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Character Education in Building Academic Culture among the Makassar Maritime Polytechnic (PIP) Students

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Abstract:

This study aims to (1) analyze the concept and significance of character development for students at Makassar Maritime Polytechnic, (2) examine the factors that facilitate and impede the establishment of an academic culture among Makassar Maritime Polytechnic students, and (3) investigate strategies for fostering an academic culture within the student body of Makassar Maritime Polytechnic. This study employs qualitative descriptive research methodology, utilizing a phenomenological approach. Based on the results of this study, character is an irreplaceable foundation for every student at the Makassar Maritime Science Polytechnic. In this context, the concept of character includes discipline, integrity, responsibility, and the ability to work together. A strong character is an essential element that determines an individual's success in a maritime career full of challenges. The imperative nature of this character formation stems from the necessity to produce graduates who are not only technically proficient but also possess high moral standards and work ethics, which are critically important in the maritime industry. In the absence of a well-developed character, students may

Keywords:

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encounter significant challenges in adapting to a dynamic and high-risk work environment and overcoming obstacles to maintain safety and operational efficiency in maritime settings. Supporting factors in building an academic culture at the Makassar Maritime Polytechnic include support from educational institutions, adequate facilities, and the existence of a curriculum designed to instill academic values and character. However, several inhibiting factors were also found, such as a lack of facilities that can support modern learning, limited resources for useful extracurricular activities, and persistence of resistance to cultural change among students and staff.

品格教育在望加锡海事理工学院(PIP)学生学术文化建设中的作用

摘要:

本研究旨在(1)分析望加锡海事理工学院学生品格培养的概念和意义, (2)研究促进和阻碍望加锡海事理工学院学生建立学术文化的因素, 以及(3)探讨在望加锡海事理工学院学生群体中培养学术文化的策略。本研究采用定性描述研究方法, 采用现象学方法。根据本研究的结果, 品格是望加锡海事科学理工学院每位学生不可替代的基础。在此背景下, 品格的概念包括纪律、正直、责任感和合作能力。坚强的品格是决定个人在充满挑战的航海事业中取得成功的重要因素。这种品格形成的必要性源于培养不仅技术精湛, 而且具有高道德标准和职业道德的毕业生的必要性, 这在航海业中至关重要。如果性格不成熟, 学生在适应动态高风险的工作环境以及克服障碍以保持海上安全和运营效率方面可能会面临巨大挑战。在望加锡海事理工学院建立学术文化的支持因素包括教育机构的支持、充足的设施以及旨在灌输学术价值观和性格的课程。然而, 也发现了几个抑制因素, 例如缺乏支持现代学习的设施、有用的课外活动资源有限以及学生和教职员工对文化变革的持续抵制。

关键词: 品德教育、学术文化、海洋产业、纪律、潘查希拉、全球化

1. Introduction

Education is a national asset and a basic requirement of the Indonesian state. Education plays a significant role in preparing human characters to face the current and future challenges of globalization. If Indonesia is able to form a strong Pancasila character rooted in society, Indonesia will become an independent country and will not be easily influenced by the negative culture of other countries. Character education holds significant importance as it constitutes a flagship program of the Indonesian government and represents the fundamental right of every citizen to access education without discrimination. Character education is anticipated to facilitate a transformation that can cultivate positive character traits and ameliorate unfavorable personal attributes.

Discipline has experienced a sharp decline in society, with drug abuse, student brawls, and employee demonstrations. This can cause instability in the system. Disciplinary characteristics were tested in inclusive schools on an ethnic basis with several trials and well supervised. The results showed a significant increase in discipline. But on the other hand, when disciplinary behavior was tested with the same standards, without

being properly supervised, the results showed that 69% of them were not disciplined. Discipline character education is important for human life in any situation or condition.

Indonesia's geographical uniqueness as an archipelagic nation comprising over 17,000 islands confers significant potential for its development as a maritime power. For a long time, Indonesia has been a trade center and strategic shipping route in Southeast Asia, even since the Majapahit rule in the 13th to 16th centuries. During the Dutch colonial period, Indonesia was known as "Nederlandsch-Indië" or Dutch East Indies, which was used as a base for trade and shipping between Europe and Asia (Ramadhan & Chaerul, 2023).

