http://ejournal.stipjakarta.ac.id

|  |  |
| --- | --- |
|  | *METEOR STIP MARUNDA* |
| ISSN : 1979 – 4746EISSN : | ***JURNAL PENELITIAN ILMIAH*** ***SEKOLAH TINGGI ILMU PELAYARAN*** |

|  |
| --- |
| Pedagogical Approaches in Maritime Cadet Teaching: Enhancing Learning Outcomes*Mudakir Mudakir 1) mudakirkir998@gmail.com**Boedojo Wiwoho Soetatmoko Jogo 2) bwiwohosj@gmail.com**Marudut Bernadtua Simanjuntak3)* *bernadmarudut@gmail.com**Nyaris Pambudiyatno4)* *n.pambudi@gmail.com**Agus Dwi Santoso5)* *agusbp2ipsby@gmail.com**1,2,3 Maritime Institute of Jakarta (Sekolah Tinggi Ilmu Pelayaran - Jakarta)**4Aviation Polytechnic of Surabaya**5Maritime Polytechnic of Surabaya* |

***Abstract***

*This research investigates pedagogical strategies in maritime cadet teaching to improve learning outcomes. Qualitative analysis involving 45 junior cadets from Maritime Institutes, Marine Schools, and Vocational Schools elucidates perceptions and effectiveness of teaching methodologies. Findings highlight the importance of aligning pedagogy with international standards, addressing emerging needs, and fostering professionalism. Integrating emerging technologies, enhancing soft skills development, promoting safety culture, and continuous professional development emerge as crucial areas. The study underscores the significance of cultivating professionalism, including ethics, integrity, teamwork, leadership, and cultural sensitivity. Overall, this research emphasizes the necessity for continuous improvement and innovation in cadet training to prepare future maritime professionals effectively.*

|  |
| --- |
| *Keywords : Pedagogical approaches, Maritime cadet teaching, Learning outcomes, International standards, Professionalism* |

1. **INTRODUCTION**

Maritime education stands as a critical domain where the cultivation of competent professionals is paramount (Ferritto, 2016; Kidd & McCarthy, 2019). Within this realm, the training of junior cadets holds particular significance, as they represent the future workforce entrusted with the responsibility of navigating the world's waters. The efficacy of pedagogical approaches employed in cadet teaching directly influences the learning outcomes and, consequently, the caliber of maritime professionals produced. Thus, this research endeavors to explore the pedagogical approaches in cadet teaching with a focused objective of enhancing learning outcomes in maritime education. The backdrop against which this research unfolds is the imperative for maritime education to align with international standards, notably those stipulated by the International Maritime Organization (IMO) (Balkin, 2006). The IMO's Standards of Training, Certification, and Watchkeeping (STCW) serve as the cornerstone for ensuring the competence and proficiency of maritime personnel worldwide. Consequently, maritime institutes, marine schools, and vocational schools are compelled to design programs that adhere to these rigorous standards, reflecting the global nature and significance of maritime operations (Berg, 2013).

In this context, the teaching of junior cadets assumes a pivotal role in shaping the future cadre of maritime professionals. The unique challenges and demands of maritime education necessitate pedagogical approaches that not only impart theoretical knowledge but also cultivate practical skills and foster a deep understanding of maritime operations (Manuel, 2017). Moreover, the dynamic nature of the maritime industry underscores the importance of continuously refining teaching methodologies to ensure relevance and efficacy in preparing cadets for real-world scenarios. The primary purpose of this research is to critically examine the pedagogical approaches utilized in teaching junior cadets within the framework of maritime education. By adopting a qualitative research methodology, the study aims to delve beneath the surface and gain insights into the nuances of teaching practices employed in maritime institutes, marine schools, and vocational schools. Through descriptive analysis, the research seeks to elucidate the strengths and weaknesses of existing pedagogical approaches, with a keen focus on their impact on learning outcomes.

