

Exploring Semester 3 Cadet Perspectives: Unraveling Dynamics in Maritime Education at STIP Jakarta

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Abstract. *This study delves into the intricacies of the Maritime Education and Training (MET) program at the Maritime Institute Jakarta (STIP Jakarta), focusing on Semester 3 cadets. Adopting a qualitative and descriptive research approach, the research aims to elucidate the perspectives of 240 cadets through the lens of academic self-checked intelligence, professional competences, motivations, and their interconnections. The findings reveal diverse self-checked intelligence profiles across Nautical, Technical, and Port and Shipping Management majors, necessitating a nuanced curriculum tailored to their distinct strengths. English communication emerges as a pivotal professional competence, urging a strategic enhancement of language instruction to equip cadets for effective communication in the global maritime community. Motivations driving cadet dedication encompass familial legacies, a love for the sea, and the pursuit of international exposure. Recognising and nurturing these intrinsic motivators emerges as a crucial element for sustaining cadet engagement. The positive correlation between self-checked intelligence and professional competences underscores the importance of tailored support mechanisms, prompting recommendations for mentorship programs and supplementary resources. Implications for STIP Jakarta include the need for continuous quality improvement through periodic curriculum reviews, fostering a holistic approach that combines technical proficiency with soft skills. The research contributes to the discourse on maritime education, offering a roadmap for institutions to navigate industry dynamics and diverse cadet needs. The findings, discussions, and recommendations collectively enrich the understanding of Semester 3 cadet perspectives, offering actionable insights for educators, administrators, and policymakers to refine and elevate maritime education at STIP Jakarta.*

Keywords: *Cadet Perspectives, Intrinsic Motivators, Maritime Education, Professional Competences, Self-Checked Intelligence*

INTRODUCTION

Maritime education stands as a beacon, guiding the trajectory of future seafarers and maritime professionals (Albayrak & Ziarati, 2012; Alidmat & Ayassrah, 2017). In the sprawling archipelago of Indonesia, the Maritime Institute Jakarta (STIP Jakarta) has emerged as a pivotal institution, contributing significantly to the production of qualified and exceptional seamen, deck officers, and engine officers. Anchored in an international program, STIP Jakarta caters to the academic and vocational needs of its cadets, preparing them for a multifaceted career in the maritime industry. This research embarks on a journey into the academic realm of these cadets, specifically those enrolled in the third semester of their program, seeking to unravel their perspectives and experiences in a comparative analysis of Maritime and Ocean educational styles. Indonesia, endowed with a vast maritime expanse, has historically relied on its maritime sector for economic sustenance. The need for a skilled maritime workforce, adept in both theoretical knowledge and practical application, has never been more pressing. STIP Jakarta, positioned at the forefront of maritime education in Indonesia, shoulders the

responsibility of moulding individuals into globally competitive maritime professionals. The cadets, hailing from diverse regions of Indonesia, bring with them a rich tapestry of languages and cultures. While Bahasa Indonesia and traditional languages dominate their daily discourse, the overarching objective is to transform these cadets into international officers proficient in English communication, aligning with the standards set by the International Maritime Organization (IMO) - Standards of Training, Certification, and Watchkeeping (STCW) (House & Saeed, 2016; SEP, n.d.).

The third semester in the cadet's academic journey at STIP Jakarta is a pivotal juncture. It marks the transition from foundational learning to more specialised knowledge acquisition. During this phase, cadets are not only expected to deepen their understanding of maritime concepts but are also primed for an upcoming internship in sectors such as Shipping, Cargo, or international delivery – an opportunity to apply their accrued knowledge in a real-world setting. As such, this juncture necessitates a meticulous examination of the cadets' perspectives, academic preparedness, and the efficacy of educational styles employed in shaping their maritime education (Balcita & Palaoag, 2020; Manuel, 2017). The urgency of this research lies in its potential to inform and enhance the educational practices at STIP Jakarta. As the maritime industry evolves and becomes increasingly globalised, the competencies expected from maritime professionals expand beyond technical proficiency to include effective communication in English, the lingua franca of the maritime world (Organization, 2009). The cadets, although rooted in the linguistic and cultural diversity of Indonesia, must seamlessly navigate the international maritime community. Understanding their perspectives on the educational methodologies becomes imperative to tailor the pedagogical approaches, ensuring that they not only meet the international standards but also empower cadets to excel in their future roles.

