INSTRUCTOR TRAINING MANAGEMENT FOR EDUCATION AND TRAINING UPGRADING OF SEAFARER COMPETENCY PROGRAMME LEVEL IV AT POLITEKNIK PELAYARAN MALAHAYATI

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ABSTRACT

This research aims to determine the planning, implementation, evaluating and obstacles of Instructor Training to Improve seafarers at Level IV at Politeknik Pelayaran Malahayati. The approach used in this research was a qualitative approach. The type of research used in this research was descriptive. The instruments used in this study consisted of interview sheets and observation guidelines. The implementation of the program uses the online method for distance learning, this method is used when participants are on board and even abroad. Practical learning using laboratories, simulators and training ships, the criteria for instructors who teach must have a level III training certificate and have sailed for two years. The training material follows the sailor curriculum that has been prepared by BPSDM and approved by the ministry of sea transportation. Evaluation is carried out systematically starting with evaluating student attendance, material achievement, and conducting exams. The exam results will be communicated to the management after which the management will provide follow-up on the evaluation results. Those who carry out the evaluation are all management parties in their respective fields. Barriers are generally divided into two, namely internal and external barriers to the program. Barriers from within are technical where there is often a decrease in electrical power so that it can interfere with the activities of electrical devices. While external obstacles as a whole did not interfere with the running of the program.

Keywords: *training management, upgrading programme, instructors*

INTRODUCTION

Education is an important thing for humans and absolutely necessary in life, both in the life of a person, family or nation and state, because the progress of a nation is determined by the progress of the nation's education. In this modern era, advances in science and technology have created competition in various fields that require all Indonesian people to prepare themselves to improve the quality and human resources that are professional, able to compete, master science, technology and have a high work ethic. The embodiment of quality human beings is the responsibility of education, especially in preparing students to be tough, creative, independent and professional in their respective fields.

According to Quisumbing (Oviyanti, 2020) "Education has a major role in developing personal and social, influencing individual and social change, peace, freedom and justice". It is clear that education is an effort to develop human beings in a better direction, so that to prepare superior human resources who are able to answer various challenges in this new century is quality education.

According to Priansa (Muis, 2018) in essence management contains a basic philosophy and elements that have similarities, namely: (1) Management has objectives to be achieved, where these objectives have been determined in advance (Predetermined objectives); (2) achievement of objectives is carried out through delegation of authority to employees (Through the effort

of other people); (3) the achievement of organizational goals is carried out through the functions of planning, organizing, directing, leadership and supervision so that the use of "Human" and "Non-Human" factors can be carried out effectively and efficiently (How to Manage of Effectively).

In Law Number 20 of 2003 concerning the fifth part of the National Education System concerning non-formal education which aims to develop the potential of students with an emphasis on mastery of functional knowledge and skills as well as the development of professional attitudes and personality. Based on the Regulation of the Minister of Transportation of the Republic of Indonesia Number PM 27 of 2019 concerning the Organization and Work Procedure of the Politeknik Pelayaran Malahayati, it is known that it is a Technical Implementation Unit within the Ministry of Transportation which is located and directly responsible to the Head of the Human Resources Development Agency of Transportation. The Politeknik Pelayaran Malahayati is a sea training institution under the Ministry of Transportation, the Transportation Human Resources Development Agency which aims to provide sea transportation human resources.

Starting from a Maritime Sciences Education and Training Center, Malahayati Aceh was inaugurated on November 23 2011 by the Minister of Transportation and began carrying out shipping education and training activities in 2013, and in 2019 changed to Politeknik Pelayaran Malahayati by opening the Level IV Seaman Training and Training program and Basic Safety Training (BST), Advance Fire Fighting (AFF), Medical First Aid (MFA), and Medical Care (MC) programs for Seafarers' Skills Training. In its development, Politeknik Pelayaran Malahayati in Aceh has experienced very

rapid development where in 2019, it has three formation seafarers training programs, namely Rating Training for the Watch Service, Diploma III, DP-III, and Formation DP-IV, four upgrading seafarer competency programme namely DP-III Upgrading, DP-IV Upgrading, DP-V Upgrading, and Able Seafares.

