

Navigating Perspectives: Maritime Transport Development - Insights from Semester 3 Cadets at STIP Jakarta

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Abstract. *This qualitative research delves into the perspectives of 240 Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) on Maritime Transport Development in the Global Scale. Over a span of three semesters, these cadets undergo academic, mental, vocational, and professional preparation for internships in the shipping, cargo, or international delivery industry. The study aims to comprehensively understand their insights on the main opportunities, threats, and challenges in the dynamic landscape of global maritime transport. The findings reveal a collective awareness among cadets of the importance of academic preparedness, emphasizing the need for a seamless transition from theoretical knowledge to practical application. Linguistic proficiency, particularly in English Maritime, emerges as a central theme, highlighting its pivotal role in preparing cadets for international roles. The research illuminates a positive outlook on opportunities within the maritime sector, with cadets expressing enthusiasm for emerging technologies, automation, and sustainable practices. However, realistic concerns are voiced about potential threats such as job market saturation and the impact of automation on traditional roles. These concerns underscore the need for adaptive responses from educational institutions to equip cadets with skills relevant to the evolving industry. Challenges such as language barriers and limited exposure to real-world scenarios are identified, suggesting areas for improvement in maritime education. The implications of the research extend beyond STIP Jakarta, urging a more dynamic and responsive approach to maritime education globally. Recommendations include enhancing experiential learning, continuous language training, and incorporating emerging trends into curricula. The findings and recommendations provide a valuable roadmap for institutions seeking to prepare the next generation of maritime professionals for the complexities of the global maritime industry.*

Keywords: *Academic Preparedness, Cadet Perspectives, English Maritime, Global Maritime Transport, Maritime Education.*

INTRODUCTION

Maritime education stands at the confluence of tradition and evolution, where ancient seafaring practices intersect with the demands of a modern, globalized world (Balkin, 2006; Christodoulou-Varotsi & Pentsov, 2008). In this context, the Maritime Institute Jakarta (STIP Jakarta) emerges as a beacon, illuminating the path for aspiring mariners through its rigorous programs and commitment to producing highly qualified professionals. The present research embarks on an exploration of the perspectives held by Semester 3 cadets at STIP Jakarta, delving into their insights on Maritime Transport Development in the Global Scale. As navigated through the intricacies of this academic journey, it becomes imperative to illuminate

the background, needs, and urgency that underscore this research, all while grounding our exploration in a brief yet comprehensive literature review (de la Peña Zarzuelo et al., 2020).

The Maritime Institute Jakarta (STIP Jakarta) stands as a testament to Indonesia's commitment to excellence in maritime education. Established as a hub for cultivating seafaring talent, STIP Jakarta's international programme has consistently produced a substantial number of adept seamen, deck officers, and engine officers. The institute's tripartite approach, offering applied bachelor's degrees in Nautical Major, Technical Major, and Port and Shipping Management Major, caters to a diverse student body drawn from various regions of Indonesia. This diversity, encapsulated in the daily use of Bahasa Indonesia and traditional languages, sets the stage for a unique academic environment. As these cadets progress through their third semester, a pivotal phase in their academic journey, they stand on the cusp of transitioning from theoretical knowledge to practical application (Bertram et al., 2018). The looming prospect of internships in the shipping, cargo, or international delivery industry necessitates a nuanced understanding of the global dynamics shaping maritime transport (Sanchez-Gonzalez et al., 2019). This juncture, therefore, becomes the opportune moment to explore their perspectives on the main chances, threats, and challenges in maritime transport development.

The need for this research is underpinned by the dual exigencies of academic preparedness and industry relevance. The cadets of Semester 3 find themselves at a crucial juncture, where the theoretical foundations laid in the classroom must now be fortified by practical insights. The urgency stems from the rapidly evolving nature of the maritime industry on a global scale (Plaza-Hernández et al., 2021). The industry, once characterised by its reliance on tradition and established practices, now faces unprecedented challenges and opportunities driven by technological advancements, environmental considerations, and shifts in global trade patterns. Understanding the perspectives of these cadets is not merely an academic exercise; it is a strategic imperative. The maritime professionals of tomorrow must navigate a complex terrain that demands a synthesis of traditional seamanship with contemporary knowledge and skills (Erdogan & Demirel, 2017; Ferritto, 2016). The urgency is compounded by the international nature of their future roles. Mastery of English communication, aligned with international maritime standards such as those set by the International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping for Seafarers (STCW), is not just a desirable skill but a prerequisite for success in the global maritime arena (Christodoulou-Varotsi & Pentsov, 2008; Young, 1995). In navigating the literature relevant to this research, it becomes evident that the nexus between

maritime education and the global dynamics of maritime transport is a topic of increasing significance. The traditional view of maritime education solely focusing on technical skills is evolving. There is a growing acknowledgment that maritime professionals need a holistic skill set, encompassing linguistic proficiency, cross-cultural competence, and an understanding of the broader socio-economic and environmental factors influencing the industry.

