



The Paradigm of Cadets of Motivation and Its Impact on Lecturers' Performance in Maritime Education

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Abstract: The main objective of this study is to explore the cadets' perception of talent management, work motivation, and its impact on the lecturers' performance at Maritime Private Higher Education institutions in DKI Jakarta. The study's population and sample size consisted of 208 participants. To achieve the objective, this research utilized a descriptive and explanatory survey method, with a saturated sampling technique. The data analysis approach involved frequency distribution, grouping, tabulating, and describing the data gathered in the field. The study's findings indicate that the talent management of lecturers at Maritime Private Higher Education institutions in Jakarta has been relatively effective in maintaining good talent. Moreover, the work motivation of the lecturers was found to be highly driven by the need for achievement. The results further indicate that the lecturers' performance in research is outstanding, particularly in preparing scientific reports. This research is significant as it highlights the importance of talent management and work motivation in enhancing the performance of lecturers at Maritime Private Higher Education institutions. The findings can assist academic administrators and policymakers in developing effective strategies for managing and motivating lecturers to improve their performance in teaching, research, and other related activities.

Keywords: talent management, work motivation, lecturer performance

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INTRODUCTION

The development of the maritime axis is guided by several key pillars, which have been identified in various studies. These pillars encompass different aspects that contribute to the overall progress and sustainability of maritime development. Firstly, building a maritime culture is a fundamental pillar that emphasizes the importance of fostering a deep connection and understanding of the sea (Public Outreach and Civil Society Division of the ASEAN, 2015). This involves promoting marine behavior, customs, and culture within the society. Secondly, protecting and managing marine resources is another crucial pillar in maritime axis development. It involves implementing effective strategies and policies to ensure the sustainable use and conservation of marine resources. This includes measures to prevent overfishing, pollution, and habitat destruction (Kementerian PPN/Bappenas, 2016). The third pillar focuses on developing maritime infrastructure and connectivity. This encompasses the establishment of efficient and reliable transportation systems, ports, and digital connectivity infrastructure to facilitate seamless maritime trade, communication, and collaboration (Public Outreach and Civil Society Division of the ASEAN, 2015). Strengthening maritime diplomacy forms the fourth pillar, emphasizing the significance of maintaining peaceful relations, fostering cooperation, and resolving disputes among maritime nations. This pillar underscores the importance of engaging in diplomatic dialogues, negotiations, and agreements to promote mutual understanding and collaboration. Lastly, recognizing a country's identity as one with the sea as its two pillars is an essential aspect of maritime axis development. This perspective highlights the deep connection and reliance on maritime resources, emphasizing the need to effectively manage and utilize these resources for sustainable development (Public Outreach and Civil Society Division of the ASEAN, 2015).

One element of the development of the world's maritime axis is the aspect of maritime affairs and maritime governance. One aspect of maritime affairs and maritime governance is maritime culture, human resources, and marine science and technology, which includes specific aspects such as marine behavior and customs/culture, mastery of science and technology, and human capabilities, including perspectives/paradigms and culture reflected in various forms (Kementerian PPN/Bappenas, 2016). Several facts show that the national maritime sector still leaves several problems to be resolved (Dewa et al., 2017). First, ports have a major role in improving the national economy, but current conditions show that Indonesia does not yet have a port with a good management system according to the paradigm of its users (Kementerian PPN/Bappenas, 2017). Second, based on the Kementerian PPN/Bappenas report, the increased role of Indonesian shipping has only reached 4% of the total volume of Indonesian shipping, which is very small for an archipelagic country. The third is Indonesia's Global Competitiveness Index (GCI) positioning. GCI is organized by the World Economic Forum on

12 pillars, namely: a) institutional pillars, b) infrastructure, c) macroeconomic environment, d) basic health and education, e) higher education and training, f) commodity market efficiency, g) labor market efficiency, h) financial market development, i) technology readiness, j) market size, k) business development, l) Innovation. Based on the GCI pillars, Indonesia ranks 50th out of 189 countries consisting of Singapore, Malaysia, Thailand, Indonesia, Brunei Darussalam, the Philippines, Vietnam, Cambodia, and Laos.

