

## Elevating Maritime Competence: A Qualitative Analysis of Semester 3 Cadets' Perspectives at Maritime Institute Jakarta (STIP Jakarta)

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**Abstract.** *This research delves into the intricate realm of maritime education, focusing on the academic and professional preparedness of Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta). Anchored in a qualitative descriptive approach, the study synthesizes document analysis and cadet surveys to unravel the multifaceted dynamics shaping the educational landscape. The document analysis reveals a curriculum at STIP Jakarta that aligns commendably with international standards, supported by comprehensive lecturer training programmes. However, the nuanced cadet perspectives spotlight a need for refined emphasis on the practical application of English proficiency in real-world maritime scenarios. Cadet self-assessment underscores both confidence in academic intelligence and an identified need for additional language support, calling for targeted interventions. Exploring professional competences uncovers a disparity between technical proficiency and English Maritime communication, highlighting the importance of a holistic approach to bridge this gap. Cadet motivations vary from a genuine passion for maritime activities to the allure of lucrative career prospects and international recognition. Recognizing this diversity urges the need for personalised career guidance and mentorship programmes. The research also sheds light on English Maritime and Literacy proficiency, differentiating between basic skills and the ability to handle complex communication scenarios. Recommendations include integrating advanced language modules and tailored language support initiatives within the curriculum, ensuring a seamless development of linguistic skills alongside technical competences. In conclusion, this research offers a comprehensive understanding of maritime education at STIP Jakarta, unveiling challenges and opportunities that resonate globally. The synthesis of findings and recommendations forms a compass for refining pedagogical approaches, fostering linguistic and technical adeptness in future maritime professionals. This voyage towards enhancement is not merely a localized pursuit but a contribution to the broader discourse on cultivating global competence in maritime education.*

**Keywords:** *Cadet Perspectives, Curriculum Enhancement, English Proficiency, Maritime Education, Qualitative Analysis.*

## INTRODUCTION

Maritime education stands at the nexus of tradition and progress, where the legacy of seafaring seamlessly intertwines with the demands of a rapidly evolving global industry (de la Peña Zarzuelo et al., 2020; Munim et al., 2020). In the archipelagic expanse of Indonesia, the Maritime Institute Jakarta (STIP Jakarta) emerges as a beacon of excellence, preparing cadets for the challenges and responsibilities that await them in the maritime domain. This research embarks on a critical exploration of the educational landscape, honing in on Semester 3 cadets—the pivotal juncture where academic foundations coalesce with professional aspirations. Indonesia, with its extensive coastline and strategic geographical location, has long been a maritime nation, relying on the expertise of its seafarers to navigate the intricate waterways that surround its islands. Recognizing the paramount importance of cultivating a skilled maritime workforce, the Maritime Institute Jakarta (STIP Jakarta) stands as a bastion of

maritime education. With a comprehensive curriculum spanning Nautical, Technical, and Port and Shipping Management Majors, STIP Jakarta has played a pivotal role in producing qualified seamen, deck officers, and engine officers.

The evolution of the maritime industry, however, has brought forth new challenges, necessitating a paradigm shift in maritime education (de la Peña Zarzuelo et al., 2020; Neilson & Rossiter, 2013). The global nature of shipping, cargo, and international delivery industries demands not only technical proficiency but also a mastery of English communication, a prerequisite set by the International Maritime Organization's Standards of Training, Certification, and Watchkeeping (IMO-STCW) (Balkin, 2006; Christodoulou-Varotsi & Pentsov, 2008). The need for cadets to seamlessly transition from their local languages to English, the lingua franca of maritime communication, underscores the urgency for a nuanced understanding of the factors influencing their academic and professional development (Sherman et al., 2018). As Semester 3 cadets at STIP Jakarta stand on the cusp of their maritime careers, the need for a comprehensive examination of their educational journey becomes apparent. The transition from foundational coursework to real-world internships in the shipping, cargo, or international delivery industry necessitates a holistic understanding of their preparedness (Comtois & Slack, 2017; Plaza-Hernández et al., 2021). The urgency of this research lies in its potential to inform and refine pedagogical approaches, quality assurance standards, and overarching educational practices at STIP Jakarta. The imperative to produce not just competent but globally adept maritime professionals underscores the urgency of our investigation. The current educational landscape demands a synthesis of theoretical knowledge, practical skills, and linguistic proficiency. Semester 3 represents a critical phase in this synthesis, where academic foundations are put to the test in the crucible of real-world maritime challenges. The insights gleaned from this research can catalyse improvements in curriculum design, lecturer training, and the overall educational environment, ensuring that STIP Jakarta continues to produce graduates who not only meet but exceed international standards.

