, particularly in the education sector, which relies heavily on accurate and up-to-date digital data and systems. Therefore, increasing HR capacity in the IT field is an urgent need, both in the form of technical training and ongoing digital competency development. This is crucial to ensure that the digital transformation undertaken by the Jakarta Provincial Education Office is not merely administrative but also has a real impact in improving the quality of education services and supporting data-driven policymaking.

The Information Technology Implementation Unit in carrying out its function as a planner, manager and developer of information systems and digital transformation of education requires various Information Technology skills. Primarily the ability to build information system applications. Skills such as programming languages, network knowledge and *database knowledge*. The programming languages used include *php*, *javascript*, *go language*. The existing information system continues to be developed over time. IT employees at the UPT Pusdatin Pendidikan of the DKI Jakarta Provincial Education Office

consist of Civil Servants (PNS) and Experts (TA). As stated in the Government Regulation of the Republic of Indonesia Number 15 of 2019 concerning the Eighteenth Amendment to the Government Regulation of the Republic of Indonesia Number 7 of 1977 concerning the Regulation of Civil Servant Salaries, IT employees at the UPT Pusdatin Pendidikan receive salaries according to their rank and class. In addition, civil servants receive additional income allowances (TPP) as stated in the Regulation of the Governor of DKI Jakarta Number 69 of 2022 concerning the Second Amendment to the Regulation of the Governor Number 19 of 2020 concerning Additional Employee Income according to their position class. IT employees with Expert status are given income using the 2023 minimum standard guidelines issued by the Indonesian National Association of Consultants. Both Civil Servants and Experts as IT employees at the Education Data Center UPT are required to complete daily activity reports. As stipulated in DKI Jakarta Governor Regulation Number 69 of 2022 concerning the Second Amendment to Governor Regulation Number 19 of 2020 concerning Additional Employee Income, Civil Servants fill in work activities in the Employee Income Supplement (e-tpp) information system, which is sent monthly. Meanwhile, Experts fill in work activity reports, which are reported monthly as proof of work performed.

IT employees at the Education Data Center (UPT Pusdatin Pendidikan) will be reviewed by their immediate superiors every month after completing their work activities. This also applies to those who have just joined the organization. When completing their work activities, IT employees complete work activities that are in accordance with their job formation. Activities completed and approved by their superiors are activities that indicate that employees have carried out their duties according to their job formation with targets starting from the first month of work. However, IT employees at the Education Data Center (UPT Pusdatin Pendidikan), especially those who have just joined, often have difficulty completing their work activities because they need a longer adjustment period. In fact, IT employees are required to complete work activities that are in accordance with their formation to be approved by their superiors. IT employees at the Education Data Center (UPT Pusdatin Pendidikan), especially new employees, face difficulties in adjusting to their work. In the Data Implementation Unit, work implementation requires mastery of *tools* or work support tools in managing data. Managed data such as Dapodik has a very large amount of data. Dapodik includes several data, including data on educational units or schools, student data, educator data, and data on educational personnel or school administration staff, including the Principal.

In addition to data management, IT staff at the Information Technology Implementation Unit also performs the function of managing information system applications. The information systems developed by the Education Data Center (UPT Pusdatin Pendidikan) are used to support their work. Based on ICT monitoring and evaluation data conducted by the Jakarta Communication, Informatics, and Statistics Agency, the Jakarta Provincial Education Agency has 17 information systems used to support their work. Information systems at the Education Data Center (UPT Pusdatin Pendidikan) are developed using programming and *database tools*. This development is carried out continuously over time to meet future needs. New IT staff at the Information Technology Implementation Unit undergo a lengthy adjustment due to the ongoing development of information systems and Data Processing, which requires technical skills related to data processing *tools*.

Newly hired IT employees require a period of adjustment due to the large amount of data managed, the various data sources, and the various supporting *tools* used. Not all IT employees at the Education Data Center (UPT Pusdatin Pendidikan) have an IT background. This is evident in the 2023 data on IT employees at the UPT Pusdatin Pendidikan, which shows that the Data Implementation Unit has a small percentage of employees with an IT background. Regardless of their IT background, IT employees at the UPT Pusdatin

Pendidikan can slowly adjust to their work, but the time is beyond the target adjustment period. As shown in the recapitulation data of the number of IT employees by background and adjustment period at the UPT Pusdatin Pendidikan, it is clear that both the Data Implementation Unit and the Information Technology Implementation Unit have a percentage of employees who do not reach the target adjustment period. The unmet target adjustment period by IT employees at the UPT Pusdatin Pendidikan is suspected to be because new IT employees, both those without an IT background and those with an IT background, have difficulty adjusting to their work. Difficulty adjusting to work for new IT employees at the UPT Pusdatin Pendidikan is suspected to be a problem in implementing the adjustment or *onboarding* of new IT employees at the UPT Pusdatin Pendidikan, DKI Jakarta Provincial Education Office.

Based on the Recapitulation of the Number of IT Employees with Backgrounds and Adjustment Period data at the Education Data Center (UPT Pusdatin Pendidikan) sourced from Data processed by UPT Pusdatin Pendidikan (2023), several problems were identified in the implementation of onboarding of information technology (IT) employees at the Education Data Center (UPT Pusdatin Pendidikan) of the DKI Jakarta Provincial Education Office. First, there is a mismatch between educational background and IT field of work, where some employees (such as X1, X3, X4, X5, X7, and X10) come from non-IT disciplines such as Education, Economics, Psychology, and Management. This can hinder the adaptation process due to the lack of relevant basic competencies.