Education in Indonesia, both formal and non-formal education, is expected to produce quality graduates who are recognized at the national, regional and international levels and graduates who have knowledge, skills and personal character and character that can be relied upon. Without producing quality graduates, the education program is not an investment in human resources, but only a waste of money, effort, time, and will cause various social problems. The expected goal of education is to create quality educational outcomes in accordance with the expectations of various parties. In this case, education management has a very important role in realizing educational goals.

In an application management has a subject and object. The subject is the person who regulates while the object is the one who is regulated. The management carried out in managing each component will have an impact on the success or failure of education and learning in schools. These conditions indicate that the success or failure of a school in achieving its goals and realizing its vision and mission lies in how the principal's management and leadership, especially in mobilizing and empowering the various components of the school.

In the process, dynamic quality interactions between principals, teachers, administrative staff, and students play a very important role, especially in adjusting various school activities to the demands of globalization, changes in society,

developments in science and technology, as well as the demands of the situation, conditions and environment. In addition, the competence of teachers as educators also greatly influences the quality of student learning where it is written in Law Number 14 of 2005 concerning Teachers and Lecturers Article 8, teachers must have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, and have the ability to achieve national education goals.

All of this requires competence and professionalism to enable the creation of dynamic, high-quality interactions. From this explanation Politeknik Pelayaran Malahayati led by the Director must be able to empower educators and education staff as well as all academicians of Politeknik Pelayaran Malahayati to be able to create a quality, smooth and productive learning process.

Based on the problems above, this research will discuss how to manage the Instructor Training for Education and Training Upgrading of Seafarer Competency Programme Level IV at Politeknik Pelayaran Malahayati. Therefore, the purpose of this research is to obtain a concrete picture of education and training management and the obstacles faced by instructors in implementing training for Seafarers and Training Participants at Politeknik Pelayaran Malahayati, so that activities related to seafaring education and training services in it can run according to its objectives.

In particular, this research aims to determine the planning and implementation of Instructor Training to Improve seafarers at Level IV at Politeknik Pelayaran Malahayati. In addition, this study also aims to evaluate Instructor Training for Education and Training Upgrading of Seafarer Competency

Programme Level IV and the obstacles faced by Instructors in implementing Instructor Training for Education and Training Upgrading of Seafarer Competency Programme Level IV at Politeknik Pelayaran Malahayati

METHOD

The approach used in this research was a qualitative approach. Sugiyono (2018) says that: "The qualitative research method is a research method that is based on the philosophy of postpositivism to examine conditions that are natural objects, the researcher as the key instrument". A qualitative approach is used to obtain data on the professionalism of certified teachers in improving the quality of education.

The type of research used in this research was descriptive. Zuriah (Arnanda, 2019) says that: "This type of research is descriptive which means a problem-solving procedure that is investigated, by describing or describing the current state of the research object, based on visible facts or as they are." This descriptive method focuses more on the actual facts and the researcher goes directly to the location to see, observe and describe the condition of the research object.

The goal was to obtain a complete and in-depth description of a problem. Case studies generate data to be further analyzed to generate theory. As with the procedure for obtaining qualitative research data, case study data were obtained from interviews and observations. The purpose of this study was limited to describing the characteristics of something as it is. This research was conducted to determine the Management of Instructor Training for Education and Training Upgrading of Seafarer Competency

Programme Level IV at Politeknik Pelayaran Malahayati.

The subjects of this study were the Head of Academic administration, Associate Analyst of Educational Technology Developer, Head of Training Unit, Instructor and Upgrading Students. All of these subjects were endeavored to be able to provide data on Instructor Training Management for Education and Training Upgrading of Seafarer Competency Programme and Training Participants at the Politeknik Pelayaran Malahayati.

Sugiyono (2017) states that "A research instrument is a data collection tool that used to measure observed natural and social phenomena". Thus, the use of research instruments was to find complete information about a problem, a natural or social phenomenon.

The instruments used in this study consisted of interview sheets and observation guidelines which were general and open in nature (instruments attached). Both of these instruments were used by researchers as primary data sources in this research. Meanwhile, the sources were obtained from the results of documentation that was relevant to the research focus.