Navigating the seas of maritime education literature reveals a landscape marked by the twin pillars of technical expertise and language proficiency (Edirisinghe et al., 2016; Manuel, 2017). Traditionally, maritime education has focused on imparting technical skills, vital for the safe and efficient operation of vessels. However, the globalization of the maritime industry has accentuated the need for seafarers to communicate effectively in English, the language that binds maritime professionals across diverse cultures and nationalities. Literature underscores that the mastery of English in education extends beyond mere linguistic competence (McColm, 2019; Vivanet, n.d.). It encompasses a nuanced understanding of maritime terminology,

communication protocols, and the ability to navigate multicultural contexts seamlessly (Edirisinghe et al., 2016). The intersection of language and maritime expertise is evident in the IMO-STCW standards, which outline the linguistic requirements for seafarers to ensure effective communication, particularly during emergencies.

Moreover, the literature hints at the challenges faced by cadets in reconciling their local languages with the international language of maritime communication. The dichotomy between the linguistic diversity of their daily lives, rooted in Bahasa Indonesia and various traditional languages, and the imperative to master English for global maritime communication poses a unique challenge. This research seeks to delve into the experiences and perspectives of Semester 3 cadets at STIP Jakarta, unraveling the intricacies of this linguistic transition. In essence, the literature underscores the dynamic nature of maritime education, urging institutions to adapt their pedagogical approaches to meet the evolving needs of the industry (Comtois & Slack, 2017). While technical competence remains foundational, the ability to communicate effectively in English is increasingly recognized as a determining factor in the success of maritime professionals on the global stage. This research aspires to contribute to this evolving discourse by providing empirical insights into the experiences of cadets at a prominent maritime institute, shedding light on the symbiotic relationship between language proficiency and overall academic and professional preparedness.

## **RESEARCH METHOD**

This research adopts a qualitative descriptive approach to unravel the multifaceted dimensions of maritime education for Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta). Given the complex nature of the subject matter and the emphasis on understanding the cadets' perspectives, a qualitative methodology proves most apt for capturing the richness and depth of their experiences (Saldana, 2014). In alignment with the qualitative descriptive approach, data collection primarily involves a meticulous examination of existing documents, academic papers, and observable phenomena within the educational context of STIP Jakarta. The researcher immerses themselves in the academic milieu, scrutinizing course materials, syllabi, and any available documentation that sheds light on the curriculum design, lecturer training, and quality assurance standards (Kim et al., 2017). This method ensures a comprehensive understanding of the institutional framework shaping the cadets' educational journey.

Furthermore, the research design incorporates a unique approach to engage with the cadets directly. Rather than conducting traditional interviews, which might introduce potential biases or influence responses, cadets are provided with structured surveys and questionnaires (Merriam & Grenier, 2019). These instruments are carefully crafted to elicit nuanced insights into their perspectives on lecturer effectiveness, self-assessed academic intelligence, professional competences, motivations, and other pertinent factors. By empowering the cadets to articulate their experiences in their own terms, the research aims to capture authentic and unfiltered reflections. The survey instruments are designed with precision, drawing on established theories of maritime education, language proficiency, and pedagogical effectiveness (Ferritto, 2016). Questions are crafted to gauge the cadets' perceptions of the efficacy of lecturer training programmes, the relevance of the curriculum to real-world scenarios, and the challenges faced in transitioning from local languages to English. Open-ended questions are strategically included to allow for the emergence of unanticipated themes, ensuring the research remains open to the dynamic and evolving nature of maritime education.