Education is one of the efforts of a country to improve the quality of human resources. So, to improve human quality, it is also required to improve equitable education and the quality of education. Because education will make quality human beings the driving force behind national development towards a nation with high competitiveness (Amirudin, 2019; McGrath, 2021; & Chankseliani et al., 2021). Higher education is one of the spearheads and a benchmark for the nation's progress and competitiveness. Higher education makes an individual a professional in many fields, produces and develops various kinds of knowledge, and simultaneously is the place where various kinds of national dynamics begin. Countries worldwide pay special attention to continuously improving the quality of their higher education institutions. Higher education is an educational unit that organizes higher education and can be a university, institute, high school, polytechnic, academic, or community academy (Law No. 12 of 2012 concerning Higher Education). In the ranking of Higher Education, especially High Schools and Sailing Academies, which are managed by the private sector in Region III DKI Jakarta, the competitiveness still needs to improve. This is indicated by the level of accreditation in higher education institutions, which is still relatively low.

Accreditation is an assessment activity to determine the eligibility of Study Programs and Higher Education (National Accreditation Board for Higher Education, 2019). Accreditation is carried out to determine the eligibility of study programs and higher education institutions based on criteria that refer to the National Higher Education Standards, guaranteeing the quality of study programs and higher education institutions externally both in the academic and non-academic fields to protect the interests of students and society. As for the accreditation of Maritime Private Higher Education in DKI Jakarta, there are 4 Higher Education Universities in 2021 where 75% accreditation is C even though there is 1 Higher Education that has not been accredited; out of these 4 Universities, there are 12 study programs with Diploma 3 and Diploma 4 programs, The accreditation status consists of B accreditation = 67% and C accreditation = 33%.

Competitiveness and level of accreditation are still relatively low; according to the results of the clustering of private higher education institutions in DKI Jakarta, it can be seen that the clustering of performance data is included in clusters 3 and 4. This shows that the low performance of maritime private higher education institutions in DKI Jakarta is still indicated by the low accreditation of institutions and programs studies and caused by the relatively low performance of lecturers in the internal management of institutions (universities). The low performance of lecturers at Maritime Private Higher Education Institutions in DKI Jakarta is also indicated based on the results of lecturer work evaluations through the workload of lecturers in carrying out educational and research assignments, which are still relatively low. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 3 of 2020 concerning National Higher Education Standards, Article 1 paragraph (14) states that Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service.

Data showing the poor performance of lecturers at Maritime Private Higher Education in DKI Jakarta is the result of observational data by the research team at Sekolah Tinggi Ilmu Pelayaran, Akademi Maritim Djadajat, Akademi Maritim Pembangunan Jakarta, Akademi Maritim Nasional Jaya. Research results and thoughts or ideas from lecturers in the form of research consist of producing scientific works/writing with a target of 10 works, scientific publications with a target of 3 publications, results of writing in scientific magazines with a target of 3 scientific magazines, translating/adapting scientific books with the target of 2 books, making and designing technological works with a target of 1 work of technology, making designs of artwork with a target of 1 work of art, writing books/dictates/modules with a target of 5 textbooks. In fact, all these target achievements are still at the 30% mark of the target that has been set.

Based on some of the results of the studies above, the low performance of lecturers at Maritime Private Higher Education Institutions in DKI Jakarta tends to be caused by the low motivation of lecturers to work. This is suspected in the implementation of lecturer duties, for example, lack of effort in preparing lesson plans, often being late in completing teaching assignments both in class and in the laboratory/workshop/simulator, absence of lecturers on campus without being replaced at other hours, not completing assigned lecturer assignment targets given by study programs (such as submission of mid or end-of-semester exam scores), low research productivity or community service activities and scientific publications by lecturers.