Second, the length of the adjustment (onboarding) experienced by many employees exceeded the set target (1 month). As many as 8 out of 13 employees (X1, X2, X4, X5, X6, X9, X11, X12, and X13) did not reach the adjustment time target, with the time ranging from 3 to 5 months. This condition indicates an ineffectiveness in the *onboarding process* of new IT employees at the UPT Pusdatin Pendidikan of the DKI Jakarta Provincial Education Office, both in terms of training, mentoring, and technical support. In addition, employee status (PNS or Expert Staff/TA) did not significantly affect target achievement, because both PNS and TA experienced similar obstacles.

Based on the background that has been written, the researcher intends to conduct a study on the strategy for implementing *the onboarding* of new information technology employees at the Education Office of DKI Jakarta Provincial Education Data and Information Technology Center. This study aims to analyze the implementation of the *onboarding* of new IT employees at the Education Office of DKI Jakarta Provincial Education Data Center, analyze the factors that influence the success of the *onboarding* of new IT employees at the Education Office of DKI Jakarta Provincial Education Data Center, and analyze the strategy for implementing a good *onboarding for new IT employees at the Education Office of DKI Jakarta Provincial Education Data Center*.

2. LITERATURE REVIEW

a. Public Administration

The concept of public administration has evolved since ancient times, emerging alongside the formation of organized societies. Historical evidence suggests that ancient civilizations in South Asia—including Indonesia, China, and Egypt—implemented structured government management systems. This system is known in the modern era as public administration or state administration (Toha, 2008:88). In the development of public administration theory, Chandler and Plano, through the work of Keban (2008:4), define public administration as a complex process involving the systematic organization of government resources and personnel to formulate, implement, and manage various decisions within a public policy framework. This concept emphasizes the role of state administration as a technical instrument of government that functions to drive bureaucratic mechanisms

through structural and procedural approaches. Furthermore, Keban develops this understanding by highlighting the political dimension of public administration, where the government is positioned as the primary actor with full authority to regulate the lives of the people. From this perspective, the government plays not only a policy implementer but also an active initiative in determining the direction of development based on bureaucratic considerations, with the assumption that the public tends to be passive and lacks the capacity to participate in the public decision-making process.

This view reflects the classical tradition of public administration rooted in the Weberian bureaucratic model, characterized by strict hierarchies and specialization, as well as Wilson's political-administrative dichotomy, which strictly separates policy from implementation. This theory also adopts a top-down approach to governance, where policies are formulated by government elites and then implemented vertically by the bureaucratic apparatus. Although in recent developments, this approach has been criticized by various contemporary schools of public administration that emphasize collaboration, community participation, and a bottom-up approach, this classical perspective remains relevant for understanding the reality of government bureaucracy, particularly in the context of developing countries with strong and centralized bureaucratic structures. The unequal power relations between the state and society in this theory also serve as the basis for analyzing various public administration phenomena, including in the context of public services and policy implementation at the local and national levels.

Administration, as a discipline, has undergone significant conceptual development over time. According to Siagian (2009), administration is essentially a dynamic process involving the collective implementation of decisions through the cooperation of two or more people to achieve predetermined goals. This concept emphasizes three fundamental aspects: its process-driven nature, collaborative elements, and orientation toward planned results. This definition was later expanded by Lianggie in Pasalong (2011), who views administration as a series of structured activities carried out by a group of people within an organized cooperative system. This development demonstrates a paradigm shift from administration as a technical activity to a more systematic and integrated understanding.

Pasalong (2011) provides a more in-depth analysis by identifying two main dimensions of administration. First, the characteristic dimension encompasses basic principles such as efficiency (optimization of resources), effectiveness (achieving goals), and rationality (logical basis for decision-making). Second, the element dimension encompasses essential components, namely the existence of clear goals as a guide, structured cooperation between individuals, and the availability of supporting facilities and infrastructure. These two dimensions are interrelated and form a holistic administrative framework.

The development of the concept of administration from a simple definition to a complex system reflects the need to adapt to the dynamics of modern organizations. Administration is no longer simply defined as a routine activity, but has evolved into a scientific approach that emphasizes systematic planning, organizing, and evaluation. Thus, contemporary understanding of administration emphasizes its role as a vital instrument in achieving organizational goals, both in public and private contexts, through efficient, effective, and rational mechanisms.

b. Human Resource Management

Management in modern organizations has evolved into a complex and multidimensional management system. Simamora (in Sinambela, 2016) explains that the essence of management is not simply the process of utilizing resources, but rather an integrated framework that includes strategic planning, organizing resources, implementing policies, quality control systems, and continuous performance evaluation. This managerial

process occurs in a dynamic cycle involving the interaction of various organizational elements, including human resources, physical assets, financial capital, and information systems. In the context of public organizations, the role of management becomes increasingly crucial as a link between macro policies and operational implementation in the field. The development of the concept of Human Resource Management (HRM) shows a significant evolution from a traditional administrative approach to a holistic strategic approach. Initially, HRM focused on administrative aspects such as personnel records and payroll, then developed into a more complex system that includes HR needs planning and performance evaluation. In its most recent development, HRM has transformed into a strategic function that emphasizes alignment with organizational goals, core competency development, talent management, and measuring HR impact through sophisticated analysis.

