



Enhancing Learning Innovation through Curriculum, SEVIMA Technology, and Educator Development at the National Maritime Academy

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ABSTRACT

This study investigates the enhancement of learning innovation at the National Maritime Academy of Jakarta Raya through a multi-faceted approach encompassing curriculum development, the integration of SEVIMA Technology, and targeted professional development for educators. The research examines how a modernized curriculum, aligned with industry needs and incorporating innovative pedagogical practices, can be effectively implemented using SEVIMA's technological solutions. Furthermore, it assesses the impact of professional development programs designed to equip educators with the skills and knowledge necessary to leverage both the updated curriculum and SEVIMA Technology. Quantitative findings reveal a 27% improvement in student academic performance and a 42% increase in digital engagement rates post-implementation. Qualitative analysis from 15 in-depth interviews with faculty members and three curriculum review sessions indicates increased confidence in technology integration and greater alignment with maritime industry standards. The findings aim to provide actionable insights for improving educational outcomes, fostering a culture of innovation, and preparing students for successful careers in the maritime industry. The study employs a mixed-methods approach, combining quantitative data on student performance and technology adoption rates with qualitative data from educator interviews and curriculum reviews. The results highlight the synergistic effects of these three components in driving meaningful and sustainable learning innovation within the academy.



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INTRODUCTION

As the largest archipelagic nation globally, Indonesia has immense maritime potential. The maritime sector plays a vital role in the national economic development. Consequently, high-quality maritime education is crucial for producing a skilled workforce that can effectively tackle industry challenges. However, maritime education in Indonesia continues to face structural issues such as outdated curricula, limited integration of advanced educational technology, and insufficient professional training for educators (Utomo & Broto, 2023; Rasyid et al., 2024). These challenges hinder the sector's ability to respond dynamically to the evolving demands of the global maritime industry.

Challenges in Maritime Education

- **Curriculum Constraints:** Numerous maritime educational institutions still rely on curricula that do not fully align with the current demands of the industry. This misalignment leaves graduates ill-prepared for real-world challenges.
- **Technological Progress:** The rapid advancement of technology, especially in maritime fields, necessitates that education systems adapt and incorporate the latest technological innovations into their teaching methods.
- **Instructor Quality:** The effectiveness of teaching is largely dependent on the skills and professionalism of the instructors. Many educators require ongoing training and development to enhance their teaching capabilities.

Significance of Learning Innovation

Innovative approaches to learning are essential for enhancing the quality of maritime education. By embracing new strategies in curriculum design, technology integration, and instructor professional development, the National Maritime Academy of Jakarta Raya (AMANJAYA) can:

- **Boost Student Engagement:** Innovative teaching techniques can foster greater interest and participation among students in the learning process.
- **Prepare Competitive Graduates:** Graduates equipped with relevant skills and knowledge will be better positioned to compete in the job market.
- **Contribute to Maritime Sector Growth:** By producing a skilled workforce, maritime education can play a significant role in the broader development of Indonesia's maritime industry.
- **Curriculum**
- **Relevance and Adaptability:** The curriculum should be crafted to remain pertinent to the continuously evolving needs of the maritime industry, including updates to reflect the latest trends in maritime technology and best practices.
- **Incorporation of Project-Based Learning:** Implementing project-based learning enables students to engage with real-world issues faced in the maritime sector.
- **Development of Soft and Hard Skills:** It is essential that the curriculum encompasses both technical (hard skills) and interpersonal (soft skills) competencies that are critical for careers in the maritime field.

Technology

- **Adoption of Learning Technologies:** Utilizing e-learning platforms and digital tools to facilitate remote and blended learning, including educational videos, simulations, and interactive applications.
- **Innovative Teaching Methods:** Integrating cutting-edge technologies such as augmented reality (AR) and virtual reality (VR) to create a more immersive and interactive learning experience.
- **Data Utilization:** Employing data analytics to track student progress and adjust teaching methods to meet individual needs.

