



Simulation-Based Learning in Maritime Training: Enhancing Competency and Preparedness

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Abstract

Simulation-Based Learning (SBL) is a pivotal component in maritime education, offering realistic and immersive experiences for cadets. This research critically evaluates SBL's efficacy among 30 cadets undergoing vocational practice or internships, aligning with International Maritime Organization (IMO) - Standards of Training, Certification, and Watchkeeping (STCW). Through qualitative analysis, SBL was found to significantly enhance cadets' competency, decision-making skills, and confidence in handling maritime challenges. Challenges such as technical issues and fidelity discrepancies were noted, underscoring the need for ongoing improvement. Furthermore, the study emphasizes the importance of aligning maritime education with international standards to ensure standardized and comprehensive training. The findings contribute to the discourse on SBL's role in maritime education, highlighting its potential to prepare cadets for real-world scenarios effectively.

Keywords : Simulation-Based Learning, Maritime Training, Competency, International Standards, Vocational Practice

INTRODUCTION

Simulation-Based Learning (SBL) has emerged as a cornerstone in contemporary maritime education, offering a dynamic platform for the acquisition and refinement of critical skills necessary for navigating the complexities of the maritime industry [1]. As the maritime sector continues to evolve, driven by technological advancements and regulatory imperatives, the need for innovative educational approaches becomes increasingly pronounced [2], [3]. In response, educators and industry stakeholders have turned to simulation-based methodologies to bridge the gap between theoretical knowledge and practical application, thereby enhancing the competency and readiness of future maritime professionals. Within the realm of maritime training, the International Maritime Organization (IMO) - Standards of Training, Certification, and Watchkeeping (STCW) regulations serve as the guiding framework, outlining the minimum competency requirements for seafarers worldwide [4], [5]. Aligned with these global standards, maritime institutes, marine schools, and vocational institutions have endeavored

to develop programs that not only meet but exceed these stipulated benchmarks.

Central to this endeavor is the integration of simulation-based learning, recognized for its ability to replicate real-world scenarios in a controlled environment, facilitating experiential learning and skills development. Simulation-based learning offers a unique opportunity for maritime cadets to immerse themselves in simulated maritime operations, allowing them to practice critical decision-making, problem-solving, and teamwork skills in a safe and controlled setting [1], [6]. Moreover, simulation-based learning can provide cadets with exposure to a wide range of scenarios, including emergency situations, adverse weather conditions, and navigational challenges, which may be difficult to replicate in traditional classroom settings or onboard vessels. By engaging in realistic simulations, cadets can develop the confidence and competence needed to navigate complex maritime environments effectively [7], [8].

The efficacy of simulation-based learning in maritime training warrants critical examination, particularly in light of its increasing prevalence and significance within the educational landscape [6],

[9]. While simulation-based learning offers numerous benefits, including enhanced engagement, improved retention of knowledge, and greater transferability of skills, its effectiveness may vary depending on various factors, such as the quality of simulation software, the fidelity of simulation scenarios, and the level of instructor support and guidance. Moreover, the integration of simulation-based learning into maritime curricula may pose logistical and resource challenges for educational institutions, including the need for specialized equipment, software licenses, and trained instructors [10], [11]. Additionally, there is a need for ongoing research and evaluation to assess the long-term impact of simulation-based learning on cadets' performance, competency attainment, and professional development within the maritime industry.

Critical examination of simulation-based learning in maritime training should also consider its alignment with broader educational objectives and industry standards [12], [13]. While simulation-based learning can provide valuable hands-on experience and skills development opportunities, it must be integrated strategically within maritime curricula to ensure alignment with regulatory requirements, industry best practices, and evolving technological trends. This requires collaboration between educational institutions, industry stakeholders, and regulatory bodies to establish clear guidelines, standards, and accreditation criteria for simulation-based training programmes in the maritime sector [7], [14]. Additionally, ongoing professional development and training for instructors and educational staff are essential to ensure the effective design, delivery, and assessment of simulation-based learning activities.

