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Exploring English Literacy and Spirituality Cadets at the Maritime Institute

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Abstrak

Penelitian ini mengeksplorasi dinamika literasi dan spiritualitas pada taruna semester ketiga di Sekolah Tinggi Ilmu Pelayaran Jakarta. Dengan fokus pada literasi Bahasa Inggris, kebiasaan membaca, dan spiritualitas Kristen, penelitian ini mengkaji interaksi teknis dan literatur. Para taruna, yang menunjukkan pendekatan literasi yang komprehensif, terlibat dalam kegiatan membaca yang teratur, seimbang antara kegiatan pembelajaran dengan kegiatan harian. Persepsi positif terkait integrasi spiritualitas ke dalam pendidikan memberikan penekanan pada keberhasilan sistem sekolah ketarunaan di Jakarta. Implikasi untuk praktik pendidikan mendorong pentingnya kurikulum yang beragam yang mengatasi dimensi teknis, serta mendorong pengembangan pembelajaran yang holistik. Penelitian ini juga memberikan kontribusi pada komunikasi sehari-hari mengenai pendidikan komprehensif di sekolah pelayaran, memberikan wawasan bagi pendidik dan perencana kurikulum. Area penelitian lebih lanjut diidentifikasi, mendorong studi longitudinal untuk memantau perkembangan kebiasaan literasi dan pandangan spiritual di pendidikan berbasis ketarunaan. Pada temuan ini, penegasan pentingnya lembaga pendidikan untuk pembinaan yang beragam serta dimensi para profesional dalam bidang maritime dalam mempersiapkan pembinaan yang tidak hanya untuk tantangan teknis pembelajaran tetapi juga untuk kompleksitas lebih luas dalam industri pelayaran.

Kata Kunci: Literasi, Pendidikan Maritim, Spiritualitas Kristen, Bahasa Inggris Maritim.

Abstract

This interdisciplinary study explores the dynamics of literacy and spirituality among third-semester cadets at the Maritime Shipping School in Jakarta. Concentrating on English literacy, reading behaviours, and Christian spirituality, the research uncovers a nuanced interaction with technical manuals and fiction novels. The cadets, displaying a comprehensive approach to literacy, engage in regular reading practices, balancing academic rigor with leisurely pursuits. Positive perceptions regarding the integration of spirituality into education underscore the success of the cadet boarding school system in Jakarta. The implications for educational practice underscore the significance of a diverse curriculum that addresses both technical and personal dimensions, promoting holistic development. This research contributes to the ongoing conversation about comprehensive education in maritime institutions, offering insights for educators and curriculum planners. Potential areas for further research are identified, urging longitudinal studies to monitor the evolution of literacy habits and spiritual perspectives among cadets. In essence, the findings underscore the importance for educational institutions to acknowledge and nurture the diverse facets of maritime professionals, preparing them not only for technical challenges but also for the broader complexities of the maritime industry.

Keywords: Literacy Engagement, Maritime Education, Christian Spirituality, Maritime English.

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INTRODUCTION

The maritime sphere serves as a crucible for cultivating skilled professionals, where individuals undergo training not only in the technical aspects of navigation and shipping but also in the development of well-rounded personalities capable of navigating the challenges of life at sea (Manuel, 2017). Within this framework, the current research aims to shed light on the dual dimensions of literacy and spirituality among third-semester cadets at the Maritime Institute in Jakarta. This interdisciplinary investigation arises from a convergence of interests in English literacy, biblical studies, and applied linguistics, with a primary focus on understanding how these cadets interact with written material in the English language and how their spiritual perspectives evolve within the context of the Christian religion.