The term for students at Maritime Private Higher Education is cadets. Of course, prospective cadets will choose education by looking at the accreditation of Higher Education and Study Programs. This accreditation guarantees the quality of the campus. Good accreditation, indicated by the quality of education, is also good, so graduates or alumni will indeed become quality alumni. This quality paradigm is what cadets see as how high

performance and high potential (HiPPo) a lecturer carries out the Tri Dharma of Education. According to Bethke-Langenegger Pamela, Mahler Philippe, and Staffebach Bruno (2011), talent management focuses on maintaining and developing talents such as job satisfaction, motivation, commitment, and trust in leaders. In addition, talent management practices with a strong focus on corporate strategy have a statistically significant higher impact on organizational outcomes. Ignatius Jeffrey and Wenty Febianti (2018) state that compensation, competency, and talent management simultaneously have a positive and significant effect on employee performance. Partially, compensation and talent management have a positive and significant effect on employee performance, while competence has no effect on employee performance. Furthermore, [Selvanathan et al. \(2019\)](#) state that information technology lecturers require talent management to update their knowledge, skills, and abilities. [Damanik et al. \(2020\)](#) state that talent management has a positive and significant effect on performance.

Some of the studies mentioned above show that lecturers' low motivation and performance at Maritime Private Higher Education in DKI Jakarta is usually caused by high performance and high potential (HiPPo), in this case, poor talent management. This is very reasonable because one of the forces that influence the behavior of lecturers to perform better is accuracy in managing talent, developing talent, and maintaining talent, all of which are called talents according to the talents of lecturers in Higher Education. Lecturers are an essential resource for raising the reputation of institutions, through accreditation results. Therefore, higher education institutions must pay attention to the potential and talents of each lecturer both in the placement and development of the lecturer's talents. Whatever the policy of the institution/university, if there is no gap between the management of talent management and the expectations of lecturers, then the processing of talent management in higher education institutions following the talents and expectations desired by lecturers will result in high work motivation in supporting the implementation of duties and responsibilities. Another thing is still suspected because of the low management of lecturer talent at Maritime Private Universities in DKI, as indicated by the relatively low response of lecturers to institutional policies such as the lack of lecturer development through lecturer performance assessments contained in Lecturer Performance Load (BKD), mapping of lecturers who are not following talents, lack of needs analysis and development, and lack of evaluation (review) of the talents possessed by lecturers.

Following the background above, the research team raised the issue of "The Paradigm of Cadets of Motivation and Its Impact on Lecturers' Performance in Maritime Education". The research aims to investigate the cadets' paradigm regarding the potential for motivation and its influence on the performance of lecturers in Maritime Education while incorporating an examination of the relevant theories. Paradigm refers to the fundamental beliefs and assumptions that shape an individual's perception, thinking, and behavior towards a specific subject. In this study, the focus is on understanding the cadets' perspective on motivation and its impact on lecturer performance within the context of Maritime Education. By exploring the underlying theories, this research seeks to gain insights into the cadets' mindset and the factors that shape their beliefs and expectations regarding motivation and performance in this field. According to Harmon ([Moleong, 2004](#)), a paradigm refers to a fundamental way of perceiving, thinking, evaluating, and acting concerning a specific aspect of reality. In the context of lecturer performance, [Mangkunegara \(2012\)](#) defines performance as the quality and quantity of work achieved by an employee in fulfilling their responsibilities. Performance can be categorized into individual performance and organizational performance. Individual performance is based on predetermined work standards, while organizational performance is a combination of individual and group performance. Various factors influence performance, as stated by [Mangkunegara \(2012\)](#).