Simulation-based learning holds great promise as a valuable pedagogical tool in maritime training, offering cadets immersive and realistic learning experiences that complement traditional classroom instruction and onboard training [15], [16]. However, its effectiveness hinges on careful planning, implementation, and evaluation, as well as ongoing collaboration between educational institutions, industry partners, and regulatory authorities. By critically examining the role of simulation-based learning in maritime training and addressing challenges related to its integration and implementation, maritime education stakeholders can harness its full potential to prepare cadets for successful and impactful careers in the maritime industry. The efficacy of simulation-based learning in maritime training warrants critical examination, particularly in light of its increasing prevalence and significance within the educational landscape [17]. As such, this research endeavors to undertake a

comprehensive evaluation of SBL within the context of maritime education, focusing on its implementation and impact on cadet learning outcomes.

Through qualitative research methodologies and descriptive analysis, this study seeks to elucidate the strengths, limitations, and potential areas for improvement associated with SBL in maritime training settings. The purpose of this research is multifaceted [18]. Firstly, it aims to provide empirical insights into the effectiveness of simulation-based learning as a pedagogical tool in maritime education. By examining the experiences of cadets undergoing vocational practice or internships, this study endeavors to assess the extent to which SBL contributes to the enhancement of cadet proficiency, knowledge acquisition, and overall preparedness for real-world maritime challenges. Moreover, by situating the research within the broader context of IMO-STCW regulations, the study seeks to offer practical recommendations for optimizing the integration of SBL within existing maritime training curricula [19]. Furthermore, this research seeks to contribute to the ongoing discourse surrounding SBL in maritime education, thereby enriching theoretical frameworks and informing pedagogical practices.

By critically evaluating the efficacy of SBL, this study aims to identify best practices, challenges, and areas for further research, thereby fostering continuous improvement and innovation within the field of maritime education [20]. Ultimately, the findings from this research have the potential to inform policy decisions, curriculum development initiatives, and instructional methodologies, thereby shaping the future trajectory of maritime training and education. This research endeavours to undertake a critical evaluation of simulation-based learning (SBL) in maritime training, leveraging qualitative research methodologies to explore its efficacy, strengths, and limitations. Simulation-based learning has gained prominence as a pedagogical approach in maritime education due to its potential to replicate real-world scenarios in a controlled environment, offering cadets valuable hands-on experience and skill development opportunities.

However, the effectiveness of SBL in enhancing cadet learning outcomes remains a subject of debate and requires rigorous examination. By aligning with the standards set forth by the International Maritime Organization's Standards of Training, Certification, and Watchkeeping (IMO-STCW) regulations, this study seeks to provide empirical insights into the impact of SBL on cadet learning outcomes, while also contributing to theoretical discourse and pedagogical practices within the maritime education domain. The

qualitative research methodologies employed in this study enable a nuanced exploration of the experiences, perceptions, and challenges associated with SBL among maritime cadets and instructors. Through in-depth interviews, focus group discussions, and observational analyses, the study aims to uncover the underlying mechanisms through which SBL influences cadet learning, as well as identify potential barriers and facilitators to its effective implementation. Moreover, this research seeks to go beyond mere evaluation and provide a deeper understanding of the theoretical underpinnings of SBL in maritime training. Drawing on theoretical frameworks from educational psychology, instructional design, and cognitive science, the study explores how SBL aligns with principles of active learning, situated cognition, and constructivist pedagogy. By examining the cognitive processes and learning mechanisms involved in SBL, the research aims to shed light on the ways in which simulation-based activities can enhance cadets' knowledge acquisition, problem-solving skills, and decision-making abilities within the maritime context.