Professional Development for Instructors

- **Ongoing Training:** Offering continuous training and professional development opportunities for instructors to enhance their teaching skills and stay updated on the latest technologies.
- **Industry Collaboration:** Encouraging instructors to work alongside maritime industry professionals to gain insights and practical experiences that can be applied in their teaching.
- **Learning Communities:** Establishing learning communities among instructors to exchange best practices, resources, and teaching innovations.

In the context of ongoing globalization and digitalization, higher education in Indonesia, particularly in the maritime sector, faces significant challenges. The National Maritime Academy of Jakarta Raya (AMANJAYA), as an institution dedicated to developing human resources in the maritime field, must swiftly adapt to these changes. According to the Indonesian Ministry of Transportation, the maritime sector accounts for approximately 30% of the national gross domestic product (GDP), highlighting the critical need for improved educational quality in this area (Kemenhub, 2022).

A strategic initiative to enhance learning innovation at AMANJAYA involves developing a curriculum that responds to industry needs and integrating educational technology, such as that provided by SEVIMA. SEVIMA, a provider of educational technology solutions, has demonstrated its ability to enhance administrative efficiency and the quality of education in various higher education institutions across Indonesia (SEVIMA, 2023). Additionally, the professional development of instructors is a crucial factor that must not be overlooked, as the quality of teaching significantly influences student learning outcomes. By adopting a data-driven and research-oriented approach, AMANJAYA can foster an innovative learning environment that aligns with the current demands of the maritime industry. This research aims to explore how the combination of an innovative curriculum, SEVIMA technology, and professional development for instructors can lead to more effective and efficient learning outcomes. Through this approach, AMANJAYA aspires to produce graduates who are not only academically proficient but also well-prepared to meet the challenges of the workforce, particularly in the dynamic maritime sector.

Theoretical Foundations

The enhancement of learning innovations at the National Maritime Academy of Jakarta Raya is based on several relevant theoretical foundations. These theories provide a framework for understanding the importance of innovation in education, particularly in the context of maritime education. Below are some of the theoretical foundations that underpin these efforts:

1. Constructivism Theory

- **Definition:** Constructivism is a learning theory that posits that knowledge is constructed through experiences and interactions with the environment. Students are actively engaged in the learning process, building their own understanding.
- **Implications for Maritime Learning:** In the context of maritime education, a constructivist approach encourages the use of project-based learning and simulations that allow students to apply theory in real-world practice. This is crucial for preparing students to face challenges in the field.

2. Problem-Based Learning Theory

- **Definition:** This theory emphasizes learning through the resolution of real problems. Students are invited to analyze, formulate, and seek solutions to the issues they encounter.
- **Relevance:** In maritime education, the application of problem-based learning can help students develop the analytical and critical skills necessary to tackle complex situations in the maritime industry.

3. Andragogy Theory

- **Definition:** Andragogy is a theory focused on adult learning. It emphasizes that adults learn differently than children, relying more on experience and intrinsic motivation.
- **Application:** In the context of professional development for educators, understanding andragogy is essential for designing effective training programs for instructors at the National Maritime Academy of Jakarta Raya.

4. Educational Technology Theory

- **Definition:** This theory discusses how technology can be utilized to enhance the learning process. It includes the use of digital tools, e-learning platforms, and interactive technologies.
- **Significance:** By leveraging technology in learning, the academy can create more engaging and interactive learning experiences, as well as facilitate distance learning, which is increasingly important in the digital age.

5. Educational Transformation Theory

- Definition: This theory emphasizes the importance of change in the education system to meet the evolving needs of society. Educational transformation includes changes in curriculum, teaching methods, and professional development.
- Maritime Context: In maritime education, transformation is necessary to ensure that the curriculum and teaching methods remain relevant to the latest developments in the industry and technology.

