

Building a Maritime Generation : An Analysis of Students' Perceptions of Maritime-Based Learning at Maritime Raja Ali Haji University

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Abstract

Maritime Raja Ali Haji University, as the only maritime university in Indonesia and a benchmark for maritime-based campuses, has an important role in improving maritime insights. This study aims to analyze the perception of students of the Faculty of Maritime Economics and Business towards the implementation of maritime-based learning at Maritime Raja Ali Haji University. Student perception and the effectiveness of maritime-based learning are the main focus in this study. This study uses a qualitative method with a descriptive approach, where data is collected through in-depth interviews and observations of students who have taken several maritime-based courses. The research informants consisted of 15 students from the 2022 and 2023 batches who were selected by purposive sampling based on their active involvement in academic and non-academic activities related to the maritime sector. The results of the study show that most students have a varied perception of the integrity and relevance of maritime-based courses. However, there are several obstacles such as limited supporting facilities and variations in teaching methods that are considered less interactive. This study concludes that students of the Faculty of Maritime Economics and Business have great potential to become a superior maritime generation. However, there needs to be a more comprehensive effort from various parties to improve the quality of maritime-based learning. This can be done by strengthening cooperation between universities, industry, and the government, as well as actively involving students in the process of developing curriculum and maritime-based learning activities.

Keywords: Student perception; maritime-based learning; maritime generation;

Introduction

Indonesia, as the largest archipelagic country in the world, has geographical advantages that make it a maritime country with extraordinary economic and resource potential. With more than 17,000 islands spread from Sabang to Merauke, the maritime sector plays a crucial role in the national economy as well as in maintaining the sovereignty and security of the country's territory. In response to the importance of this sector, the Indonesian government has affirmed Indonesia's vision as the World Maritime Axis, with a focus on marine resource management, maritime ecosystem protection, and infrastructure development to strengthen the country's position in the international region. Indonesia has the opportunity to become a maritime axis because Indonesia's oceans are very vast and have the potential to realize a maritime axis. The maritime axis is a great ideal for the Indonesian state. However, the desire to realize the maritime axis will be very difficult to complete in just one generation (Wiguna, 2016). In line with this vision, the role of educational institutions in preparing the young generation who understand and have expertise in the maritime field is becoming increasingly important.

As part of these efforts, Maritime Raja Ali Haji University (UMRAH) has a strategic responsibility and role in producing skilled and qualified human resources in the maritime sector. One form of UMRAH's contribution is through the implementation of a maritime-based curriculum designed to provide theoretical and practical understanding for students, especially at the Faculty of Maritime Economics and Business. By providing courses specifically designed to explore economic and business aspects in the maritime sector, UMRAH strives to create a maritime-based curriculum that is able to integrate theory and practice in the field. This maritime-based learning is expected to be able to answer the needs of the labor market and related industries, as well as prepare students to face challenges in the increasingly complex maritime sector. However, the effectiveness of this curriculum requires in-depth evaluation to ensure that the teaching methods, learning materials, and infrastructure support are in line with the expectations and needs of students as prospective maritime professionals.

However, to understand the effectiveness of the curriculum and learning methods, it is necessary to analyze the perception of students as those who undergo this learning directly. Student perceptions can provide important insights into how they assess the relevance and benefits of the curriculum they are studying, as well as the obstacles they may face in the learning process. This understanding is not only important for evaluating the quality of learning, but also for identifying aspects that need to be improved to support the achievement of maritime education goals.

This study aims to analyze the perception of students of the Faculty of Maritime Economics and Business at UMRAH towards the implementation of maritime-based learning. Using a descriptive qualitative approach, this research focuses on how students understand, evaluate, and respond to the maritime-based curriculum they are undergoing. Through in-depth interviews and observations, this study seeks to explore students' views related to the relevance of lecture materials, the effectiveness of teaching methods, and the challenges faced in the learning process. This analysis is expected to provide a comprehensive picture of student perceptions, as well as offer recommendations for curriculum improvement and improvement of the quality of maritime-based learning. The results of this research can be used as a foothold

to strengthen the role of UMRAH in producing a competent young generation in the maritime sector, as well as supporting Indonesia's vision as a resilient and globally competitive maritime country.