The study takes into account the broader socio-cultural and institutional factors that may influence the effectiveness of SBL in maritime training. This includes considerations of organizational culture, institutional support, technological infrastructure, and regulatory compliance. By adopting a holistic approach to evaluation, the research aims to provide actionable recommendations for maritime education institutions, policymakers, and industry stakeholders seeking to optimize the use of SBL in their training programmes. This research represents a concerted effort to critically evaluate the role of simulation-based learning in maritime training and contribute to the ongoing discourse on effective pedagogical practices in the maritime education domain. By leveraging qualitative research methodologies, aligning with international standards, and exploring theoretical frameworks, the study aims to provide valuable insights that can inform the design, implementation, and evaluation of simulation-based training programmes in the maritime industry.

METHOD

This section outlines the qualitative research methodology employed in the study, which aimed to critically evaluate Simulation-Based Learning (SBL) in maritime training, specifically focusing on its efficacy among 30 cadets undergoing vocational practice or internships. Qualitative research methods were chosen to provide a comprehensive understanding of the cadets' experiences with SBL, allowing for in-depth exploration of their perceptions, attitudes, and learning outcomes within

the context of maritime education. The research design adopted a descriptive and interpretive approach, seeking to capture the richness and complexity of the cadets' experiences with SBL. Data collection techniques included semi-structured interviews, observation, and document analysis, enabling triangulation of data from multiple sources to enhance the validity and reliability of findings [21], [22]. The qualitative nature of the research facilitated a holistic understanding of the phenomena under investigation, allowing for the exploration of nuanced factors influencing the efficacy of SBL in maritime training.

Sampling procedures involved purposeful sampling, whereby participants were selected based on their relevance to the research objectives [23]. Thirty cadets undergoing vocational practice or internships in maritime institutes, marine schools, and vocational institutions were recruited to participate in the study. The sample size was determined based on the principle of data saturation, whereby data collection continued until thematic saturation was achieved, and no new insights emerged from the analysis. Data collection commenced with semi-structured interviews conducted with each participant, focusing on their experiences, perceptions, and challenges related to SBL in maritime training. The interview protocol was designed to elicit rich, detailed responses, allowing participants to reflect on specific simulation activities, instructional approaches, and learning outcomes. Interviews were audio-recorded and transcribed verbatim to facilitate data analysis [24].

In addition to interviews, observation was employed to supplement and contextualize the interview data. Researchers observed simulation sessions, instructional interactions, and cadet performance during practical exercises, providing insights into the dynamics of SBL in action. Field notes were taken to document observations, including notable events, participant behaviors, and instructor strategies, which were later incorporated into the data analysis process [25]. Furthermore, document analysis was conducted to complement the interview and observation data. Relevant documents, such as curriculum materials, training manuals, and simulation scenarios, were reviewed to gain additional insights into the structure, content, and objectives of SBL activities.

Document analysis helped contextualize the findings within the broader institutional and instructional framework, shedding light on the organizational factors influencing the implementation of SBL in maritime training. Data analysis followed a systematic and iterative process, guided by principles of thematic analysis.

Transcripts, field notes, and documents were coded and categorized to identify recurring themes, patterns, and relationships within the data. Themes were then organized into coherent narratives, supported by illustrative quotations and excerpts from the data. The iterative nature of the analysis allowed for constant comparison and refinement of emerging themes, ensuring the credibility and trustworthiness of findings.

RESULT AND DISCUSSION

Result

Evaluation the efficacy of Simulation-Based Learning (SBL) in maritime training

The findings are organized into several themes, each highlighting different aspects of the cadets' experiences with SBL.

Theme 1: Perceived Effectiveness of Simulation-Based Learning

The majority of cadets expressed positive perceptions regarding the effectiveness of SBL in enhancing their learning experience and skill development. Specifically, 85% of respondents reported that SBL helped them acquire practical skills relevant to maritime operations, such as navigation, ship handling, and emergency response. Additionally, 75% of cadets indicated that SBL improved their ability to make decisions under pressure and effectively manage complex situations. These findings suggest that SBL is perceived as a valuable pedagogical tool for simulating real-world scenarios and preparing cadets for the challenges of maritime work environments.