Sugiyono (2017) says that: "Triangulation is a data validity check technique that combines various data collection techniques and existing data sources, this triangulation makes use of something other than research data, with the aim of checking purposes or as a comparison of the research data obtained". As for more details can be seen in Figure 1.
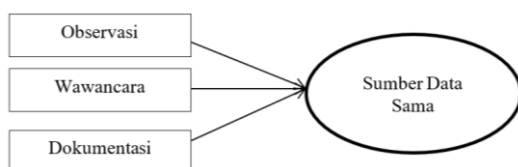

Figure 1. Data Triangulation (Sugiyono, 2017)

The triangulation technique used in this research was source triangulation. Sugiyono (2017) revealed that source triangulation is comparing and checking back the degree of trust in information obtained through different times and tools in qualitative research. The application of this method can be achieved by comparing the observation data with the data from interviews and documentation. The meaning is to compare what was done (respondents), with the interview information they gave in the interview to remain consistent and supported by documentary data in the form of photos and other data such as scientific journals, previous research and theories relevant to the purpose of this research.

The data collection techniques used in this research were interview guidelines, observation and documentation. In more detail, the data collection techniques in this research took several steps, namely observation and interviews.

FINDINGS AND DISCUSSION
Findings

The data from the research results that the researchers obtained were through the observation stage, namely by directly observing efforts on upgrading seafarers programme level IV at Politeknik Pelayaran Malahayati. The interview was done by asking several questions to respondents that have been arranged in such a way. Documentation study was done by paying attention to various documents relating to efforts for Upgrading Programme level IV at Politeknik Malahayati Aceh. The research scheme can be seen from table 1 below.

Table 1. Research Instruments

No.	Problems	Aspect	Indicator	Instruments	Data source
1	What was the plan for the Instructor Training Program for Education and Training Upgrading of Seafarer Competency Programme Level IV at Politeknik Pelayaran Malahayati?	➢ Planning for Education and Training Upgrading of Seafarer Competency Programme Level IV improvement	➢ Develop Vision, Mission and Strategic Plan. ➢ Forming a Working Team ➢ School Needs Planning ➢ Planning of facilities and infrastructure. ➢ Planning the preparation of educators. ➢ Financial planning. ➢ Preparation of curriculum and library books.	➢ Observation ➢ Interview ➢ Documentation	➢ Head of Academic Administration ➢ Associate Analyst of Educational Technology Developers ➢ Head of Training Unit
2	How was the implementation of the Instructor Training Program to Improve Education and Training Upgrading of Seafarer Competency Programme Level IV at Politeknik Pelayaran Malahayati?	➢ Strategy and implementation of the Education and Training Upgrading of Seafarer Competency Programme Level IV improvement	➢ Manage Human Resources ➢ Assignment of subordinates in accordance with their respective responsibilities	➢ Observation ➢ Interview ➢ Documentation	➢ Head of Academic Administration ➢ Associate Analyst of Educational Technology Developers ➢ Head of Training Unit ➢ Instructor ➢ Upgrading Students
3	How was the evaluation of the implementation of the Instructor Training Program to Improve Education and Training Upgrading of Seafarer Competency Programme Level IV at Politeknik Pelayaran Malahayati?	➢ Supervision of program implementation	➢ Forms of evaluation ➢ Timing of evaluation ➢ Performing the evaluation	➢ Observation ➢ Interview ➢ Documentation	➢ Head of Academic Administration ➢ Associate Analyst of Educational Technology Developers ➢ Head of Training Unit ➢ Instructor
4	What are the obstacles faced by the Instructor in implementing the Training to Improve Education and Training Upgrading of Seafarer Competency Programme Level IV at Politeknik Pelayaran Malahayati?	➢ Program inhibiting factors	➢ Barriers from the internal aspect ➢ Barriers from external aspects ➢ Solutions adopted in dealing with internal obstacles ➢ Solutions adopted in the face of external obstacles	➢ Observation ➢ Interview ➢ Documentation	➢ Head of Academic Administration ➢ Associate Analyst of Educational Technology Developers ➢ Head of Training Unit ➢ Instructor ➢ Upgrading Students

The results of the observations illustrate that it was true that there was an implementation of an improvement program which was attended by students. The researcher observed that Politeknik Pelayaran Malahayati has facilities that meet training

implementation standards such as learning media, laboratories, workshop facilities, simulators and training ships that are used for direct practice.

From a series of observations, the researcher continued to collect data by conducting interviews. The interviews that the researchers described were in the order starting with the head of the academic administration section up to the training participants.