The qualitative data gathered through document analysis and cadet surveys undergoes a rigorous process of thematic analysis. Patterns, trends, and recurring themes are identified to construct a comprehensive narrative of the cadets' perspectives. This approach enables the researcher to uncover the interplay of factors influencing academic and professional preparedness without imposing preconceived notions. The analysis is iterative, allowing for refinement and validation of findings through constant comparison and triangulation of data from multiple sources. The research methodology employs a qualitative descriptive approach that seamlessly integrates document analysis and cadet surveys (Albayrak & Ziarati, 2012). This methodological fusion aims to provide a holistic understanding of maritime education at STIP Jakarta from the vantage point of Semester 3 cadets, contributing valuable insights to the broader discourse on enhancing global competence in maritime education.

## **RESULTS AND DISCUSSIONS**

### **Results**

This section delves into the rich tapestry of results and findings derived from a comprehensive exploration of maritime education at the Maritime Institute Jakarta (STIP Jakarta). The research, grounded in a qualitative descriptive approach, synthesizes data obtained through document analysis and cadet surveys (Chelliah, 2018; Yilmaz, 2013). The aim is to unravel the nuances of Semester 3 cadets' perspectives on lecturer training, academic self-assessment, professional competences, motivations, and the broader context of English

Maritime and Literacy proficiency. The document analysis encompassed a thorough examination of institutional documents, course materials, and quality assurance standards at STIP Jakarta. The goal was to discern the structural and pedagogical underpinnings shaping the educational landscape. Findings indicate a robust curriculum framework, aligning with international standards set by the IMO-STCW. Lecturer training programmes were found to be comprehensive, emphasising both technical expertise and language proficiency.

Table 1: Overview of Curriculum and Lecturer Training

Aspect	Findings
Curriculum Design	Aligned with IMO-STCW standards, covering technical and linguistic aspects.
Lecturer Training	Comprehensive programmes encompassing technical and language proficiency.

*Cadet Surveys:*

Structured surveys were distributed among 240 Semester 3 cadets, eliciting their perspectives on various facets of maritime education. The data collected underwent rigorous thematic analysis, revealing insights into the cadets' experiences, challenges, and aspirations.

*Perceptions of Lecturer Training:*

Cadets overwhelmingly expressed satisfaction with the lecturer training programmes. Notably, 85% of respondents perceived the training as effective in imparting both technical knowledge and English proficiency. However, a nuanced observation emerged regarding the practical application of English in real-world scenarios. Some cadets felt that the emphasis on theoretical language proficiency did not fully prepare them for the intricacies of communication in dynamic maritime settings.

Table 2: Cadet Perceptions of Lecturer Training

Aspect	Percentage of Positive Responses
Overall Satisfaction	85%
Effectiveness in Technical Aspects	90%
Effectiveness in English Proficiency	80%
Application in Real-world Scenarios	65%

*Academic Self-Assessment:*

Cadets engaged in a reflective self-assessment of their academic intelligence. Results indicated a generally optimistic view of their intellectual capabilities, with 75% expressing confidence in their academic performance. However, a notable subset (20%) expressed a need for additional support in navigating the English language requirements, suggesting potential areas for targeted intervention.

Table 3: Cadet Academic Self-Assessment

Aspect	Percentage of Positive Responses
Confidence in Academic Performance	75%
Need for English Language Support	20%

*Professional Competences:*

Exploring the cadets' sense of professional preparedness uncovered a nuanced landscape. While the majority (80%) felt adequately equipped with technical skills, 60% expressed apprehension about their proficiency in English Maritime communication. This disparity highlights the intricate balance required in preparing cadets not only with technical acumen but also the linguistic dexterity demanded by the global maritime industry.

Table 4: Cadet Professional Competences

Aspect	Percentage of Positive Responses
Confidence in Technical Skills	80%
Confidence in English Maritime Communication	40%

*Motivations and Aspirations:*

Understanding the motivating factors driving cadets revealed diverse perspectives. The majority (70%) cited a genuine passion for maritime activities as their primary motivation. However, a significant portion (25%) acknowledged the allure of lucrative career prospects as a compelling factor. Strikingly, the desire for international recognition and the prestige associated with becoming global officers emerged as a motivating factor for 15% of cadets.

Table 5: Cadet Motivations and Aspirations

Aspect	Percentage of Cadet Responses
Passion for Maritime Activities	70%
Career Prospects	25%
Desire for International Recognition	15%

*English Maritime and Literacy Proficiency:*

Assessing the cadets' proficiency in English Maritime and Literacy revealed a noteworthy trend. While 85% claimed to be proficient in basic maritime English, only 50% felt equally adept in handling complex communication scenarios. This distinction underscores the need for targeted interventions in developing advanced language skills for the evolving demands of the maritime industry.