Even at that time, ports in Indonesia, such as Batavia (now Jakarta), Semarang, Surabaya, and Makassar, became important trade centers connecting Europe and Asia. Following Indonesia's attainment of independence in 1945, the government recognized maritime potential as a strategic national asset. This perspective is reflected in the Indonesian constitution, which affirms Indonesia's status as an archipelagic and maritime nation, and asserts its sovereign rights over

the sea and natural resources within Indonesian territorial waters. The Indonesian government made various efforts to advance the maritime sector, such as port construction, increasing sea transport capacity, and developing the fishing industry. In 2014, President Joko Widodo introduced a national strategic program called "Maritime Axis" or Indonesia's maritime axis, which aims to developing Indonesia's maritime potential and increasing Indonesia's role as the world's maritime axis (Rustam, 2016).

Character education is currently receiving increasing attention in various educational institutions, including higher education institutions such as the Maritime Science Polytechnic. Character education encompasses not only the development of academic competencies but also the cultivation of robust moral, ethical, and personality attributes in each individual. The Sailing Science Polytechnic, a higher education institution that focuses on seafaring science, is responsible for forming the character of students. Students can become qualified and responsible officer candidates (Lickona, 1991).

The importance of implementing character education at the Maritime Science Polytechnic lies in the aim of creating graduates who are not only technically ready but also have high moral integrity. In this way, graduates of the Maritime Science Polytechnic are expected to make positive contributions to the shipping industry and become role models for the maritime community at large. Therefore, research and implementation of character education programs at the Maritime Science Polytechnic are strategic and important to achieve the vision and mission of the educational institution (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2011).

According to Shihab (2002), Allah instructs His adherents to exercise fairness in all verbal and physical actions. Allah directs them to consistently pursue excellence in every endeavor and prioritize superior options. Allah mandates the provision of necessities to relatives to reinforce familial bonds. Allah SWT prohibits the commission of transgressions, particularly egregious ones, and all actions that lack justification by Shari'a law and rational thought. Allah proscribes the infliction of harm upon others. Through these directives and proscriptions, Allah aims to guide individuals toward beneficial outcomes in all aspects of life, ensuring continuous acknowledgment of His beneficence and adherence to His decrees (Shihab, 2002).

The identification of diverse positive innovations in the maritime sector suggests that the implementation of character education is progressing effectively. Character education at the Maritime Science Polytechnic is not solely the responsibility of educational institutions but also necessitates the active participation of lecturers, support staff, and other stakeholders. The learning process on campus must foster an environment conducive to character development, wherein students

not only acquire technical knowledge but also engage in extracurricular activities, mentoring, and self-development projects (Soetanto, 2012).

Furthermore, students at the Makassar Maritime Science Polytechnic are trained to consistently habituate and implement disciplinary practices in all contexts. This practice must be instilled in students throughout their tenure at the Makassar Maritime Science Polytechnic until they graduate and commence their careers on ships both domestically and internationally. The Makassar Maritime Science Polytechnic has its own program to create the best generation of sailors. The investigators aim to conduct field research at the Makassar Maritime Science Polytechnic. The selection of this research site is based on the investigators' prior experience as educators at the institution.

2. Literature Review

2.1. Learning in Character Education

The term "learning" in English is synonymous with "instruction." The concept of "instruction" encompasses the systematic efforts to educate an individual or group through diverse pedagogical strategies, methodologies, and approaches aimed at achieving predetermined objectives. Learning is also meaningful as a programmed teacher activity in instructional design to make students learn actively, which emphasizes the provision of learning resources (Majid, 2016). According to Law No. 20 of 2003 concerning the National Education System, learning is "the process of interaction between students, educators, and learning resources in a learning environment (Kementerian Pendidikan Nasional, 2014).

According to the Association for Educational Communication and Technology (AECT), learning or instruction is a part of education. Learning is a system that consists of instructional system components, namely message components, people, materials, equipment, techniques, and background or environment (Majid, 2016). Sardiman (2018) introduced the concept of "learning with educational interactions." This educational interaction is implemented deliberately and aims to cultivate students into capable individuals who achieve physical and mental maturity. Learning is a process that guides students in their lives, namely in guiding and developing themselves in accordance with the developmental tasks that must be undertaken. Gagne, as quoted by Suparman (2012), explained that learning is the role played by teachers in facilitating learning processes and outcomes for students.