The result of interview was all program activities were the result of planning that has been carried out and prepared carefully by involving all the resources owned by the Politeknik Pelayaran Malahayati. The education and training program already has guidelines adapted to the curriculum from Human Resource Development Agency and the ministry of sea transportation, so planning only follows these guidelines. Why start with a calendar, because all activities starting from implementation planning and evaluation will be determined in that calendar.

Futhermore, the other result form interview for the Aspects to be achieved in the seafarer improvement program was include increasing competency, this will be determined by taking the seaman skills examaniation. From the results of the researcher's interview with the head of Administration was that the aspect to be achieved in general was maritime competency which covers various areas of expertise. This statement is supported by the results of the researcher's interview with Associate Analyst of Educational Technology Developers with the question, what aspects do you want to achieve in planning a training program to improve sailors? She also explained that all aspect according to the program planning was based on IMO standard and STCW amendement Manila in 2010. So it is certain

that the program is in accordance with the maritime Constitution and is oriented towards increasing seafarers.

Each participant who wants to register must first go through the selection stages, which are adjusted to the competencies we want to achieve. We formulated competency determination based on the analysis and resulted of previous program evaluations. The researcher continued the interview to find out about the need analyzing in planning program. The result of interview was found that the need of seafarer has been stated on the curriculum from Human Resort Developemnt Agency regarding their abilities. This curriculum is also used in every polytechnic under Ministry of Transportation. The graduates will have the same capabilities base on their level.

Overall, the implementation has been carried out according to plan, within one year we receive training participants and the program runs well and media such as classroom and laboratory learning facilities, simulators and training boats are also ready to be used making it easier for participants to follow the process of learning activities. In general, the program has been running very well.

For the process of the implementation, it must be in accordance with the curriculum, which has been approved by Human Resource Development Agency. The education and training implementation is adjusted to the educational and training calendar schedule that has been prepared before the acceptance of training participants, then the implementation of the training must be in accordance with the standards set out in the IMO and STCW amendments to Manila in 2010. Moreover, the researcher asked the participant training and he explained that this program was very helpful, especially in

increasing competence and certification of upgrading programme, where seafarers who are far away and even abroad can get material online. they only come to campus to carry out practicum.

The Researcher was also found from the interview with the instructor that she has been teaching for Level IV upgrading programme for almost 4 months. She is an example for the qulifiied instructor based on the background and the certificate. It was to fulfill the need of participants, in here the students, to obtain the knowledge and get the certificate. She used the facilities to support the learning and teaching process and it showed that she is a professional instructor and competence in teaching in that class. The head of academic administration stated that the instructor criteria are specifically in the field of competence, so the intituition will recruit instructors in the same field of competence. However, the instructor that has been recruited has at least one level above the area of competence being taught. However, administratively, each instructor must be equipped with competencies in the field of teaching such as TOT 609, TOT 312 and TOT 610 competencies which must be owned by every instructor.

After the implementation, the next was the evaluation program which is a principled activity and carried out systematically by the education and training program management. Like simulator training and training ships, the training unit carries out the evaluation. It is likewise with other fields. After making observations, the researchers asked the strategies for evaluation with the head of academic administration.

In carrying out the program, of course there must be an evaluation, an evaluation to improve the future program so that it is even better; the strategy that we apply is regular or systematic program evaluation. It is starting with evaluating the curriculum, followed by evaluating the material that has been delivered by the instructor, then evaluating learning media such as simulators, laboratories and others. Evaluation for participants was taken by evaluating attendance, mastery of material, ability to operate simulator tools, shipping planning and many other aspects that are sequential and systematic on written exams and practical exams.

The evaluation for the instructors would be taken by the management. The instructors would be evaluated periodically by looking at the achievement of material and also the using of facilities such as laboratories or simulators. This evaluation would effect with the performance of the instructor with can be shown that they wil not be chosen to teach next time.

For learning, those who carry out the evaluation are instructors, training units and academics. However, for the program as a whole, it was the management who carries out the evaluation, in which the management will also evaluate the instructors. The result of evaluation will be used for the next planning programme to prevent the obstacles in teaching process. It will make the institution easier to find out what deficiencies and aspects are needed in planning the next program.