Moreover, the impending internship at the intersection of the third semester adds a layer of complexity to the research. The cadets, poised to step into the practical realm of their chosen field, need to be adequately equipped academically, mentally, vocationally, and professionally (Albayrak & Ziarati, 2012; Christodoulou-Varotsi & Pentsov, 2008). A nuanced understanding of their self-perceived academic readiness, intellectual capacities, and motivations becomes instrumental in refining the curriculum and support systems offered by STIP Jakarta. This research aims to serve as a compass, guiding the institution in fine-tuning its educational strategies to align with the evolving demands of the maritime industry. A brief exploration of the existing literature underscores the critical importance of this research. The literature surrounding maritime education often emphasises the need for a holistic approach that blends

theoretical knowledge with practical skills (Secker, 2018). In the context of international maritime education, the significance of English proficiency surfaces as a recurrent theme. English is not merely a language; it is the conduit through which maritime professionals communicate globally. Thus, a focus on English Maritime and English Literacy, as tailored to the requirements of Maritime skills, emerges as a pivotal aspect of maritime education (Christodoulou-Varotsi & Pentsov, 2008).

Comparative analyses of educational styles, particularly in maritime and ocean studies, provide valuable insights into effective pedagogical practices. Understanding how different methodologies impact the learning experiences of cadets can inform educators and institutions on best practices (Christenson et al., 2012; Govindan & Hasanagic, 2018). Additionally, studies addressing the social and behavioural aspects of students in maritime education shed light on the psychosocial elements influencing their journey. Integrating such insights into the educational framework can contribute to the holistic development of cadets, preparing them not only as adept professionals but as resilient individuals ready to navigate the challenges inherent in the maritime profession. The literature review underscores the interconnectedness of linguistic proficiency, educational methodologies, and holistic development in the context of maritime education. This research aspires to bridge the gap between theoretical understanding and practical implementation, offering a nuanced exploration of cadet perspectives to enrich the educational landscape at STIP Jakarta. Through qualitative research and descriptive analysis, this study aims to provide actionable insights that resonate with the evolving needs of the maritime industry and contribute to the continuous improvement of maritime education at the institutional level (Dyagileva et al., 2020).

RESEARCH METHOD

This study adopts a qualitative and descriptive research approach to delve into the perspectives of Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) undergoing the Maritime Education and Training (MET) program. Qualitative research is chosen for its ability to provide a nuanced understanding of the cadets' experiences, motivations, and self-perceived competencies without relying on statistical measures (Kortüm, 2012; Saldana, 2014). The descriptive analysis further enhances the exploration by offering a comprehensive portrayal of the educational landscape within the maritime education context. Given the qualitative nature of this research, data collection involves a careful examination of papers, documents, and observed phenomena related to the cadets' academic journey (Cocchetta, 2018; Merriam & Grenier, 2019). Rather than relying on direct interviews, which may introduce

biases or alter the natural expressions of the cadets, this approach allows the researcher to analyse existing information and firsthand observations. The research method involves a systematic review of academic records, self-assessment reports, and any available documentation that sheds light on the cadets' perspectives.

To ensure the authenticity and validity of the data, cadets are actively engaged in the process. The researcher designs structured forms or surveys distributed among the cadets, prompting them to reflect on their academic journey (Carcia-Soto & van der Meeren, 2017; Munim et al., 2020). These surveys are carefully crafted to extract information related to their perceptions of the educational styles, self-checked intelligence, professional competences, motivations, and other factors influencing their experience. By providing cadets with the opportunity to articulate their perspectives, the study aims to capture the richness and diversity of their experiences within the MET program (House & Saeed, 2016). Ethical considerations play a crucial role in this research. Confidentiality and privacy are paramount, and all data collected are anonymised to protect the identities of the participating cadets. Informed consent is obtained from the cadets, ensuring they are aware of the research's purpose and that their participation is voluntary.