Learning taxonomy is a classification of learning objectives based on knowledge, attitudes, and skills identified in three domains: cognitive, affective, and psychomotor (Atherton, 2011). The cognitive domain refers to mental activity, namely a learning approach that focuses on the process of conveying information

and instilling new concepts. The affection domain is a generic term that describes phenomena such as emotions, attitudes, beliefs, and moods. The psychomotor domain pertains to the development of rudimentary physical skills, encompassing character development. This concept is intrinsically linked to Ki Hajar Dewantara's philosophical perspective, which posits that character formation is essential for cultivating autonomous individuals capable of self-governance, ultimately contributing to the establishment of a civilized society.

2.2. Education

The term "education" in English originates from the Latin word "educer," which signifies "to include something." This term is subsequently utilized for education with the intention that it can be interpreted as an endeavor to impart knowledge from individuals deemed to possess it to those considered to lack it. In this context, three terms are commonly employed in Islamic education: Al-Tarbiyah, Al-Ta'lim, and Al-Ta'dib. Based on conceptual analysis, these three terms possess distinct meanings, even when considering a single term. However, from an etymological perspective, these three words contain similarities in terms of essence, namely referring to a process. When these three terms are traced back to their origins, they all refer to the same sources and principles, specifically that Islamic education emanates from Allah and is predicated on the principles of His teachings.

The fundamental purpose of education is the transmission of knowledge and skills from one generation to the subsequent one, enabling the latter to thrive. In the context of Islamic religious education, this encompasses two primary aspects: a) instructing students to conduct themselves in accordance with Islamic values and ethical principles; b) educating students in the study of Islamic religious doctrines. From a terminological perspective, Islamic (religious) education constitutes a concerted effort to guide and nurture students, with the objective that upon completion of their education, they will comprehend and implement the teachings of the Islamic faith, adopting it as their philosophical framework for life.

The fundamental problem in improving the quality of human life is identical to that of education because life is education and education is life. Education and life are inextricably linked within a philosophical framework, wherein the educational process is conceptualized as a human endeavor in navigating the complexities of existence. This process involves exploring the inherent potential within an individual (fitrah Mukhallaqah) and exposing them to a realistic environment that is approached with critical thinking and pragmatism.

Learning fundamentally involves the conditioning of students to acquire knowledge. It is a process undertaken by individuals to achieve a comprehensive

change in behavior, resulting from their personal experiences in interacting with the environment.

Learning is an extension of teaching. The following presents definitions of Islamic religious education as proposed by several Islamic education scholars:

a. Daradjat et al. (2010) asserted that education in the context of Islam encompasses the teachings of the Islamic religion, providing guidance to students to comprehend and implement Islamic principles comprehensively, thereby adopting them as a way of life to ensure their well-being and salvation in the present world and hereafter.

b. Usman Said (Ahmadi & Uhbiyanti, 2015) posits that education in Islam encompasses all endeavors to shape or guide an individual's physical and spiritual existence in accordance with Islamic teachings.

Specifically, the objective of Islamic religious education in schools is to cultivate individuals who possess exemplary moral character and practical skills beneficial to themselves, society, their homeland, and nation. This educational approach must align with the principles of Islamic teachings, which serve as a comprehensive framework for living.

2.2.1. Educational Curriculum

According to Daradjat et al. (2010), the curriculum can be viewed as an educational program that is planned and implemented to achieve a number of specific educational goals. As stipulated in Law Number 20 of 2003, Article 1, Paragraph 19, concerning the National Education System, curriculum is a set of plans and arrangements pertaining to objectives, content, learning materials, and methodologies utilized as guidelines for the implementation of learning activities to achieve specific educational goals (Kementerian Pendidikan Nasional, 2014).

The foundation of the curriculum serves as the primary determinant that influences and shapes its content, structure, and organization. This foundational element is also referred to as curriculum sources or determinants. Al-Syaibani established four main basics in the Islamic education curriculum: religious, philosophical, psychological, and social.