The obstacles that were faced by the instructor in implementing the Training to Improve Education and Training Upgrading of Seafarer Competency Programme Level IV at Politeknik Pelayaran Malahayati was vary. It was starting from technical problems, such as unstable electricity which would make the electronicy broken. Another problem was unstable connection that will disturb the

learning process. Time management and lacks of the instructor were also influence in teaching learning process. Almost of the instructor were administrations for the intituion. Sometimes they had to change the day because they had to do some works. In other word, they had to fulfill their responsibility as an instructor while working as an employee.

Increasing in human resource was also the problem in Politeknik Pelayaran Malahayati. With the development and addition of the program, intituion need to focus so that in the next planning it will not become the problem anymore. The qualification of the instructor was needed to improve the skill and competence by Continouning School or upgrade certificate and attend the seminar.

Discussion

From the research results, we can conclude that program planning begins with preparing training program learning schedules, participant acceptance planning, instructor planning, simulator laboratory readiness planning and training ships and certification planning. In planning, the researcher found that all management parties were involved in planning, bearing in mind that the education and training program has many parts; therefore each aspect will be planned by the respective experts.

The researcher gave an example such as simulator planning, so the training unit will be the program planner, the material, the practice schedule, the instructor appointments, and also evaluating it from the training unit. It was likewise with other aspects. In essence, program planning is a series of activity processes to prepare decisions about what is expected to occur (events, circumstances, atmosphere, and so on) and what will be done.

According to Tjokroaminoto (Muamar, 2019), "planning is the process of systematically preparing activities to be carried out to achieve certain goals". Planning according to Atmosudirdjo (Fawahid, 2016), "is the calculation and determination of something to be carried out in order to achieve a certain goal, who does it, when, where, and how to do it". Planning according to Siagian (Fawahid, 2016), "is the whole process of careful thought and determination regarding things to be done in the future in order to achieve predetermined goals".

The study of planning is basically always related to the concept of management. This is understandable because both in the concept of management and administration, planning is an activity that is coordinated to achieve certain goals within a certain period of time. That way, in planning there will be testing activities for several directions of achievement, assessing uncertainty, measuring capacity, determining the direction of achievement, and determining steps to achieve it.

From the research results, researchers can analyze the implementation of the program. Program implementation uses online methods in distance learning, offline methods and practice. In carrying out the program, the selected instructor must meet the criteria, for example, the instructor has a level III training certificate and must have sailed for two years.

In the researcher's analysis, the purpose of implementing the program is to increase the quality of seafarers both in knowledge and in operation. This can be seen from the materials given to the training participants, where the training materials include the ability to carry out sailing planning, the ability to read natural situations, the ability to repair or detect

everything related to ships and of course the ability to operate ships properly.

Of the entire series of processes or in the management mechanism, implementation (actuating) is the most important management function. The planning and organizing function deals more with abstract aspects of the management process, while the actuating function places more emphasis on activities that are directly related to people in the organization.

Actuating includes determining and satisfying the human needs of its employees, rewarding, leading, developing and compensating them which is carried out by managers or leaders. In terms of actuating, many experts have put forward various replacement terms for actuating, for example, the opinion that uses the term commanding for actuation.

Furthermore Fayol (Batlajery, 2016) argues that, "the best way to move members of the organization is by giving commands and the main responsibility of subordinate's lies in carrying out the orders given". Therefore the role of the manager in terms of making decisions and giving commands must be clear and on target so that the desired goals are achieved efficiently and effectively.

Based on the various opinions above, it can be synthesized or concluded that the implementation (actuating) as an effort to mobilize all related people is carried out by the leadership. That the leaders or managers make decisions and provide motivation to jointly carry out program activities in accordance with their respective fields in the best and correct way. Westra (Hertanti, 2019) argues that, "Implementation as efforts made to carry out all the plans and policies that have been formulated and determined by completing all the needs and tools needed,

who will implement them, where to implement them and when commencement.

Based on the various opinions above, it can be synthesized or concluded that the implementation/actuating is an effort to mobilize all related people which is carried out by the leadership. That the leaders or managers make decisions and provide motivation to jointly carry out program activities in accordance with their respective fields in the best and correct way.

The results of the research show that program evaluation is carried out systematically and sequentially. Evaluation is also carried out by each unit such as the laboratory unit, so they will carry out evaluations regarding laboratory materials, as well as training and certification units. The results of the evaluation will be reported to the management and the management will follow up.

