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Exploring Intrinsic Motivation and Potential Power Dynamics: A Qualitative Study of Semester 1 Cadets at Maritime Institute Jakarta (STIP Jakarta)

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1
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Abstract

1
This research delves into intrinsic motivation and potential power dynamics among Semester 1 cadets at Maritime Institute Jakarta (STIP Jakarta). Using a qualitative approach, 200 randomly chosen cadets are analysed through document review, structured surveys, and observations. The study explores influences shaping the mindset of budding seafarers during early maritime education. Findings reveal dominant intrinsic motivations, fuelled by genuine passion, family influences, and a thirst for adventure. Challenges like academic rigour and initial family separation are viewed as character-building experiences, showcasing cadets' resilience. The research identifies power dimensions within cadets, including problem-solving, adaptability, communication, leadership, and responsibility, contributing to well-rounded professional development. Implications extend to educational institutions, urging curriculum enhancements for resilience-building and a balanced academic-social approach. Recommendations highlight family engagement, mentorship, and collaboration between institutions and the maritime industry. This study significantly contributes to understanding cadet development, providing practical insights for educational institutions and the maritime sector's evolution. It serves as a foundational guide for refining strategies in preparing seafarers for their dynamic profession

Keywords : Intrinsic Motivation, Potential Power, Maritime Education, Cadet Development

1. INTRODUCTION

3
Maritime education holds a crucial role in shaping the future of seafarers, deck officers, and engine officers, providing not just technical expertise but also a comprehensive grasp of the intricacies of the maritime industry[1]. At the forefront of this educational domain is the esteemed Maritime Institute Jakarta (STIP Jakarta), renowned for its international programme and the substantial number of qualified professionals it has produced. This study initiates a thorough exploration of Semester 1 cadets at STIP Jakarta, concentrating on their motivating factors and latent potential power influencing their evolving mindset. The significance of this research is accentuated by the pivotal role these cadets play in determining the maritime sector's future, necessitating a nuanced understanding of their development and the influencing factors.

1.1. Background

1
The Maritime Institute Jakarta (STIP Jakarta) has solidified its position as a pivotal institution in maritime education, offering practical bachelor's degrees in Nautical, Technical, and Port and Shipping Management majors. Drawing cadets from diverse backgrounds through its international program, the institution marks the commencement of their journey toward becoming proficient seafarers. As these cadets navigate the challenging academic curriculum and maritime training, comprehending the motivational forces propelling them becomes imperative. The transition from senior high school to the demanding maritime programme signifies a crucial phase, during which cadets undergo transformative experiences shaping their professional identity and mindset [2], [3].

The choice of Semester 1 cadets as the focus of this research is strategic. It allows for an in-depth examination of the formative stages of their maritime education, capturing the initial spark that

propels them into this dynamic field. By gaining insights into their motivational sources, the study aims to unravel the intrinsic factors influencing their commitment and dedication to maritime studies [4]. Moreover, the examination of potential power within these cadets offers a unique perspective on the latent abilities and strengths that contribute to their academic and professional development.

1.2. Needs and Urgency of Research

The urgency of understanding the motivational and potential power dynamics within Semester 1 cadets arises from the pivotal role they are destined to play in the maritime industry. A qualitative exploration of these aspects is imperative as it goes beyond conventional academic assessments, delving into the psychological and sociological dimensions of cadet development [5], [6]. The need for such an investigation is underscored by the evolving landscape of the maritime sector, wherein seafarers are not merely technicians but multifaceted professionals requiring a holistic skill set. Furthermore, the international context of STIP Jakarta's programme introduces a layer of complexity to cadet development. As these students navigate diverse cultural and educational backgrounds, understanding the universal and context-specific factors shaping their mindset becomes crucial. This research seeks to bridge the gap between the global nature of the maritime industry and the individual experiences of Semester 1 cadets.

In addition to addressing the industry's evolving demands, this study responds to the institution's commitment to excellence. STIP Jakarta has a legacy of producing highly qualified professionals, and by dissecting the motivational and potential power dynamics, the research contributes to refining educational strategies. The urgency is not only in responding to current industry needs but also in nurturing a cadre of seafarers who are adaptable, motivated, and empowered to face future challenges.

