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The Impact of *Field Trips* for Engineering Department Cadets at KNL MH Thamrin in Supporting Practical Teaching and Learning Activities to Prepare for Sea Training

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Abstract

Field trips are a teaching method carried out by taking cadets to a specific location or site outside the classroom. For example, the field trip aboard the KNL MH Thamrin is a practical learning activity aimed at studying and observing all of the ship's equipment and machinery firsthand, while also providing an introduction (familiarization) to life aboard a ship in preparation for the maritime work practice (Prala) in the 5th and 6th semesters. Prala provides cadets with the opportunity to apply the knowledge they have acquired on campus, demonstrating the relevance between the theory learned during lectures and practical application. Additionally, Prala helps strengthen collaborative relationships between the university and shipping companies. It can also serve as a promotional tool for the institution with potential employers. Complaints from shipping companies regarding cadets' readiness during their sea training, coupled with the suboptimal implementation of the Field Trip for engineering cadets at KNL MH Thamrin each semester, form the core issues addressed in this study. The objective of this study is to determine whether there is a relationship between the engineering department's student field trips and the readiness of engineering students during their sea training, as well as the extent of this influence. A quantitative research method was employed, utilizing a questionnaire distributed to 70 third-semester cadets in the Engineering Department who had already completed their field trips. Data analysis was conducted using IBM SPSS version 27.0.1, and the interpretation of the results serves as evaluation material and feedback for STIP to enhance cadet readiness in preparation for their sea training.

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***Keywords**: Field Trip, Sea Training*

1. INTRODUCTION

The Department of Marine Engineering is one of the academic units at the Jakarta Maritime Academy (STIP) responsible for conducting teaching, training, and development activities for faculty members or instructors in the regular Diploma IV program of the Department of Marine Engineering. One of the primary missions of the Department of Engineering is to improve and develop the quality of maritime education and training in the field of engineering in order to master competencies based on modern methodologies and information technology at an international level.

The maritime internship (Prala) is a form of education that provides cadets with learning experiences through direct participation in tasks at shipping companies, including both government and private entities. The maritime internship

(Prala) gives cadets the opportunity to apply the knowledge they have acquired on campus, demonstrating the relevance between the theory learned during lectures and practical application. The maritime internship (Prala) is considered necessary to enhance the ability to apply theory to real-world situations at sea, which ultimately improves the cadets' performance in resolving problems and challenges at sea.

In addition to the benefits mentioned above, maritime internships can also strengthen collaborative relationships between universities and shipping companies. Maritime internships (Prala) can serve as a promotional tool for the university to potential employers. The quality of a university can be gauged by the caliber of the cadets participating in these maritime internships (Prala). Furthermore, maritime work placements (Prala) can help employers secure maritime personnel who meet their specific needs. Cadets can also gain a better understanding of non-academic concepts in the professional world. Maritime work placements (Prala) provide training in work ethics, discipline, hard work, professionalism, and other relevant skills.

There have been complaints from shipping companies regarding the readiness of STIP cadets undertaking the Maritime Work Practice, as well as the suboptimal quality of cadets in applying practical education relevant to the workplace. Furthermore, cadet field trips are not yet incorporated into the curriculum, and onboard experience is not recognized in seafarer's logs.

Field trips—a teaching method that involves taking cadets to a specific location or site outside the classroom, such as *the field trip* aboard the KNL MH Thamrin—are one of the practical learning activities designed to allow cadets to study and observe all ship equipment and machinery firsthand, while also providing an introduction (*familiarization*) to life aboard a ship as preparation for the maritime work practice in the 5th and 6th semesters.

This *field* trip is specifically intended for all third-semester engineering students, who will soon be entering the real working world during their maritime internship. The advantage of this activity is that *the field trip* employs modern teaching principles that utilize real-world environments in instruction, making what is learned in the classroom more relevant to reality and the needs of society. This approach can further stimulate students' creativity and provide up-to-date information as broader and more current learning material.