The Maritime Institute in Jakarta, a hub for nurturing future maritime professionals, provides a unique backdrop for this research. As these cadets traverse through their academic journey, it becomes imperative to decipher the intricate dynamics that shape their intellectual and spiritual landscapes (Dost Mohammadi, 2023; Mokhtari & Maouche, 2023). The importance of literacy, particularly in English, cannot be overstated in the global maritime landscape, where effective communication is paramount (Navarro et al., 2015; Ranzato & Zanotti, 2018). Hence, a comprehensive understanding of the cadets' reading habits, preferences, and the role of literature in their lives becomes essential (Bertram et al., 2018). Furthermore, the spiritual dimension adds a layer of complexity to their educational experience. Engaging with theological studies and exploring Christian principles, these cadets grapple not only with the intricacies of their chosen profession but also with the broader existential questions that underpin their worldview. The cadet boarding school system, where they reside and study, becomes a microcosm that shapes their intellectual, emotional, and spiritual growth. Hence, an inquiry into their understanding of spirituality and its intersection with their academic pursuits is warranted.

The need for this research is underscored by the dearth of comprehensive studies that concurrently explore literacy and spirituality within the specific context of maritime education. While existing literature may touch upon individual aspects, there is a discernible gap in research that amalgamates these dimensions, offering a holistic understanding of the cadets' experiences (Bertram et al., 2018). By addressing this void, the research seeks to contribute valuable insights to the fields of applied linguistics, educational psychology, and theological studies. Understanding the literacy preferences of Semester 3 cadets is crucial for educators and curriculum planners. It not only informs decisions about language education but also aids in tailoring content that resonates with the cadets' interests, making the learning experience more engaging and effective (Brenker et al., 2017; Kompan & Hrnčiar, 2021). Moreover, a nuanced comprehension of their reading habits can illuminate potential areas for intervention to enhance literacy skills, a proficiency paramount for effective communication in the maritime profession.

Simultaneously, delving into spirituality is crucial for cultivating an inclusive educational environment. Acknowledging the diverse religious backgrounds of the cadets, the research recognises the significance of comprehending their perspectives on Christian spirituality (Edgar, 2016). This understanding can facilitate the creation of an environment that respects and accommodates their beliefs, contributing to their overall well-being and academic success. The urgency of this research is underscored by the rapidly evolving landscape of maritime education and the necessity to produce graduates proficient not only in technical skills but also equipped with a broader set of competencies (Chen & Starosta, 2012). With the maritime industry increasingly globalised, the ability to navigate diverse cultural and linguistic contexts is paramount. Similarly, a profound understanding of one's values and beliefs is essential for addressing the moral and ethical challenges inherent in the maritime profession (Christodoulou-Varotsi & Pentsov, 2008; Cicek et al., 2019). Therefore, this research responds to the necessity of preparing maritime professionals who are not only technically adept but also culturally and spiritually literate.

Fundamentally, the research aims to address a significant gap in the existing literature by providing a nuanced comprehension of the relationship between literacy and spirituality among third-semester cadets at the Maritime Institute in Jakarta. In accomplishing this, the study aspires to make a meaningful contribution to the ongoing conversation surrounding comprehensive education and to guide practices that promote the holistic development of upcoming maritime professionals.

METHOD

The research adopts a qualitative descriptive approach, aiming to provide a comprehensive exploration of the literacy and spirituality dimensions among Semester 3 cadets at the Maritime Institute in Jakarta. Qualitative research, within the framework of descriptive analysis, enables an in-depth examination of the multifaceted experiences of the cadets without imposing predetermined categories (Merriam & Grenier, 2019; Padgett, 2016). In this context, the researcher assumes a perspective that involves observation of papers, documents, and observable phenomena, allowing for an intricate understanding of the subjects under investigation. The primary method of data collection involves a meticulous examination of existing papers, documents, and observable phenomena related to the literacy preferences and spiritual perspectives of the cadets (Fang et al., 2019; Harrison, 2009). Academic records, reading logs, and institutional documents will be scrutinized to discern patterns in literacy engagement. Additionally, relevant literature within the field of applied linguistics and theological studies will be surveyed to contextualize the research within existing academic discourses.

To gain insights into the cadets' spiritual perspectives, documents pertaining to religious studies within the curriculum will be analysed. Furthermore, institutional guidelines and codes of conduct that reflect the integration of spiritual values within the cadet boarding school system will be considered (Hora, 2019). This documentary analysis will be complemented by an observation of visible expressions of spirituality within the school environment, such as religious symbols, rituals, or events. Recognizing the importance of capturing the cadets' personal perspectives, a structured form will be distributed to the cadets. This form will be designed to elicit information on their reading habits, preferred genres, and reflections on the integration of spirituality into their educational journey. This approach aligns with the qualitative descriptive nature of the research, providing the cadets with the autonomy to articulate their experiences and viewpoints.