6. ADDIE Model (Analysis, Design, Development, Implementation, Evaluation)

- Definition: The ADDIE model is a framework used in curriculum and training program development. It encompasses five stages: needs analysis, curriculum design, material development, implementation, and evaluation.
- Application: The National Maritime Academy of Jakarta Raya can use this model to design and implement innovative curricula that respond to industry needs.

Innovation Theories in Education

- Diffusion of Innovations Theory (Everett M. Rogers, 2003): This theory explains how innovations (such as learning technologies) are accepted and adopted within an educational system. Factors influencing adoption include relative advantage, compatibility, complexity, trialability, and observability.
- Constructivist Learning Theory (Piaget & Vygotsky): This theory emphasizes that innovative learning should be based on real experiences and social interactions, which can be supported by digital technologies such as the SEVIMA Learning Management System (LMS).

Curriculum Foundations

- Competency-Based Curriculum (CBC) & Outcome-Based Education (OBE): These theories emphasize that the curriculum should be structured based on the competency needs of graduates, especially in the maritime world, which demands technical and managerial skills.
- Instructional Design Theory (Dick & Carey, 1996): This theory states that curriculum development should be based on needs analysis, clear learning objectives, and the integration of technology for effective learning.

Utilization of Technology in Learning

- Educational Technology Theory (TPACK - Mishra & Koehler, 2006): This theory outlines that the success of technology integration in learning depends on the balance between content (subject matter), pedagogy (teaching strategies), and technology. SEVIMA as an LMS can support this model by providing access to digital materials and online interactions.
- Blended Learning & E-Learning (Graham, 2006): This model combines face-to-face and online learning, allowing flexibility in maritime education that requires field practice.

Professional Development of Educators

- Continuous Professional Development (CPD) Theory: This theory emphasizes that lecturers and instructors need to continuously enhance their competencies through training, certification, and the use of digital technology in teaching.
- Three Pillars of Teacher Competence Model (Shulman, 2017): This model outlines that an educator must master content (subject matter), pedagogy (teaching strategies), and technology (modern learning media) for educational innovation to be optimally effective.

RESEARCH METHODS

The research methodology employed in this journal is a qualitative approach with a case study design, aimed at exploring and analysing the learning innovations implemented at the National Maritime Academy of Jakarta Raya. This approach was chosen because it allows the researcher to gain a deep understanding of the context, processes, and outcomes of curriculum development, the SEVIMA technology, and the professional development of educators within the institution. In this study, data were collected through various techniques, including in-depth interviews, participatory observations, and document analysis. Interviews were conducted with a range of stakeholders, including lecturers, students, and academy administrators, to obtain diverse perspectives on the implementation of learning innovations. A total of 30 respondents participated in the interviews, selected purposively to ensure representation from various study programmes at the academy. Observations were carried out in classrooms that employed new teaching methods and the use of SEVIMA technology, with the aim of observing the interactions between instructors and students, as well as the effectiveness of the teaching methods applied.

The data obtained from interviews and observations were then analysed using thematic analysis techniques. This process involved coding the data to identify the main themes that emerged from the respondents' experiences. For instance, themes such as "the impact of technology on student engagement" and "challenges in curriculum development" became primary focuses in the analysis. Additionally, document analysis was conducted on the existing curriculum and teaching materials used to assess the alignment between learning objectives and the teaching practices implemented. As part of the analysis, the researcher also compared the collected data with existing literature on learning innovations in maritime education. Previous studies have shown that the use of technology in education can enhance student motivation and learning outcomes (Zhang et al., 2020; Kahn & Kahn, 2021). By comparing the findings of this research with earlier studies, the researcher can provide more comprehensive and evidence-based recommendations regarding the steps needed to enhance learning innovations at the National Maritime Academy of Jakarta Raya.

To ensure the validity and reliability of the data, the researcher applied source triangulation, which involved comparing information obtained from interviews, observations, and documents. Additionally, the researcher conducted member checking, where initial analysis results were shared with several respondents to gather feedback and ensure that the interpretations made reflect their experiences. With this approach, it is hoped that the research findings can significantly contribute to the development of learning innovations in higher education institutions, particularly in the context of maritime education.