Several previous studies have discussed maritime work practice and *field trip* activities and can serve as references for this paper, including that by Yuhelsi Rafiqoh (2022). Her thesis, titled "The Relationship Between the Application of *Field Trip* Techniques and Career Understanding Among Students at MTsN 2 Banda Aceh," employed a quantitative research approach. Additionally, Sutoyo et al. (2018) published an article in the journal *7 Samudra Poltekpel Surabaya*, Vol. 3, No. 2, titled "The Influence of Maritime Work Practice (Prala) Experience on the Work Readiness of Poltekpel Surabaya Cadets." The results indicated a significant positive correlation between maritime work practice experience and work readiness among cadets.

The scope of the previous study mentioned above examined the variable of *field trips* in relation to career understanding among students. The subsequent study examined the variable of cadets' Prala experience in relation to their work readiness. Both studies yielded results indicating a significant positive relationship between the two variables.

What distinguishes the research conducted by the author here from previous studies is that the author attempts to analyze the variables influencing the impact of cadet *field trips* on readiness for the Prala program, where this Prala program serves as a promotional tool for the institution toward potential employers and simultaneously enhances cooperative relationships between the university and shipping companies. The objectives of this study are to:

a. To determine the relationship between the Taruna *Field Trip* activities for the engineering department and the readiness of engineering students when carrying out their sea training.
b. To determine the extent to which the engineering cadet *field trip* supports practical teaching and learning activities in preparation for the sea training program.

2. RESEARCH METHOD

The method used in this study is a quantitative research approach , which involves in-depth data analysis using numerical data. This method aims to test hypotheses using existing theories.

In quantitative research, there are two types of variables: independent variables and dependent variables. An independent variable is a variable that influences or causes changes in, or the occurrence of, the dependent variable. The independent variable in this study is the cadet *field trip* (X). Meanwhile, the dependent variable is the variable that is influenced by or results from the independent variable. The dependent variable in

this study is "Support for Practical Teaching and Learning Activities" (Y).

The data source for this study is primary data. Primary data is data obtained by the researcher from the original source—whether an individual or a group—such as interview results or completed questionnaires, which are typically administered by the researcher (Sugiyono, 2017). The data collection technique used in this study was a questionnaire. The questionnaire was administered in person to third-semester engineering students who had completed their field trip. The timeframe for data collection and supporting materials was set at a maximum of one month. A total of 70 responses were collected.

The questionnaire was developed through the following stages: literature review, determining indicators and dimensions, and formulating them into statement items. The questionnaire outline is presented in Table 1.

Table 1. Questionnaire Outline

Variable	Indicator	Sub-Indicator	Statement Items
Impact of the Engineering Department Cadets' *Field Trip* to KNL MH Thamrin (X)	*Field Trip* Activity for Engineering Department Cadets at KNL MH Thamrin	1. Availability of adequate facilities for the *field trip*.	2,3,4
		2. The relevance of the material presented by instructors to the students' technical competencies.	1.8 5, 6, 7
		3. Cadets' self-confidence increased during the *field trip*	
		4. Lecturers' ability to deliver material and understand the challenges faced by cadets	9, 10, 11
Supporting the readiness of the to conduct Sea Training (Y)	Supporting the readiness of the to conduct Sea Training	1. Possess strong self-confidence	1.11
		2. Cadet skills aligned with professional competencies	8, 9, 10
		3. Ability to understand the ethics of teamwork	2, 3, 4, 5, 6, 7

From the 70 responses collected, the author tabulated and analyzed the data using IBM SPSS version 27.0.1. In accordance with the guidelines and requirements for statistical data analysis using SPSS, several data testing processes were conducted, ranging from descriptive statistical analysis to data quality checks and classical assumption tests.

2.1. Descriptive Statistics

According to Sugiyono (2017), this is a statistical technique used to analyze data by describing or depicting the collected data as it is, without intending to draw conclusions that apply universally or to make *generalizations.* The description of the results of this study includes the mean, standard deviation, and variance.