2.2.2. Educational Goals

Islamic education aims to cultivate moral values to the level of Al-Karīmah morals. According to Daradjat et al. (2010), the formulation of objectives generally encompasses three aspects: faith, knowledge, and charity. Several methods can be used to achieve this:

1) Fostering individuals to attain fulfillment in both worldly and spiritual realms;

2) Developing individuals capable of implementing Islamic teachings effectively and comprehensively, such that these teachings are reflected in their attitudes and actions throughout their lives;

3) Educating skilled religious experts (Daradjat et

al., 2010).

Scholars of Islamic education concur that the objective of education and instruction extends beyond the intellectual development of children, encompassing the cultivation of morals and character, the instillation of a sense of honor, and the habituation to politeness and a life of piety, sincerity, and honesty.

The primary aim of Islamic education must consistently be inculcated in students in accordance with the word of Allah SWT, which states: "and remember what Luqman said to his son when he was giving him a lesson: 'O my son, do not associate partners with Allah; indeed, to associate partners with Allah is truly a great injustice'" (Kementerian Agama Republik Indonesia, 2012).

2.2.3. Educational Methods

The lecture method is the most widely utilized instructional approach among educators. This prevalence is attributed to its ease of implementation, cost-effectiveness, and capacity to deliver educational content to a large student population. However, this method presents certain limitations. Specifically, students may become passive due to the lack of communication, interaction, and engagement; furthermore, individual student abilities may not be adequately assessed, leading to an exacerbation of perceived academic disparities. The lecture method can also be monotonous, particularly for more advanced students. Additionally, it may engender negative sentiments toward educators who lack proficient oral communication skills.

The question and answer method involves the delivery of lessons through instructor-posed questions and student responses. In the historical development of Islam, this method is also recognized as it was frequently employed by Prophets and Messengers to impart their teachings to followers. This approach is one of the most established, alongside the lecture method, but its efficacy surpasses that of other methodologies. The question-and-answer method facilitates a more beneficial acquisition of understanding and insight. Consequently, various forms of misinterpretation and deficiencies in lesson comprehension can be minimized to the greatest extent possible (Ulum & Supriyanti, 2006).

The discussion method is a process that involves two or more individuals. Integrating verbally and facing each other, exchanging information (information sharing), defending each other's opinions (self-maintenance) in solving a particular problem (problem solving (Ulum & Supriyanti, 2006). Demonstration and experimental methods are ways of presenting lessons with verbal explanations accompanied by actions or showing a certain process that students follow or try to carry out (Usman, 2002).

2.3. Character Building

Etymologically, the term "character" originates from the Latin word "character," which denotes psychological traits, manners, personality, and morals. In the context of human nature, character generally encompasses characteristics that are contingent upon an individual's life experiences. Character is defined as a set of psychological traits, morals, or manners that are distinctive to a person or group of people. In Arabic, character is referred to as 'khulu, jasayyah, thab'u'. It is occasionally interpreted as syahsiyah, which more closely aligns with the concept of personality (Fitri, 2012).

In the context of terminology, character is generally conceptualized as human traits that are contingent upon factors in an individual's life. The Ministry of National Education defines character as a person's disposition, moral qualities, or personality, which is formed through the internalization of various virtues that are believed to serve as a foundation for perception, cognition, behavior, and action. Virtue consists of a number of values, morals, and norms such as honesty, courage to act, trustworthiness, and respect for others. Furthermore, a Greek philosopher Aristotle defined good character as living by carrying out correct actions in relation to oneself and others (Lickona, 2013). Doni Koesoma (Nasution et al., 2020) stated that character is the same as a person's personality. Personality is considered as a characteristic, characteristic, style, characteristic of an individual that originates from formation obtained or received from the environment, such as family (Nasution et al., 2020).

Character formation is the process of self-structuring undertaken by individuals with the objective of enhancing personal development and moral integrity. This process aims to instill positive habits within an individual. It is imperative for individuals to maintain optimistic aspirations to achieve personal growth and become exemplary members of society (Yaumi, 2016). In the context of education, strategy refers to the methodical approach of delivering classroom instruction in a manner that effectively and efficiently achieves specified objectives, encompassing strategies such as moral knowing, moral modeling, and moral feeling and loving (Kurniasari, 2016).