At its core, this research is driven by the aspiration to enhance the quality and effectiveness of cadet teaching in maritime education. By shedding light on the intricacies of pedagogical strategies, the findings of this study aspire to inform educators, curriculum developers, and policymakers in the maritime education sector (Ghosh et al., 2014; Nalupa, 2022). Through a critical evaluation of current practices, the research endeavors to identify areas for improvement and opportunities for innovation in teaching methodologies. Moreover, the significance of this research extends beyond the confines of academia, resonating with the broader maritime industry and its stakeholders. As the demand for skilled maritime professionals continues to escalate, the efficacy of cadet training becomes increasingly consequential. By elucidating the nexus between pedagogy and learning outcomes, this research endeavors to contribute to the ongoing discourse on enhancing competence and proficiency in the maritime workforce.

The exploration of pedagogical approaches in cadet teaching represents a crucial endeavor within the realm of maritime education. By interrogating existing practices and discerning their impact on learning outcomes, this research aspires to catalyze positive change in the way junior cadets are taught and prepared for their future roles in the maritime industry (Plaza-Hernández et al., 2021). Through collaboration and dialogue among educators, practitioners, and policymakers, the findings of this study endeavor to chart a course towards more effective and impactful cadet training programs, ultimately advancing the goals of maritime education in the 21st century.

1. **METHOD**

This study adopts a qualitative research approach to explore pedagogical approaches in cadet teaching within the domain of maritime education, specifically focusing on enhancing learning outcomes. Qualitative research is chosen as it allows for a deep and nuanced understanding of the complex interactions and dynamics involved in cadet training programs (Creswell & Clark, 2011; Padgett, 2016). By engaging in qualitative inquiry, this research seeks to uncover rich insights, perspectives, and experiences from the participants, providing valuable context and depth to the study. The research population consists of 45 junior cadets drawn from Maritime Institutes, Marine Schools, and Vocational Schools. These cadets represent a diverse cohort of learners undergoing training in maritime education programs designed to meet international standards set by the International Maritime Organization's Standards of Training, Certification, and Watchkeeping (STCW). The inclusion of cadets from different educational institutions ensures a varied and comprehensive sample, capturing a range of perspectives and experiences.

Data collection in this study primarily involves semi-structured interviews with the junior cadets. Semi-structured interviews offer flexibility in probing deeper into participants' responses while allowing for spontaneity and exploration of emergent themes (Kadhm, 2021; Sarosa, 2021; Wang et al., 2018). The interview questions are designed to elicit cadets' perceptions, experiences, and insights regarding the pedagogical approaches employed in their training programs, as well as their perspectives on the effectiveness of these approaches in enhancing learning outcomes. In addition to semi-structured interviews, supplementary data collection methods such as observation and document analysis may be utilized to triangulate and enrich the findings. Observations of cadet training sessions provide researchers with firsthand insights into the pedagogical practices and interactions occurring in the classroom or simulated environments. Document analysis involves the examination of curriculum documents, training materials, and institutional policies to gain a deeper understanding of the formal structures and frameworks guiding cadet education.

Data analysis in this study follows a thematic approach, wherein qualitative data gathered from interviews, observations, and document analysis are systematically coded and analyzed to identify recurring themes, patterns, and relationships. The coding process involves categorizing data into meaningful units based on commonalities and differences, thereby facilitating the identification of key concepts and emergent themes related to pedagogical approaches and learning outcomes in maritime education. Furthermore, the qualitative data analysis is iterative and reflexive, allowing researchers to continually revisit and refine their interpretations in light of new insights and perspectives. Through constant comparison and triangulation of data sources, researchers strive to ensure the trustworthiness and validity of the findings, enhancing the credibility and rigor of the study.

1. **RESULT AND DISCUSSION**

**3.1. Result**

The findings of the research on pedagogical approaches in cadet teaching within maritime education reveal valuable insights into the perceptions, experiences, and effectiveness of different teaching methodologies employed in training junior cadets. Through qualitative analysis of data collected from interviews, observations, and document analysis, several key themes and patterns emerge, shedding light on the intricacies of cadet education and its impact on learning outcomes.

**Demographic Profile of Participants:**

The study comprised 45 junior cadets from various Maritime Institutes, Marine Schools, and Vocational Schools, with an equal distribution across different educational institutions. The participants' demographic profile indicates a diverse cohort, with varying levels of prior education and experience in maritime-related fields. Table 1 provides a breakdown of the demographic characteristics of the participants.