2.2. Data Quality Test

2.2.1. Validity Test

The validity test is used to determine the validity or suitability of the questionnaire used by the researcher to measure and obtain research data from respondents.

The validity test was conducted using SPSS version 27.0.1 by comparing the $_{\text{calculated}}$r value with $_{\text{the table}}$r $_{\text{value}}$for *a degree of freedom* (df) = n^2, where n is the sample size. The basis for the decision is as follows:

- If $r_{calculated}$is positive and $r_{calculated} > r_{table}$, then the research statement is deemed valid.
- If $r_{calculated}$is negative and $r_{calculated} < r_{table}$, then the research statement is deemed invalid.

2.2.2. Reliability Test

The reliability test aims to determine whether the questionnaire is consistent when measurements are taken repeatedly using it. The reliability test is conducted using *Cronbach's alpha.* According to Wiratna Sujerweni (2018), a questionnaire is considered reliable if its *Cronbach's alpha* value is greater than 0.6.

2.3. Classical Assumptions Test

2.3.1. Normality Test

The normality test aims to determine whether the residual values are normally distributed or not. A good regression model has normally distributed residuals ( ). The *Kolmogorov-Smirnov* test is used to assess normality by examining the P-P plot and the balance of the histogram curve. Decision criteria:

- If the significance value is > 0.05, then the residuals are normally distributed.
- If the significance value is < 0.05, then the residuals are not normally distributed.

2.3.2. Linearity Test

The linearity test aims to determine the nature of the relationship between the independent and dependent variables. Decision criteria:

- If the Sig. deviation from linearity value is > 0.05, then there is a linear relationship between the independent and dependent variables.

- If the significance value for deviation from linearity is less than 0.05, then there is no linear relationship between the independent and dependent variables.

2.3.3. Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is unequal variance in the residuals from one observation to another in the regression. Types of heteroscedasticity analysis include: the Glejser test and graphical analysis. Decision criteria:

- If the significance value is > 0.05, then there is no evidence of heteroscedasticity in the regression model.
- If the significance value is < 0.05, then there is evidence of heteroscedasticity in the regression model.

2.4. Hypothesis Testing

2.4.1. Simple Linear Regression Analysis

Simple regression analysis is used to determine whether there is a linear relationship between the independent variable and the dependent variable. This test uses the following simple linear regression equation:

$$\hat{Y} = a + bX \qquad (1)$$

Where $\hat{Y}$ is the subject of the predicted dependent variable, A is the value of Y when X = 0 (constant value), b is the direction coefficient or regression coefficient, which indicates the rate of increase or decrease in the dependent variable based on the independent variable. If b is positive (+), the value increases; if b is negative (-), the value decreases; and X is the subject of the independent variable, which has a specific value.

2.4.2. Correlation Coefficient Analysis

Correlation coefficient analysis is used to determine the direction and strength of the relationship between two or more variables. The direction is expressed as a positive or negative relationship, while the strength of the relationship is indicated by the magnitude of the correlation coefficient (Sugiyono, 2017). This analysis uses the *Pearson* correlation coefficient approach.

2.4.3. t-Test

The t-test is conducted to determine whether, individually (partially), the independent variable significantly influences the dependent variable or not. The basis for decision-making in the t-test is as follows:

- If the calculated t-value is greater than the table t-value, then the independent variable (X) has an effect on the dependent variable (Y).
- If the calculated t-value is less than the critical t-value, then the independent variable (X) has no effect on the dependent variable (Y)

2.4.4. Analysis of the Coefficient of Determination

This test is conducted to determine the strength of the relationship or influence between two variables used in the coefficient of determination analysis. The formula used in the coefficient of determination test is:

$$R^2 = r^2 \times 100\% \qquad (2)$$

Where KD is the Coefficient of Determination, and r^2 is the correlation coefficient between X and Y.