Mangkunegara (in Sinambela, 2007) provides a comprehensive perspective on HRM as a management cycle that includes human resource acquisition through strategic needs analysis and competency-based recruitment, human resource development through competency mapping and tiered development programs, and human resource retention through strategic compensation systems and organizational climate development. This approach emphasizes the importance of integration between various HRM functions to create organizational synergy. Sihotang (2007) offers a philosophical perspective that positions human resources as intellectual capital, drivers of innovation, and creators of organizational value. This humanistic view underscores the importance of a human-centered design approach in HRM, including cognitive ergonomics-based job design, contribution-based reward systems, and the development of an inclusive organizational culture.

c. Onboarding

According to Bauer and Erdogan (2011), *onboarding* is a process through which new employees transition from being outsiders to becoming members of the organization. *Onboarding* refers to the process of helping new employees learn the knowledge, skills, and behaviors they need to succeed in their new organization. Furthermore, Caldwell and Peters (2018) define *onboarding* as the process of introducing new employees to their jobs. Watkins, in Caldwell and Peters (2018), also defines the *onboarding process* as the process of introducing new employees to the organization's goals, values, rules, and policies and socializing them to the organization's culture. Wanous and Reichers, in Caldwell and Peters (2018), explain that the new employee orientation process occurs when employees are under high levels of stress. Typically, new employee *onboarding* often provides new employees with a very large volume of information, which is impractical and impossible for new employees to learn in a short time (Brand and Vonnegut, in Caldwell and Peters, 2018). Meanwhile, Srimannarayana in Caldwell and Peters (2018) explains that some organizations provide too many tasks and complex information that is difficult for new employees to fully understand, while others provide too little information that does not adequately prepare new employees. Finding the right balance is a critical factor in a successful *onboarding process*.

Onboarding process has an equally important impact on both employees and the organization. A successful organizational *onboarding process* can produce effective employees with positive work attitudes, who will stay with the organization for a longer period. Conversely, ineffective *onboarding* can result in premature employee departure from their new job or ineffectiveness on the job, often restarting the recruitment and selection cycle for the organization, resulting in lost time and resources (Bauer and Erdogan, 2011). According to Bauer (2015), the *onboarding process* is crucial. Organizations that are able to quickly utilize the knowledge, skills, and abilities of new employees will be more effective than those that do not. Understanding what new employee *onboarding is*, how to do it well, and how to facilitate new employee integration is a key to success. Organizations in the top

20% for *onboarding* have a first-year retention rate of 91% and 62% of new employees achieve their first-year goals, compared to the bottom 30% of organizations that report only a 30% retention rate and 17% goal achievement for the same period. Meanwhile, according to Van Maanen and Shein in Britto et al. (2020), an *onboarding tactics model* is described which is categorized into six dimensions, the six dimensions include:

1) Collective vs Individual

onboarding occurs when a group of new employees undergo *onboarding activities* and gain experience together (e.g., joint training). Individual *onboarding* occurs when new employees go through the process separately from other new employees (e.g., an internship).

2) Formal vs Informal

onboarding relates to tactics in which new employees are separated from other employees. In contrast, informal *onboarding* relates to tactics that have little or no separation between the new hire and other employees.

3) Sequential vs Random

onboarding refers to the extent to which the individual steps in *the onboarding phase* are explained specifically to new employees. In contrast, random *onboarding tactics* do not specify any sequence of steps.

4) Fixed vs Variable

onboarding occurs when there is a time schedule associated with each step in the *onboarding process*. In contrast, in variable *onboarding*, there is no time schedule associated with the *onboarding* steps.

5) Serial vs Disjunctive

onboarding occurs when experienced employees serve as role models for new hires. In contrast, disjunctive *onboarding* refers to tactics in which no guidelines or examples are provided to new employees.

6) Investment vs Divestiture

Onboarding investment occurs when new employees are expected to retain their personal characteristics (their own skills, values, and attitudes). Conversely, *onboarding* divestiture occurs when an organization rejects and erases a new employee's personal characteristics.

Based on Jones in Britto et al. (2020), Van Maanen and Shein's six original dimensions of *onboarding tactics* were reduced into two dimensions, namely:

1) Institutional

In institutional onboarding, there is a structured program, and new employees receive formal orientation and mentoring. This dimension combines the following dimensions from the original model: collective, formal, sequential, permanent, and serial investment.

2) Individual

In individual onboarding, new employees begin work immediately and learn norms, values, and expectations as they go. This dimension combines the following dimensions: individual, informal, random, variable, disjunctive, and divestiture.

Meanwhile, according to Britto et al. (2020), Bauer's proposed *onboarding model* has clearer levels than previous models. Bauer's model compiles practices, techniques, methods, and technologies related to a successful *onboarding process*.

Bauer, as cited in Caldwell and Peters (2018), explains that an effective *onboarding process* encompasses four essential elements to improve performance, prevent employee turnover, and increase job satisfaction. Bauer, as cited in Chenji and Sode (2021), identifies

four concepts: organizational legitimacy, performance orientation, organizational culture, and the level of relationships with other employees. Bauer (2010) explains that *onboarding* has four levels of basic elements, known as *the 4 Cs* :

1) Compliance

Compliance is the lowest level and involves educating employees about basic rules related to laws and policies. Compliance refers to the basics of employment, such as employment documents, identification cards, email accounts, computers, and workstations required for a particular job.

2) Clarification

Clarification refers to ensuring that employees understand their new job and all associated expectations. Clarification refers to the details and context of a person's job, including understanding job requirements, norms for completing tasks, and terminology used internally and externally (such as abbreviations) within the organization. The sooner new employees understand their jobs, the sooner they will be more productive.

