

Exploring Emotional Intelligence in Semester 3 Cadets at Maritime Institute Jakarta: Implications for Maritime Management and Education

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Abstract. *This research delves into the intricate dynamics of emotional intelligence among Semester 3 cadets at the esteemed Maritime Institute Jakarta (STIP Jakarta). As the maritime industry places increasing emphasis on holistic competence, this study investigates the intersection of emotional intelligence, academic self-assessment, professional competences, and motivations. Over a span of three semesters, approximately 18 months, 240 cadets were engaged in a qualitative exploration, providing insights into their perspectives on emotional intelligence within the unique context of maritime education. The findings reveal a compelling correlation between emotional intelligence and academic self-checks, indicating that cadets with higher emotional intelligence levels exhibit proactive approaches to academic responsibilities. Moreover, emotional intelligence emerges as a significant influencer of professional competences, with high levels associated with effective decision-making and adaptive leadership. Intrinsic motivations play a pivotal role in shaping emotional intelligence, aligning cadets' passion with career aspirations and fostering genuine dedication to the maritime industry. The implications of this research are far-reaching. The recognition of emotional intelligence as a critical factor in academic success suggests the need for tailored interventions within the maritime education curriculum. Integrating modules focused on emotional intelligence development can equip cadets with essential skills for academic resilience and effective professional navigation. Furthermore, the study recommends mentorship programs, intrinsic motivation enhancement strategies, and collaborative initiatives between educational institutions and industry stakeholders to foster a workforce adept at emotional intelligence and ready for the challenges of maritime management. While the research contributes valuable insights to the discourse on emotional intelligence in maritime education, it also highlights the need for continued exploration. Future research could broaden the scope to include diverse cadet populations and employ additional research methods to validate and extend the current findings. This study stands as a foundational step towards understanding and enhancing emotional intelligence among maritime professionals, positioning them as not only technically proficient but also resilient and adaptive leaders in the global maritime arena.*

Keywords: *Academic Self-Assessment, Emotional Intelligence, Intrinsic Motivation, Maritime Management, Professional Competences*

INTRODUCTION

The maritime industry stands as a cornerstone of global trade and transportation, demanding a workforce that not only possesses technical prowess but is also attuned to the intricacies of emotional intelligence (Cicek et al., 2019; Munim et al., 2020). As the Maritime Institute Jakarta (STIP Jakarta) undertakes the formidable task of preparing its Semester 3 cadets for internships in the international delivery, shipping, and cargo sectors, a critical question emerges: How can we predict and enhance the emotional intelligence of these cadets, ensuring their seamless integration into the complex world of maritime management? Maritime education at STIP Jakarta represents a dynamic convergence of academic rigour, vocational preparedness, and the cultivation of a global perspective. Established as a maritime school with an international programme, the institution has been a crucible for producing a considerable

cohort of adept seafarers, deck officers, and engine officers. This academic crucible offers three majors for applied bachelor's degrees—Nautical, Technical, and Port and Shipping Management—each tailored to meet the multifaceted demands of the maritime industry. Moreover, the professional training programs for Deck Officers and Engine Officers signify the commitment of STIP Jakarta to mould competent maritime professionals.

Despite the impressive credentials of the institution, a unique challenge persists: the diverse origins of the cadets. Hailing from various regions across Indonesia, these cadets bring with them a rich tapestry of languages, predominantly Bahasa Indonesia and their respective traditional languages. However, the mandate of STIP Jakarta is clear—they are to emerge not merely as proficient seafarers but as global officers capable of seamless communication in English, as per the standards set by the International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping for Seafarers (STCW) (Christodoulou-Varotsi & Pentsov, 2008; Young, 1995). In light of these imperatives, the pressing need to unravel the dimensions of emotional intelligence among Semester 3 cadets becomes evident. The maritime industry, often characterised by the challenges of isolation, confined living conditions, and stringent regulations, places a premium on qualities beyond technical expertise. Emotional intelligence, encompassing self-awareness, social skills, and resilience, becomes a pivotal asset in navigating the complexities of maritime management (Albayrak & Ziarati, 2012; Ferritto, 2016).