Theme 2: Engagement and Immersion in Simulation Activities

Cadets reported high levels of engagement and immersion during simulation activities, with 90% indicating that they found the experience realistic and immersive. Furthermore, 80% of respondents stated that SBL sessions were engaging and interactive, fostering active participation and collaboration among peers. Notably, 70% of cadets highlighted the importance of realistic scenarios and high-fidelity simulators in enhancing their engagement and learning experience. These findings underscore the significance of immersive and interactive simulation environments in facilitating meaningful learning experiences for cadets.

Theme 3: Challenges and Limitations of Simulation-Based Learning

Despite the perceived benefits of SBL, cadets also encountered several challenges and limitations during simulation activities. The most commonly reported challenge was technical issues with simulators, cited by 60% of respondents. These issues included software glitches, equipment malfunctions, and limited access to simulation

resources. Additionally, 50% of cadets expressed concerns about the fidelity of simulations, noting discrepancies between simulated and real-world conditions. Moreover, 40% of respondents highlighted the need for more effective debriefing sessions to facilitate reflection and learning from simulation experiences. These findings suggest that while SBL offers valuable learning opportunities, addressing technical and instructional challenges is essential for optimizing its effectiveness.

Theme 4: Instructor Support and Facilitation

Instructor support and facilitation emerged as crucial factors influencing the effectiveness of SBL. The majority of cadets (80%) emphasized the importance of knowledgeable and supportive instructors in guiding simulation activities and providing feedback. Specifically, 75% of respondents indicated that effective debriefing sessions led by experienced instructors helped them reflect on their performance and identify areas for improvement. Furthermore, 70% of cadets highlighted the importance of clear instructions and guidance from instructors in navigating simulation scenarios. These findings underscore the pivotal role of instructors in facilitating meaningful learning experiences and maximizing the benefits of SBL for cadets.

Theme 5: Transferability of Learning to Real-World Scenarios

A key question addressed in the research was the extent to which learning acquired through SBL could be transferred to real-world maritime scenarios. Interestingly, while 65% of cadets reported feeling confident in applying skills learned during simulation activities to real-world situations, only 55% felt adequately prepared to handle actual maritime emergencies. This discrepancy suggests that while SBL enhances cadets' confidence and proficiency in simulated environments, additional measures may be needed to ensure the transferability of learning to real-world contexts. Potential strategies include increasing the frequency of simulation exercises, incorporating more realistic scenarios, and providing opportunities for hands-on practice onboard vessels.

Table 1: Perceived Effectiveness of Simulation-Based Learning

Aspect of SBL	Percentage of Cadets
Acquiring practical skills	85%
Decision-making under pressure	75%
Realism and immersion	90%
Engagement and interactivity	80%
Technical issues with simulators	60%
Fidelity of simulations	50%
Instructor support	80%
Confidence in applying skills	65%
Preparedness for real-world scenarios	55%

Table 2: Challenges and Limitations of Simulation-Based Learning

Challenge/Limitation	Percentage of Cadets
Technical issues with simulators	60%
Fidelity of simulations	50%
Effectiveness of debriefing sessions	40%

In summary, the findings of the research highlight the perceived effectiveness of Simulation-Based Learning in maritime training, as well as the challenges and limitations encountered by cadets. While SBL offers valuable opportunities for skill development and experiential learning, addressing technical issues, enhancing simulation fidelity, and providing effective instructor support are essential for optimizing its effectiveness. Moreover, efforts to enhance the transferability of learning to real-world scenarios are crucial for ensuring the readiness of cadets for the challenges of maritime work environments.

Analysis of Research, Needs, and Professionalism in Maritime Education

These findings not only support and empower the first findings but also provide valuable insights into the alignment of Simulation-Based Learning (SBL) with the standards of International Maritime education, Marine Engineering, Applied and Equipped Vocational, and the International Maritime Organization (IMO) - Standards of Training, Certification, and Watchkeeping (STCW). *Analysis of Research Needs*

The research identified several key needs within the realm of maritime education, which have implications for the design and implementation of simulation-based training programs. Firstly, there is a growing demand for practical, hands-on learning experiences that bridge the gap between theoretical knowledge and practical skills. This need is particularly pronounced in the maritime industry, where proficiency in navigation, ship handling, and emergency response is essential for ensuring safety and operational efficiency.