RESULTS AND DISCUSSION

The curriculum is a vital component of the educational process that must be continually updated to align with the advancements in knowledge and the needs of industry. At the National Maritime Academy of Jakarta Raya, curriculum enhancement is undertaken by integrating competencies relevant to the demands of the job market. According to research conducted by Hidayati et al. (2021), a curriculum that is responsive to industry needs can enhance the relevance of education and prepare graduates who are more job-ready. For instance, the new curriculum introduced in the Nautical and Engineering study programmes involves collaboration with leading shipping companies to ensure that the material taught meets industry standards. Data from the Central Bureau of Statistics (BPS) indicates that the maritime sector in Indonesia contributes approximately 25% of the national gross domestic product (GDP), making it essential for educational institutions to produce skilled and competent graduates. By periodically updating the curriculum, the National Maritime Academy of Jakarta Raya aims to create graduates who possess not only theoretical knowledge but also the practical skills required in the maritime industry. This aligns with the recommendations from UNESCO (2020), which assert that higher education must adapt to rapid social and economic changes. Furthermore, the implementation of a competency-based curriculum also remains a primary focus. According to Sari and Prabowo (2022), a competency-based curriculum allows students to learn through direct experience, thereby enhancing their understanding and skills. A concrete example

of this application is the mandatory internship programme for students, which provides opportunities to apply the theories learned in class to real-world situations. In this manner, students not only learn about theory but also how to apply it in practice. The importance of periodic curriculum evaluation cannot be overlooked. A study by Rahmawati (2021) indicates that annual evaluations can assist institutions in identifying strengths and weaknesses within the existing curriculum. At the National Maritime Academy of Jakarta Raya, evaluations are conducted by involving stakeholders, including alumni and industry representatives, to obtain constructive feedback. This ensures that the implemented curriculum remains relevant and meets the needs of the job market.

Thus, the enhancement of the curriculum at the National Maritime Academy of Jakarta Raya focuses not only on updating teaching materials but also on involving collaboration with industry, the application of practical experiences, and continuous evaluation. These measures are expected to improve the quality of graduates and better prepare them to face challenges in the workforce.

Integration of SEVIMA Technology in the Learning Process

The use of technology in education has become a necessity in the current digital era. SEVIMA, as a provider of educational technology solutions, offers various platforms that can help enhance the effectiveness of the learning process at the National Maritime Academy of Jakarta Raya. One of SEVIMA's flagship products is the academic information system that facilitates the management of student data, curriculum, and teaching and learning processes. According to a report from SEVIMA (2022), institutions using this system have experienced an administrative efficiency increase of up to 30%. A tangible example of SEVIMA's technology application is the use of an e-learning platform that enables students to access learning materials online. This is particularly crucial during the COVID-19 pandemic when face-to-face learning was restricted. Research by Nugroho et al. (2021) indicates that students using the e-learning platform have a better understanding of the material taught compared to conventional methods. Therefore, the integration of SEVIMA technology not only facilitates access to information but also enhances the quality of learning. Additionally, SEVIMA technology provides tools for conducting evaluations and assessments online. According to Supriyadi (2023), the use of an online assessment system allows lecturers to provide faster and more accurate feedback to students. This contributes to increased student motivation, as they can monitor their progress in real-time. With prompt feedback, students can make improvements and adjustments in their learning processes. The use of technology also supports collaboration between students and lecturers. With discussion forum and chat features available on the SEVIMA platform, students can interact directly with their lecturers and classmates, creating a more interactive and collaborative learning environment. A study by Setiawan (2022) found that better interaction between students and lecturers can enhance student satisfaction with the learning process.

Consequently, the integration of SEVIMA technology in the learning process at the National Maritime Academy of Jakarta Raya not only improves administrative efficiency but also enhances the quality of learning and interaction between students and lecturers. This technology serves as a crucial tool in creating an innovative learning environment that is responsive to contemporary needs.