3) Culture

Culture is a broad category that encompasses providing employees with an understanding of organizational norms, both formal and informal. It refers to understanding the unique organizational culture within a new organization. Just as individuals have different personalities, patterns, and expectations, so do organizations. The more quickly and accurately new employees can interpret and understand the overall culture and subcultures within an organization, the greater their chances of long-term success.

4) Connection

Connection refers to the important interpersonal relationships and information networks that new employees must build.

The basic elements of a successful *onboarding process* are often referred to as the *4 C's*. The extent to which an organization utilizes these four basic elements will determine its overall *onboarding strategy* , with most organizations falling into one of three levels (Bauer, 2010): Level 1: Passive Onboarding, Level 2: High Potential Onboarding, and Level 3: Proactive Onboarding. Furthermore, a successful *onboarding process* will have a positive impact on both new employees and the organization. Research conducted by Bauer and Erdogan (2011) illustrates that there are several variables that contribute to the success of the *onboarding process* carried out by organizations for their new employees. Bauer (2010) has identified four main factors related to job roles and the social environment that organizations can use to help new employees improve the success of the *onboarding process* : Self-efficacy, Role Clarity, Social Integration, and Knowledge of Organizational Culture.

3. RESEARCH METHOD

This research uses a qualitative research approach. Qualitative research according to Sugiyono (2013) is a research method that uses *post-positivism philosophy* as its foundation, where the research objects are in natural conditions (as opposed to experiments) with the researcher acting as the primary instrument. Triangulation or combined techniques are data collection techniques used in qualitative research. Moleong (2005) explains that qualitative research aims to understand events or phenomena experienced by research subjects in terms of behavior, perception, motivation, actions, and so on holistically *and* by describing them in words and language in a specific, natural context and using natural methods. Qualitative research is also exploratory in nature, so that the duration of qualitative research is generally quite long.

Data collection in this study used interview and library research methods. Key informants in this interview consisted of 9 (nine) people, namely the Head of the UPT Pusdatin Education Office of the DKI Jakarta Provincial Education Office, Head of the Administrative Sub-Division of the UPT Pusdatin Education Office of the DKI Jakarta Provincial Education Office, Head of the Information Technology Implementation Unit of the UPT Pusdatin Education Office of the DKI Jakarta Provincial Education Office and Acting Head of the Data Implementation Unit of the UPT Pusdatin Education Office of the DKI Jakarta Provincial Education Office, Employees of the Data Implementation Unit of the UPT Pusdatin Education Office of the DKI Jakarta Provincial Education Office, Employees of the Information Technology Implementation Unit of the UPT Pusdatin Education Office of the DKI Jakarta Provincial Education Office.

In qualitative research, data is obtained from various sources using various data collection techniques (triangulation) continuously until data saturation is reached. This continuous observation produces a wide variety of data. The data collected is generally qualitative, although quantitative data is not excluded. Data analysis in this study included data collection, data reduction, data presentation, and drawing conclusions, as described by Miles and Huberman in Sugiyono (2013).

4. RESULT AND DISCUSSION

This study implemented primary data collection techniques through face-to-face *in-depth interviews* with key informants. The qualitative data obtained were then transformed into an analytical narrative that integrates various dimensions of the findings. This narrative presentation was designed to: (1) maintain the original context of the data, (2) facilitate comprehensive thematic analysis, and (3) increase the readability of the research results without sacrificing the depth of analysis. Key informants in this section are abbreviated using the term IK.

a. Implementation of *Onboarding* for New IT Employees at the Education Data Center UPT, DKI Jakarta Provincial Education Office

Every new employee in an organization always goes through onboarding activities at the beginning of their work experience. Onboarding activities will vary in each organization, including at the UPT Pusdatin Pendidikan of the DKI Jakarta Provincial Education Office. This onboarding activity, according to Bauer (2010), has four levels of basic elements called *the 4 C's*, namely *compliance*, *clarification*, *culture*, and *connection*. Onboarding activities at the UPT Pusdatin Pendidikan can be used to determine the extent to which the current strategy level has been achieved using the basic elements of the 4 C's. The person responsible for onboarding activities at the UPT Pusdatin Pendidikan is currently the Head of the UPT Pusdatin Pendidikan Center. Meanwhile, technical responsibility is carried out by the Head of the Sub-Section of the UPT Pusdatin Pendidikan. Onboarding activities carried out at the UPT Pusdatin Pendidikan are carried out as unofficial activities and there are no related regulations that form the basis for onboarding activities, especially for new information technology employees. The closest regulation to the onboarding activities carried out at the UPT Pusdatin Pendidikan (Education Data and Information Technology Center) is the Head of LAN Decree Number 13 of 2002 concerning the CPNS Basic Training. However, this is not a specific regulation regarding the onboarding of new information technology employees and only applies to employees with ASN (Civil Servant Candidate) status who are working for the first time, not to employees with non-ASN status or ASN employees who have worked previously.

The Education Data Center (UPT Pusdatin Pendidikan) also lacks an onboarding program, particularly for new information technology employees. Employees are simply

allowed to jump straight into their roles without any planning. The onboarding process currently being implemented at UPT Pusdatin Pendidikan covers the basics. First, employees are introduced to existing staff. Next, new employees are assigned tasks and provided with information about their duties. This applies to both civil servants and non-civil servants. Onboarding at UPT Pusdatin Pendidikan ends quickly without any evaluation. Each employee is required to report their daily work activities monthly through the ETPP website for civil servants and through a reporting document for non-civil servants. The report will determine whether the assigned job description aligns with the new employee's performance.