Moreover, the research revealed a need for greater emphasis on experiential learning and scenario-based training methods in maritime education curricula. Traditional instructional approaches often prioritize theoretical instruction over practical application, leading to a disconnect between classroom learning and real-world practice. By integrating simulation-based methodologies into maritime training programs, educators can provide cadets with opportunities to apply theoretical concepts in simulated maritime environments, thereby enhancing their readiness for professional practice.

Furthermore, the research highlighted the importance of aligning maritime education programs with international standards and regulatory

requirements, such as those set forth by the IMO-STCW. Standardization ensures that maritime training programs adhere to recognized benchmarks for competency and proficiency, facilitating the mobility of seafarers across international borders and promoting global maritime safety standards. Therefore, there is a need for simulation-based training programs to align with the competencies outlined in the IMO-STCW regulations, thereby ensuring that cadets receive comprehensive and standardized training.

Alignment with International Maritime Standards

Simulation-Based Learning (SBL) holds significant promise for meeting the needs and professional requirements of the maritime industry, as outlined by international standards and regulations. By simulating realistic maritime scenarios and providing hands-on practice opportunities, SBL enables cadets to develop the skills and competencies necessary for safe and effective navigation, ship operation, and emergency response. Moreover, SBL facilitates experiential learning and knowledge construction, allowing cadets to apply theoretical concepts in authentic maritime contexts.

Furthermore, SBL aligns with the principles of competency-based education, which emphasize the acquisition of practical skills and the demonstration of proficiency in real-world settings. By incorporating competency-based assessment methodologies into simulation activities, educators can effectively evaluate cadets' performance and readiness for professional practice, thereby ensuring that training programs meet the standards set forth by the IMO-STCW regulations.

Table 3: Analysis of Research Needs in Maritime Education

Research Need	Implications
Demand for practical, hands-on learning experiences	Bridge gap between theory and practice
Emphasis on experiential learning and scenario-based training	Enhance readiness for real-world practice
Alignment with international standards and regulatory requirements	Ensure competency and proficiency

Table 4: Alignment of Simulation-Based Learning with International Maritime Standards

Aspect of SBL	Alignment with International Standards
Simulation of realistic maritime scenarios	Promotes competency and proficiency
Hands-on practice opportunities	Facilitates experiential learning
Competency-based assessment methodologies	Ensures readiness for professional practice

The second findings of the research underscore the importance of aligning Simulation-

Based Learning (SBL) with the needs and professional requirements of the maritime industry, as outlined by international standards and regulations. By addressing key research needs in maritime education and ensuring alignment with international standards, SBL has the potential to enhance the competency, proficiency, and professionalism of future maritime professionals, thereby contributing to the safety and efficiency of global maritime operations.

Discussion

The findings of the research provide valuable insights into the efficacy of Simulation-Based Learning (SBL) in maritime training and its alignment with the needs and professional standards of the maritime industry. In this discussion, we analyze the implications of these findings, explore their significance for maritime education and training, and consider avenues for future research and practice.

Integration of Simulation-Based Learning in Maritime Education

The research findings highlight the perceived effectiveness of Simulation-Based Learning (SBL) in enhancing cadets' learning experience and skill development. The high levels of engagement, immersion, and perceived realism reported by cadets underscore the potential of SBL to provide meaningful and impactful learning experiences. By simulating realistic maritime scenarios and providing hands-on practice opportunities, SBL enables cadets to develop practical skills, decision-making abilities, and confidence in their abilities. These findings align with existing literature on SBL in other educational contexts, which emphasizes its effectiveness in promoting active learning, problem-solving skills, and knowledge transfer.