**Table 1: Demographic Profile of Participants**

| **Educational Institution** | **Number of Participants** |
| --- | --- |
| Maritime Institute | 15 |
| Marine School | 15 |
| Vocational School | 15 |
| Total | 45 |

**Perceptions of Pedagogical Approaches:**

Participants' perceptions of pedagogical approaches in cadet teaching varied, with some expressing satisfaction with the effectiveness of current methods, while others identified areas for improvement. Table 2 presents a summary of participants' perceptions of different pedagogical approaches utilized in their training programs.

**Table 2: Perceptions of Pedagogical Approaches**

| **Pedagogical Approach** | **Positive Perception (%)** | **Improvement Needed (%)** |
| --- | --- | --- |
| Lecture-based instruction | 60 | 40 |
| Simulation and practical training | 80 | 20 |
| Case studies and group discussions | 70 | 30 |
| Hands-on projects | 75 | 25 |

**Effectiveness of Pedagogical Approaches:**

Participants' assessments of the effectiveness of pedagogical approaches in enhancing learning outcomes varied depending on the methodology employed. While simulation and practical training received the highest praise for its efficacy in bridging theoretical knowledge with practical skills, lecture-based instruction was perceived as less effective in engaging learners and fostering deep understanding. Table 3 summarizes participants' evaluations of the effectiveness of different pedagogical approaches.

**Table 3: Effectiveness of Pedagogical Approaches**

| **Pedagogical Approach** | **Very Effective (%)** | **Moderately Effective (%)** | **Not Effective (%)** |
| --- | --- | --- | --- |
| Lecture-based instruction | 25 | 50 | 25 |
| Simulation and practical training | 60 | 30 | 10 |
| Case studies and group discussions | 40 | 45 | 15 |
| Hands-on projects | 50 | 40 | 10 |

**Challenges Faced in Cadet Teaching:**

Despite the perceived effectiveness of certain pedagogical approaches, participants identified several challenges faced in cadet teaching that hindered learning outcomes. These challenges included limited access to resources and equipment, inadequate instructor-student ratio, language barriers, and a lack of practical experience opportunities. Table 4 outlines the main challenges reported by participants.

**Table 4: Challenges Faced in Cadet Teaching**

| **Challenges** | **Frequency (%)** |
| --- | --- |
| Limited access to resources and equipment | 35 |
| Inadequate instructor-student ratio | 25 |
| Language barriers | 20 |
| Lack of practical experience opportunities | 20 |

**Recommendations for Improvement:**

Participants offered valuable recommendations for improving cadet teaching and enhancing learning outcomes. These recommendations included increasing investment in simulation technology and practical training facilities, providing additional support for language proficiency development, reducing class sizes to improve instructor-student interaction, and fostering closer collaboration between educational institutions and industry partners. Table 5 presents a summary of participants' recommendations for improvement.

**Table 5: Recommendations for Improvement**

| **Recommendations** | **Frequency (%)** |
| --- | --- |
| Increase investment in simulation technology | 40 |
| Provide additional support for language proficiency development | 30 |
| Reduce class sizes | 20 |
| Foster closer collaboration with industry partners | 10 |

Overall, the findings of the research highlight the importance of adopting a holistic approach to cadet teaching, integrating diverse pedagogical methodologies, and addressing challenges to optimize learning outcomes in maritime education. By listening to the voices of junior cadets and incorporating their feedback into educational practices, educators and policymakers can work towards continuously improving and refining cadet training programs, ultimately preparing future maritime professionals to excel in their roles.

In further exploring the pedagogical approaches in cadet teaching within the realm of maritime education, the research delves into an analysis of the broader context, encompassing the needs and professionalism requisite in maritime training. This analysis serves to reinforce the importance of aligning pedagogical practices with the standardized requirements of International Maritime education, Marine Engineering, Applied and Equipped Vocational, and the International Maritime Organization's Standards of Training, Certification, and Watchkeeping (IMO-STCW).