Maritime education, historically rooted in the apprentice-style training of seafarers, now contends with the demands of a globalised world (Ferritto, 2016). The imperative for cadets to master English communication fluently is a recurring theme in the literature. As maritime activities transcend national borders, effective communication in a lingua franca becomes essential (Albayrak & Ziarati, 2012). The proficiency in English is not only a tool for individual success but a prerequisite for maintaining safety and efficiency in maritime operations. Moreover, the literature emphasises the need for maritime education to adapt to the changing landscape of the industry (Hui & Ishak, 2022). The rise of automation, digitalisation, and the increasing focus on sustainable practices are reshaping the skill set required of maritime professionals. Therefore, the cadets' perspectives on the main chances, threats, and challenges in maritime transport development hold paramount importance in aligning educational curricula with the evolving needs of the industry.

The literature review underscores the critical intersection of linguistic proficiency, academic insights, and industry relevance in maritime education. The upcoming exploration of Semester 3 cadets' perspectives aims to contribute to this discourse, shedding light on the multifaceted nature of preparing future maritime leaders in an era of rapid global change.

RESEARCH METHOD

The chosen research method aligns with the qualitative descriptive approach, seeking to uncover the perspectives of Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) regarding Maritime Transport Development in the Global Scale. This methodological choice is grounded in the recognition that qualitative inquiry is well-suited for capturing the nuanced and context-dependent nature of individuals' experiences and perspectives (Saldana, 2014; Yilmaz, 2013). The research sample consists of 240 Semester 3 cadets selected randomly from STIP Jakarta. This diverse group, representing different majors—Nautical, Technical, and Port and Shipping Management—offers a comprehensive view of the varied perspectives within the institute. The randomness of the selection ensures that the study encompasses a broad cross-section of the cadet population (Christenson et al., 2012; Merriam & Grenier, 2019).

Given the exploratory nature of the research and the intent to understand perspectives comprehensively, the data collection method involves providing cadets with carefully constructed survey instruments. These instruments are designed to elicit responses on various facets related to maritime transport development, academic preparedness, motivations, and perceptions of chances, threats, and challenges (Edirisinghe et al., 2016). Importantly, the survey format allows for the collection of both qualitative and quantitative data. The survey is structured to avoid imposing preconceived notions on the participants, fostering an environment for genuine reflection and expression of individual perspectives. The questions are formulated to cover a spectrum of topics, ranging from the integration of academic knowledge with practical experiences to the role of language proficiency, specifically in English Maritime, in shaping their preparedness for the industry. The analysis of the collected data follows a descriptive approach. Qualitative data, such as open-ended responses, are systematically categorised and thematically analysed (Castleberry & Nolen, 2018; Padgett, 2016). This process allows for the identification of recurring patterns, emerging themes, and nuanced perspectives within the cadet responses. Quantitative data, gathered from structured survey questions, are subjected to statistical analysis to provide numerical insights into prevalent trends and correlations. Ensuring the validity and reliability of the research findings is integral to maintaining the integrity of the study. To enhance validity, the survey instruments are carefully crafted, drawing on established research principles and aligning with the research objectives. Reliability is reinforced through the randomness of the sample selection and the use of standardised survey formats. The chosen research method, centred on a qualitative descriptive approach with survey instruments, seeks to navigate the perspectives of Semester 3 cadets at STIP Jakarta in an ethical and rigorous manner. This methodological choice is driven by the aim to capture the richness and diversity of their insights on maritime transport development, academic preparedness, and the challenges inherent in their journey towards becoming global maritime leaders (Comtois & Slack, 2017).

RESULTS AND DISCUSSIONS

Results

The exploration of Semester 3 cadets' perspectives at the Maritime Institute Jakarta (STIP Jakarta) provides a nuanced understanding of their insights into Maritime Transport Development in the Global Scale. The research, conducted through a qualitative descriptive approach, utilised survey instruments to gather data from a random sample of 240 cadets. The

findings, presented below, illuminate key themes related to academic preparedness, linguistic proficiency, and perceptions of opportunities, threats, and challenges in the evolving landscape of maritime transport.

Academic Preparedness

The research reveals a collective awareness among Semester 3 cadets regarding the importance of academic preparedness for their impending internships and future roles in the maritime industry (Zaderei, 2020). A notable finding is the recognition of the need for a seamless transition from theoretical knowledge acquired in classrooms to the practical application in real-world scenarios. Cadets across majors expressed a desire for more hands-on experiences, simulations, and industry-relevant projects to augment their academic foundations.

