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Navigating Literacy Horizons: Insights from Semester 1 Cadets at Maritime Institute Jakarta (STIP Jakarta)

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1 Abstract

This study explores maritime literacy interest among Semester 1 cadets at Maritime Institute Jakarta (STIP Jakarta). Using a qualitative descriptive approach, the research analysed survey responses from 200 cadets, revealing insights into comprehension levels, motivations, and the perceived relevance of maritime literacy. The findings highlight diverse comprehension levels, suggesting the need for an adaptable curriculum. While many have foundational understanding, a significant group desires deeper insights, particularly in niche areas like maritime law and environmental regulations. This calls for a modular curriculum to accommodate varying proficiency levels and elective courses for specific interests. Motivational factors include family legacy, adventure, and environmental consciousness, influencing career counselling and outreach strategies. Cadets universally recognise the importance of maritime literacy for effective communication, regulatory compliance, and career advancement, supporting the integration of literacy skills across majors. This research refines educational strategies for STIP Jakarta and contributes to the global discourse on maritime education. Recommendations emphasise adaptability, collaboration, and responsiveness within maritime education institutions, nurturing proficient professionals and environmentally conscious leaders for the industry's future.

Keywords : Maritime Literacy, Cadet Motivations, Curriculum Adaptability, Literacy Horizon

1. INTRODUCTION

Within the intersection of academia and industry, maritime education holds a distinctive and crucial position, emphasising the significance of combining theoretical knowledge with practical skills [1], [2]. In this realm, the Maritime Institute Jakarta (STIP Jakarta) stands out as a prominent institution, consistently generating highly qualified seafarers and maritime professionals. This study sets out to investigate a vital aspect of the educational path of aspiring maritime professionals – their engagement with maritime literacy during the foundational semester at STIP Jakarta.

1.1. Background

The maritime industry, renowned for its dynamic and challenging nature, demands a unique set of competencies from its workforce. The importance of a well-rounded maritime education that encompasses not only technical proficiency but also a comprehensive understanding of maritime

literacy cannot be overstated [1], [3]. In this context, maritime literacy goes beyond traditional reading and writing, encompassing the ability to understand and navigate the intricate realm of maritime terminology, regulations, and global industry dynamics. The Maritime Institute Jakarta (STIP Jakarta) is renowned for its commitment to providing such comprehensive education. With an international program offering three majors – Nautical, Technical, and Port and Shipping Management – the institute has proven instrumental in fostering skilled professionals across various facets of the maritime sector. The motivation behind this research arises from the necessity to discern and comprehend the early inclinations of cadets towards maritime literacy, shaping the foundation for their academic journey and, ultimately, their professional paths [4].

1.2. Needs and Urgency of Research

Understanding the factors that influence cadets' interest in maritime literacy at the outset of their academic voyage is imperative for several reasons. Firstly, as the maritime industry evolves, so do the expectations placed upon those entering its ranks. A nuanced comprehension of maritime literacy is no longer a desirable trait but a prerequisite for success in this multifaceted field. Thus, an exploration into the attitudes and motivations of cadets towards maritime literacy is timely and pertinent, ensuring that their educational experience aligns with the evolving demands of the industry [1]. Secondly, the initiation phase of cadet education is pivotal in shaping their perspectives and proclivities. By delving into their nascent encounters with maritime literacy, we gain insights that extend beyond the classroom. These insights can inform educational strategies, curriculum design, and institutional policies, thereby enhancing the overall learning experience for future cohorts of cadets.

Moreover, the urgency is underscored by the potential impact on the individual cadet's journey. A strong foundation in maritime literacy not only augments academic performance but also instils a profound sense of confidence and preparedness as cadets progress through their chosen majors [5]. Recognising and addressing any gaps or challenges in this early phase ensures a smoother transition into the more specialised and advanced stages of their maritime education.

1.3. Literature Review

The burgeoning interest in maritime education has been met with a concomitant surge in scholarly investigations into various facets of this discipline. However, a discernible gap exists in the nuanced exploration of cadets' interest in maritime literacy, particularly during the initial stages of their education. The literature review encapsulates the current state of knowledge in this domain [6], [7]. While literature abounds on maritime education, a dearth of studies focuses specifically on the cognitive and attitudinal dimensions of cadets towards maritime literacy [8], [9]. Existing research tends to pivot around broader topics such as seafarer training, industry demands, and the global maritime landscape. Consequently, there is a notable void in understanding the intricate interplay between a cadet's early educational experiences and their evolving perception of maritime literacy.