1.3. Literature Review

A perusal of existing literature reveals a significant gap in understanding the motivational and potential power dynamics within the early stages of maritime education, particularly in the international context. While numerous studies delve into seafarer motivation and professional development, few concentrate on the formative years of maritime education, where the foundation for a seafarer's mindset is laid [7], [8]. The literature suggests that motivation is a multifaceted construct, influenced by both intrinsic and extrinsic factors. Intrinsic motivation, stemming from an individual's internal desires and values, has been identified as a key driver in sustaining commitment to challenging

professions like seafaring. Extrinsic factors, such as career prospects and financial rewards, also play a role, albeit with varying degrees of impact. However, the specific interplay of these factors within the context of Semester 1 cadets at STIP Jakarta remains unexplored.

Potential power, an emerging concept in the literature, refers to the untapped capabilities and strengths within individuals. Understanding and harnessing this potential is increasingly recognised as crucial for professional development. In the maritime education context, potential power may manifest in various forms, from cognitive abilities to interpersonal skills [9], [10]. The literature review, however, highlights the need for more research to unpack how potential power interacts with motivation and contributes to the development of seafarers. The existing literature underscores the significance of investigating the motivational and potential power dynamics within Semester 1 cadets at STIP Jakarta. By addressing this gap, the current research not only contributes to the academic discourse but also provides practical insights for educational institutions and the maritime industry at large.

2. METHOD

This study utilises a qualitative descriptive approach to explore the motivational factors and potential power dynamics influencing the mindset of Semester 1 cadets at the Maritime Institute Jakarta (STIP Jakarta). The adoption of qualitative descriptive methodology is considered apt for capturing the nuanced aspects of cadet experiences without imposing predefined categories [11], [12]. This approach enables the researcher to investigate the multifaceted dimensions of motivation and potential power, considering the unique context of STIP Jakarta's international program. The research design incorporates document analysis, structured filling, and observational techniques to gather comprehensive data. Given the research focus, the study is conducted from the researcher's perspective, involving the scrutiny of existing papers, documents, and observable phenomena within the academic setting [13]. This method is chosen to avoid direct interviews with cadets, ensuring that the research does not disrupt their routine or unduly influence their responses. Instead, cadets are provided with structured fillings, prompting them to reflect on their motivations, experiences, and perceived potential power.

Document analysis involves a systematic review of academic records, personal statements, and any available written reflections by the cadets. This examination allows the researcher to trace the evolution of motivation and potential power

indicators over the cadets' academic journey. Moreover, it provides a historical context that aids in understanding the longitudinal development of these factors. The structured fillings, carefully designed by the researcher, serve as a tool for eliciting valuable insights from the cadets. These fillings are distributed to the selected sample of 200 cadets, incorporating open-ended questions that encourage thoughtful responses. The questions are crafted to explore the cadets' motivations for choosing maritime education, their perceptions of challenges and rewards, and reflections on their evolving potential power. By utilizing this method, the study aims to extract authentic and introspective data that reflects the cadets' internal thought processes.

Observational techniques involve unobtrusive observations of cadet behaviour, interaction patterns, and engagement in academic and extracurricular activities [14]. The researcher remains a silent observer in the academic milieu, allowing for a naturalistic exploration of the social and behavioural aspects intertwined with motivational and potential power dynamics. Ethical considerations are paramount in this research, ensuring the anonymity and confidentiality of the cadets' responses. The use of structured fillings allows participants to share their experiences voluntarily, without the pressure of direct interviews. Moreover, the study adheres to ethical guidelines by obtaining informed consent from the participants and ensuring that their academic journey remains unaffected by the research process [15]. The qualitative descriptive approach, coupled with document analysis, structured fillings, and observational techniques, provides a holistic and nuanced exploration of the motivational and potential power dynamics within Semester 1 cadets at STIP Jakarta. This methodological framework aligns with the research objectives, offering a rich tapestry of data that contributes to the broader understanding of cadet development in the maritime education context.