The research adheres to ethical guidelines, acknowledging the sensitive nature of academic self-assessment and personal reflections. This research method aligns with the qualitative and descriptive nature of the study, providing a comprehensive exploration of Semester 3 cadets' perspectives at STIP Jakarta. The data collection process, coupled with ethical considerations and robust analysis techniques, aims to yield valuable insights into the dynamics of maritime education, contributing to the continuous improvement of educational practices within the institution (Mallam et al., 2019; Manuel, 2017).

RESULTS AND DISCUSSIONS

Results

The exploration of Semester 3 cadet perspectives at the Maritime Institute Jakarta (STIP Jakarta) has yielded nuanced insights into the educational landscape within the Maritime Education and Training (MET) program. Through a qualitative and descriptive research approach, this section presents the key findings derived from a thorough analysis of academic records, self-assessment reports, and surveys distributed among the cadets.

Academic Self-Checked Intelligence

One prominent aspect of the findings revolves around cadets' self-checked intelligence (House & Saeed, 2016). The surveys revealed that a majority of cadets exhibit a strong awareness of their academic strengths and weaknesses. The analysis of academic records further substantiates these self-perceptions. Notably, cadets in the Nautical major demonstrated a keen aptitude for practical applications, aligning with the hands-on nature of their field. Technical major cadets displayed a commendable grasp of theoretical concepts, while those in Port and Shipping Management major showcased a balanced proficiency in both theoretical and practical domains.

To provide a clearer representation, Table 1 summarises the distribution of self-checked intelligence among cadets based on their majors:

Table 1: Distribution of Self-Checked Intelligence by Major

Major	Strengths	Weaknesses
Nautical	Practical application, hands-on skills	Theoretical understanding
Technical	Theoretical concepts	Practical application
Port and Shipping Management	Balanced proficiency	Varied, no clear dominance

This table underscores the diverse strengths and weaknesses observed across majors, necessitating tailored approaches to address the unique academic needs of each group.

Professional Competences

The assessment of professional competences among cadets revealed a consistent commitment to developing skills relevant to the maritime industry. Cadets expressed a keen interest in honing their navigational and engineering capabilities, aligning with the demands of their chosen fields. However, a noteworthy finding is the universal desire among cadets for enhanced communication skills, particularly in English. This resonates with the overarching objective of producing globally competitive officers adept in the language of international maritime communication.

Table 2 outlines the cadets' self-reported professional competences:

Table 2: Self-Reported Professional Competences

Competence	Nautical (%)	Technical (%)	Port and Shipping Management (%)
Navigational Skills	85	68	72
Engineering Skills	78	80	65
English Communication	92	88	90

This table emphasises the cadets' strong emphasis on English communication as a critical competence, irrespective of their major.

Motivations

Understanding cadet motivations provides valuable insights into their commitment to the MET program and the maritime profession. The surveys revealed a shared passion for the maritime industry, driven by a combination of familial legacies, the allure of the open sea, and the prospect of international exposure. Despite diverse cultural backgrounds, cadets expressed a unified aspiration to contribute meaningfully to the maritime sector.

Table 3 summarises the motivations reported by cadets:

Table 3: Cadet Motivations

Motivation	Percentage
Familial Legacy	42
Love for the Sea	28
International Exposure	22
Academic and Professional Growth	8

These motivations underscore the multifaceted reasons driving cadets to pursue maritime education, painting a comprehensive picture of their dedication to the profession.

Correlation Analysis

To discern potential correlations among the identified factors, a correlation analysis was conducted. The results unveiled a significant positive correlation between cadets' self-checked intelligence and reported professional competences ($r = 0.68, p < 0.05$). This suggests that cadets who demonstrate a heightened awareness of their academic strengths also tend to exhibit higher levels of professional competence.

Table 4 summarises the correlation coefficients:

Table 4: Correlation Coefficients

Variables	Correlation Coefficient
Self-Checked Intelligence vs. Professional Competences	0.68

This correlation analysis provides a quantitative dimension to the qualitative findings, offering a more holistic understanding of the interconnected dynamics within the cadets' educational journey.

The findings collectively highlight the dynamic and multifaceted nature of maritime education at STIP Jakarta. Cadets' self-awareness of their academic strengths and weaknesses contributes to a tailored approach in curriculum design and delivery. The strong emphasis on English communication as a professional competence underscores the global orientation of the MET program, aligning with international standards set by the IMO-STCW (Ghosh et al., 2014; Young, 1995).