Furthermore, within the limited body of literature that delves into maritime literacy, the emphasis has predominantly been on the technical and regulatory aspects. The psychological and behavioural aspects, which play a pivotal role in shaping a cadet's inclination towards literacy, have received comparatively scant attention. This research seeks to address this gap by delving into the

qualitative aspects of cadets' attitudes and motivations, providing a more holistic understanding of their engagement with maritime literacy.

The synthesis of maritime education and literacy is a critical nexus that warrants careful exploration, especially within the context of institutions like STIP Jakarta. This research, by probing into the initial impressions and predilections of cadets towards maritime literacy, aspires to contribute to the enrichment of pedagogical practices and the formulation of targeted interventions that will resonate throughout their academic and professional odyssey.

2. METHOD

This study employs a qualitative descriptive approach to untangle the nuanced dimensions of cadets' engagement with maritime literacy at the Maritime Institute Jakarta (STIP Jakarta). Qualitative research is preferred for its capacity to intricately explore the subjective experiences and perceptions of the participants, specifically the Semester 1 cadets. The objective is to attain a thorough understanding of their attitudes and motivations concerning maritime literacy, avoiding the imposition of preconceived categories or frameworks [10], [11]. Given the exploratory nature of the research and the need to capture the diverse perspectives of a sizable sample of 200 cadets, a non-intrusive method is deemed most appropriate. The researcher, as the primary instrument, adopts a passive yet observant role, relying on keen observation and document analysis. This approach aligns with the essence of qualitative description, which seeks to provide a detailed account of the studied phenomenon as it naturally occurs [12]. The data collection process involves distributing carefully crafted surveys to the selected cadets. The survey instrument is designed to elicit responses related to their understanding of maritime literacy, motivations for pursuing maritime education, and perceptions of the relevance of literacy in the maritime context. The survey incorporates open-ended questions to allow cadets to articulate their thoughts freely and provide rich qualitative insights [13]. It is imperative to note that the researcher refrains from direct interviews to preserve the authenticity of the cadets' responses. The absence of direct interaction minimizes the potential for social desirability bias, enabling cadets to express their genuine perspectives on maritime literacy without external influence. The survey methodology, while non-intrusive, is meticulous in its construction, ensuring the elicitation of valid and insightful responses.

Ethical considerations play a pivotal role in this research. Surveys are administered with informed consent, and confidentiality is maintained to safeguard the participants' privacy. Cadets receive a comprehensive briefing on the study's purpose, emphasizing voluntary participation and the confidential nature of their responses. Following survey collection, a meticulous thematic analysis process is employed. The researcher systematically examines responses, identifying recurring themes and patterns within the data. This inductive approach facilitates the emergence of insights directly from the cadets' perspectives, enhancing the richness and depth of the findings. The research method acknowledges its limitations, primarily tied to the reliance on self-reported data and the absence of real-time interaction. [14], [15]. However, within the context of exploring cadets' initial impressions of maritime literacy, this non-intrusive approach serves as a pragmatic and ethical means of gathering valuable insights. As the study progresses, the emphasis remains on the rigorous analysis of the collected data to provide a nuanced and holistic understanding of the cadets' interest in maritime literacy at the Maritime Institute Jakarta.

3. RESULT AND DISCUSSION

The investigation into the maritime literacy interest among Semester 1 cadets at Maritime Institute Jakarta (STIP Jakarta) has yielded insightful findings. The research, conducted through a qualitative descriptive approach, focused on understanding cadets' perspectives without direct interviews but through survey responses. The analysis of 200 cadets' feedback revealed nuanced insights into their comprehension, motivations, and perceived relevance of maritime literacy.

3.1. Results

A. Comprehension of Maritime Literacy:

The survey sought to gauge the cadets' understanding of maritime literacy, encompassing terminology, regulations, and global industry dynamics. The results indicated a varied spectrum of comprehension levels. While a majority exhibited a foundational understanding, with the ability to define basic maritime terms, a notable proportion showcased a more comprehensive grasp [1], [16]. Interestingly, some cadets expressed an eagerness to delve deeper into niche areas such as maritime law and environmental regulations.

Table 1: Comprehension Levels of Maritime Literacy

Comprehension Level	Percentage of Cadets
Foundational	55%
Comprehensive	30%
Eagerness for Depth	15%

The data suggests a diverse range of prior knowledge and interest levels among the cadets, laying the groundwork for targeted interventions in the curriculum to cater to varied proficiency levels.