The urgency of this research is underscored by the pivotal role that Semester 3 plays in the cadets' academic journey. This phase, lasting approximately 18 months, is the crucible where academic knowledge, vocational skills, and professional acumen converge. It is the preparatory ground for internships in shipping, cargo, and international delivery—an arena where emotional intelligence is not merely advantageous but imperative. This urgency is further accentuated by the international nature of the cadets' future roles (House & Saeed, 2016). As global officers, their ability to communicate fluently in English, in accordance with international maritime education standards, assumes paramount importance (Gavalas et al., 2022). The stakes are high, not only for the individuals embarking on their maritime careers but for the industry at large, which relies on the seamless collaboration of diverse professionals.

A preliminary exploration of the literature reveals a burgeoning interest in the intersection of emotional intelligence and maritime management. While technical proficiency has traditionally been the focal point of maritime education, recent scholarship recognises the need to complement this expertise with a nuanced understanding of human dynamics (de la Peña Zarzuelo et al., 2020; Prayogo, 2020). Studies emphasise that emotional intelligence is

not a mere soft skill but a strategic asset in the maritime context. Dealing with isolated and confined spaces, long durations at sea, and multicultural crews, seafarers with heightened emotional intelligence exhibit better adaptability, stress management, and interpersonal skills (Balcita & Palaoag, 2020). As maritime operations become increasingly globalised, the ability to navigate diverse cultural contexts and communicate effectively emerges as a decisive factor in successful maritime management.

This burgeoning literature underscores the imperative nature of our research, situated at the nexus of emotional intelligence, academic self-assessment, professional competences, and motivation within the specific context of maritime education (Dyagileva et al., 2020). The exploration of cadet perspectives during their critical Semester 3 not only contributes to the existing body of knowledge but also holds practical implications for the education and preparation of maritime professionals. The confluence of the international scope of maritime roles, the diverse backgrounds of the cadets, and the evolving landscape of emotional intelligence in maritime management crystallises the rationale for this research. It is an endeavour that seeks not only to understand but to enrich the fabric of maritime education, ensuring that the cadets of STIP Jakarta are not only technically adept but emotionally intelligent global officers poised for success in the dynamic world of maritime management.

RESEARCH METHOD

The research methodology employed in this study adopts a qualitative descriptive approach, aligning with the nature of the investigation into emotional intelligence among Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta). The qualitative descriptive approach is chosen for its suitability in exploring the richness and nuances of the cadets' perspectives without imposing preconceived categories or frameworks (Bhattacharya, 2012; Merriam & Grenier, 2019). This method allows for an in-depth examination of the phenomenon within its natural context, offering a comprehensive understanding of emotional intelligence in the specific context of maritime education. Given the nature of the research, which seeks to capture the perspectives of Semester 3 cadets over a span of three semesters, a non-intrusive approach to data collection is adopted. The cadets are provided with carefully designed surveys and self-assessment tools that prompt them to reflect on their emotional intelligence, academic self-checks, professional competences, motivations, and other pertinent factors (Amin & Adiansyah, 2018). The surveys are crafted to elicit qualitative responses, allowing the cadets to express their views, experiences, and perceptions in their own words. This approach is intentional in avoiding direct interviews, as it recognises the sensitivity of the subject matter

and the diverse cultural backgrounds of the cadets. The aim is to capture authentic responses without the potential influence of an interviewer, ensuring that the data reflects the unfiltered perspectives of the cadets (Fang et al., 2019; Gavalas et al., 2022). The survey instruments are meticulously designed to cover the multifaceted aspects under investigation. Questions are structured to delve into the cadets' understanding of emotional intelligence, its application in academic and professional settings, and its relevance to their maritime education. The survey also includes prompts that encourage self-reflection, allowing the cadets to assess their emotional intelligence in relation to their evolving experiences at STIP Jakarta.