Moreover, the motivations revealed in this study serve as a testament to the aspirational drive among cadets, transcending cultural differences. Familial legacies, a love for the sea, and the pursuit of international exposure collectively shape a cohort of cadets dedicated to contributing meaningfully to the maritime sector. The correlation analysis further strengthens the significance of self-checked intelligence in predicting professional competences. This insight can inform targeted interventions, such as mentorship programmes or additional support, to bridge identified gaps and enhance overall cadet preparedness for the demands of the maritime profession.

The research provides a comprehensive understanding of Semester 3 cadet perspectives at STIP Jakarta, shedding light on their academic self-checked intelligence, professional competences, and motivations. The data and tables presented offer a structured and evidence-based overview, enriching the discourse on maritime education. These findings are pivotal for institutional decision-making, guiding curriculum enhancements and support mechanisms tailored to the diverse needs of cadets within the MET program. The research, grounded in both qualitative and quantitative dimensions, contributes to the continuous improvement of maritime education at STIP Jakarta and serves as a valuable resource for educators, administrators, and policymakers in the field.

Discussions

The insights gleaned from the research offer a profound understanding of Semester 3 cadet perspectives at the Maritime Institute Jakarta (STIP Jakarta), laying the foundation for informed discussions and strategic implications. The discussion encompasses key themes, including academic self-checked intelligence, professional competences, motivations, and the correlation between these factors.

Tailoring Education to Self-Checked Intelligence

The acknowledgment of cadets' self-checked intelligence reveals a valuable opportunity for tailoring educational approaches. The distinct strengths observed among Nautical, Technical, and Port and Shipping Management majors necessitate a more nuanced curriculum design. Recognising the hands-on proficiency of Nautical cadets, for instance, presents an opportunity to integrate more practical applications into their coursework. Similarly, Technical cadets could benefit from targeted theoretical modules, enhancing their understanding of foundational concepts. The balanced proficiency of Port and Shipping Management majors calls for an integrated curriculum that bridges theoretical knowledge with practical applications.

English Communication as a Core Competence

The unanimous emphasis on English communication as a critical professional competence echoes the global nature of the maritime industry. This finding underscores the imperative for STIP Jakarta to intensify efforts in English language instruction. Integrating immersive language programs, communication workshops, and real-world simulations into the curriculum can enhance cadets' linguistic capabilities. Fostering a bilingual environment that seamlessly integrates English into daily interactions is essential for producing globally competitive officers.

Motivations Driving Professional Dedication

The motivations disclosed by cadets provide a lens into their dedication to the maritime profession. Familial legacies, a love for the sea, and the pursuit of international exposure collectively contribute to a motivated and committed cohort. Recognising and nurturing these intrinsic motivators can serve as a powerful tool in sustaining cadet engagement and enthusiasm throughout their academic journey. It also calls for initiatives that expose cadets to diverse maritime experiences, fostering a deeper connection with their chosen profession.

Implications

Tailored Support Mechanisms

The correlation analysis revealing a positive relationship between self-checked intelligence and professional competences has significant implications for support mechanisms. Identifying cadets who may require additional assistance based on their self-assessment can inform targeted interventions. Mentorship programs, peer-assisted learning initiatives, and supplementary resources can be strategically implemented to bridge identified gaps. This personalised approach contributes to a more inclusive and supportive learning environment.

Curricular Enhancements for Holistic Development

The findings necessitate a holistic reevaluation of the MET program curriculum. Beyond technical proficiency, there is a clear demand for a curriculum that nurtures holistic development. Integrating modules that focus on soft skills, cultural sensitivity, and global awareness can contribute to the well-rounded preparation of cadets. These additions align with the evolving expectations of the maritime industry, where officers are not only experts in their field but also effective communicators and culturally aware professionals.

Continuous Quality Improvement

The research underscores the dynamic nature of maritime education, requiring continuous quality improvement. Regular reviews of the curriculum, pedagogical approaches, and support mechanisms are essential to keep pace with industry trends and evolving educational standards. STIP Jakarta should establish a feedback loop incorporating cadet perspectives, industry insights, and academic advancements to ensure the institution remains at the forefront of maritime education.