B. Motivations for Pursuing Maritime Education:

Understanding why cadets chose maritime education proved pivotal. The survey probed into their motivations, revealing multifaceted factors. A significant percentage cited a family legacy in the maritime sector as a primary motivator [17]. Others emphasised the allure of adventure and the prospect of a global career. A notable finding was the resonance of environmental consciousness, with a subset of cadets expressing a desire to contribute to sustainable maritime practices.

Table 2: Motivations for Pursuing Maritime Education

Motivational Factor	Percentage of Cadets
Family Legacy	40%
Adventure and Global Career	35%
Environmental Consciousness	25%

These diverse motivations underline the need for a tailored approach in delivering the curriculum and career counselling, acknowledging the varied aspirations of the cadet cohort.

C. Perceived Relevance of Literacy in the Maritime Context:

The research aimed to discern cadets' perspectives on the practical relevance of maritime literacy. Results demonstrated a unanimous acknowledgment of its importance. The majority perceived literacy as a foundational skill crucial for effective communication onboard, compliance with regulations, and overall career advancement. A subset expressed a nuanced understanding of literacy as a tool for fostering safety and environmental sustainability within the maritime domain.

Table 3: Perceived Relevance of Maritime Literacy

Relevance Aspect	Percentage of Cadets
Effective Communication onboard	65%
Compliance with Regulations	20%
Career Advancement	10%
Safety and Environmental Sustainability	5%

The unanimous recognition of the practical implications of maritime literacy underscores its centrality in the cadets' professional journey.

D. Variations across Majors:

An intriguing aspect of the findings was the exploration of variations in literacy interest across the three majors offered by STIP Jakarta. While

there were subtle differences, no significant disparities were observed. Cadets across Nautical, Technical, and Port and Shipping Management majors exhibited comparable levels of comprehension, motivations, and perceived relevance of maritime literacy.

Table 4: Variations in Literacy Interest Across Majors

Major	Percentage of Cadets with High Interest in Literacy
Nautical Major	35%
Technical Major	30%
Port and Shipping Management Major	35%

The homogeneity in literacy interest across majors suggests a cohesive approach in curriculum development, ensuring a consistent focus on literacy skills irrespective of the chosen specialisation. The research has provided a nuanced understanding of maritime literacy interest among Semester I cadets at STIP Jakarta. The findings underscore the diversity in comprehension levels, motivations, and perceived relevance of maritime literacy. These insights serve as a foundation for refining educational strategies, shaping curriculum design, and tailoring career counselling initiatives. The research contributes to the broader discourse on maritime education and illuminates avenues for enhancing the academic experience of future cadet cohorts.

3.2. Discussion

The findings from this research offer valuable insights into the maritime literacy interest among Semester I cadets at Maritime Institute Jakarta (STIP Jakarta). The discussion seeks to contextualise these findings, exploring their implications and providing recommendations for stakeholders in maritime education.

A. Varied Levels of Comprehension:

The diverse spectrum of comprehension levels among cadets necessitates a responsive approach in curriculum design. While a majority exhibited foundational understanding, a significant portion expressed an eagerness for in-depth knowledge. This disparity calls for a modular curriculum structure, allowing cadets to progress based on their individual comprehension levels. Additionally, the identification of specific areas of interest, such as maritime law and environmental regulations, suggests opportunities for specialised elective courses or workshops to cater to diverse academic inclinations.

B. Motivational Factors:

Understanding the motivations driving cadets towards maritime education is crucial for academic

advisors, career counsellors, and curriculum planners. The prevalence of family legacy as a motivator suggests the need for targeted outreach to families with maritime backgrounds, emphasizing the contemporary and global aspects of maritime careers. Furthermore, acknowledging and integrating environmental consciousness as a motivator calls for the incorporation of sustainability themes across the curriculum, aligning education with evolving societal values.

C. Universal Recognition of Literacy's Relevance:

The unanimous recognition of the relevance of maritime literacy across majors is a positive outcome. The emphasis on effective communication, regulatory compliance, and career advancement indicates a holistic understanding of literacy's practical implications. This universal recognition provides a foundation for a cohesive curriculum, ensuring that literacy skills are integrated seamlessly across disciplines. Moreover, the subset of cadets recognising literacy's role in safety and environmental sustainability points towards the potential for interdisciplinary projects and initiatives that foster a holistic approach to maritime challenges.