In the onboarding activities of new employees at the UPT Pusdatin Pendidikan as explained above, it can be seen that several things have been done, but there are still many that have not been done by the UPT Pusdatin Pendidikan in the context of the 4 C onboarding from Bauer (2010). In terms of *compliance*, which includes teaching employees about basic rules related to laws and policies, it has been given. Every new employee already has work documents that serve as the basis for carrying out work, such as assignment letters or contract letters for expert employees. If seen from the *clarification aspect*, the onboarding activities at the UPT Pusdatin Pendidikan have carried out some, even only the basic ones. As explained by IK 02, new employees are still given a description of the assigned duties. However, norms or terms are not provided. The achievement of *compliance* and a little *clarification*, according to Bauer's theory (2010), the implementation of onboarding at the UPT Pusdatin Pendidikan, DKI Jakarta Provincial Education Office, is included in the level of onboarding strategy level 1, namely *Passive Onboarding*.

In general, most organizations have integrated *compliance aspects* as a fundamental component of their formal *onboarding processes*. However, in the context of the Jakarta Provincial Education Office's Education Data Center (UPT Pusdatin Pendidikan), which implements the *Passive Onboarding model*, or Level 1, despite efforts to clarify duties and responsibilities, crucial aspects such as understanding organizational culture and building relationships have not received adequate attention. While informal mechanisms for introducing organizational culture and building relationships between employees may have developed organically over time, there has been no structured or coordinated effort to optimize the effectiveness of the onboarding process. As a result, while *Passive Onboarding* can still be effective, this approach is less systematic and tends not to have a significant impact on new employee adaptation.

b. Success Factors for Onboarding Implementation

There are four main factors that influence the success of the onboarding process in an organization (Bauer, 2020). As seen in Figure 2.3, these factors include *self-efficacy*, *role clarity*, *social integration*, and *cultural knowledge*.

1) Self-efficacy

A person's confidence in carrying out a task or job, known as self-efficacy, is a crucial psychological aspect that determines how much an employee believes in their own ability to complete work responsibilities. In the context of new employees, their sense of capability to master the tasks at hand should be directly correlated with the achievement of positive outcomes, both for the organization as a whole and for the individual employee. This indicates that a foundation of self-confidence early in the employment period has significant implications for their career trajectory and contribution. Numerous empirical studies have consistently shown that self-efficacy, along with similar concepts centered on self-belief, such as task mastery, are strongly linked to various positive outcomes of the onboarding process. For example, a study by Bauer et al. (2011) highlighted the close relationship between these factors and increased organizational commitment, where employees feel more engaged and loyal to the company.

Furthermore, there is a positive correlation with job satisfaction levels, indicating that confident employees tend to enjoy their jobs more. Equally important, this self-confidence is also negatively correlated with employee turnover rates, indicating that employees who feel competent and confident tend to stay with the organization longer. This strengthens the argument that self-efficacy is an important predictor of successful new employee adaptation. Self-efficacy in the context of job performance is a factor that has a substantial influence on an individual's job performance. This phenomenon can be explained through psychological mechanisms: the greater a new employee's confidence in their ability to perform their job tasks well, the higher their level of intrinsic motivation. This motivation encourages employees to invest more energy and effort in their work, overcome challenges, and seek ways to improve their skills.

Ultimately, this high level of self-confidence often results in greater success compared to colleagues who may have lower levels of self-confidence. Therefore, organizations urgently need to design and implement dedicated onboarding programs that focus beyond the technical or procedural aspects of the job. Instead, these programs should be strategically designed to help substantially increase employee confidence as they navigate and adapt to a new organizational environment. Investing in developing self-efficacy early on will result in more productive, motivated, and loyal employees in the long term. The self-confidence of a new information technology employee at the UPT Pusdatin Pendidikan (Education Data and Information Center) influences how that employee performs their daily work. A person's confidence in their job placement is inseparable from their background, including their education, skills, and previous work experience.

Employees with previous experience working in several different locations will feel high self-confidence. Educational background is also considered to influence a new employee's confidence. New employees in the information technology field are required to constantly update their skills due to rapid technological developments. New employee confidence influences how they carry out their duties. Tasks will feel challenging when the employee is in a new position because it is their first time. *The tools* or equipment used in the job also make the job feel challenging for new employees, especially if they have not received previous training on how to use those *tools*. In addition to the new work environment, new employees feel challenged when the deadlines are very short and must be completed. Regardless of the new employee's attitude towards challenges, some new employees can bring themselves to complete the work challenges given.

The Education Data Center (UPT Pusdatin Pendidikan), as the organization where new IT employees work, employs employees with diverse backgrounds. Consequently, some employees have diverse backgrounds within the IT field. Leadership encouragement is considered capable of boosting new employee confidence. This can be achieved through training or mentoring within the organization. This was not found in the onboarding process for new IT employees at the UPT Pusdatin Pendidikan. Adequate resources are also crucial in boosting new employee confidence. For example, new IT employees are required to have a computer, either *a personal computer* (PC) or a laptop, for work. However, at the UPT Pusdatin Pendidikan, most new employees do not receive sufficient resources to begin their work.