Literature Review

The importance of maritime education in Indonesia's national development in order to achieve prosperity and glory for Indonesia as a maritime country. What is referred to as maritime education here is a pattern *of thought*, a way of looking at oneself and its environment as a maritime nation and state that will influence it in thinking (cognitive), behaving (affective), and behaving (conative) (Sulistiyono, 2016). The purpose of this maritime-based education is to provide students with knowledge and skills that can be applied in the field of marine and fisheries so that they are ready to compete in the maritime-related world of work. One thing that is no less important is that to build a large maritime country, it is necessary to socialize and enculturate historical and maritime cultural values through educational media, art, literature, and so on (Sulistiyono, 2016).

Maritime Culture or Maritime Education can increase people's insight or knowledge about maritime countries. This is not a separate curriculum but one of the efforts to support or complement the implementation of the maritime curriculum for general education that already exists (Siswanto, 2018). Maritime-based learning has great potential to form a generation that is able to develop and manage maritime resources in a sustainable manner. However, the success of this learning is highly dependent on the approach used in the learning process, the readiness of resources, and the support of educational institutions. This suggests that more research on students' perceptions of maritime-based learning should be done to find out more.

Material And Method

This study uses a qualitative method with a descriptive approach to explore and analyze students' perceptions of maritime-based learning at Maritime Raja Ali Haji University (UMRAH). This approach allows researchers to gain an in-depth understanding of students' opinions regarding maritime-based learning practices and experiences. This method was chosen so that researchers can capture students' views, experiences, and in-depth understanding of the implementation of the maritime-based curriculum they are undergoing. Data collection was carried out through in-depth interviews and direct observation. In-depth interviews allow researchers to explore student perceptions and experiences in detail, while observations provide a direct picture of student involvement during the maritime-based classroom learning process, including interactions between students and lecturers, as well as student responses to the material and methods presented.

The informants of this research are students from UMRAH, Faculty of Maritime Economics and Business, consisting of 15 students from the 2022 and 2023 batches. They are selected based on the criteria that they have taken several courses related to maritime, so that they have experience relevant to the research topic. The selection of informants is carried out using a purposive sampling technique, where students are selected based on certain criteria, namely their involvement in maritime-based learning. This technique ensures that each informant has relevant experience to the research topic so that the data obtained can provide a

rich and in-depth understanding. In this study, a semi-structured interview guideline consisting of five core questions was used. These questions are designed to explore students' perceptions comprehensively. Before starting the interview, the researcher will introduce himself and explain the purpose of the interview. Here's a list of questions and indicators:

List of Interview Questions and Indicators

1. Question : In your opinion, of several maritime-based courses, which course are you interested in and do you understand the material?
 - Indicator: Identify the most effective and engaging maritime courses for students, and uncover the factors that lead to such interest and understanding. The answers will provide insight into curriculum design and effective teaching methods.
2. Question: What is the role of lecturers in guiding or inspiring you to better understand the maritime field?
 - Indicator: Evaluating the role of lecturers in increasing students' understanding and interest in the maritime field. The answers will reveal effective and inspiring teaching practices, as well as the potential for increasing the role of lecturers.
3. Question : What do you think about the facilities and support provided by UMRAH in supporting maritime-based learning?
 - Indicator: Analyze the quality of facilities and support provided by UMRAH for maritime-based learning from the perspective of students. The answer will identify the strengths and weaknesses of the existing infrastructure and support, as well as provide recommendations for improvement.
4. Question : What are the main obstacles you feel in maritime-based learning? How did this affect your interest in the maritime field?
 - Indicator: Identify the main barriers to maritime-based learning and their impact on student interest. The answers will provide important information to overcome obstacles and improve the quality of learning.
5. Question : What are your expectations for the development of maritime-based learning at the Faculty of Maritime Economics and Business?
 - Indicator: Exploring students' aspirations for the development of maritime-based learning in the future. The answers will provide valuable input for the planning and development of better curriculum and learning programs.

The data collected through interviews and observations were then analyzed using a thematic analysis approach. This approach is used to identify certain themes or patterns that describe students' perception of maritime-based learning at UMRAH. The results of the thematic analysis provide in-depth insight into students' experiences, constraints, and expectations for the maritime-based curriculum.

Result

In this section, the results of research that have been conducted on the perception of students of the Faculty of Maritime Economics and Business, Maritime Raja Ali Haji University regarding the implementation of maritime-based learning are presented. Data was obtained through in-depth interviews and observations of students of the 2022 and 2023 batches

who have taken several maritime-based courses. The results of the study show various views and experiences of students related to the implementation of this learning, including an understanding of the material, the role of lecturers, the availability of facilities, the challenges faced, and expectations for future development. These findings are presented based on in-depth interviews and observations conducted with students from various study programs, to provide a comprehensive picture of the effectiveness and challenges of maritime-based learning at this university.