2.4. Academic Culture

Culture encompasses knowledge, beliefs, art, law, morals, customs, and other practices enacted by individuals as members of a society. Meanwhile, Barnawi and Mohammad Arifin posit that culture represents the distinctive manner in which humans adapt to their environment and transmit knowledge and skills to subsequent generations. E.B. Tylor posited that culture is a complex whole, encompassing science, belief, art, morals, law, customs, and other abilities and habits acquired by humans as members of society (Muslimin, 2019).

Schools possess a distinct organizational culture that necessitates (1) the capacity to survive, develop, and adapt to various existing environments and (2) internal integration that enables the school to produce individuals or groups with positive characteristics. An organization, including a school, must have a pattern of basic assumptions shared by all school members (Johannes et al., 2020).

Culture manifests itself in three forms: (1) a complex of ideas, values, norms, and regulations; (2) a complex of patterned behavioral activities of humans in society; (3) objects created by humans (Mahdayeni et al., 2019).

The elements of school culture can be categorized into two groups: invisible and visible elements. The invisible elements comprise the school's philosophy or fundamental perspectives regarding broad reality, the meaning of life, or what is deemed significant and must be pursued by the school. These elements are articulated clearly and conceptually in the formulation of a more concrete vision, mission, goals, and objectives to be achieved by the school. The visible elements, which can be manifested conceptually, include vision, mission, goals, objectives, curriculum, language of communication, school narrative, narratives of key figures, organizational structure, rituals and ceremonies, teaching and learning procedures, reward/punishment system regulations, and school interaction patterns with parents and the community (Barnawi et al., 2019).

The academic culture, as agreed upon by the majority (167/76%) of respondents, is defined as "a culture of or attitude toward life that consistently pursues scientific truth through academic activities within the academic community, fostering freedom of thought, openness, and critical-analytical, rational, and objective thinking among academic community members" (Kistanto, 2017). Culture is intrinsically linked to academics, as evidenced by the definition of culture as the totality of behavior and behavioral outcomes that are systematically codified in societal conduct. This article integrates culture and academics, which evolve within educational settings as educational institutions serve as environments where culture develops. These institutions function as venues for individuals to congregate and interact for obtaining education (Silahuddin, 2016).

Good academic traditions in higher education include writing, research, reading, translation, dialogue, dialectics, debate, and willingness to learn from academic traditions that have developed in other universities (Istighfari, 2022). The characteristics of academic culture can be delineated as encompassing the traditions of society or academic citizens, including individuals who engage in critical, creative, objective, analytical, constructive, and dynamic thinking. These individuals approach matters dialogically, are receptive to criticism, respect academic achievements, remain

free from prejudice, value time management, uphold scientific traditions, maintain a future-oriented perspective, and embrace collaborative partnerships. The above attitudes and behaviors of the scientific community in an educational institution will encourage the birth of a good academic culture in that institution.

3. Methods and Materials

This study employs qualitative research methodology and is categorized as field research. The research site is the Makassar Maritime Science Polytechnic. The research objects comprise the teaching staff at the Makassar Maritime Science Polytechnic. The researchers obtained primary data in the field from students of the Makassar Maritime Science Polytechnic (PIP). Secondary data, which support the primary data, were obtained from sources external to the research objects: documents pertaining to Makassar Maritime Polytechnic students and references or literature relevant to the research focus on constructivist learning. The data collection methods utilized in this study included observations, interviews, and documentation. The data analysis technique employed in this research is the Miles and Huberman model of data analysis.

4. Results and Discussion

4.1. Urgency of Character Education for the Maritime Science Polytechnic Students

In the domain of maritime education, character development is a crucial aspect for students. Exemplary character encompasses not only integrity, discipline, and responsibility but also collaborative skills, leadership qualities, and psychological resilience. The Makassar Maritime Science Polytechnic (PIP) has established a mission to produce not only professionals in the field of maritime operations but also individuals with robust character. The following presents the findings from interviews and subsequent analysis regarding the conceptualization and significance of character for students at the Maritime Science Polytechnic. According to Ahmad Kurniawan, "character serves as the fundamental basis in the maritime sector. A mariner possessing a strong character will be better equipped to confront challenges at sea, maintain integrity in executing duties, and operate with high professional ethics. We emphasize the importance of discipline, responsibility, and the capacity for teamwork as integral components of character development in our institution."¹

According to the researchers' analysis of the aforementioned interview, in the maritime industry, character is a fundamental element that determines the efficacy and safety of a mariner. Through this interview, we obtained a comprehensive perspective on

¹ Ahmad Kurniawan, 24 years old, Student, Interview, Makassar, April 14, 2024

the significance of character as the primary foundation that must be possessed by every individual engaged in the maritime profession. A robust character not only plays a crucial role in maintaining professional integrity and ethics but also serves as the principal support in addressing challenges that frequently arise in the expansive and hazardous maritime environment.