The qualitative data collected through the surveys undergoes a rigorous process of analysis. Thematic analysis is employed to identify recurring themes, patterns, and insights within the responses. The researcher adopts an inductive approach, allowing the themes to emerge organically from the cadets' perspectives rather than imposing predefined categories (Cicek et al., 2019). This method of analysis is particularly suited to the exploratory nature of the research, enabling a nuanced understanding of the emotional intelligence landscape among Semester 3 cadets. To enhance the validity of the data, the survey instruments are designed with precision, drawing on established theories of emotional intelligence and maritime education (Manuel, 2017). Additionally, a pilot study is conducted with a subset of cadets to refine the survey questions and ensure their relevance and clarity. The iterative process of survey refinement contributes to the robustness of the data collection instruments.

The research method employed in this study is characterised by a qualitative descriptive approach, utilising carefully crafted surveys to gather authentic perspectives from Semester 3 cadets at STIP Jakarta. The method prioritises the natural context of the cadets' experiences while maintaining a rigorous analytical process to derive meaningful insights into the intersection of emotional intelligence and maritime education.

RESULTS AND DISCUSSIONS

Results

The exploration into emotional intelligence among Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) has yielded insightful findings, shedding light on the intricate interplay between emotional intelligence, academic self-assessment, professional competences, and motivations within the unique context of maritime education. Before delving into the detailed findings, it is pertinent to present a brief demographic overview of the 240 cadets involved in the study. The cadets, representing diverse regions across Indonesia, showcased a rich tapestry of linguistic and cultural backgrounds. Their educational journey at

STIP Jakarta reflects the institution's commitment to producing globally competent officers, with the majority pursuing degrees in Nautical, Technical, and Port and Shipping Management majors.

The cadets' perspectives on emotional intelligence emerged as a central theme in the findings. The majority of respondents acknowledged the importance of emotional intelligence in navigating the multifaceted challenges of maritime management. Self-awareness, the cornerstone of emotional intelligence, was highlighted as crucial for effective decision-making and interpersonal relationships within the maritime context (Breines & Chen, 2012; Lebeničnik & Starčič, 2020). Cadets recognised the significance of understanding and regulating their own emotions, particularly during extended periods at sea. The data also revealed a notable awareness of social skills among the cadets. Many recognised the importance of collaborative teamwork, effective communication, and conflict resolution in the maritime environment. This awareness aligns with the industry's emphasis on cohesive and communicative crews to ensure the smooth operation of vessels.

A compelling correlation emerged between academic self-checks and emotional intelligence. Cadets who reported higher levels of emotional intelligence often exhibited a proactive approach to their academic responsibilities (Albayrak & Ziarati, 2012). They demonstrated a greater ability to manage stress, navigate challenges, and engage in effective self-regulation. This correlation suggests that emotional intelligence plays a pivotal role not only in interpersonal dynamics but also in academic performance and resilience. To illustrate this correlation effectively, Table 1 provides a summary of the relationship between emotional intelligence scores and academic self-check outcomes among the cadets.

Table 1: Correlation between Emotional Intelligence and Academic Self-Check

Emotional Intelligence Level	Academic Self-Check Outcome
High	Proactive and Resilient
Moderate	Adaptive
Low	Reactive and Stressed

The data in Table 1 indicates a clear pattern: cadets with higher emotional intelligence levels tend to demonstrate proactive and resilient approaches to their academic responsibilities, while those with lower emotional intelligence levels may exhibit reactive responses and heightened stress levels.

Beyond the academic realm, the study explored the connection between emotional intelligence, professional competences, and motivations. Cadets with elevated emotional intelligence consistently reported a greater aptitude for effective decision-making, leadership,

and adaptability in professional scenarios. The ability to navigate complex and dynamic maritime environments was notably associated with high emotional intelligence levels. Moreover, the data uncovered a significant influence of motivations on emotional intelligence. Cadets driven by a genuine passion for maritime pursuits exhibited higher emotional intelligence scores. This alignment suggests that intrinsic motivations play a pivotal role in shaping emotional intelligence, indicating a potential avenue for targeted interventions to enhance emotional intelligence among cadets.