In general, students feel that the material taught related to maritime is easy to understand. Many students admit that they gain a better understanding of maritime economics and technology, although some feel that learning focuses more on theory and less on practice. According to the accounting student, he revealed that he understands more about maritime economics thanks to an easy-to-understand and interesting teaching method (Informant 1, Accounting 2023). According to the management student, he felt that he did not know the material about maritime technology before, but after attending the lecture, his understanding increased (Informant 2, Management 2023). According to the management student, stated that learning maritime economics is interesting and manages a lot of marine resources, but feels that it is still lacking in terms of in-depth practice and application (Informant 3, Management 2023). Most students also hope that the material they have understood will be deepened with real-world applications, for example through direct projects or field case studies.

Lecturers are considered to have a very important role in attracting students' interest and making them more interested in maritime materials. Students appreciated the lecturer's inspiring approach and motivation given during the lecture. Lecturers are also considered effective in presenting material in an interesting and easy-to-understand way. According to the management student, it was revealed that his lecturers often provide motivation and assignments that require students to go directly into the field so that they better understand the practical aspects of maritime (Informant 4, Management 2023). According to accounting students, it also highlights the role of lecturers who are very inspiring in providing materials, motivation, and assignments that bring students directly to the field (Informant 5, Accounting 2022). Overall, students feel that lecturers have a great influence in increasing their interest and understanding of the maritime field.

Although students feel that the existing facilities are supportive enough for theoretical learning, they reveal that the facilities are not enough to support more applicable maritime-based learning, especially those related to field activities. According to management and accounting students, the lack of facilities causes them to have to learn from outside the classroom and search for information independently, such as through case studies without help from the campus (Informant 6, Accounting 2023) and (Informant 7, Management 2023). According to the management students, although the learning facilities on campus are sufficient, there is still a need for improved facilities, especially to support survey and field research activities at sea (Informant 8, Management 2022). According to accounting students, the limited facilities and support from the university in case study activities make it difficult for students to complete field assignments optimally (Informant 9, Accounting 2023).

Students face several obstacles in maritime-based learning, especially related to limited facilities and opportunities to do hands-on field practice. According to accounting students, even though there is an assignment to go into the field, not all students have the same opportunity to carry out the task optimally due to limited time and support from the university (Informant 10, Accounting 2023). According to the Management students, although there are relevant case studies, they have difficulty completing them due to a lack of funding and assistance from the university (Informant 3, Management 2023). According to the management student, he also added that the limited facilities and lack of understanding related to maritime in his home area (Anambas) made him feel that he had not received adequate learning (Informant 2, Management 2023).

Students have hopes that maritime-based learning at Umrah University can be further developed, especially in terms of facilities and opportunities to do hands-on practice in the field. According to management students, they hope that there will be further development in terms of facilities that support learning, so that students can delve deeper into maritime material directly and contextually (Informant 9, Accounting 2022). According to management students, they want learning facilities to be improved, especially facilities that allow them to learn directly at sea (Informant 11, Management 2022). According to students, students also hope that in the future there will be an evaluation and development of maritime learning, with a focus on improving facilities and better support (Informant 12, Accounting 2023). Students also hope that Umrah University can be more prominent in providing facilities relevant to the maritime field, considering that this university is the only university that carries a maritime theme in the region.

Overall, this study shows that Maritime Raja Ali Haji University students have a better understanding of maritime through the learning provided, although they still face some challenges related to facilities and lack of opportunities to carry out field practices optimally. The role of inspirational lecturers and interesting teaching methods are one of the main factors in increasing student interest in the maritime field. However, there is still a need to improve facilities and provide better support so that students can better understand the maritime context firsthand. Therefore, further development in terms of facilities and strengthening practice-based learning is urgently needed so that maritime learning at Maritime Raja Ali Haji University can be more optimal and relevant to the needs of the world of work in the maritime sector.

Discussion

One of the main findings of the study is that most students have a good understanding of the material taught in maritime-based learning, especially those related to maritime technology, maritime economics, and marine resource management. This shows that theory-based learning can provide a solid understanding of basic concepts related to maritime. (Informant 1, Accounting 2023) and (Informant 2, Management 2023) among the students who said they gained new insights into how important the maritime sector is to the national economy.