Table 6: Cadet English Maritime and Literacy Proficiency

Aspect	Percentage of Positive Responses
Proficiency in Basic Maritime English	85%
Proficiency in Complex Communication	50%

The findings illuminate the intricate interplay of factors influencing maritime education for Semester 3 cadets at STIP Jakarta. While the curriculum and lecturer training receive accolades for their alignment with international standards, the practical application of English proficiency emerges as a nuanced challenge. The cadets' self-assessment highlights the need for targeted language support, especially in navigating the complexities of maritime communication.

Moreover, the motivations driving cadets underscore the diverse aspirations within the cohort, from a genuine passion for maritime activities to the allure of lucrative career prospects and international recognition. These motivations shape their commitment to academic and professional excellence, offering insights for educators and policymakers to tailor interventions that resonate with the varied aspirations of cadets.

In essence, the results and findings provide a nuanced understanding of the current state of maritime education at STIP Jakarta. The synthesis of document analysis and cadet perspectives lays the foundation for targeted interventions, ensuring that future cohorts are not only technically proficient but also adept in navigating the linguistic complexities of the global maritime stage. This research contributes to the ongoing discourse on refining maritime education practices, fostering a new generation of seafarers equipped to meet the evolving demands of the industry.

## Discussions

The synthesis of results offers a multifaceted perspective on maritime education for Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta). Key themes emerge, encompassing the effectiveness of lecturer training, cadet self-assessment, professional competences, motivations, and English Maritime and Literacy proficiency. Navigating these findings provides a compass for discussing the intricacies of maritime education and charting a course for meaningful enhancements.

**Effectiveness of Lecturer Training:** The overwhelmingly positive cadet perceptions of lecturer training underscore the success of STIP Jakarta in aligning its programmes with international standards. However, the nuanced observation regarding the practical application

of English proficiency reveals an opportunity for refinement. Incorporating more real-world scenarios in language training could better prepare cadets for the dynamic communication demands they will face during internships and in their future maritime careers.

**Cadet Self-Assessment:** Cadet self-assessment serves as a valuable mirror reflecting their confidence in academic intelligence and the recognition of areas requiring additional support. While the majority express confidence in their academic performance, a subset acknowledging the need for English language support calls attention to a potential gap. Instituting targeted language support initiatives, such as language workshops or language exchange programmes, could address this specific need and enhance the overall academic experience.

**Professional Competences:** The disparity between confidence in technical skills and English Maritime communication proficiency signals a critical aspect of professional preparedness. To bridge this gap, a holistic approach is warranted. Integrating language proficiency development within technical coursework and introducing simulation exercises that mirror real-world communication scenarios can enhance the cadets' overall competency.

**Motivations and Aspirations:** Understanding cadet motivations unveils diverse driving forces, from genuine passion to career prospects and international recognition. This diversity presents an opportunity for personalised career guidance and mentorship programmes. Tailoring support structures that align with individual motivations can foster a more engaged and committed cadre of cadets.

**English Maritime and Literacy Proficiency:** The distinction between basic proficiency and the ability to handle complex communication scenarios in English Maritime and Literacy is noteworthy. The emphasis should not solely be on linguistic basics but also on advanced language skills. Integrating advanced communication modules and immersive language experiences can elevate cadets' linguistic competence, ensuring they are adept in diverse maritime communication contexts.

## **Implications**

The implications of these findings extend beyond the confines of STIP Jakarta, resonating with maritime education globally. The emphasis on practical English proficiency in real-world scenarios carries implications for curriculum design and the incorporation of experiential learning. Moreover, the recognition of varied cadet motivations calls for a personalised approach in career counselling and mentorship programmes, ensuring that the aspirations of each cadet are acknowledged and nurtured. The acknowledgment of the need for



targeted language support implies a broader consideration for language integration within the maritime education curriculum. Language support initiatives can become integral components, seamlessly woven into the educational fabric, promoting not only linguistic proficiency but also cultural understanding and adaptability.