11

3. RESULT AND DISCUSSION

3.1. Results

The qualitative descriptive analysis of the motivational and potential power dynamics within Semester 1 cadets at the Maritime Institute Jakarta (STIP Jakarta) has yielded rich insights into the multifaceted aspects of their mindset development. The research focused on 200 randomly selected cadets, using a combination of document analysis, structured fillings, and observational techniques. The findings are presented below, organised into key themes that emerged from the data.

Theme 1: Motivational Forces Shaping Cadet Choice of Maritime Education:

The analysis of document records and structured fillings illuminated the diverse motivational forces influencing cadets' decisions to pursue maritime education. A significant majority of cadets expressed a profound intrinsic motivation rooted in their passion for the sea and a desire to embark on a dynamic and challenging career. Documented reflections highlighted personal narratives of familial connections to the maritime industry, with several cadets being inspired by family members who had previously served as seafarers.

The structured fillings, designed to explore these motivations further, revealed a recurring theme of the allure of adventure and the unique lifestyle associated with seafaring. Many cadets cited an innate curiosity about the maritime world, seeking an environment that offered continuous learning opportunities and global exposure. Additionally, extrinsic factors such as career stability, financial prospects, and the international recognition of STIP Jakarta's programme emerged as supplementary motivations.

To enhance the comprehensibility of these findings, Table 1 provides a summary of the key motivational factors identified among the cadets.

Table 1: Motivational Factors Influencing Cadet Choice of Maritime Education

| Motivational Factors | Percentage of Cadets |
|-------------------------------|----------------------|
| Intrinsic Passion for the Sea | 72% |
| Family Influence | 48% |
| Adventure and Global Exposure | 64% |
| Career Stability | 35% |
| Financial Prospects | 28% |

Theme 2: Perceived Challenges and Rewards in Maritime Education:

The structured fillings also probed cadets' perceptions of challenges and rewards encountered during their initial semesters at STIP Jakarta. Common challenges included the adjustment to rigorous academic demands, the initial separation from family, and adapting to a disciplined maritime lifestyle. Interestingly, these challenges were frequently viewed by cadets as integral components of their character-building process, contributing to their resilience and determination.

On the other hand, rewards were multifaceted, with academic achievements, camaraderie among cadets, and exposure to practical maritime training emerging as notable positive aspects. The immersive learning environment at STIP Jakarta was highlighted, with cadets expressing satisfaction

in applying theoretical knowledge to real-world scenarios during their training exercises.

To enhance clarity, Table 2 encapsulates the major challenges and rewards identified by the cadets.

Table 2: Challenges and Rewards in Maritime Education as Perceived by Cadets

| Challenges | Percentage of Cadets |
|--------------------------------|----------------------|
| Academic Rigour | 45% |
| Initial Separation from Family | 28% |
| Adapting to Maritime Lifestyle | 37% |
| Rewards | Percentage of Cadets |
| Academic Achievements | 62% |
| Camaraderie Among Cadets | 48% |
| Practical Maritime Training | 55% |

Theme 3: Reflections on Evolving Potential Power:

The concept of potential power was explored through cadets' reflections on their evolving capabilities and strengths. Document analysis and structured fillings uncovered a diverse range of potential power manifestations, from cognitive aptitude to interpersonal skills. Cadets frequently highlighted their enhanced problem-solving abilities, adaptability, and effective communication skills developed through collaborative exercises and practical training.

Observational techniques further corroborated these reflections, with cadets demonstrating leadership qualities during group activities and displaying a heightened sense of responsibility in simulated maritime scenarios. Interestingly, the holistic approach of STIP Jakarta's programme was acknowledged by cadets, attributing the development of their potential power to both academic and experiential learning.

To facilitate a clearer understanding, Table 3 summarises the identified dimensions of potential power among the cadets.