The responses of coworkers and superiors to new employees during the adaptation period can influence their self-confidence. However, this is contingent on the organizational environment, where the positive influence of coworkers' responses to new employees is significant. The responses from superiors and coworkers for IK 08 were similar to those for IK 04 above. It was noted that written *feedback from superiors was less impactful than verbal feedback*.

Based on the results of interviews conducted with informants, it appears that the *self-efficacy factor* received varying responses in the implementation of onboarding new information technology employees at the UPT Pusdatin Pendidikan (Education Data Center). Some felt confident when starting work because the field of work matched their background, had support from seniors, and had previous work experience. However, some felt less confident because the scope of work was larger and there were still new employees whose scientific backgrounds were different from their current fields of work. Despite the initial lack of confidence, *self-efficacy* greatly supports the success of onboarding new employees in the organization, in this case for new information technology employees at the UPT Pusdatin Pendidikan, DKI Jakarta Provincial Education Office. This is in line with Bandura's Self-Efficacy Theory (1997), which defines self-efficacy as a person's belief in their ability to organize and carry out the actions necessary to achieve certain results. This theory is the basis for why self-efficacy is crucial for new employees in adapting.

2) Role clarity

Role clarity indicates a new employee's level of understanding and comfort with the position and responsibilities they will assume in their new job. This reflects the extent to which the employee has successfully internalized the expectations, specific tasks, and authority boundaries inherent in their role within the organizational structure. When a new employee clearly understands the role they are expected to fill, it is a strong indicator of adequate role clarity within the organization. This is not just about knowing the job description, but also about understanding how the role contributes to the company's overall goals and interacts with other roles. Furthermore, the presence of role conflict is also considered a significant indicator that provides important information in the context of the new employee onboarding process. Role conflict occurs when an employee receives conflicting information about their role expectations, or when assigned tasks do not align with personal values or available resources.

Research conducted by Bauer et al. (2011) explicitly shows that lower levels of role conflict can be significantly associated with successful onboarding. This means that when organizations are able to minimize ambiguity and contradictions in the roles assigned to new employees, their adaptation process will be smoother and more effective. Successful onboarding conditions, characterized by low role conflict and high role clarity, will in turn produce positive outcomes for both individual employees and the organization. For employees, role clarity reduces stress, increases self-confidence, and encourages job satisfaction because they feel competent and have a sense of direction. Meanwhile, for organizations, employees who have role clarity tend to be more productive, integrate more quickly into teams, demonstrate higher organizational commitment, and are less likely to experience turnover. Therefore, investing in ensuring role clarity and mitigating role conflict early in the onboarding process is a crucial strategic step in building a solid foundation for long-term performance and employee retention.

Role clarity *experienced* by new information technology employees at the Education Data Center (UPT Pusdatin Pendidikan) is almost non-existent. Employees feel the roles assigned are unclear, especially those whose backgrounds do not align with the work field at the UPT Pusdatin Pendidikan. The lack of initial guidance in carrying out work is one of the causes of the low role clarity for new information technology employees at the UPT Pusdatin Pendidikan. New employees are required to learn independently, which takes a significant amount of time, while work tasks are still assigned from the start of work. Despite the initial role clarity, new employees feel less than optimal. Each employee's understanding increases over time.

In addition to defining roles and responsibilities, new employees also rely on clear instructions and job guidance to better understand their roles within the organization. During

onboarding at the Education Data Center (UPT Pusdatin Pendidikan), new information technology employees did not receive clear instructions and guidance regarding their assigned tasks. The perceived difference in clarity of instructions among new employees at the UPT Pusdatin Pendidikan was due to their diverse backgrounds. Informant 07 has a background in information technology development, so the instructions given were quite easy to understand.

New information technology employees at the Education Data Center (UPT Pusdatin Pendidikan) have consistently performed tasks in accordance with their job descriptions since they began working. When new employees feel unclear about their roles and responsibilities, they seek clarification from their superiors or colleagues. Explanations from superiors and colleagues are considered effective in resolving issues when new employees feel their roles are unclear. The unclear roles and responsibilities frequently encountered by new information technology employees at the Education Data Center (UPT Pusdatin Pendidikan) can lead to role conflict in the future. However, to date, role conflict has not occurred at the Education Data Center (UPT Pusdatin Pendidikan). This should not be used as an excuse to dismiss role clarity *as unnecessary*. With clarity in their roles, new employees can prioritize their work. Employees are not only given one task at a time, but rather several tasks simultaneously. From interviews with informants at the Education Data Center (UPT Pusdatin Pendidikan), it can be said that role clarity is a critical element that determines the success of new employee *onboarding* in an organization. Without clear roles, new employees are prone to experiencing confusion, stress, and inefficiency in their work, as seen in the case of the UPT Pusdatin Pendidikan where several informants...

c. Social Integration

Long-serving employees within an organization play a crucial role as primary sources of information for new employees. They are valuable assets in the onboarding learning process, providing in-depth insights into the organization's culture, unwritten norms, specific work procedures, and operational intricacies that may not be covered in the handbook. The information gained from these long-serving employees is vital in helping new employees understand their work context, navigate the new environment, and accelerate their onboarding process within the company. Interaction with experienced colleagues allows for effective and efficient knowledge transfer, helping new employees quickly become familiar with the organization's internal dynamics. Beyond access to information, it is essential for new employees to feel socially comfortable and well-received by their peers and superiors. This social acceptance is not just a bonus, but a fundamental component that impacts the overall *onboarding experience*.