The ability factor plays a crucial role, encompassing intellectual potential (IQ), education, and skills. Motivation is another significant factor that drives employees to achieve their goals. Regarding work motivation, [Sedarmayanti \(2017\)](#) explains that motivation is an internal or external force that determines whether a person takes action or not. McClelland's theory of motivation highlights three needs: the need for achievement, the need for power, and the need for affiliation. These needs influence individuals' drive for success, influence over others, and the desire for a supportive work environment, respectively. Talent management is essential in optimizing an institution's performance by identifying, developing, and retaining high-potential individuals. According to [Krissetyanti \(2013\)](#), talent management is a human resource development model that focuses on high-performance and high-potential individuals. It goes beyond recruitment and training, encompassing strategies for talent identification, development, and retention. The findings of previous studies suggest the significance of talent management in the field of lecturer performance. [Selvanathan et al. \(2019\)](#) emphasize the need for talent management in information technology lecturers to update their knowledge and skills. Organizational support and motivation are crucial in sustaining lecturers at universities and ensuring effective knowledge transfer to students. In summary, understanding paradigms, factors influencing performance, work motivation, and talent management is crucial in enhancing lecturer performance and optimizing educational institutions. Future research could further explore these areas to develop effective strategies for improving lecturer performance and facilitating knowledge transfer to students ([Selvanathan et al., 2019](#)).

METHODS

The research team employed a survey method with a descriptive explanation technique (Banks & Banks, 2018; Linder & Marshall, 2003) to gather information on talent management, work motivation, and lecturer performance. The research design was categorized as descriptive research, aiming to provide a paradigm for the characteristics of the proposed variables and their relation to actual phenomena based on the cadets' perspective toward lecturers. Primary data sources were collected from permanent lecturers at Maritime Private Higher Education Institutions in DKI Jakarta, while secondary data sources were derived from documentation or reports available at related universities.

The data collection techniques involved questionnaires for primary data collection and observations for additional information. The total number of cadets in Maritime Private Colleges in DKI Jakarta was 1,735, with the specific breakdown as follows: Sekolah Tinggi Ilmu Pelayaran (683 cadets), Akademi Maritim Djadajat (689 cadets), Akademi Maritim Pembangunan Jakarta (107 cadets), and Akademi Maritim Nasional Jaya (256 cadets). The population for this study comprised 208 permanent lecturers at Maritime Private Higher Education Institutions in DKI Jakarta, and the sampling method employed a nonprobability sampling technique known as saturated sampling (census) to include all members of the population as respondents. For data processing, a quantitative approach was used, as it involves the use of numerical data throughout data collection, interpretation, and presentation (Suharsimi, 2006). The analysis of the collected data focused on the three research variables: talent management, work motivation, and lecturer performance. Descriptive analysis was applied to examine each indicator within these variables.

RESULT AND DISCUSSION

Respondent Profiles

At this stage an analysis of the respondent's profile and other information related to the research was carried out, namely the Lecturers of Maritime Private Higher Education in DKI Jakarta, as stated in the first part of the questionnaire. The analysis is carried out one by one based on the questions in the questionnaire and the discussion begins with the data obtained from the respondents. Analysis of the respondent's profile is based on the characteristics of the respondents who have been determined to consist of five characteristics, namely (1) gender, (2) functional position, (3) last education, (4) Seaman Expertise Certificate, (5) lecturer certification, and (6) length of work.

The results of data processing of respondents based on the age of the respondents show that most of the lecturers at Private Higher Education in Shipping Sciences in DKI Jakarta are male lecturers with 68.75%, while female lecturers are as much as 31.25%. This indicates that lecturers at Maritime Private Higher Education in DKI Jakarta are dominated by men, generally jobs in the maritime field are dominated by men. The results of data processing based on the respondent's functional position show that most of the lecturers at Maritime Private Higher Education Institutions in DKI Jakarta are lecturers with the functional position of Lector which reaches 56.50%. The next most functional lecturer position is Expert Assistant at 30.50%, while lecturers with the functional position of Head Lector are at 2.50%. And respondents with lecturers who do not yet have a functional position (teaching staff) are at 10.50%.

Most of the respondents from the lecturers of Maritime Private Higher Education in DKI Jakarta are lecturers with the last education level of Post-Graduate (S2) at 60.00%, while the next is lecturers with the last education of Bachelor (S1/DIV) at 21.00%. The fewest are lecturers with the last education level of Doctoral (S3) at 19.00%. The results of processing data based on the respondent's seaman expertise certificates show that most of the lecturers at Maritime Private Colleges in DKI Jakarta are lecturers with Certificate of Competence (COC) I at 37.00%, the next lecturer is lecturers with the Certificate of Competence (COC) II at 26.50%, while lecturers with Certificate of Competence (COC) III are 21.50%. The least number of respondents are lecturers who do not have a seaman expertise certificate at 15.00%.