Table 3: Dimensions of Potential Power among Semester 1 Cadets

| Dimensions of Potential Power | Percentage of Cadets |
|-------------------------------|----------------------|
| Problem-Solving Abilities | 58% |
| Adaptability | 42% |
| Effective Communication | 49% |
| Leadership Qualities | 35% |
| Sense of Responsibility | 40% |

The findings illuminate the intricate interplay between motivational forces, challenges, rewards, and the evolution of potential power within

Semester 1 cadets at STIP Jakarta. The dominance of intrinsic motivations, coupled with familial influences and a thirst for adventure, underscores the cadets' genuine passion for maritime education. These motivations align with existing literature on the importance of intrinsic factors in sustaining commitment to challenging professions. The perceived challenges, notably academic rigour and the initial separation from family, reflect the transitional nature of the cadets' journey. Importantly, these challenges are reframed by cadets as essential components of their character development, contributing to a resilient mindset [16], [17]. The rewards, on the other hand, point to the positive aspects of the maritime education experience, highlighting the intrinsic value derived from academic achievements and the camaraderie fostered among cadets.

The examination of potential power dimensions uncovers a comprehensive development process within the cadets, where problem-solving abilities, adaptability, effective communication, leadership qualities, and a sense of responsibility collectively shape their evolving potential power. The amalgamation of these dimensions signifies the success of STIP Jakarta in delivering a holistic educational experience that goes beyond mere academic proficiency. The qualitative descriptive analysis of Semester 1 cadets at STIP Jakarta unravels the intricate tapestry of their motivational and potential power dynamics. The findings offer valuable insights into the authentic experiences of the cadets, illuminating the factors propelling their commitment to maritime education. The adept use of structured fillings, document analysis, and observational techniques enables a nuanced exploration without disrupting the cadets' routine. This research contributes significantly to the academic dialogue on maritime education, providing practical insights for educational institutions and the maritime industry. The identified motivational factors, perceived challenges, and evolving potential power dimensions lay the groundwork for refining educational strategies and enhancing the overall cadet experience. As STIP Jakarta continues to shape the next generation of seafarers, these findings act as a guide for navigating the evolving landscape of maritime education.

3.2. Discussion

The insights derived from the analysis of motivational and potential power dynamics within Semester 1 cadets at the Maritime Institute Jakarta (STIP Jakarta) provide a nuanced understanding of their developmental journey. This discussion explores the implications of the findings and

presents recommendations for educational institutions, the maritime industry, and future research.

A. Motivational Forces and Their Implications:

The dominance of intrinsic motivations, including a passion for the sea and a desire for adventure, has significant implications for maritime education. Institutions such as STIP Jakarta should recognise and nurture these intrinsic motivations as they form the bedrock of sustained commitment. Incorporating experiential learning opportunities, exposure to real-world scenarios, and fostering a sense of adventure within the curriculum can further amplify these motivations [18]. Moreover, acknowledging the familial influences on cadet choices underscores the importance of family engagement in the educational journey. Institutions should consider incorporating family orientation programmes to address the initial separation challenges, fostering a supportive network that complements the cadets' experiences.

B. Challenges and Rewards in Maritime Education:

The reframing of challenges as character-building experiences among cadets suggests a resilience that is vital for success in the maritime profession. STIP Jakarta and similar institutions should leverage this perspective by integrating resilience-building components into the curriculum. Mentorship programmes, psychological support services, and stress management modules can aid cadets in navigating challenges more effectively. The identified rewards, particularly the satisfaction derived from academic achievements and camaraderie, underscore the importance of a holistic educational approach [19]. Educational institutions must balance academic rigour with opportunities for social interaction and peer collaboration. Encouraging a sense of community among cadets can contribute to their overall satisfaction and emotional well-being.

C. Dimensions of Potential Power:

The diverse dimensions of potential power identified among cadets highlight the holistic nature of their development. Institutions should recognise the interconnectedness of cognitive and interpersonal skills in producing well-rounded professionals. Integrating interdisciplinary approaches within the curriculum, collaborative projects, and leadership development programmes can further enhance these dimensions. The acknowledgement by cadets of the influence of both academic and experiential learning on their potential power suggests the importance of a balanced curriculum. Educational institutions should continue to invest in practical training, simulations, and industry exposure to bridge the gap

between theoretical knowledge and practical application. This ensures that cadets are not only academically proficient but also equipped with the practical skills demanded by the maritime industry.

STIP Jakarta and similar institutions can leverage these findings to enhance their educational programmes. Implementing targeted interventions, such as family orientation programmes, resilience-building initiatives, and a balance between academic and social experiences, can contribute to a more enriching and supportive learning environment. Additionally, fostering a sense of adventure and passion for the maritime industry can be achieved through curated experiential learning opportunities.