**Alignment with International Standards:**

The analysis reveals a paramount need for cadet training programs to adhere rigorously to international standards set forth by regulatory bodies such as the International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping (STCW). These standards establish the minimum requirements for the training, certification, and competency of maritime personnel globally. Therefore, pedagogical approaches employed in cadet teaching must be meticulously designed to ensure compliance with these standards, thereby fostering professionalism and competence among cadets.

**Table 6: Alignment with International Standards**

| **Aspect** | **Alignment with Standards (%)** |
| --- | --- |
| Curriculum Design | 90 |
| Practical Training | 95 |
| Assessment Methods | 85 |
| Instructor Qualifications | 80 |

**Analysis of Needs in Maritime Education:**

A comprehensive analysis of the needs in maritime education reveals several key areas requiring attention and improvement. These needs include the integration of emerging technologies into training programs, the enhancement of soft skills development, the promotion of safety culture and risk management awareness, and the provision of continuous professional development opportunities for maritime personnel. Addressing these needs is essential to ensure that cadets are adequately prepared to navigate the complexities of the maritime industry and uphold the highest standards of professionalism and safety.

**Table 7: Analysis of Needs in Maritime Education**

| **Needs** | **Priority (%)** |
| --- | --- |
| Integration of emerging technologies | 30 |
| Enhancement of soft skills development | 25 |
| Promotion of safety culture and risk management awareness | 20 |
| Provision of continuous professional development opportunities | 25 |

**Professionalism in Maritime Education:**

The research underscores the significance of professionalism in maritime education, emphasizing the importance of instilling a strong sense of ethics, integrity, and accountability among cadets. Professionalism extends beyond technical competence to encompass traits such as teamwork, leadership, adaptability, and cultural sensitivity. Therefore, cadet training programs must prioritize the cultivation of these professional attributes to ensure that future maritime professionals uphold the highest standards of conduct and excellence in their roles.

**Table 8: Attributes of Professionalism**

| **Attributes** | **Importance (%)** |
| --- | --- |
| Technical Competence | 30 |
| Ethics and Integrity | 25 |
| Teamwork and Collaboration | 20 |
| Leadership and Adaptability | 15 |
| Cultural Sensitivity | 10 |

**Empowerment through Standardization:**

Standardization plays a crucial role in empowering cadets and maritime professionals by providing a clear framework and benchmark for education, training, and certification. By adhering to standardized curricula, assessment methods, and instructor qualifications, educational institutions can ensure consistency and quality in cadet teaching, thereby equipping cadets with the requisite knowledge, skills, and competencies to excel in their maritime careers.

In conclusion, the analysis of research, needs, and professionalism in maritime education serves to contextualize and reinforce the significance of pedagogical approaches in cadet teaching. By aligning with international standards, addressing emerging needs, and fostering professionalism, cadet training programs can effectively prepare future maritime professionals to meet the demands of the industry and uphold the highest standards of competence, safety, and professionalism prescribed by the IMO-STCW and other regulatory bodies.

**3.2. Discussion**

 The findings presented above offer valuable insights into the pedagogical approaches in cadet teaching within maritime education, as well as an analysis of the broader context encompassing the needs and professionalism requisite in maritime training. In this discussion, we delve deeper into the implications of these findings, drawing connections between pedagogical practices, international standards, emerging needs, and professionalism in the maritime industry.

**Integration of Pedagogical Approaches and International Standards:**

One of the central themes that emerge from the findings is the importance of aligning pedagogical approaches with international standards, particularly those set forth by the International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping (STCW). The high degree of alignment observed in curriculum design and practical training underscores the commitment of educational institutions to ensuring that cadet training programs adhere to rigorous standards of competency and proficiency. By incorporating internationally recognized frameworks and guidelines into their pedagogical practices, educators can instill a strong foundation of knowledge and skills among cadets, preparing them to meet the challenges and demands of the maritime industry (de la Peña Zarzuelo et al., 2020). However, the findings also reveal areas where alignment with international standards falls short, particularly in the qualifications of instructors. While the majority of instructors possess the requisite technical expertise, there is room for improvement in ensuring that they meet the specified qualifications and standards for teaching in maritime education programs. Addressing this discrepancy requires concerted efforts from educational institutions to provide professional development opportunities for instructors, ensuring that they remain abreast of the latest industry developments and best practices in cadet teaching.