D. Implications

The implications of these findings extend beyond the confines of STIP Jakarta, impacting the broader landscape of maritime education. The identification of varied motivations and comprehension levels underscores the need for a nuanced and personalised approach in educational institutions globally. Recognising literacy as a universal concern highlights the importance of collaborative efforts among maritime educators to standardise and enhance literacy curricula across institutions.

Moreover, the research emphasises the imperative of staying attuned to societal shifts. The acknowledgment of environmental consciousness as a motivator and the recognition of literacy's role in sustainability signal an evolving paradigm in maritime education. Institutions globally must respond by integrating environmental themes and sustainability principles into their curricula to produce graduates who are not only proficient professionals but also environmentally conscious global citizens.

E. Recommendations:

1. Curriculum Refinement:

- Develop a modular curriculum that caters to varying levels of comprehension.
- Introduce specialised elective courses or workshops to address

specific areas of interest identified by cadets.

- Ensure interdisciplinary projects that foster a holistic approach to maritime challenges.

2. **Career Counselling:**

- Tailor outreach efforts to families with maritime backgrounds, showcasing the contemporary and global aspects of maritime careers.
- Emphasise the diverse career opportunities within the maritime sector to align with varied cadet motivations.

3. **Environmental Integration:**

- Integrate sustainability themes across the curriculum to align with the increasing importance of environmental consciousness.
- Foster interdisciplinary initiatives that highlight the role of literacy in promoting safety and environmental sustainability.

4. **Collaborative Initiatives:**

- Establish forums for collaboration among maritime education institutions to standardise and enhance literacy curricula.
- Share best practices and insights to collectively advance the quality of maritime education globally.

The study on Semester 1 cadets' interest in maritime literacy at STIP Jakarta offers valuable insights that go beyond the institution. The results call for flexible and responsive strategies in designing the curriculum, providing career guidance, and integrating environmental considerations. Recognizing the diverse motivations and understanding levels, stakeholders in maritime education can improve the academic journey for cadets, preparing them not just as skilled professionals but also as adaptable and environmentally conscious contributors to the maritime industry. This research contributes significantly to the ongoing conversation on maritime education and lays the groundwork for collaborative initiatives to influence the future of maritime literacy.

4. **CONCLUSION**

In the culmination of this research endeavour, a comprehensive understanding of maritime literacy interest among Semester 1 cadets at Maritime Institute Jakarta (STIP Jakarta) has been achieved. The insights garnered through a qualitative descriptive approach, surveying 200 cadets, illuminate crucial aspects of comprehension levels,

motivations, and the perceived relevance of maritime literacy. The conclusion drawn from these findings not only encapsulates the immediate implications for STIP Jakarta but also reverberates across the broader spectrum of maritime education globally. The variegated levels of comprehension identified among cadets emphasise the necessity for a flexible and adaptive curriculum structure. Recognising that cadets possess diverse foundational knowledge underscores the importance of tailoring educational approaches to accommodate this diversity. Modular curricula, elective courses, and specialised workshops are recommended to address the distinct comprehension levels and cater to individual academic inclinations. This ensures that the academic journey is not only uniform but also attuned to the unique needs and aspirations of each cadet.

Motivational factors, such as family legacy, adventure, and environmental consciousness, surfaced as significant influencers guiding cadets towards maritime education. These findings hold implications for career counselling and outreach efforts. Acknowledging the familial ties to the maritime sector suggests the need for targeted communication to families, emphasising the contemporary and global facets of maritime careers. The recognition of environmental consciousness as a motivator underscores the importance of aligning maritime education with evolving societal values, fostering environmentally conscious professionals for the maritime industry.

The unanimous acknowledgment of the relevance of maritime literacy across majors is a unifying theme with profound implications. The consensus among cadets regarding the practical implications of literacy in effective communication, regulatory compliance, and career advancement establishes literacy as a foundational skill. This universal recognition paves the way for a cohesive curriculum, ensuring that literacy skills are seamlessly integrated across disciplines. Moreover, the subset of cadets who recognise literacy's role in safety and environmental sustainability highlights the potential for interdisciplinary initiatives that address broader maritime challenges. The research not only provides actionable insights for STIP Jakarta in refining its educational strategies but also contributes to the broader discourse on maritime education. The recommendations stemming from the findings advocate for adaptability, collaboration, and responsiveness within maritime education institutions globally. By embracing these insights, the maritime education landscape can evolve to produce not only proficient maritime professionals but also resilient and environmentally conscious leaders for the future of the maritime industry.

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