The results of data processing based on the lecturer certificates owned by the respondents show that most of the lecturers at Maritime Private Higher Education Institutions in DKI Jakarta are lecturers who already have a lecturer educator certificate (*serdos*) at 65.50%, while lecturers who do not yet have a lecturer educator certificate (*serdos*) are at 34.50%. Most of the respondents from lecturers at Maritime Private Higher Education Institutions in DKI Jakarta are lecturers with a working period of 6 to 10 years, at 36.00%, and lecturers with a working period of 11 to 15 years, at 32.00%. While lecturers with a working period of 1 year to 5 years are relatively more, at 22.50% when compared to lecturers with a working period of more than 15 years at 9.50%.

Description of Research Variables

To analyze descriptively for each research variable, it is done by calculating the score and the average of the total score for each variable, determining the intervals in the five categories. Intervals within categories

are determined using data transformations of Zikmund et al. (2010), that: The distribution of responses suggests the responses are bimodal. That is, two "peaks" are in the distribution, one at either end of the scale. Since the majority of respondents, $80\% = (5-1) / 5$ indicated either strongly disagree or strongly agree, the variables closely resemble the categorical variables. In general, both respondents strongly disagree or strongly agree with the statement. Then the range of intervals calculated using the above equation is as follows:

Interval Range = $(5-1) : 5 = 0.8$ (Zikmund et al., 2010, p. 494). By using a range value of 0.8, the interval class is determined from the lowest to the highest by adding the interval range at each level of the interval class. Based on the description of these stages, the value categories for the research variables are shown in the table below:

Table 1. Range Values and Category

Score	Score Interval	Category
1	1.00-1.80	Very Low/Very Poor
2	1.81-2.60	Low/ Not Good
3	2.61-3.40	Fair
4	3.41-4.20	High/ Good
5	4.21-5.00	Very High/ Very Good

Source: Zikmund et al. (2010)

Based on the results of the data analysis of the respondent's paradigm in the questionnaire distributed, it shows that there are three dimensions of talent management for lecturers at Maritime Private Higher Education in DKI Jakarta which consist of maintaining talent, developing talent, and identifying talent. The dimension of maintaining talent is the dimension with the highest perception with a total average score of 4.13 and is included in the relatively good category. Seven indicators of talent management according to the high perception of respondents are found in the indicator of providing work facilities. One of the talents of the lecturers is mastering the Academic Information System for Seafarer Training, giving a role of 61.41% to training participants in the Maritime Private Higher Education environment in DKI Jakarta, and other roles influencing 38.59%. The information system will also make it very easy for higher education institutions to produce the related information above and make it easier for all higher education data management in higher education institutions (Miah et al., 2020; Håkansson, 2022).

Meanwhile, the dimension of talent development is the dimension of talent management that is perceived as the lowest with an average score of 4.04. The low perception of respondents on the dimension of talent development which consists of six indicators is caused more by the low perception of respondents on the indicator of providing workshop opportunities. Then talent management at Maritime Private Higher Education lecturers in DKI Jakarta with an average total score of 4.10 is in the interval from 3.41 to 4.20. This shows that the average talent management for lecturers at Maritime Private Higher Education in DKI Jakarta is perceived by respondents as relatively high and in the relatively good category.