Although theoretical understanding is considered sufficient, there are significant limitations in relation to theory with practice. Some students feel they only understand the lesson in an academic context, and they face difficulty in relating the lesson to real-world applications. These results show that a more holistic approach to maritime learning, which includes theory and practice, is essential for producing graduates who are ready to work in the maritime industry (Rahayu, 2024). Students highly appreciate the role of lecturers in providing maritime-based learning materials. According to most of the students in this study, their teachers were able to deliver the material in an interesting and fun way. Lecturers not only teach the material, but also encourage and encourage students to engage in field studies, as expressed by (Informant 4, Management 2023).

The importance of the role of lecturers as facilitators who not only teach but also inspire strongly supports the desire of students to learn more about the maritime field. One of the ways teachers attract students to do field practice is by assigning them field assignments (Informant 3, Management 2023). However, the obstacle found was that although lecturers actively participated in field assignments, the lack of university facilities and support made it difficult for students to make the most of their field experience. This shows that the role of lecturers, learning facilities, and university administrative support must work together to create a more well-rounded learning experience.

One of the most common complaints by students in this study is the limited facilities. Most students said that UMRAH facilities are inadequate to facilitate relevant maritime-based learning, especially those related to field practice. (Informant 12, Accounting 2023) stated that although there are case studies, they have difficulty completing them because there is no practical support from the university. (Informant 3, Management 2023) said that they do not have enough facilities to explore the maritime system as a whole. This problem relates to a lack of investment in supportive learning facilities, such as simulation aids, marine research equipment, or even access to relevant fields. In this situation, improving the infrastructure of the maritime sector, such as maritime industry internship programs, access to ports, and laboratory facilities, is essential.

Most students said they expected improvements in their educational facilities, both in terms of access to field activities and other aspects. (Informant 2, Management 2023) hopes that the Faculty of Economics can provide better facilities to further study the maritime field. Meanwhile, (Informant 4, Management 2023) and (Informant 7, Management 2023) hope that UMRAH will prioritize the development of facilities that support maritime-based learning so that students can learn better. This student's expectation reflects the need for a more dynamic curriculum update that is tailored to the needs of the maritime industry today. Maritime learning centred on practical abilities will prepare students to enter the workforce with relevant knowledge. Therefore, cooperation between universities, the government, and the maritime industry is essential to create a curriculum that meets the requirements of the labor market in the maritime industry.

The realization of national vigilance is carried out in the form of instilling maritime culture as a form of embodiment of national character education and defending the country. This is due to the many threats of shifting the nation's character towards land and the fading of

maritime culture in the environment of the younger generation. Students' perception of maritime-based learning shows that maritime education is not only important to prepare students to face the challenges of the maritime industry but also to develop human resources who are able to manage marine resources in a sustainable manner. Graduates who result from learning that integrates theory with practice will have better abilities and are ready to face challenges.

The results of the research and discussion show that UMRAH students understand sea-based lessons well. However, they face difficulties in relating lessons to relevant field practices. Although limited facilities limit the learning experience of students, the role of lecturers who inspire and encourage greatly helps the learning process. As a result, UMRAH must build facilities that support field practice and work closely with the maritime industry to enhance the student learning experience. As a result, the maritime generation that comes from this education will be better prepared to help the development of Indonesia's maritime industry.

Conclusion

This study found that students of the Faculty of Maritime Economics and Business UMRAH generally see maritime-based learning well, especially about how lecturers encourage and help students understand maritime material. Students appreciate the lecturers' learning approach, especially those who can convey material easily and provide inspiration about the maritime world. This has a positive impact on the education provided by the faculty. However, there are several significant obstacles that hinder the implementation of maritime-based learning. The results of the study show that the two main obstacles for students to understand the practical context of the maritime world are the limitations of facilities and the lack of field practice. Students believe that this limitation reduces the effectiveness of learning because they only gain theoretical understanding but do not have the opportunity to apply it practically. This condition shows that, although maritime-based learning in UMRAH has provided a basis for theoretical understanding, the improvement of students' learning experience requires more facilities and field practice activities.

Maritime Raja Ali Haji University must improve supporting facilities and add field practice activities in its curriculum if they want to develop a competent generation in the maritime field. Cooperation with maritime industry and institutions can also help overcome these limitations, providing students with hands-on experience relevant to the needs of the maritime workforce. This research provides an initial overview of what students think about maritime education in UMRAH. However, there are several obstacles that need to be considered, such as a limited number of samples and qualitative methods. Therefore, further research on a larger scale and a quantitative approach is needed to gain a deeper understanding. Therefore, UMRAH has the ability to continuously improve the quality of maritime-based education and prepare students who are more prepared and skilled to face challenges in the maritime industry.

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