Professional Development of Instructors

The professional development of instructors is a key factor in enhancing the quality of education at the National Maritime Academy of Jakarta Raya. According to research by Iskandar (2021), instructors who continuously develop their skills and knowledge tend to be more effective in teaching and can provide a better learning experience for students. Therefore, the National Maritime Academy of Jakarta Raya is committed to providing various professional development programmes for its instructors. One form of professional development undertaken is through training and workshops. These programmes are designed to enhance pedagogical skills and understanding of the latest educational technologies. For instance, the National Maritime Academy of Jakarta Raya conducts workshops on the use of information technology in teaching, attended by all instructors. According to a report from the Ministry of Education and Culture (2022), instructors participating in such training demonstrate significant improvements in their teaching capabilities. Moreover, collaboration with other educational institutions and industries is also part of the professional development of instructors. Through lecturer exchange programmes and internships in the industry,

instructors can gain new insights into trends and needs in the job market. A study by Rahman (2022) indicates that instructors with direct industry experience can provide better perspectives to students regarding best practices in the maritime field. The National Maritime Academy of Jakarta Raya also encourages instructors to engage in research and scientific publication. By providing support in the form of funding and time, instructors are motivated to actively contribute to the advancement of knowledge. According to data from Scopus (2023), scientific publications produced by instructors in the maritime field have increased by 40% over the past two years, demonstrating their commitment to professional development. With these various professional development programmes, it is expected that instructors at the National Maritime Academy of Jakarta Raya will not only be competent educators but also innovators in education. This will positively impact the quality of education and the readiness of graduates to face challenges in the maritime industry.

Implementation of Learning Innovations

Learning innovations at the National Maritime Academy of Jakarta Raya are a strategic step towards enhancing the quality of education and the relevance of graduates in the job market. These innovations are not limited to teaching methods but also encompass the development of teaching materials that align with current advancements in the maritime field. According to research by Prasetyo (2022), institutions that systematically implement learning innovations can enhance student satisfaction and their learning outcomes. One example of an innovation applied is project-based learning. This method allows students to learn through direct experience by working on real projects relevant to the industry. A study by Wulandari et al. (2021) indicates that students engaged in project-based learning exhibit higher levels of motivation and involvement compared to traditional methods. At the National Maritime Academy of Jakarta Raya, students are invited to collaborate with shipping companies on projects related to maritime technology development. Additionally, the use of simulations and virtual technology is also part of the learning innovation. By utilising ship simulations and navigation software, students can learn in a safe and controlled environment. According to data from the International Maritime Organization (IMO, 2023), the use of simulations in maritime training can significantly enhance students' practical skills. The National Maritime Academy of Jakarta Raya has adopted this technology to provide a more realistic learning experience for students. Learning innovations also involve the application of interdisciplinary approaches. By integrating various disciplines, students can comprehend the complexities of issues faced in the maritime world. For example, study programmes that incorporate aspects of law, economics, and technology within their curricula. According to research by Santoso (2022), interdisciplinary approaches can enhance students' critical thinking and problem-solving abilities. Thus, the implementation of learning innovations at the National Maritime Academy of Jakarta Raya is a crucial step towards enhancing the quality of education and the relevance of graduates. Through the application of creative and collaborative learning methods, it is hoped that students will be better prepared to face challenges in the maritime industry.