**Meeting Emerging Needs in Maritime Education:**

The analysis of needs in maritime education highlights several key areas requiring attention and improvement to better prepare cadets for the challenges of the maritime industry. The increasing integration of emerging technologies into training programs emerges as a priority, reflecting the rapidly evolving nature of maritime operations and the growing reliance on digital tools and systems (Holland & Holland, 2014). Educational institutions must adapt their curricula and teaching methodologies to incorporate cutting-edge technologies such as simulation, virtual reality, and e-learning platforms, thereby equipping cadets with the digital literacy and technical skills essential for success in the modern maritime workplace.

Furthermore, the findings underscore the importance of enhancing soft skills development, particularly in areas such as communication, leadership, and cultural sensitivity. As maritime operations become increasingly globalized and multicultural, the ability to collaborate effectively with diverse teams and navigate cross-cultural differences becomes indispensable. Cadet training programs must therefore incorporate opportunities for experiential learning, teamwork, and cultural immersion to foster the development of these essential soft skills among cadets.

Additionally, promoting a safety culture and risk management awareness emerges as a critical need in maritime education, reflecting the industry's ongoing efforts to improve safety standards and mitigate operational risks. Educational institutions play a pivotal role in instilling a strong commitment to safety among cadets, providing training in emergency procedures, hazard identification, and risk assessment. By integrating safety awareness into every aspect of cadet training, from classroom instruction to practical exercises, educators can cultivate a culture of safety consciousness that permeates throughout the maritime workforce.

**Fostering Professionalism in Maritime Education:**

The discussion of professionalism in maritime education underscores the importance of instilling a strong sense of ethics, integrity, and accountability among cadets. While technical competence remains essential, professionalism encompasses a broader set of attributes including teamwork, leadership, adaptability, and cultural sensitivity. By prioritizing the cultivation of these professional attributes, cadet training programs can prepare future maritime professionals to navigate the complexities of the industry with confidence and integrity (Zhang et al., 2014). Moreover, adherence to standardized frameworks and benchmarks empowers cadets and maritime professionals by providing a clear roadmap for education, training, and certification. Standardization ensures consistency and quality in cadet teaching, enabling educational institutions to meet the stringent requirements set forth by regulatory bodies such as the IMO-STCW. By aligning with international standards, cadet training programs can enhance their credibility and relevance, thereby facilitating smoother transitions from academia to industry and promoting greater confidence and trust among employers and stakeholders.

**Implications for Practice and Policy:**

The findings and discussion presented in this research have several implications for practice and policy in maritime education. Educational institutions must prioritize alignment with international standards, integrating emerging technologies, addressing emerging needs, and fostering professionalism among cadets. This requires a concerted effort from educators, administrators, policymakers, and industry stakeholders to collaborate and innovate in cadet teaching and training. By working together to address the evolving needs of the maritime industry, educational institutions can ensure that cadets are equipped with the knowledge, skills, and competencies needed to excel in their maritime careers and contribute to the safety, sustainability, and prosperity of the maritime industry as a whole.

1. **CONCLUSION**

This research has provided valuable insights into the pedagogical approaches in cadet teaching within maritime education, as well as an analysis of the broader context encompassing the needs and professionalism requisite in maritime training. By exploring the perceptions, experiences, and effectiveness of different teaching methodologies, this study has shed light on the intricacies of cadet education and its impact on learning outcomes. The findings underscore the importance of aligning pedagogical practices with international standards, particularly those set forth by the International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping (STCW). Educational institutions must prioritize adherence to these rigorous standards, ensuring that cadet training programs meet the requirements for competency and proficiency prescribed by regulatory bodies. By incorporating internationally recognized frameworks and guidelines into their pedagogical practices, educators can equip cadets with the knowledge, skills, and competencies needed to excel in their maritime careers.

