

Nurturing Factual Model of Cadets at the Politeknik Ilmu Pelayaran (PIP) Semarang

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Abstract. Nurturing that applied at Politeknik Ilmu Pelayaran (PIP) Semarang is currently still using a conventional model that is oriented to results or outcomes. This is shown in the nurturing process and the output targets listed in the Guidelines for the Nurturing Pattern for the BPSDM Transportation Cadets. The purpose of the study was to evaluate the weaknesses of the PIP Semarang cadet nurturing model. The evaluation was carried out to produce a nurturing method that was in accordance with the needs of the cadets at PIP Semarang. This research was conducted using a qualitative approach. The data used in the analysis is sourced from primary data obtained through interview techniques with data sources in the field and direct observations carried out by researchers. Meanwhile, secondary data was obtained through a study of existing documents, especially regarding various regulations in the PIP Semarang environment. Through the data analysis conducted, the evaluation results show that there are difficulties in adapting and learning difficulties experienced by cadets at PIP Semarang.

Key words: nurturing; cadets; hostel.

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INTRODUCTION

Higher education (tertiary) is the level of education above secondary education in the school education pathway (Daga 2020; Harjon et al. 2020; OECD 1998). Tertiary education is education that serves to prepare a professional workforce. Marine Science Polytechnic (PIP) Semarang is one of the official universities under the Human Resources Development Agency (BPSDM) located in Semarang City. As an official school, PIP Semarang applies a strict education and nurturing pattern. There are various rules and norms that must be obeyed by cadets while studying at PIP Semarang (Rahayu 2019). In addition to discipline, official schools also have their own school culture. School culture is a culture that is built and always passed down, so that every new cadet is obliged to follow it (Kurniawati and Sunarso, 2019).

As an official university, PIP Semarang implements a dormitory system during the education period. The dormitory environment serves to optimize adaptability and maximize academic achievement of cadets at PIP Semarang who will undergo education for 8 semesters or 4 years. During their education, each semester the cadets are faced with different challenges. At level one, these cadets have to make different adjustments from high school such as compulsory boarding, semi-military education, and PSHT. At the second level, the academic burden is higher and these second-level cadets must prepare for an

internship program on the ship. The third level, these cadets will do field work practices. Then at the fourth level, the cadets will return to school to complete their studies and get a certificate. When he graduated, it didn't mean he could immediately become the captain of the ship. Shipping school graduates must attend training to get the ANT I certificate as a condition to become a captain.

In reality, the conditions on the ground are very tough. Both physically and mentally. This is evidenced by the acknowledgment of several cadets that there were cadets who were not strong enough to undergo education, so they decided to quit or leave. Students in official schools experience different demands than students in general. They have to undergo routine activities in the dormitory, academic, social and cultural demands. The problems and challenges experienced by the cadets are unavoidable. The cadets who choose to survive certainly have an attitude in dealing with the demands and stress they experience. In addition, lecturers often prioritize the cognitive potential of their cadets, even though cadets as humans have various uniqueness and certain potentials within themselves. The practice of nurturing like this when viewed from the perspective of humanism is very much against the rights of a human being. Indirectly, it has stifled the potential and creativity of the cadets.

Each cadet has different academic potential, skills, methods and learning styles (Trisanti et al. 2018). This means that to achieve maximum

results, the pattern of teaching and education cannot be generalized. However, teaching and education that is oriented to the specific abilities of cadets is unlikely to be formally applied.

Nurturing is one of the factors that can significantly affect the level of emotional intelligence and skills of cadets (Ningga et al, 2019). Nurturing is a factor that can affect a person's soft skills, and is an integral part in achieving educational goals (Ningga et al. 2019 p. 114). Nurturing functions include: problem solving, communication, stress management and providing emotional support (Mickens et al. 2017). Referring to these functions, the caregiver has an important role in the implementation of cadet care. The purpose of the nurturing system is to shape, develop and strengthen the personality so that a mature character is achieved, an independent academic climate and a high fighting spirit (Danti et al. 2019). Nurturing also serves to optimize the mastery of knowledge and skills (Hartono et al. 2017).

Nurturing applied at PIP Semarang is currently still using a conventional model that is oriented to results or outcomes. This is shown in the nurturing process and the output targets listed in the Guidelines for the Nurturing Pattern for the BPSDM Transportation Cadets. This shows the lack of a humanistic approach in the applied nurturing pattern. The care of cadets involves various parties, including direct caregivers, indirect caregivers and parents. Caregivers have a role as a facilitator in humanistic approach to nurturing (Soviyah, 2007). Every caregiver has a major role in building self-concept in students. Caregivers can contribute in motivating, facilitating and directing students in building their self-concept. Based on this background, this study evaluates the weaknesses of the PIP Semarang cadet/I nurturing model.