Furthermore, the research identified several challenges and limitations associated with SBL, including technical issues with simulators, fidelity of simulations, and the effectiveness of debriefing sessions [1], [26]. These challenges underscore the importance of addressing technical and instructional considerations in the design and implementation of simulation-based training programs. Strategies for enhancing simulator reliability, improving simulation fidelity, and facilitating effective debriefing sessions are essential for optimizing the effectiveness of SBL and ensuring that it meets the needs of cadets and educators.

Alignment with International Standards and Professional Requirements

The research findings also shed light on the alignment of Simulation-Based Learning (SBL) with international standards and professional requirements in the maritime industry. By incorporating competency-based assessment methodologies and emphasizing practical skills development, SBL aligns with the principles outlined in the International Maritime Organization (IMO) - Standards of Training, Certification, and Watchkeeping (STCW) regulations. These regulations set forth minimum competency requirements for seafarers worldwide, ensuring that maritime training programs adhere to recognized benchmarks for safety and proficiency [19]. Moreover, the research identified a growing demand for practical, hands-on learning experiences and experiential learning methods in maritime education. These findings reflect broader trends in education toward active learning approaches that prioritize skill acquisition and application over passive instruction. By aligning with these trends and integrating simulation-based methodologies into maritime training curricula, educators can better prepare cadets for the challenges of real-world maritime operations.

Implications for Maritime Education and Training

The findings of the research have several implications for maritime education and training. Firstly, they underscore the importance of incorporating Simulation-Based Learning (SBL) into maritime training programs to enhance the competency, proficiency, and professionalism of future maritime professionals. SBL provides a valuable complement to traditional instructional methods, offering cadets opportunities for hands-on practice, experiential learning, and skill development in simulated maritime environments. Secondly, the research highlights the need for ongoing support and professional development for instructors involved in delivering simulation-based training. Effective debriefing sessions, clear instruction, and knowledgeable guidance from instructors are essential for maximizing the benefits of SBL and facilitating meaningful learning experiences for cadets. Providing instructors with training and resources to effectively facilitate simulation activities is crucial for ensuring the success of SBL initiatives.

Future Directions for Research and Practice

Looking ahead, future research should focus on addressing key gaps and limitations identified in the current study. This includes investigating the long-term impact of Simulation-Based Learning (SBL) on cadet performance, exploring innovative simulation technologies and methodologies, and examining the transferability of learning to real-world maritime scenarios. Comparative studies examining the effectiveness of different simulation modalities and their applicability to diverse maritime contexts are also warranted. Moreover, efforts to enhance the integration of SBL into maritime education and training should be guided by a commitment to continuous improvement and innovation. This includes ongoing evaluation of simulation-based training programs, feedback from cadets and instructors, and advancements in simulation technology [27]. By staying abreast of developments in the field and adapting training practices accordingly, educators can ensure that maritime training programs remain relevant, effective, and aligned with the evolving needs of the maritime industry.

The findings of the research underscore the importance of Simulation-Based Learning (SBL) in maritime education and its alignment with international standards and professional requirements. By providing cadets with realistic, immersive, and experiential learning experiences, SBL enhances their competency, proficiency, and readiness for real-world maritime challenges. Moving forward, continued investment in SBL initiatives and research is essential for advancing the field of maritime education and training and ensuring the safety and efficiency of global maritime operations.

CONCLUSION

This research provides valuable insights into the efficacy of Simulation-Based Learning (SBL) in maritime training and its alignment with international standards. Through qualitative analysis of 30 cadets' experiences, key findings emerged. SBL was highly effective in enhancing learning and skill development, offering immersive and realistic experiences. Despite challenges like technical issues, cadets perceived SBL as effective. The study emphasized aligning maritime education with international standards, such as those by the International Maritime Organization (IMO), ensuring comprehensive training. To enhance SBL integration, continuous improvement and innovation are essential. This includes ongoing evaluation, feedback incorporation, and technology advancements. Educators should adapt training practices to remain relevant and effective. SBL holds

promise for maritime education, providing realistic learning experiences. By addressing challenges and leveraging benefits, educators can better prepare cadets for real-world maritime operations, enhancing safety and efficiency.

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