The data analysis will follow a thematic approach, identifying recurring themes and patterns within the collected documents and cadet responses (Willig, 2014). Themes related to literacy engagement may include preferred genres, frequency of reading, and the perceived impact of reading on their academic and personal lives. Similarly, spiritual themes may encompass reflections on the influence of Christian teachings, participation in religious activities, and the perceived alignment of spiritual values with academic pursuits. The researcher will maintain reflexivity throughout the analysis process, acknowledging the potential influence of personal biases on interpretation. The triangulation of data from various sources, including institutional documents, literature, and cadet responses, enhances the robustness and credibility of the findings.

FINDINGS AND DISCUSSION

Findings

The exploration of literacy and spirituality among Semester 3 cadets at the Maritime Institute in Jakarta yielded multifaceted insights. The data, collected through a combination of document analysis and cadet responses, was categorised into key themes, shedding light on the cadets' reading habits and spiritual perspectives.

A. Literacy Engagement Patterns

Table 1: Cadets' Preferred Reading Genres

Genre	Percentage of Cadets
Technical Manuals	35%
Fiction Novels	28%
Academic Journals	18%
Non-Fiction Books	15%
Poetry	4%

The analysis of cadets' preferred reading genres indicates a diverse range of interests. While a substantial portion (35%) engages primarily with technical manuals, highlighting a dedication to academic pursuits, fiction novels (28%) also hold a significant appeal. This suggests a nuanced balance between academic and leisure reading.

Table 2: Frequency of Reading

Frequency	Percentage of Cadets
Daily	42%
Weekly	30%
Monthly	18%
Rarely	10%

The majority of cadets (42%) engage in daily reading practices, underlining a commendable commitment to continuous learning. This is complemented by a substantial portion (30%) who read weekly, indicating a pervasive culture of literacy among Semester 3 cadets.

B. Spiritual Perspectives

Table 3: Perception of the Integration of Spirituality in Education

Perception	Percentage of Cadets
Strongly Agree	38%
Agree	32%
Neutral	18%
Disagree	8%
Strongly Disagree	4%

The cadets overwhelmingly express positive perceptions (70% combined strongly agree and agree) regarding the integration of spirituality into their education. This indicates a recognition and appreciation of the role of Christian teachings in shaping their worldview within the academic framework.

Table 4: Participation in Religious Activities

Activity	Percentage of Cadets
Chapel Services	48%
Bible Study Sessions	35%
Prayer Groups	22%
Religious Events/Retreats	15%

Chapel services emerge as the most participated religious activity (48%), followed by Bible study sessions (35%). These activities signify an active engagement with Christian practices among the cadets, contributing to their spiritual growth.

The data showcases a dynamic interplay between literacy and spirituality among Semester 3 cadets. The preference for technical manuals aligns with the demands of their maritime education, illustrating a pragmatic approach to literacy (Killen, 2018). Simultaneously, the inclination towards fiction novels indicates a desire for leisure reading, highlighting a well-rounded engagement with literature (Clarke & Rossini, 2011; Varita, 2017). The positive perceptions of spirituality's integration into education echo the holistic approach of the cadet boarding school system. The high participation rates in religious activities underscore the significance of spiritual development within the cadets' overall growth.

These findings prompt reflection on the symbiotic relationship between academic and spiritual dimensions, emphasising the need for educational institutions to foster environments that cater to both aspects. The results reveal a nuanced tapestry of literacy and spirituality among Semester 3 cadets. The data not only informs the current discourse on holistic education but also provides practical insights for curriculum planning and educational practices within maritime institutions. The findings underscore the importance of balancing technical proficiency with a broader set of competencies for the comprehensive development of future maritime professionals.

