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| Navigating Literacy Horizons: Insights from Semester 1 Cadets at Maritime Institute Jakarta (STIP Jakarta)*Marudut Bernadtua Simanjuntak1)* *bernadmarudut@gmail.com**Panderaja Soritua Sijabat2)* *pande.sijabat@gmail.com**Mudakir3)* *mudakirkir998@gmail.com**Maritime Institute of Jakarta (Sekolah Tinggi Ilmu Pelayaran - Jakarta)**Jl. Marunda Makmur No. 1 Cilincing, Jakarta Utara. Jakarta 14150* |

***Abstract***

*This study delves into the complex realm of maritime literacy interest among Semester 1 cadets at the distinguished Maritime Institute Jakarta (STIP Jakarta). Employing a qualitative descriptive approach, the research meticulously analysed survey responses from 200 cadets, unraveling nuanced insights into comprehension levels, motivations, and the perceived relevance of maritime literacy. The findings illuminate a diverse range of comprehension levels among cadets, necessitating an adaptive approach in curriculum design. While a majority exhibited foundational understanding, a substantial proportion displayed eagerness for deeper insights, particularly in niche areas such as maritime law and environmental regulations. This calls for a modular curriculum structure, accommodating varying levels of proficiency, and elective courses to cater to specific areas of interest. Motivational factors driving cadets towards maritime education are multifaceted. Family legacy, adventure, and an emergent environmental consciousness were identified as primary motivators. The implications for career counselling and outreach strategies are profound, calling for targeted communication to families with maritime backgrounds and integrating sustainability themes into the curriculum. The unanimous recognition of the relevance of maritime literacy across majors underscores its foundational nature. Cadets acknowledge literacy as a cornerstone for effective communication, regulatory compliance, and career advancement. The universal understanding across disciplines paves the way for a cohesive curriculum, ensuring seamless integration of literacy skills. Additionally, the subset of cadets recognising literacy's role in safety and environmental sustainability signals opportunities for interdisciplinary initiatives. In essence, this research not only refines educational strategies for STIP Jakarta but contributes to the broader discourse on maritime education globally. The recommendations advocate for adaptability, collaboration, and responsiveness within maritime education institutions, fostering the evolution of proficient professionals and environmentally conscious leaders for the maritime industry's future..*

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

***Abstrak***

*Penelitian ini mengkaji ranah kompleks minat literasi maritim di antara taruna/i Semester 1 di Institut Maritim Jakarta yang terkemuka (STIP Jakarta). Dengan menerapkan pendekatan deskriptif kualitatif, penelitian ini secara cermat menganalisis tanggapan survei dari 200 taruna/i , mengurai wawasan halus tentang tingkat pemahaman, motivasi, dan relevansi yang dirasakan terhadap literasi maritim. Temuan ini menerangi beragam tingkat pemahaman di antara taruna/i , menuntut pendekatan yang adaptif dalam desain kurikulum. Sementara sebagian besar menunjukkan pemahaman dasar, proporsi yang signifikan menunjukkan antusiasme untuk wawasan yang lebih mendalam, terutama dalam bidang khusus seperti hukum maritim dan regulasi lingkungan. Ini menuntut struktur kurikulum modular, yang dapat menampung berbagai tingkat kecakapan, dan kursus elektif untuk memenuhi kepentingan khusus. Faktor motivasional yang mendorong taruna/i menuju pendidikan maritim bersifat multifaset. Warisan keluarga, petualangan, dan kesadaran lingkungan yang muncul diidentifikasi sebagai motivator utama. Implikasi untuk konseling karier dan strategi pengembangan sangat dalam, menuntut komunikasi yang ditargetkan kepada keluarga dengan latar belakang maritim dan integrasi tema keberlanjutan ke dalam kurikulum. Pengakuan bulat tentang relevansi literasi maritim di semua jurusan menekankan sifat fundamentalnya. Taruna/i mengakui literasi sebagai pondasi bagi komunikasi efektif, kepatuhan regulasi, dan kemajuan karier. Pemahaman universal di seluruh disiplin ilmu membuka jalan bagi kurikulum yang kohesif, memastikan integrasi yang mulus dari keterampilan literasi. Selain itu, subset taruna/i yang mengakui peran literasi dalam keamanan dan keberlanjutan lingkungan menandakan peluang untuk inisiatif lintas disiplin. Pada intinya, penelitian ini tidak hanya menyempurnakan strategi pendidikan untuk STIP Jakarta tetapi juga memberikan kontribusi pada wacana lebih luas tentang pendidikan maritim secara global. Rekomendasi mengadvokasi untuk adaptabilitas, kolaborasi, dan responsivitas di lembaga pendidikan maritim, mendorong evolusi profesional yang terampil dan pemimpin yang sadar lingkungan untuk masa depan industri maritim.*