Linguistic Proficiency

English Maritime emerges as a central theme in the findings, underscoring its significance in the cadets' preparation for international roles. The data indicates a collective acknowledgment of the necessity to master English communication fluently, aligning with international maritime standards (Trenkner, 2009). The majority of cadets recognise English proficiency not only as a facilitator of effective communication but also as a key determinant of safety and efficiency in maritime operations. The findings highlight a correlation between high levels of linguistic proficiency and self-reported confidence in handling global professional interactions.

Perceptions of Opportunities

Survey responses shed light on cadets' perceptions of opportunities within the maritime transport sector. A notable discovery is the optimism regarding the industry's potential for growth and diversification. Cadets expressed enthusiasm about emerging technologies, automation, and digitalisation, seeing them as avenues for increased efficiency and safety. Furthermore, a substantial portion of the respondents identified the growing focus on sustainable practices as an opportunity for the industry and emphasised the importance of incorporating environmental considerations into their training.

Perceptions of Threats

The research also unveils cadets' perspectives on threats to the maritime transport sector. A recurrent concern among respondents is the potential job market saturation, particularly in traditional roles. Cadets voiced apprehension about the impact of automation on employment opportunities for deck officers and engine officers. Additionally, geopolitical uncertainties, such as trade tensions and global economic fluctuations, were identified as external threats that could affect the stability and growth of the maritime industry. This finding reflects a nuanced understanding among cadets of both internal and external challenges facing the sector.

Perceptions of Challenges

In terms of challenges, the survey data illuminates several areas where cadets perceive potential hurdles. Language barriers, despite their emphasis on English Maritime, were cited as a prevalent challenge. Cadets highlighted the need for continuous language training to bridge gaps in communication effectively. Another challenge identified was the limited exposure to real-world scenarios during their academic journey. Respondents expressed a desire for more industry-relevant practical experiences to enhance their problem-solving skills and decision-making capabilities.

Data Presentation

To enhance the comprehension of the findings, key data points are presented in the following table:

Themes	Key Findings
Academic Preparedness	- Cadets recognise the importance of practical application alongside theoretical knowledge.
Linguistic Proficiency	- High levels of English Maritime proficiency correlate with increased confidence in global professional interactions.
Perceptions of Opportunities	- Optimism about the industry's potential for growth, particularly with the integration of emerging technologies and sustainable practices.
Perceptions of Threats	- Concerns about potential job market saturation and the impact of automation on traditional roles.
Perceptions of Challenges	- Language barriers persist, highlighting the need for ongoing language training. - Limited exposure to real-world scenarios identified as a challenge to developing problem-solving skills and decision-making capabilities.

The results and findings of this research not only provide valuable insights into the perspectives of Semester 3 cadets at STIP Jakarta but also offer a foundation for shaping the future of maritime education. The academic preparedness, linguistic proficiency, and perceptions of opportunities, threats, and challenges unveiled in the data contribute to the broader discourse on preparing maritime professionals for the evolving global landscape. The

presented table serves as a concise reference, summarising key themes and findings, aiding in the comprehension and analysis of the research outcomes.

Discussions

The findings of this research underscore the cadets' collective awareness of the importance of academic preparedness in their maritime education. The recognition of the need for a seamless transition from theoretical knowledge to practical application reflects a maturity and understanding of the demands of the maritime industry. To address this, educational institutions like STIP Jakarta may consider enhancing experiential learning opportunities, simulations, and industry-relevant projects. Integrating practical experiences into the curriculum could better equip cadets with the skills needed for their internships and future roles.

The emphasis on English Maritime as a crucial component of cadets' preparation for international roles highlights the industry's demand for effective communication in a global context. The correlation between high linguistic proficiency and confidence in global professional interactions suggests that language skills are not only a tool for communication but also a source of self-assurance. Recognising the importance of this aspect, STIP Jakarta may need to continue prioritising and strengthening language training to ensure cadets are well-equipped to navigate diverse linguistic landscapes in the maritime domain.

The optimistic outlook on opportunities within the maritime transport sector reflects a forward-looking mindset among cadets. The enthusiasm for emerging technologies, automation, and sustainable practices aligns with the industry's trajectory towards efficiency and environmental responsibility. Educational institutions can leverage this positive outlook by incorporating emerging trends into their curricula, ensuring that cadets are well-prepared for the evolving nature of the maritime industry. This proactive approach could position cadets as contributors to innovation and sustainability in their future careers.

The concerns voiced by cadets regarding potential job market saturation and the impact of automation on traditional roles indicate a level of realism about the challenges ahead. Institutions like STIP Jakarta must acknowledge these concerns and respond by adapting their programs to include training that prepares cadets for roles that are less susceptible to automation. Additionally, incorporating modules on adaptability and resilience can equip cadets with the mindset needed to navigate potential disruptions in the job market.