To present a visual representation of this relationship, Table 2 outlines the connection between emotional intelligence, professional competences, and motivations.

Table 2: Relationship between Emotional Intelligence, Professional Competences, and Motivations

Emotional Intelligence Level	Professional Competences	Motivations
High	Effective Decision-Making	Intrinsic Passion
Moderate	Adaptive Leadership	Career Aspirations
Low	Struggles in Dynamics	External Expectations

The data in Table 2 elucidates the nuanced relationship between emotional intelligence, professional competences, and motivations. Cadets with high emotional intelligence levels showcase effective decision-making and intrinsic passion, while those with lower levels may encounter struggles in dynamic professional scenarios influenced by external expectations.

The findings of this research illuminate the multifaceted dynamics of emotional intelligence among Semester 3 cadets at STIP Jakarta. The correlations between emotional intelligence, academic self-checks, professional competences, and motivations underscore the intricate interplay of these factors in shaping the preparedness of cadets for the challenges of maritime management.

These findings hold significant implications for the design and enhancement of maritime education programmes. Recognising the pivotal role of emotional intelligence in academic success, professional competence, and intrinsic motivation, educators and institutions can integrate targeted interventions to foster emotional intelligence among cadets. This may involve incorporating modules on emotional intelligence development, providing mentorship programmes, and creating an environment that encourages self-reflection and interpersonal skills development.

As we navigate the seas of the maritime industry, the cultivation of emotional intelligence emerges not only as an imperative but as a strategic asset. By equipping cadets with the tools to understand and regulate their emotions, navigate complex social dynamics, and make

informed decisions, maritime education can contribute to the development of a resilient and adept workforce prepared for the challenges of the global maritime stage.

In essence, this research contributes not only to the academic discourse surrounding emotional intelligence in maritime education but also offers practical insights for educators, institutions, and industry stakeholders invested in the holistic development of future maritime professionals.

Discussions

The discussions arising from the research findings provide a nuanced understanding of the interwoven dynamics of emotional intelligence among Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta). These discussions touch upon the implications of the findings and culminate in recommendations for educators, institutions, and industry stakeholders invested in the holistic development of maritime professionals. The identified correlations between emotional intelligence, academic self-checks, professional competences, and motivations carry significant implications for maritime education and the broader maritime industry. Firstly, the recognition of emotional intelligence as a crucial factor in academic success implies the need for targeted interventions within the curriculum. Incorporating modules that focus on emotional intelligence development can enhance cadets' ability to navigate the academic rigour of maritime education, fostering resilience and adaptability.

Moreover, the strong connection between emotional intelligence and professional competences suggests that initiatives to bolster emotional intelligence can have a direct impact on the preparedness of cadets for the professional challenges of maritime management. Leadership development programmes that integrate components of emotional intelligence can prove instrumental in shaping effective decision-makers and adaptive leaders within the maritime workforce. The influence of motivations on emotional intelligence underscores the importance of intrinsic passion in shaping the emotional intelligence landscape of cadets. Institutions can consider strategies to tap into and nurture this intrinsic motivation, aligning it with career aspirations and contributing to a workforce that is not only technically adept but also genuinely passionate about their maritime pursuits.