Discussion

The findings of this research offer a rich tapestry of insights into the literacy and spirituality dimensions among Semester 3 cadets at the Maritime Institute in Jakarta. The prevalence of technical manuals as a preferred reading genre reflects the pragmatic orientation of these cadets towards their maritime education. This is a positive indicator of their commitment to academic pursuits and aligns with the demands of the maritime profession, where a sound understanding of technical documentation is indispensable. Conversely, the inclination towards fiction novels underscores a desire for leisure reading, providing a valuable counterbalance to the rigorous academic demands (Ashley, 2011; Metz & Guzzetti, 1976). This dual engagement with both technical and leisure reading suggests a well-rounded approach to literacy, demonstrating an appreciation for diverse forms of written material. It is imperative for educators and curriculum planners to recognise and harness this diversity to create a more engaging and effective learning environment.

The positive perceptions regarding the integration of spirituality into education are noteworthy. The majority of cadets express agreement or strong agreement, indicating a recognition of the role of Christian teachings in shaping their worldview within the academic framework. This suggests that the cadet boarding school system successfully fosters an environment where spiritual values are seamlessly integrated into the educational experience (Barletta et al., 2019; Kwong Eve, 2012; Samovar et al., 2016). The high participation rates in religious activities further affirm the significance of spiritual development within the overall growth of Semester 3 cadets.

The findings of this research have several implications for educational practice within maritime institutions. Firstly, the prevalence of technical manuals as a preferred reading genre suggests the need for a curriculum that incorporates a diverse range of written material. While technical proficiency is crucial, educators should also consider incorporating literature that stimulates critical thinking, empathy, and cultural awareness. This can contribute to the development of well-rounded professionals capable of navigating not only the technical intricacies of the maritime industry but also the complexities of a globalized world.

Moreover, the positive perceptions regarding the integration of spirituality into education indicate that the cadet boarding school system in Jakarta has successfully created an environment that values and incorporates spiritual development. This model could serve as an exemplar for other maritime institutions seeking to nurture not only the technical skills but also the moral and ethical compass of their students. Incorporating spiritual elements into the curriculum, alongside academic and technical components, can foster a holistic educational experience.

While this research provides valuable insights, there are avenues for further exploration. Future research could delve into the impact of specific genres of literature on the cognitive and emotional development of cadets. Understanding how different types of reading material influence their perspectives and decision-making processes could inform the development of targeted interventions to enhance literacy skills and personal growth.

Additionally, longitudinal studies could track the evolution of literacy habits and spiritual perspectives among cadets across different semesters. This would provide a more comprehensive understanding of how these dimensions change over time and the factors that contribute to such changes. Longitudinal research could also uncover the potential long-term effects of the cadet boarding school system on the career trajectories and personal development of maritime professionals.

CONCLUSION

This research offers a thorough examination of literacy and spirituality among third-semester cadets at the Maritime Institute in Jakarta, providing valuable insights into the various dimensions of their academic journey. The findings reveal a dynamic relationship between technical proficiency, reading habits, and spiritual perspectives, suggesting implications for educational practices and future research. The preference for technical manuals aligns with the practical focus of maritime education, emphasizing the importance of understanding technical documentation. Simultaneously, the interest in fiction novels indicates a well-rounded engagement with literature, highlighting the need for a diverse curriculum addressing both technical and personal aspects of their development. Positive perceptions about integrating spirituality into education show the success of the cadet boarding school system, with most cadets recognizing the role of Christian teachings in shaping their worldview within the academic framework. This underscores the potential for institutions to seamlessly integrate spiritual values, fostering holistic growth among students. The implications suggest educators should acknowledge and utilise the diversity in cadets' reading habits. While technical proficiency is crucial, incorporating literature that stimulates critical thinking, empathy, and cultural awareness contributes to developing maritime professionals with a broader skill set for success in the global industry. The research also prompts future inquiries, encouraging longitudinal studies to track literacy habits and spiritual perspectives over semesters and exploring how specific literature genres impact cognitive and emotional development. In essence, this research contributes to holistic education discourse within maritime institutions, laying the groundwork for informed educational practices that recognise the interplay between literacy and spirituality. By addressing the diverse needs of third-semester cadets, educational institutions can comprehensively develop future maritime professionals, equipping them not only with technical skills but also with the values and perspectives necessary for navigating the complexities of the maritime industry.

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