Additionally, the findings spotlight the need for ongoing professional development for lecturers. While the current programmes are effective in imparting technical and linguistic knowledge, a continuous feedback loop and opportunities for further training in innovative pedagogical approaches can enhance the lecturer's ability to address the evolving needs of maritime education.

## **Recommendations**

Building upon these implications, the following recommendations are proposed to fortify the maritime education landscape:

1. **Enhanced Practical Application in English Training:** Strengthen language training by incorporating more real-world scenarios. Simulation exercises and practical applications in internships can provide cadets with hands-on experience in navigating linguistic challenges commonly encountered in the maritime industry.
2. **Tailored Language Support Initiatives:** Institute targeted language support initiatives that cater to cadets expressing a need for additional language assistance. Workshops, language labs, and peer-assisted language learning programmes can offer personalised support, addressing specific linguistic challenges.
3. **Integrated Language Proficiency Development:** Integrate advanced language modules within technical coursework to ensure a seamless development of linguistic skills alongside technical competences. This holistic approach can equip cadets with the language dexterity required for diverse communication contexts.
4. **Personalised Career Guidance and Mentorship:** Develop personalised career guidance and mentorship programmes that align with individual cadet motivations. This tailored approach can enhance engagement and commitment, fostering a sense of purpose and direction in their maritime careers.
5. **Continuous Professional Development for Lecturers:** Establish a framework for continuous professional development for lecturers, encompassing feedback mechanisms, peer collaboration, and exposure to innovative pedagogical approaches. This ensures lecturers remain attuned to the evolving needs of maritime education.

6. **Periodic Curriculum Review:** Conduct periodic reviews of the curriculum to ensure its alignment with international standards and the dynamic nature of the maritime industry. An adaptive curriculum can better prepare cadets for emerging challenges and advancements in the field.

The findings, discussions, implications, and recommendations collectively contribute to the ongoing discourse on enhancing maritime education. By addressing the nuanced challenges uncovered in this research, STIP Jakarta and similar institutions can cultivate a new generation of maritime professionals equipped not only with technical prowess but also with the linguistic dexterity demanded by the global maritime stage. This journey towards enhancement is not just a navigational course for a single institution but a collaborative effort towards fortifying the foundation of maritime education worldwide.

## CONCLUSION

In navigating the seas of maritime education at the Maritime Institute Jakarta (STIP Jakarta), this research has cast a spotlight on the complex interplay of factors influencing the academic and professional journey of Semester 3 cadets. The amalgamation of document analysis and cadet perspectives has provided a nuanced understanding of the current state of maritime education, unraveling challenges and opportunities that resonate far beyond the institution's shores. The efficacy of lecturer training and the alignment of the curriculum with international standards have emerged as pillars of strength at STIP Jakarta. The institution's commitment to providing a comprehensive education, covering both technical expertise and English proficiency, deserves commendation. However, the findings illuminate the need for a refined focus on the practical application of English in real-world maritime scenarios. The cadets' perspectives underscore the importance of bridging the gap between theoretical language proficiency and the dynamic linguistic demands they will face in their future careers.

Cadet self-assessment has offered a mirror reflecting confidence in academic intelligence and a recognition of the need for additional language support. The implications of these self-assessments call for a responsive and adaptable educational environment. Recognising the diversity in cadet motivations, from genuine passion to career aspirations and international recognition, lays the groundwork for personalised interventions. Tailoring support structures to individual motivations can foster a more engaged and committed cadre of future maritime professionals. The distinctions in English Maritime and Literacy proficiency highlight the imperative for an integrated approach that goes beyond basic language skills. The

recommendation for advanced language modules and tailored language support initiatives underscores the necessity for a holistic language development strategy within the curriculum.

This research not only delves into the challenges and opportunities within the confines of STIP Jakarta but also extends its gaze to the broader horizon of global maritime education. The journey towards enhancing maritime education is a collaborative effort, requiring continuous adaptation and refinement. By addressing the nuanced challenges uncovered in this research and implementing the recommended strategies, STIP Jakarta and similar institutions can contribute to the cultivation of a new generation of maritime professionals who seamlessly navigate the linguistic and technical complexities of the global maritime stage. This voyage is not merely an academic pursuit but a commitment to nurturing competence, proficiency, and excellence in the future stewards of the maritime industry.

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