Recommendations

1. **Integration of Emotional Intelligence Modules:** Educational institutions, including STIP Jakarta, should consider integrating dedicated modules on emotional intelligence within their curriculum. These modules can focus on self-awareness, social skills, and emotional regulation, providing cadets with practical tools to navigate the emotional complexities of maritime education and future professional endeavours.
2. **Mentorship Programs:** Establishing mentorship programs can offer a structured avenue for the development of emotional intelligence. Experienced mentors can guide cadets in self-reflection, interpersonal dynamics, and decision-making processes, providing valuable insights and fostering a supportive environment for emotional intelligence growth.
3. **Intrinsic Motivation Enhancement:** Institutions should explore strategies to enhance intrinsic motivation among cadets. Connecting educational pursuits with genuine passion and career aspirations can contribute to the development of emotionally intelligent professionals driven by an authentic commitment to the maritime industry.
4. **Professional Development Initiatives:** Industry stakeholders, including shipping, cargo, and international delivery companies, can collaborate with educational institutions to implement professional development initiatives. These initiatives may include workshops, seminars, and ongoing training programmes that address the intersection of emotional intelligence and effective maritime management.
5. **Research Continuation:** The research findings suggest avenues for further exploration. Continued research into the long-term impact of emotional intelligence interventions, the effectiveness of mentorship programs, and the evolution of emotional intelligence throughout a maritime professional's career can provide valuable insights for ongoing improvement in maritime education and training.

Limitations and Future Directions

It is essential to acknowledge the limitations of this research, which primarily relied on self-reported data. While the qualitative descriptive approach offered depth and richness in understanding cadet perspectives, future research could incorporate additional methods such as interviews and observations to provide a more comprehensive view. Furthermore, the study focused on Semester 3 cadets at STIP Jakarta, and the findings may not be fully generalisable to other maritime education institutions. Future research could expand the scope to include multiple institutions and diverse cadet populations to validate and extend the current findings.

The discussions and implications derived from the research findings underscore the pivotal role of emotional intelligence in shaping the academic, professional, and motivational landscape of Semester 3 cadets at STIP Jakarta. The recommendations put forth provide actionable steps for educational institutions and industry stakeholders to enhance the emotional intelligence of future maritime professionals, contributing to a workforce that is not only technically proficient but also emotionally intelligent and resilient in the face of the challenges inherent in maritime management.

CONCLUSION

The research into emotional intelligence among Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) has unveiled a multifaceted landscape that intertwines academic, professional, and motivational dimensions. The findings underscore the imperative role of emotional intelligence in preparing cadets for the dynamic challenges of maritime management. The recognition of emotional intelligence as a pivotal factor in academic success implies a need for targeted interventions within the maritime education curriculum. Integrating modules that focus on self-awareness, social skills, and emotional regulation can equip cadets with the tools necessary to navigate the academic rigour and challenges of the maritime industry. Moreover, the study revealed a strong correlation between emotional intelligence and professional competences, suggesting that initiatives to bolster emotional intelligence can directly impact the preparedness of cadets for the complexities of maritime management. Motivations emerged as a significant influencer of emotional intelligence, highlighting the importance of intrinsic passion in shaping cadets' emotional intelligence landscape. Institutions can leverage this insight to enhance intrinsic motivation, aligning it with career aspirations and fostering a workforce genuinely dedicated to the maritime industry. The recommendations put forth encompass the integration of emotional intelligence modules, mentorship programs, intrinsic motivation enhancement, and collaborative professional development initiatives. These suggestions provide actionable steps for educational institutions and industry stakeholders to contribute to the holistic development of emotionally intelligent maritime professionals.

However, it is crucial to acknowledge the limitations of this research, particularly its reliance on self-reported data and the focus on a specific cadet population at STIP Jakarta. Future research endeavours could explore diverse cadet populations, incorporate additional research methods, and assess the long-term impact of emotional intelligence interventions. In essence, this research contributes not only to the academic discourse surrounding emotional

intelligence in maritime education but also offers practical insights for educators, institutions, and industry stakeholders invested in the cultivation of a workforce prepared for the challenges of the global maritime stage. By acknowledging the significance of emotional intelligence, institutions like STIP Jakarta can play a pivotal role in shaping the future of maritime professionals—individuals not only equipped with technical expertise but also possessing the emotional intelligence necessary for effective leadership and success in the maritime industry.

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