In general, new information technology employees at the UPT Pusdatin Pendidikan feel a good relationship with the work environment. UPT Pusdatin Pendidikan employees are employees who joined when UPT Pusdatin Pendidikan was first established, so that in the adaptation process they started together with other employees. New employees feel accepted in the UPT Pusdatin Pendidikan environment. Good acceptance in the onboarding process of new information technology employees at UPT Pusdatin Pendidikan. As a new employee, it is normal to feel the need for support from colleagues or superiors in carrying out their work. However, at UPT Pusdatin Pendidikan, although new employees have a good relationship, conditions were found where new employees do not feel supported in carrying out their roles.

Based on the results of interviews with informants, it can be said that *social integration* is the key to successful onboarding of new employees. Without social support, even talented employees can fail to adapt. The results of interviews at the UPT Pusdatin (Data and Information Technology Center) showed that the support of colleagues (such as IK 06 and IK 09) and the involvement of superiors are very important in determining the onboarding experience. Research conducted by Chao et al., as cited in Bauer et al. (2011),

explicitly states that acceptance by colleagues is often considered a key indicator of successful onboarding. This indicates that feeling part of a team, receiving support, and having positive relationships with colleagues are significant determinants of a new employee's integration.

Other studies have corroborated these findings. For example, research by Kammeyer-Mueller and Wanberg (also in Bauer et al., 2011) clearly shows that effective integration into a new workgroup is directly correlated with a variety of positive onboarding outcomes. These outcomes include increased organizational commitment, where new employees feel more loyal and engaged with the company's goals, and decreased employee turnover, meaning new employees are more likely to stay and contribute long-term. Furthermore, Major et al. (in Bauer et al., 2011) confirmed that good relationships with leaders and other employees are significantly related to desired onboarding outcomes, such as increased performance, job satisfaction, and cultural adaptation. Therefore, organizations need to invest in creating an inclusive and supportive environment from the beginning of the onboarding process, facilitating positive interactions, and ensuring each new employee feels accepted as an integral part of the team.

d. Knowledge of Culture

Understanding organizational culture and learning how an organization operates has long been recognized as a fundamental and key aspect of the onboarding process for new employees. This process goes beyond understanding hierarchical structures or task lists, but also involves delving into the core values, unwritten norms, work ethic, and ways of interacting within the company. When a new employee successfully internalizes this culture and understands the organization's operational mechanisms, they are more likely to integrate, feel comfortable, and contribute effectively. This is a crucial step in determining whether a new employee can develop into a productive and loyal team member. Numerous studies have consistently reinforced the importance of this cultural understanding in the onboarding process. For example, studies by Chao et al. and Klein and Weaver, as cited in Bauer et al. (2011), have shown that several dimensions of cultural understanding have a significant impact. One of these is understanding organizational politics, namely the ability to recognize power dynamics, alliances, and informal decision-making processes.

Furthermore, understanding the organization's goals and values is crucial; this means new employees know not only what they do, but also why they do it and what values the company upholds. Equally important is learning the organization's language, including acronyms, jargon, or commonly used internal terms, which serve as markers of membership and a deep understanding of the work environment. This cultural understanding factor not only indicates an employee's initial level of adjustment or adaptation but is also strongly linked to more significant long-term outcomes. For example, a deep understanding of the organization's culture and operations is positively correlated with increased employee commitment to the company, where they feel more connected and loyal. Furthermore, it also results in higher levels of job satisfaction, as employees feel more competent and comfortable in their environment. Conversely, a lack of this understanding can lead to frustration, confusion, and ultimately, an increased risk of job turnover. Therefore, organizational investment in effectively facilitating cultural and operational understanding during onboarding is a critical strategy for employee retention and sustained performance.

The onboarding process at the Education Data Center (UPT Pusdatin Pendidikan) is inseparable from the introduction of organizational culture to new employees. The process of adapting new employees to the organizational culture at UPT Pusdatin Pendidikan is not easy. This is due to the lack of initial explanation regarding organizational culture. Employees who have gone through onboarding at UPT Pusdatin Pendidikan gradually understand and comprehend the existing organizational culture. All informants stated that they finally

understood the organizational culture well. A good organizational culture like this can be used as support for new employees in completing their work tasks. Working in an orderly organization is an added value for new employees because they feel more disciplined. Organizational culture includes office politics. Employees at UPT Pusdatin Pendidikan tend to avoid office politics and prioritize work professionalism. Organizational culture includes terms that are understood only by people within the organization itself. UPT Pusdatin Pendidikan, in carrying out its functions, also has terms that are rarely known by people outside the organization. Understanding these specific terms is important for new employees in the UPT Pusdatin Pendidikan environment.

New employees at the UPT Pusdatin Pendidikan, even those with prior experience working elsewhere, must understand the specific terms used in the organization. The use of these terms has long been a tradition. Organizational culture differs from organization to organization. These differences are commonplace, as long as the organizational culture aligns with the values held by its members. UPT Pusdatin Pendidikan has its own organizational culture. Cultural knowledge is a critical element in the adaptation process for new employees, as understanding the organization's values, norms, and practices determines their success in adapting. Based on the interview results above, in the context of UPT Pusdatin, as seen from the interviews, several new employees, such as IK 06 and IK 07, stated that they needed time to understand the specific terms and unwritten norms of their organization.