From the above opinion, it can be concluded that evaluation can be used to determine the level of participant learning acquisition and the level of effectiveness of the training program that has been implemented and is being implemented or the impact of the implementation of the training program. The role and use of evaluation are considered very important, so the designers and implementers of training programs and evaluators of training programs must understand the concept of evaluation and its role in the overall training program.

Preparing an evaluation report is the final activity of program evaluation. The evaluation results report is prepared in written form and can be published. Broadly speaking, the program evaluation report consists of four main points, namely: problems, evaluation methodology, evaluation results and conclusions of the evaluation results.

Evaluation reports are not unlike research reports, some use a qualitative approach, and some use a quantitative approach.

From the results of the research, the researcher analyzed the obstacles that occurred in the implementation of the program, the program's obstacles came from within and from outside. Obstacles from within in the form of problems with electricity which sometimes experience a lack of power so that it can affect the use of tools related to electricity. Another problem we can see is that there are some instructors who have difficulty dividing their time between their duties as instructors and their duties as administrative staff.

In general, the researcher's analysis of obstacles from outside the program is that the training location is far from the city center, while the majority of training participants are from outside Aceh. There are problems with being away from family which can affect the concentration of training participants. Another thing that becomes an obstacle can also come from other seafaring schools, where when other schools can provide better service, the participants' interest in joining the school will definitely be higher.

Obstacles have a very important meaning in every task or job. A task or job will not be carried out if there is an obstacle that interferes with the work. Obstacles are conditions that can cause implementation to be disrupted and not carried out properly. Every human being always has obstacles in everyday life, either from the human himself or from outside the human being. Obstacles are classified into several parts. Cornu (Putri: 2021) distinguishes learning barriers into four types, namely:

a. Cognitive Barriers Cognitive barriers occur when students experience difficulties in the learning process.

b. Genetic and psychological barriers, genetic and psychological barriers occur as a result of students' personal development.

c. Didactical Obstacles, didactical barriers occur because of the nature of teacher teaching.

d. Epistemological Barriers Epistemological barriers occur because of the nature of the mathematical concept itself.

Furthermore, Brousseau (Armiyansyah: 2021) suggests three factors that cause learning barriers, namely:

1. Ontogeny barriers (mental readiness for learning), the occurrence of ontogeny barriers is due to restrictions on learning concepts during child development.

2. Didactic Obstacles (due to teacher learning), didactic barriers in this learning come from giving wrong concepts or teaching concepts that are not suitable for children or students.

3. Epistemological Barriers (knowledge of students who have limited application contexts).

Furthermore Dalyono (Septia, 2019) reveals that, "obstacles in learning can be seen from behavior that describes learning difficulties, namely showing low learning outcomes and the results achieved are not balanced with the effort made". Meanwhile Slameto (Septia, 2019) explains that there are many types of factors that influence learning, but they can be classified into two groups only, namely (1) internal factors (factors originating from within), such as health, intelligence, talent, interest, attention, motivation, maturity and readiness, and (2)) external factors (factors originating from outside the self), such as family, school and community.

CONCLUSION

Program planning begins with the preparation of an implementation schedule, participant acceptance planning, instructor planning, laboratory readiness planning, simulators and training ships as well as certification planning. Executing the planning is all management parties with their respective qualifications and fields, the aspects to be achieved in the planning are the competency of participants in maritime science. The material prepared is adjusted to the seafarers' Constitution, STCW and the 2010 Manila Amendment.

The implementation of the program uses the online method for distance learning, this method is used when participants are on board and even abroad. Practical learning uses laboratories, simulators and training ships, meanwhile for the criteria for instructors who teach must have a level III training certificate and have sailed for two years. The training material follows the curriculum that has been prepared by Human Resource Development Agency and approved by the ministry of sea transportation.

Program evaluation is carried out systematically starting with evaluating student attendance, material achievement, and conducting exams. The exam results will be communicated to the management after which the management would provide follow-up on the evaluation results. Those who carry out the evaluation are all management parties in their respective fields.

Barriers are generally divided into two, namely internal and external barriers. Barriers from internal were technical where there was often a decrease in electrical power so that it can interfere with the activities of electrical devices. Meanwhile external obstacles as a whole did not interfere with the running of the program.

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