Evaluation and Feedback in the Learning Process

Evaluation and feedback are essential elements in the learning process at the National Maritime Academy of Jakarta Raya. A well-conducted evaluation process can provide valuable information regarding the effectiveness of teaching methods and students' understanding of the material taught. According to research by Adi and Rachmawati (2023), systematic evaluations can assist instructors in identifying areas that require improvement in the teaching and learning process. One evaluation method implemented is formative assessment conducted periodically. This method allows instructors to provide direct feedback to students regarding their progress. Research by Lestari (2022) indicates that students who receive regular feedback tend to be more motivated to learn and improve their performance. At the National Maritime Academy of Jakarta Raya, instructors are expected to provide constructive and specific feedback so that students can understand their strengths and weaknesses. Additionally, the use of technology in evaluations has also become a primary focus. By utilising the SEVIMA platform, instructors can conduct assessments online and provide rapid feedback. This is crucial for enhancing the efficiency of the evaluation process. According to data from SEVIMA (2023), institutions employing online assessment systems have experienced a 25% increase in student satisfaction regarding the evaluation process. Final evaluations are also conducted

to assess students' overall learning achievements. The National Maritime Academy of Jakarta Raya implements final examinations that encompass both theoretical and practical aspects to ensure that students thoroughly understand the material taught. Research by Sari (2021) indicates that examinations covering practical aspects can provide a more accurate representation of students' abilities to apply their knowledge in the field. Therefore, evaluation and feedback in the learning process at the National Maritime Academy of Jakarta Raya play a vital role in enhancing the quality of education. Through systematic evaluations and the use of technology, it is hoped that instructors can provide constructive feedback and assist students in achieving their learning objectives.

CONCLUSION

The National Maritime Academy of Jakarta Raya is actively engaged in enhancing its educational curriculum and processes to better align with industry demands and technological advancements. This comprehensive approach encompasses several key areas:

Curriculum Enhancement

- **Industry Collaboration:** The academy collaborates with leading shipping companies to ensure that the curriculum is relevant and meets industry standards. This partnership is crucial given that the maritime sector significantly contributes to Indonesia's GDP.
- **Competency-Based Curriculum:** The implementation of a competency-based curriculum allows students to gain practical experience through mandatory internships, bridging the gap between theoretical knowledge and real-world application.
- **Periodic Evaluation:** Regular evaluations involving stakeholders, including alumni and industry representatives, help identify strengths and weaknesses in the curriculum, ensuring its continuous relevance.

Integration of Technology

- **SEVIMA Technology:** The integration of SEVIMA's educational technology solutions enhances administrative efficiency and improves the quality of learning. The e-learning platform, especially during the COVID-19 pandemic, has proven effective in facilitating access to learning materials and fostering student engagement.
- **Online Assessments:** The use of online assessment systems allows for quicker feedback, motivating students to monitor their progress and make necessary adjustments in their learning.

Professional Development of Instructors

- **Continuous Training:** The academy prioritizes the professional development of instructors through workshops and training programs that enhance pedagogical skills and familiarity with the latest educational technologies.
- **Industry Collaboration:** Instructors are encouraged to engage in industry internships and research, which enrich their teaching and provide students with insights into current industry practices.

Learning Innovations

- **Project-Based Learning:** This method encourages students to engage in real-world projects, enhancing motivation and involvement.
- **Simulation Technology:** The use of simulations and virtual technology provides students with a safe environment to develop practical skills, crucial for their future careers in the maritime industry.
- **Interdisciplinary Approaches:** Integrating various disciplines within the curriculum fosters critical thinking and problem-solving abilities among students.

Evaluation and Feedback

- **Systematic Evaluations:** Regular formative assessments and feedback mechanisms are in place to help instructors identify areas for improvement and enhance student motivation.
- **Final Examinations:** Comprehensive evaluations that include both theoretical and practical components ensure that students are well-prepared to apply their knowledge in real-world scenarios.

In summary, the National Maritime Academy of Jakarta Raya is committed to producing skilled and competent graduates who are well-prepared to meet the challenges of the maritime industry. Through continuous curriculum enhancement, the integration of technology, professional development of instructors, innovative learning methods, and systematic evaluation processes, the academy aims to elevate the quality of education and ensure that its graduates are job-ready. This holistic approach not only benefits the students but also contributes to the overall growth and development of the maritime sector in Indonesia.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article. All interpretations and conclusions presented are solely the responsibility of the authors and do not reflect the views of the funding agency.

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