Employees who understand organizational culture tend to adapt more quickly and feel comfortable in the work environment. However, obstacles such as unfamiliarity with specific terms or a lack of explanation of work ethics indicate that the transfer of cultural knowledge is often unstructured and relies on individual initiative. According to Schein (2010), new employees who understand organizational culture achieve role maturity or *role clarity more quickly*. In the public sector, according to Ashforth and Saks (1996), new employees in government agencies take longer to understand the culture than in the private sector.

c. Good Strategy for Implementing Onboarding for New IT Employees at the Education Data Center of the DKI Jakarta Provincial Education Office

Based on the discussion in the previous point regarding the level of onboarding strategy implemented by the Education Data Center (Pusdatin Pendidikan) of the DKI Jakarta Provincial Education Office, the onboarding activities that have been implemented so far fall into the level 1 category, namely *Passive Onboarding*. In general, the majority of organizations have integrated compliance aspects as a fundamental component in their formal onboarding programs. This ensures that new employees understand the applicable internal regulations, policies, and procedures from the outset. However, in the context of the Education Data Center (Pusdatin Pendidikan) of the DKI Jakarta Provincial Education Office, which implements a passive or Level 1 onboarding model, a gap was found in the approach. Although the Pusdatin UPT has attempted to provide clarification regarding duties and responsibilities (clarification) to new employees, other crucial aspects have not received adequate attention.

Specifically, understanding organizational culture — namely, the prevailing values, norms, and work ethic—and building relationships *between* employees are not a primary focus of formal onboarding programs. While informal mechanisms for introducing organizational culture and building relationships between employees may have developed organically over time through daily interactions, there is no explicit structured or coordinated effort to optimize the effectiveness of this onboarding process. As a result, while Passive Onboarding can still work and new employees will eventually adapt, this approach tends to be less systematic. Without planned interventions for cultural and relationship aspects, the adaptation process is slower and less effective. This has the potential to have a significant

impact on the speed of new employees' adjustment, their integration into the team, and their long-term commitment to the organization. Given the challenges above, the UPT Pusdatin Pendidikan (UPT Pusdatin Pendidikan) can make improvements to move beyond *Passive Onboarding* to *Level 3: Proactive Onboarding*. This proactive approach goes beyond simply introducing rules and tasks, but intentionally designs an immersive and supportive experience, even before the first day of work. This involves a formal mentoring program, interactive cultural orientation sessions, and activities that facilitate the development of strong social networks with coworkers and leaders. The ultimate goal is to systematically ensure that new employees not only understand their roles but are also fully integrated socially, emotionally, and culturally into the organization, enabling them to achieve optimal productivity more quickly and become valuable long-term assets.

The following is a Good Strategy for Implementing New IT Employee Onboarding at the Education Data Center of the DKI Jakarta Provincial Education Office, which contains concrete steps that must be taken by the Education Data Center of the DKI Jakarta Provincial Education Office to achieve *Level 3: Proactive Onboarding*, where the new employee adaptation process is designed systematically, personally, and sustainably. The implementation of this proactive onboarding system is expected to produce several strategic outcomes. First, the new employee adaptation process will take place more efficiently so that they can achieve optimal productivity levels in a shorter time. Second, this program will minimize the turnover rate that has occurred due to the mismatch of organizational culture. Third, this structured approach will create a more collaborative and directed work environment, realizing the hope of a clear roadmap in the development of information technology, especially at the Education Data Center of the DKI Jakarta Provincial Education Office.

Thus, this onboarding system transformation not only addresses individual adaptation issues but also contributes to strengthening the organization's overall capacity. By adopting the steps above, the Data and Information Technology Unit (UPT Pusdatin) can achieve *Level 3 Proactive Onboarding*, where new employee adaptation is no longer a trial-and-error process but becomes a measurable, personalized, and long-term growth-oriented process.

5. CONCLUSION

Based on the description of the research results and in-depth discussions, it can be concluded that:

1). Success factors for implementing onboarding are:

a. Self-efficacy

New employees' confidence levels vary depending on their background and the job. A lack of formal training and organizational support exacerbates this lack of confidence, although some manage to develop their skills independently.

b. Role clarity

Initial role confusion is evident, especially for those with backgrounds different from those in information technology. Unclear work instructions and the lack of detailed job descriptions slow down the process of understanding responsibilities, although some eventually grasp the concept through self-study.

c. Social Integration

Although the work environment is considered welcoming, social integration is often hampered by a lack of formal initiatives and communication gaps. Co-worker support is sporadic, and participation in informal activities is limited.

d. Knowledge of Culture

Understanding of organizational culture develops organically, but the lack of formal socialization leads to initial difficulties in understanding unwritten terms and norms. Organizational values are only understood through field experience.

2). Good Strategy for Implementing Onboarding for New IT Employees at the Education Data Center UPT, DKI Jakarta Provincial Education Office

The onboarding process at the Data and Information Technology (Pusdatin) UPT remains passive, at level 1, and unstructured, with minimal formal guidance, no planning, and evaluations focused solely on work output. The dominance of the "jump-in" approach results in new employees adapting through trial and error.

The Education Data Center (UPT Pusdatin Pendidikan) can make improvements to achieve Level 3: Proactive Onboarding by taking concrete steps where the adaptation process for new employees is designed to be more systematic, personal, and sustainable, including: a. Development of a Structured Onboarding Program; b. Mentoring and Buddy System; c. Periodic Evaluation and Feedback; d. Social and Cultural Integration. As well as a full commitment from the Leadership of the Education Data Center (UPT Pusdatin Pendidikan) in supporting the implementation process of onboarding new information technology employees at the Education Data Center (UPT Pusdatin Pendidikan) of the DKI Jakarta Provincial Education Office.

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