METHODS

This research was conducted using a qualitative approach. This is done in order to get the broadest picture of the cadet care process at PIP Semarang. The data used in the analysis is sourced from primary data obtained through interview techniques with data sources in the field and direct observations carried out by researchers. Meanwhile, secondary data was obtained through a study of existing documents, especially regarding various regulations in the PIP Semarang environment. Through the data analysis conducted, the authors hope to provide a real picture of the weaknesses of the Taruna/i

nurturing model at PIP Semarang.

RESULTS AND DISCUSSION

Difficulty Adapting

The cadets who have just entered the dormitory When studying at PIP Semarang, they have several obstacles in adapting. The results of the evaluation of the weakness of the cadet nurturing model at PIP Semarang, found that there were 11 forms of difficulty. The difficulties include adaptation to campus culture, physical, lifestyle, environment. Lifestyle. Social, general, communication, discipline, academic performance, and communication (Language). The percentage of these obstacles based on the survey results can be seen in the following table.

Table 1. Kind of Adaptation difficulty

Kind of difficulty	Percentage
Adaptation (Campus Culture)	3,43
Adaptation (Physical)	0,21
Adaptation (Lifestyle)	0,64
Adaptation (Environment)	6,01
Adaptation (Life pattern)	6,87
Adaptation (social)	4,08
Adaptation (General)	2,58
Communication Access	0,43
Discipline	4,08
Academic Performance	0,21
Communication (Language)	1,50

The table above shows that the biggest form of difficulty experienced by cadets is adaptation (lifestyle). The cadets who have just experienced living in the dormitory will experience a different pattern of life. Of course, this is influenced by the rules in the dormitory that they must obey, so the lifestyle they are used to before entering the dormitory, must change according to the rules in the dormitory.

The next difficulty in adapting, is the environment. This is influenced by the new environment they get in the hostel. They must quickly get used to being in a new environment, with new friends and new habits. This is one of the causes of the difficulty of cadets to adapt. More intensive assistance is needed from the dormitory manager, so that the cadets understand and become accustomed to the new environment in the hostel.

Learning difficulty

The nurturing model for cadets at PIP Semarang has an important role in the learning process of cadets but in the nurturing model of PIP Semarang cadets there are several weaknesses that cause learning difficulties for

cadets. The results of the evaluation of the weakness of the cadet nurturing model at PIP Semarang, found that there were 14 forms of difficulty. These difficulties include internet access, not yet practicing, unclear instructions, inadequate practicum activities, fatigue, activity density, other busyness, limited access to equipment, time constraints, teacher learning models, assignment of materials, too many assignments, not concentrating, and not of interest. The percentage of cadets' learning difficulties can be seen in the following table.

Tabel 2. Kind of learning difficulty

Kind of difficulty	Frekuensi
Internet access	4,51
Not yet practice	0,64
Unclear Instruction	0,21
Inadequate practical activities	0,43
Fatigue	1,07
Activity density	1,07
Other activities	0,43
Equipment access limitation	0,21
Time limitation	2,15
Teacher learning model	2,15
Material mastery	1,50
Too many task	0,21
Not concentration	1,50
Not according to the interest	0,21

In the table above, it can be seen the forms of difficulties experienced by PIP Semarang cadets. The biggest constraint is internet access. The difficulty of internet access has an influence on the smooth learning of cadets when they are in the dormitory. Of course this is very influential on learning outcomes. The internet network in the dormitory is not enough to facilitate all cadets to access together. There needs to be attention from the hostel manager to improve services.

CONCLUSION

The results of the research on evaluating the weaknesses of the PIP Semarang cadet nurturing model, found that there were two types of difficulties. The difficulties experienced by cadets include difficulties in adapting and learning difficulties. PIP cadets who have just experienced life in the dormitory admit that they have difficulty in adapting (lifestyle), this is influenced by the rules that exist in the dormitory that must be obeyed in a disciplined manner. The dormitory environment that is different from the cadets' home environment has an impact on the difficulty of adapting cadets in the dormitory. The biggest learning difficulty experienced by cadets in the dormitory is the difficulty of internet access. The difficulty of internet access has an

influence on the smooth learning of cadets when they are in the dormitory. It is necessary to pay attention and improve the nurturing model for cadets so that all difficulties experienced by cadets can be resolved properly.

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