3. RESULTS AND DISCUSSION

3.1. Descriptive Statistics

Based on the data in Table 2, the descriptive analysis of X and Y shows that the minimum value for X is 22, while that for Y is 32. The maximum value for X is 55, while that for Y is 55. The mean value for X is 41.27, while that for Y is 44.31.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
Cadet Field Trip Activities	70	22	55	41.27	9,264
Cadets' Readiness to Conduct Sea Training	70	32	55	44.31	7,002
Valid N (listwise)	70				

3.2. Data Quality Test

3.2.1. Validity Test

The formula for finding the table *r* value is: *degrees of freedom* = n – 2; *df* = 70 – 2 = 68. Referring to the table, the *r* value for df = 68 and a significance level of 0.05 is 0.2352.

Table 3. Validity Test for Variable (X) Cadet *Field Trip* Activities

Statement	Calculated *r* *(Corrected item-total)* Correlation	Table *r*	Notes
Statement 1	0.731	0.2352	Valid
Statement 2	0.741	0.2352	Valid
Statement 3	0.813	0.2352	Valid
Statement 4	0.818	0.2352	Valid
Statement 5	0.808	0.2352	Valid
Statement 6	0.791	0.2352	Valid
Statement 7	0.773	0.2352	Valid
Statement 8	0.794	0.2352	Valid
Statement 9	0.769	0.2352	Valid
Statement 10	0.732	0.2352	Valid
Statement 11	0.672	0.2352	Valid

Table 3 shows that the calculated r is greater than the table r, so all items in the variable (X) "Cadet *Field Trip*" are deemed valid.

Table 4. Validity test for variable (Y) Readiness to Conduct Sea Training

Statement	Calculated *r* *(Corrected item-total)* Correlation	Table *r*	Notes
Statement 1	0.614	0.2352	Valid
Statement 2	0.616	0.2352	Valid
Statement 3	0.654	0.2352	Valid
Statement 4	0.779	0.2352	Valid
Statement 5	0.779	0.2352	Valid
Statement 6	0.667	0.2352	Valid
Statement 7	0.688	0.2352	Valid
Statement 8	0.669	0.2352	Valid
Statement 9	0.662	0.2352	Valid
Statement 10	0.629	0.2352	Valid
Statement 11	0.630	0.2352	Valid

Table 4 shows that the calculated r is greater than the table r, so all items of the variable (Y) "readiness to carry out sea practice" are deemed valid.

3.2.2. Reliability Test

Table 5. *Cronbach's Alpha* Results

Reliability Statistics	
Cronbach's Alpha	Number of Items
.930	11

Variable X

Reliability Statistics	
Cronbach's Alpha	Number of Items
.879	11

Variable Y

From the reliability test results in Table 5, the *Cronbach's Alpha* value for variable (X)—cadet *field trip* activities—was 0.930, while for variable (Y)— 's readiness to conduct sea training—it was 0.879. In this testthe minimum value required was greater than 0.60. Based on these results, it can be concluded that all variables in this test—X and Y—are reliable.

3.3. Classical Assumption Test

3.3.1. Normality Test

Table 6. One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			70
Normal Parameters[a, b]	Mean		.0000000
	Standard Deviation		6.87260232
Most Extreme Differences	Absolute		.095
	Positive		.094
	Negative		-.095
Test Statistic			.095
Asymptotic Significance (2-tailed)[c]			.199
Monte Carlo Sig. (2-tailed)[d]	Sig.		.118
	99% Confidence Interval	Lower Bound	.109
		Upper Bound	.126

a. The test distribution is normal.

b. Calculated from the data.

c. Lilliefors significance correction.

d. Lilliefors' method based on 10,000 Monte Carlo samples with a starting seed of 2,000,000.