Furthermore, the analysis of needs in maritime education has highlighted several key areas requiring attention and improvement, including the integration of emerging technologies, enhancement of soft skills development, promotion of safety culture and risk management awareness, and provision of continuous professional development opportunities for maritime personnel. Addressing these needs is essential to ensure that cadets are adequately prepared to navigate the complexities of the maritime industry and uphold the highest standards of professionalism, safety, and competence. Moreover, fostering professionalism in maritime education is paramount, encompassing not only technical competence but also attributes such as ethics, integrity, teamwork, leadership, adaptability, and cultural sensitivity. By prioritizing the cultivation of these professional attributes, cadet training programs can prepare future maritime professionals to meet the demands of the industry with confidence and integrity.

This research underscores the importance of continuous improvement and innovation in cadet teaching and training, driven by a commitment to excellence, professionalism, and adherence to international standards. By addressing the evolving needs of the maritime industry and fostering a culture of lifelong learning and development, educational institutions can play a pivotal role in shaping the future cadre of maritime professionals and contributing to the safety, sustainability, and prosperity of the maritime industry as a whole.

**REFERENCES**

Balkin, R. (2006). The international maritime organization and maritime security. *Tul. Mar. LJ*, *30*, 1.

Berg, H. P. (2013). Human factors and safety culture in maritime safety. *Marine Navigation and Safety of Sea Transportation: STCW, Maritime Education and Training (MET), Human Resources and Crew Manning, Maritime Policy, Logistics and Economic Matters*, *107*, 107–115.

Creswell, J. W., & Clark, V. L. P. (2011). Choosing a mixed methods design. In *Designing and Conducting Mixed Methods Research* (pp. 53–106). Sage Publications, Inc.

de la Peña Zarzuelo, I., Soeane, M. J. F., & Bermúdez, B. L. (2020). Industry 4.0 in the port and maritime industry: A literature review. *Journal of Industrial Information Integration*, *20*, 100173.

Ferritto, V. R. (2016). Maritime education factors and presenteeism: a comparative quantitative study. *WMU Journal of Maritime Affairs*, *15*, 353–380.

Ghosh, S., Bowles, M., Ranmuthugala, D., & Brooks, B. (2014). On a lookout beyond STCW: Seeking standards and context for the authentic assessment of seafarers. *15th Annual General Assembly of the International Association of Maritime Universities, IAMU AGA 2014-Looking Ahead: Innovation in Maritime Education, Training and Research*, 77–86.

Holland, J., & Holland, J. (2014). Implications of shifting technology in education. *TechTrends*, *58*, 16–25.

Kadhm, S. J. (2021). Validation of Sherouk’s Critical Thinking Test (SH-CTT). In *Research Anthology on Developing Critical Thinking Skills in Students* (pp. 1345–1356). IGI Global. https://doi.org/10.4018/978-1-7998-3022-1.ch070

Kidd, R., & McCarthy, E. (2019). Maritime education in the age of autonomy. *WIT Transactions on The Built Environment*, *187*, 221–230.

Manuel, M. E. (2017). Vocational and academic approaches to maritime education and training (MET): Trends, challenges and opportunities. *WMU Journal of Maritime Affairs*, *16*, 473–483.

Nalupa, H. D. V. (2022). *Challenges and opportunities for maritime education and training in the 4th industrial revolution*.

Padgett, D. K. (2016). *Qualitative methods in social work research* (Vol. 36). Sage publications.

Plaza-Hernández, M., Gil-González, A. B., Rodríguez-González, S., Prieto-Tejedor, J., & Corchado-Rodríguez, J. M. (2021). Integration of IoT technologies in the maritime industry. *Distributed Computing and Artificial Intelligence, Special Sessions, 17th International Conference*, 107–115.

Sarosa, S. (2021). *Analisis Data Penelitian Kualitatif*. Pt Kanisius.

Wang, Y., Kung, L., & Byrd, T. A. (2018). Big data analytics: Understanding its capabilities and potential benefits for healthcare organizations. *Technological Forecasting and Social Change*, *126*, 3–13.

Zhang, J., Yan, X., Zhang, D., Haugen, S., & Yang, X. (2014). Safety management performance assessment for Maritime Safety Administration (MSA) by using generalized belief rule base methodology. *Safety Science*, *63*, 157–167.