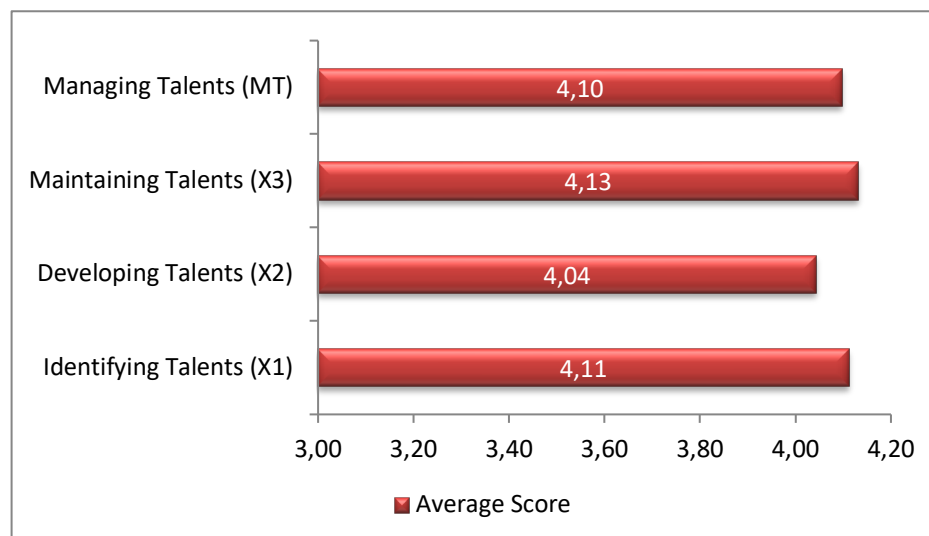


Figure 1. Talent Management for Lecturers (n=208)

Based on the results of the analysis of the respondent's paradigm data on the distributed questionnaires, it shows that the three dimensions of work motivation for lecturers at Maritime Private Higher Education in DKI Jakarta consist of the need for achievement, the need for power, and the need for affiliation. The need for

achievement dimension is the dimension with the highest perception with a total average score of 4.25 and is included in the relatively high category. There are four indicators of the need for achievement according to the high perception of the respondents found in the indicator of the need for appreciation. Meanwhile, the dimension of need for affiliation is the dimension of work motivation that is perceived as the lowest with an average score of 4.15. The low perception of respondents on the need for affiliation dimension which consists of five indicators is caused more by the low perception of respondents on the indicator of the need for recognition from others.

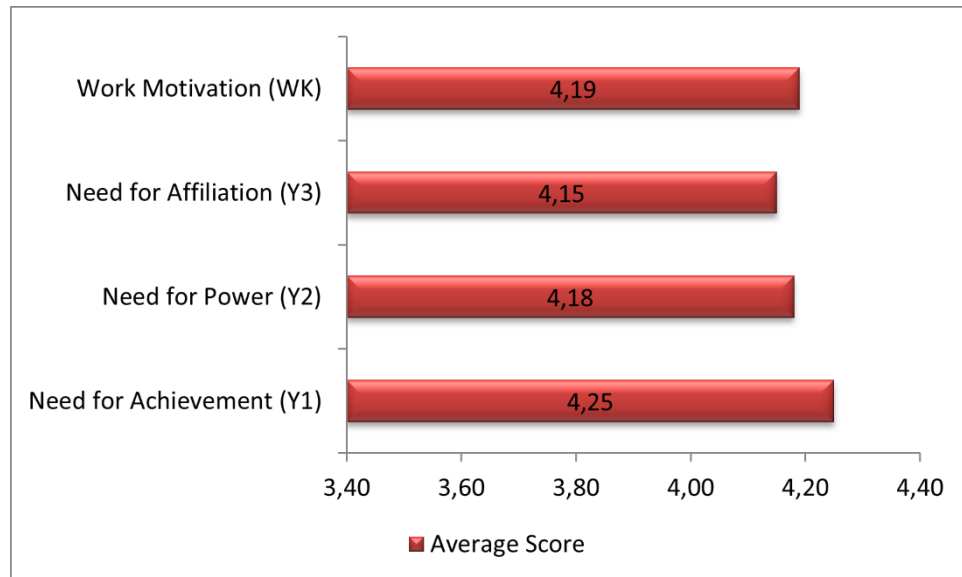


Figure 2. Work Motivation of Lecturers (n=208)

In the Maritime Private Higher Education environment in DKI Jakarta, the average work motivation score of lecturers is 4.19, with a range between 3.41 to 4.20. This result indicates that the work motivation of lecturers at Maritime Private Higher Education in DKI Jakarta was rated by respondents as high and included in the high category as well. In surveys or research conducted, the average score of lecturer work motivation at that level shows an adequate or high level of motivation among lecturers at Maritime Private Higher Education in DKI Jakarta.