The results of the normality test using *standardized residuals* in Table 6 show a *Kolmogorov-Smirnov* significance value of 0.199. This *Kolmogorov-Smirnov* significance value is greater than the 5% significance level (0.05), or sig. > 0.05. This indicates that the data for both variables are normally distributed.

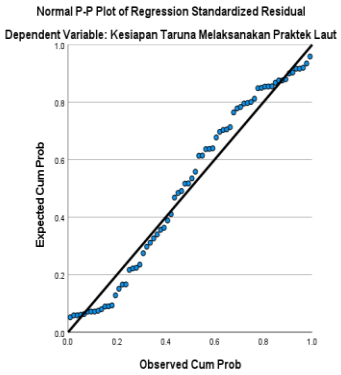


Figure 1. Normal P-P Plot

This is further supported by Figure 1, which shows that the data are scattered around the diagonal line and follow the direction of the histogram toward a normal distribution pattern; therefore, the dependent variable (Y) satisfies the assumption of normality.

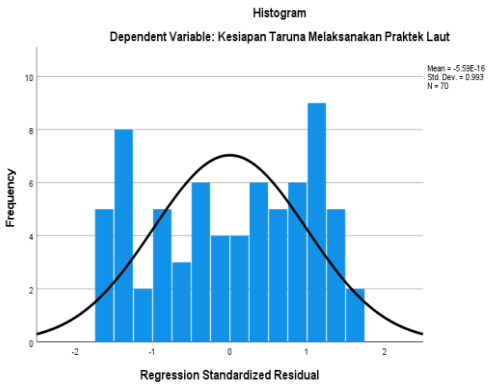


Figure 2. Histogram Curve of Variable (Y)

Furthermore, the symmetry of the variable (Y) histogram curve in Figure 2 supports the assumption of normality.

3.3.2. Linearity Test

Table 7. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Cadets' Readiness to Conduct Sea Training * Cadets' Field Trip Activities	Between Groups	(Combined)	2052.919	33	62,210	1,684	.064
		Linearity	124,032	1	124.032	3,357	.075
		Deviation from Linearity	1,928.887	32	60,278	1,631	.078
	Within Groups		1,330,167	36	36,949		
	Total		3,383.086	69			

Based on the Significance (Sig.) value from Table 7, the *Deviation from Linearity* Sig. value is 0.078, which is greater than 0.05. Therefore, it can be concluded that there is a statistically significant linear relationship between the independent variable (X)—*field trips* for students in the Department of Marine Engineering—and the dependent variable (Y)— 's readiness to conduct sea training.

3.3.3. Heteroscedasticity Test

Table 8. Glejser Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4,266	1,855		2,300	.024
	Cadet Field Trip Activities	.041	.044	.112	.928	.357

a. Dependent Variable: ABS_Res

From the results of the Glejser test in Table 8, it can be seen that the significance value is 0.357 > 0.05, so there is no evidence of heteroscedasticity.

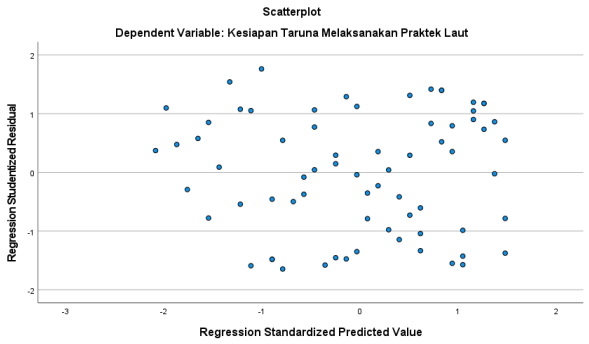


Figure 3. *Scatterplot*

This is further supported by Figure 3, the *scatterplot*, which shows that the data points are randomly distributed and spread both above and below the zero line on the Y-axis. It can therefore be concluded that there is no heteroscedasticity in this regression model.