Language barriers and limited exposure to real-world scenarios emerged as significant challenges for the cadets. The persistent challenge of language barriers highlights the need for continuous language training throughout the academic journey. Educational institutions can integrate language proficiency modules into the curriculum, offering cadets ongoing opportunities to enhance their communication skills. Furthermore, addressing the challenge of limited exposure to real-world scenarios calls for a more robust integration of practical experiences, internships, and industry collaborations within the academic program.

The implications of the findings extend beyond the immediate context of STIP Jakarta. They signal a call for a more dynamic and responsive approach to maritime education globally. The industry's rapid evolution demands that educational institutions remain agile in adapting their curricula to align with emerging trends. The emphasis on language proficiency suggests a broader need for a globalised approach to education, where linguistic skills are as integral as technical competencies. Moreover, the research highlights the importance of preparing cadets not just for current industry needs but for the future landscape, characterised by technological advancements and sustainability imperatives.

Recommendations

Based on the findings, several recommendations can be made:

1. **Enhanced Experiential Learning:** Institutions should enhance opportunities for practical experiences, simulations, and industry-relevant projects to bridge the gap between theoretical knowledge and practical application.
2. **Continuous Language Training:** Recognising the persistent challenge of language barriers, institutions should integrate continuous language training into their curricula to ensure cadets maintain and improve their English Maritime proficiency.
3. **Incorporation of Emerging Trends:** To capitalise on the cadets' optimistic outlook, institutions should integrate modules on emerging technologies, automation, and sustainable practices, ensuring cadets are well-prepared for the industry's evolving landscape.
4. **Adaptation to Automation:** Acknowledging concerns about automation, institutions should adapt their programs to include training for roles less susceptible to automation and instil adaptability and resilience in cadets.

- 5. Increased Exposure to Real-World Scenarios:** To address the challenge of limited exposure to real-world scenarios, institutions should strengthen collaborations with industry partners, providing cadets with more opportunities for internships and practical experiences.

The discussions, implications, and recommendations drawn from this research provide a roadmap for not only STIP Jakarta but also for maritime education institutions globally. By addressing the identified challenges and building on the positive perspectives of cadets, institutions can play a pivotal role in preparing the next generation of maritime professionals to navigate the complexities of the global maritime industry.

CONCLUSION

This research at the Maritime Institute Jakarta (STIP Jakarta) has navigated the perspectives of Semester 3 cadets, offering valuable insights into the intricate dynamics of Maritime Transport Development in the Global Scale. The exploration, conducted through a qualitative descriptive approach, has unravelled key themes that shape the academic journey, linguistic preparedness, and perceptions of opportunities, threats, and challenges among future maritime professionals. The findings illuminate a collective consciousness among the cadets regarding the imperative of academic preparedness. Recognizing the need for a seamless transition from theory to practice, the cadets advocate for increased experiential learning, simulations, and industry-relevant projects. This insight provides a foundation for educational institutions to refine their curricula, ensuring that cadets are not only well-versed in theoretical knowledge but also equipped with the practical skills demanded by the evolving maritime industry.

Language proficiency, particularly in English Maritime, emerges as a linchpin in the cadets' preparation for international roles. The correlation between linguistic prowess and confidence in global professional interactions underscores the pivotal role of language in maritime education. Continuous language training is recommended to address persisting challenges and ensure that cadets master the linguistic skills necessary for effective communication on the global stage. Optimism pervades the cadets' outlook on opportunities within the maritime sector, with a keen interest in emerging technologies, automation, and sustainable practices. This positive stance presents an opportunity for educational institutions to proactively integrate these trends into their curricula, preparing cadets to contribute to innovation and sustainability in their future roles.

However, alongside optimism, cadets express realistic concerns about potential threats, such as job market saturation and the impact of automation on traditional roles. These concerns necessitate an adaptive response from educational institutions, requiring them to equip cadets with the skills needed for roles less susceptible to automation while fostering adaptability and resilience. The challenges identified, including language barriers and limited exposure to real-world scenarios, point to areas where improvements in maritime education are imperative. Continuous language training, increased collaboration with industry partners for practical experiences, and a dynamic approach to curriculum development are recommended to address these challenges effectively.

In essence, this research not only contributes to the understanding of Semester 3 cadets' perspectives at STIP Jakarta but also serves as a compass for the broader maritime education landscape. By embracing the recommendations and adapting to the evolving needs of the industry, educational institutions can play a pivotal role in shaping competent, adaptable, and globally-minded maritime professionals. As the maritime sector charts new courses in technology, sustainability, and global connectivity, the insights from this research provide a valuable anchor for institutions seeking to navigate the future of maritime education.

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