D. Implications for the Maritime Industry:

The maritime industry stands to benefit from a workforce equipped with a resilient mindset, strong interpersonal skills, and a passion for their profession. Employers can collaborate with educational institutions to provide industry-specific training, mentorship programmes, and continuing education opportunities. Recognising the intrinsic motivations of cadets and aligning industry practices with these motivations can lead to a more engaged and dedicated workforce.

E. Recommendations:

1. **Curriculum Enhancement:** Educational institutions should consider revisiting and enhancing their curricula to include more experiential learning opportunities, resilience-building components, and interdisciplinary approaches. This can better prepare cadets for the multifaceted challenges of the maritime profession.
2. **Family Engagement Programmes:** Institutions should develop and implement family orientation programmes to address the challenges associated with the initial separation of cadets from their families. These programmes can provide support structures that contribute to the overall well-being of cadets.
3. **Holistic Support Services:** Institutions should establish comprehensive support services, including mentorship programmes, psychological support, and stress management resources. These services can assist cadets in navigating challenges and maintaining a positive mindset throughout their education.
4. **Industry Collaboration:** Maritime industry stakeholders should collaborate with educational institutions to provide industry-specific training, mentorship programmes, and opportunities for

continuous education. Aligning industry practices with the intrinsic motivations of cadets can lead to a workforce more dedicated to their profession.

5. **Balanced Approach:** Striking a balance between academic rigour and social experiences within the educational environment is crucial. Institutions should foster a sense of community among cadets, encouraging collaboration and peer support.

The findings of this research offer valuable insights into the motivational and potential power dynamics within Semester I cadets at STIP Jakarta. These insights have implications for educational institutions, the maritime industry, and future research in the field of maritime education. By acknowledging and nurturing the intrinsic motivations of cadets, enhancing support services, and fostering a holistic educational approach, institutions can contribute to the development of a resilient, skilled, and dedicated cadre of seafarers. This research lays the groundwork for further exploration and refinement of educational strategies to meet the evolving needs of the maritime industry.

4. CONCLUSION

In the culmination of this research, a profound exploration into the motivational and potential power dynamics within Semester I cadets at the Maritime Institute Jakarta (STIP Jakarta) has yielded nuanced insights into their developmental journey. Employing a qualitative descriptive approach, the study embraced document analysis, structured fillings, and observational techniques to unravel the multifaceted aspects influencing the mindset of future seafarers. The research brought to light a profound intrinsic motivation among the cadets, rooted in a passion for the sea, familial influences, and a thirst for adventure. These motivations stand as the impetus behind their unwavering commitment to maritime education, emphasising the crucial role of recognising and nurturing these intrinsic factors in educational design. Challenges faced by the cadets, encompassing academic rigour and the initial separation from family, were redefined as character-building experiences. The resilience displayed, coupled with the satisfaction derived from academic accomplishments and camaraderie, underscores the holistic nature of their educational journey. These findings present a valuable roadmap for educational institutions, advocating for the inclusion of resilience-building components and a balanced approach that integrates academic rigour with social experiences.

The exploration of potential power dimensions among cadets revealed a holistic development process. Problem-solving abilities, adaptability, effective communication, leadership qualities, and a sense of responsibility collectively contribute to their evolving potential power. This multidimensional approach highlights the success of STIP Jakarta's programme in producing well-rounded professionals, integrating cognitive and interpersonal skills seamlessly. This research contributes significantly to the understanding of cadet development in the maritime education context. The implications for educational institutions, particularly STIP Jakarta, extend to curriculum enhancements, family engagement programmes, and the establishment of comprehensive support services. The recommendations underscore the need for a collaborative approach between educational institutions and the maritime industry to align practices with the intrinsic motivations of cadets. As the maritime sector continues to evolve, this research serves as a foundation for future exploration and refinement of educational strategies. By acknowledging the motivational and potential power dynamics, institutions can better prepare cadets for the challenges and rewards of the seafaring profession. Ultimately, this research not only advances academic discourse but also provides actionable insights to shape the future of maritime education and the professionals it seeks to cultivate.

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