3.4. Hypothesis Testing

3.4.1. Simple Linear Regression Analysis

The results of the simple linear regression test are shown in Table 9. It can be seen that the (Sig.) value = 0.000 < 0.05; therefore, it is concluded that there is an effect of the independent variable (X)—*field trip* activities for cadets in the Department of Engineering—on the dependent variable (Y)—cadets' readiness to carry out sea training.

Table 9. Simple Linear Regression Test

Coefficients [a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	38.341	1,560		24,584	,000
	Cadet Field Trip Activities	.145	.037	.430	3,924	.000

a. Dependent Variable: Cadets' Readiness to Conduct Sea Training

Based on the table above, the following simple linear regression equation is obtained:

$$Y = 38.341 + 0.145\ X \qquad (3)$$

The regression equation has the following meaning: The constant term a is 38.341. This means that if there is no change in the independent variable (X = 0), the value of the dependent variable (Y) is 38.341.

The regression coefficient for variable X is 0.145, which is positive. This means that if the "cadet *field trip"* variable increases by one point, it will cause the "cadet readiness for sea training" variable to increase by 0.145.

3.4.2. Correlation Coefficient Analysis

Table 10. Correlation Coefficients

		Cadet Field Trip Activities	Cadets' Readiness to Conduct Sea Training
Cadet Field Trip Activity	Pearson Correlation	1	.430**
	Sig. (2-tailed)		.000
	N	70	70
Cadets' Readiness to Conduct Sea Training	Pearson Correlation	.430**	1
	Sig. (2-tailed)	.000	
	N	70	70

**. The correlation is significant at the 0.01 level (two-tailed).

From the results obtained using the *Pearson* correlation approach in Table 10, the correlation coefficient is 0.430 and is positive.

Table 11. Interpretation of the correlation coefficient

Coefficient Interval	Level of Relationship
0.000–0.199	Very Low
0.200–0.399	Low
0.400–0.599	Moderate
0.600–0.799	Strong
0.800–1.000	Very Strong

This means that, according to Table 11, the interpretation of the *Pearson* correlation coefficient falls within the 0.400–0.599 range, indicating a moderate level of relationship. Therefore, it can be concluded that the strength of the relationship between variable (X)—the impact of *field trips* for engineering students—and variable (Y)—the students' readiness to undertake sea training—is moderate and positive.

3.4.3. t-Test

With a confidence level of 95% or (α) = 0.05. Degrees of freedom (*df*) = n – k – 1 = 70 – 1 – 1 = 68; the t-table value is 1.995.

The results of the t-test are shown in Table 9. For the independent variable (X) "Cadet *Field Trip* Activities," the calculated t-value of 3.924 is greater than the critical t-value of 1.995, and the significance level (sig.) of 0.000 is less than 0.005. This means that the independent variable (X), "Cadet *Field Trip* Activity," has a significant effect on the dependent variable (Y), "cadets' readiness to conduct sea training."

3.4.4. Analysis of the Coefficient of Determination

Table 12. Model Summary

Model	R	R-Square	Adjusted R-Square	Standard Error of the Estimate
1	.430[a]	.185	.173	2.838

a. Predictors: (Constant), Cadet Field Trip Activities

Table 12 shows an R-squared value of 0.185 = 18.5%. This means that the dependent variable (X)—cadet *field trips*—influences the independent variable (Y)—cadets' readiness to undertake sea training—by 18.5%, while the remaining 81.5% is influenced by other variables not included in this study.

4. CONCLUSION

Based on the analysis conducted, the following conclusions can be drawn: there is a positive influence between the independent variable (X)—namely, the cadet *field trip* activities of the Engineering Department at KNL MH Thamrin—and the dependent variable (Y)—namely, the teaching and learning activities for

practical training in preparation for conducting sea practice.

The independent variable (X)—namely, *the field trip* for engineering students at KNL MH Thamrin—accounts for 18.5% of the variation in the dependent variable (Y)—namely, practical teaching and learning activities in preparation for sea training—and the remaining 81.5% is influenced by other variables not included in this study.

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