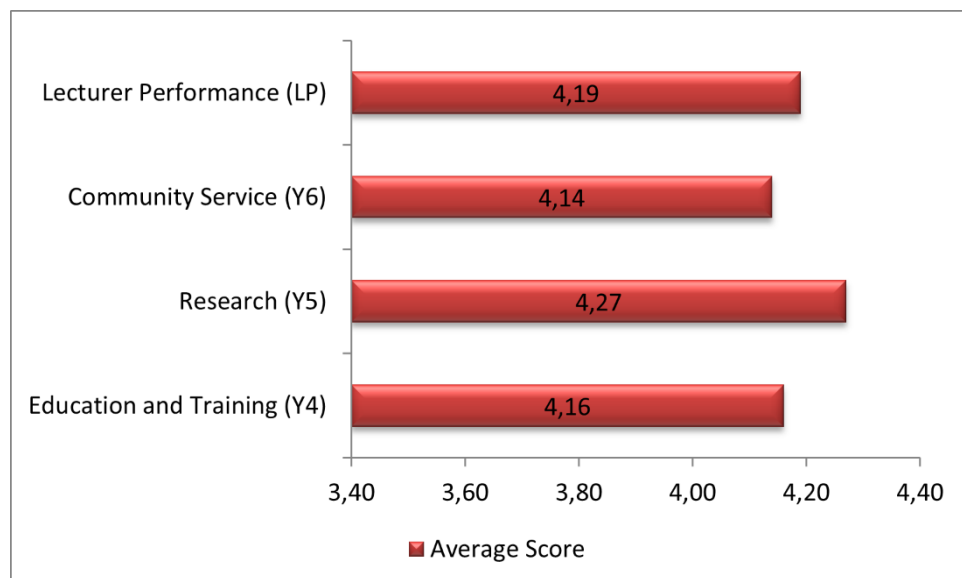


Figure 3. Lecturer Performance (n=208)

Based on the results of the analysis of the respondent's paradigm data on the distributed questionnaires, it shows that there are three dimensions of lecturer performance at Maritime Private Higher Education lecturers in DKI Jakarta: Education and Teaching, Research, and Community Service. The research dimension is the dimension with the highest perception, with a total score of an average score of 4.27, and is included in the relatively high category. According to respondents' high perception of making scientific work reports for each

research conducted, there are six research indicators. While the community service dimension is the dimension of lecturer performance that is perceived the lowest with an average score of 4.14, the low perception of respondents on community service, which consists of five indicators, is more due to community service being integrated with the course. Then the performance of the lecturers at Maritime Private Higher Education in DKI Jakarta, with an average total score of 4.19, is in the interval from 3.41 to 4.20. This shows that the average performance of lecturers at Maritime Private Higher Education in D.K.I. Jakarta is perceived by respondents to be relatively high and included in the relatively high category.

CONCLUSION

The findings indicate that lecturer talent management at Maritime Private Higher Education institutions in DKI Jakarta has been effective in maintaining talent through the provision of work facilities. However, there is room for improvement in developing lecturer talent, particularly in offering workshop opportunities. Additionally, the work motivation of lecturers exhibits a strong need for achievement, particularly in terms of seeking appreciation. However, there is a lack of work motivation in fulfilling the need for affiliation, particularly the motivation to gain recognition from others. In terms of performance, lecturers excel in research, especially in compiling scientific work reports. However, there is a need for improvement in community service, especially in integrating it into the curriculum. These findings highlight the importance of enhancing talent development strategies, fostering a sense of affiliation, and strengthening community service efforts to further improve lecturer performance in Maritime Private Higher Education institutions in DKI Jakarta.

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