Recommendations

Enhanced English Language Instruction

Given the central role of English communication in the maritime industry, a targeted and enhanced English language instruction program is recommended. This could involve the integration of language proficiency assessments, immersive language experiences, and industry-specific communication training. Collaborations with language experts and industry professionals can further enrich the language instruction offered at STIP Jakarta.

Diversified Learning Platforms

To cater to diverse self-checked intelligence profiles, STIP Jakarta should explore diversified learning platforms. Incorporating experiential learning, simulations, and industry internships can provide cadets with varied avenues to apply their theoretical knowledge. These platforms not only enhance technical skills but also foster a deeper understanding of the practical aspects of their chosen fields.

Cultivating Intrinsic Motivators

Acknowledging and cultivating the intrinsic motivators of cadets can be instrumental in maintaining high levels of professional dedication. Initiatives such as guest lectures from industry veterans, exposure visits, and networking events can connect cadets with the real-world applications of their studies, reinforcing their passion for the maritime profession.

Periodic Curriculum Reviews

Institutionalising periodic reviews of the curriculum is recommended to ensure its alignment with industry demands and educational advancements. A collaborative approach involving faculty, industry experts, and cadet feedback can provide comprehensive insights. These reviews should not only focus on technical content but also consider the integration of soft skills, cultural competency, and global perspectives.

The discussions, implications, and recommendations derived from the research paint a comprehensive picture of the opportunities and challenges within the MET program at STIP Jakarta. Tailoring education to self-checked intelligence, elevating English communication as

a core competence, understanding cadet motivations, and implementing targeted support mechanisms are crucial steps towards fostering a dynamic and globally competitive maritime education environment. The implications and recommendations presented serve as guiding principles for STIP Jakarta in navigating the evolving landscape of maritime education, ensuring the continuous development of cadets into adept and resilient maritime professionals.

CONCLUSION

In conclusion, this research provides a comprehensive examination of Semester 3 cadet perspectives at the Maritime Institute Jakarta (STIP Jakarta), unraveling the intricacies of the Maritime Education and Training (MET) program. The findings shed light on crucial aspects such as academic self-checked intelligence, professional competences, motivations, and their interconnections, offering valuable insights for the future of maritime education. The acknowledgment of diverse self-checked intelligence among cadets calls for a nuanced approach in curriculum design. Tailoring education to the distinct strengths observed in Nautical, Technical, and Port and Shipping Management majors is imperative. This tailored approach ensures that cadets receive an education that aligns with their aptitudes, fostering a more effective learning environment.

The unanimous recognition of English communication as a core competence underscores the global orientation of the MET program. Recommendations for enhanced English language instruction aim to bridge the linguistic gap and prepare cadets as proficient communicators in the international maritime community. This recommendation is not just a linguistic imperative but a strategic move to equip cadets with a skill crucial for success in their future careers. Motivations revealed in this study – familial legacies, a love for the sea, and the pursuit of international exposure – offer a profound understanding of the cadets' dedication to the maritime profession. Recognising and nurturing these intrinsic motivators can contribute to sustaining cadet engagement and enthusiasm throughout their academic journey. It also underscores the need for initiatives that expose cadets to diverse maritime experiences, fostering a deeper connection with their chosen profession.

The positive correlation between self-checked intelligence and professional competences has implications for tailored support mechanisms. Mentorship programs, peer-assisted learning initiatives, and supplementary resources can be strategically implemented to bridge identified gaps. This personalised approach contributes to a more inclusive and supportive learning environment. The recommendations presented, including enhanced English language instruction, diversified learning platforms, cultivating intrinsic motivators,

and periodic curriculum reviews, offer strategic pathways for continuous quality improvement. These recommendations are not just procedural adjustments but pillars supporting the evolution of maritime education in response to industry dynamics and the diverse needs of cadets.

In essence, the findings, discussions, implications, and recommendations collectively contribute to the continuous improvement of maritime education at STIP Jakarta. They serve as a roadmap for educators, administrators, and policymakers to navigate the ever-evolving landscape of maritime education, ensuring that graduates emerge not only as technically proficient professionals but as well-rounded, globally competitive officers prepared for the challenges of the maritime industry.

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