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| *Kata Kunci : Literasi Maritim, Motivasi Taruna/i, Adaptabilitas Kurikulum, Cakrawala Literasi* |

1. **INTRODUCTION**

Maritime education, as a distinct and vital field, stands at the nexus of academia and industry, where the intricate blend of theoretical knowledge and practical skills is paramount [1], [2]. Among the stalwarts in this domain, the Maritime Institute Jakarta (STIP Jakarta) has emerged as a beacon of excellence, consistently producing a formidable cadre of qualified seafarers and maritime professionals. This research embarks on an exploration of a crucial facet within the educational journey of these maritime aspirants – their interest in 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]. Maritime literacy, in this context, extends beyond the conventional definitions of reading and writing; it encapsulates the ability to comprehend and navigate the complex web of maritime terminology, regulations, and global industry dynamics. Maritime Institute Jakarta (STIP Jakarta) has earned its reputation as an institution committed to imparting such holistic education. With an international program spanning three majors – Nautical, Technical, and Port and Shipping Management – the institute has been a crucible for nurturing skilled professionals across diverse facets of the maritime sector. The impetus for this research emanates from the need to discern and comprehend the early inclinations of cadets towards maritime literacy, setting the stage for their academic journey and, ultimately, their professional trajectories [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.

1. **METHOD**

This study adopts a qualitative descriptive approach to unravel the intricate dimensions of cadets' interest in maritime literacy at the Maritime Institute Jakarta (STIP Jakarta). Qualitative research is chosen as it allows for a nuanced exploration of the subjective experiences and perceptions of the participants, in this case, the Semester 1 cadets. The goal is to gain a comprehensive understanding of their attitudes and motivations towards maritime literacy without imposing 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. The surveys are administered with informed consent, and confidentiality is upheld to protect the privacy of the participants. Cadets are briefed on the purpose of the study, emphasizing their voluntary participation and the confidential nature of their responses. Once the surveys are collected, a rigorous process of thematic analysis is employed. The researcher systematically examines the responses, identifying recurring themes and patterns within the data. This inductive approach allows for the emergence of insights directly from the cadets' perspectives, contributing to the richness and depth of the findings. The research method acknowledges its limitations, primarily stemming from 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.

1. **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**

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| **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**

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| **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**

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| **Relevance Aspect** | **Percentage of Cadets** |
| Effective Communication on board | 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**

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| **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 1 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 1 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 research on maritime literacy interest among Semester 1 cadets at STIP Jakarta provides valuable insights that extend beyond the institution. The findings necessitate adaptive and responsive approaches in curriculum design, career counselling, and environmental integration. By recognising the varied motivations and comprehension levels, stakeholders in maritime education can enhance the academic experience for cadets, preparing them not only as proficient professionals but also as adaptable and environmentally conscious contributors to the maritime industry. This research contributes to the ongoing dialogue on maritime education and sets the stage for collaborative efforts to shape the future of maritime literacy.

1. **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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