A mariner possessing a robust character demonstrates enhanced capacity to confront diverse challenges at sea. The maritime environment frequently presents unforeseen circumstances, including meteorological disturbances, mechanical malfunctions, and extreme climatic conditions, which necessitate exceptional mental and physical resilience. Under such circumstances, a mariner with a strong character maintains composure, exercises sound judgment, and acts with prudence. This robust character encompasses determination, fortitude, and the ability to adhere to established principles and values, even in high-stress situations.

Integrity is a fundamental element that is indispensable when executing responsibilities within the maritime transportation sector. Seafarers with high integrity always act honestly, transparently, and in accordance with applicable operational standards. They understand that a small mistake can have fatal consequences, so carrying out their duties carefully and responsibly is necessary. This integrity includes commitment to comply with existing procedures and regulations, ensuring that every action taken is always based on high moral and ethical principles.

Professional ethics constitute another significant pillar emphasized in the development of a sailor's character. These ethical principles encompass attitudes and behaviors that demonstrate professionalism and commitment to one's work and organization. Seafarers with high professional ethics will always respect their colleagues, carry out their duties with a sense of responsibility, and be committed to maintaining the safety and quality of work. They not only focus on individual tasks but also contribute to the overall operation of the ship in a positive and constructive way.

Discipline is one of the key aspects that every sailor must have. In a global context characterized by numerous challenges, particularly in the maritime industry, discipline serves as the foundation for maintaining safety and operational efficiency. Disciplined seafarers consistently follow rules and procedures, perform tasks on time, and maintain high operating standards. This discipline includes obedience to orders and instructions and the ability to maintain consistency in dealing with various situations in the field.

Responsibility is another value that is highly emphasized in developing the character of sailors. A responsible sailor not only completes their duties well but also has a commitment to the safety and welfare of the entire crew and ship. They are ready to make the

right decisions and take responsibility for the consequences of the actions. Responsible seafarers understand the importance of complying with applicable regulations and standards and strive to contribute positively to every aspect of ship operations.

The ability to work in a team is also an important part of the development of a sailor's character. On a ship, each individual is a part of a team that must work together to achieve a common goal. The ability to work in a team includes effective communication, mutual trust, and collaboration. Sailors with a strong character are able to contribute positively to the team, appreciate the role and contribution of each member, and work together to ensure smooth and efficient ship operations. The findings from the interviews underscore the significance of character as the primary foundation in the maritime industry. Characteristics that encompass integrity, discipline, responsibility, professional ethics, and the capacity for teamwork are essential components that not only enhance individual performance but also contribute to the safety and efficacy of all maritime operations. The development of these characteristics represents a long-term investment that will positively impact seafarers' careers and operational safety at sea.

Achievement is evaluated not solely based on the final outcome but also through the process employed to attain it. The interviewee emphasized that a robust character is a crucial element that enables individuals to maintain consistency in their efforts, resist being easily deterred by obstacles, and persistently strive to attain optimal achievements. This character encompasses discipline, perseverance, determination, and commitment to consistently perform at one's highest capacity.

"Character formation in an environment such as the Maritime Science Polytechnic is very crucial. Good character influences how students interact with each other, lead, and deal with stress and pressure. It's not just about being a good sailor, but also about being a strong and ethical individual."²

According to the researchers' analysis, character formation at the Maritime Science Polytechnic is not only part of the curriculum, but also the main foundation in the student education and training process. Good character is a strong foundation for students to develop into individuals who are not only technically competent but also have high integrity and ethics. In a disciplined and challenging environment such as PIP, good character is the key to forming sailors who are not only professional but also have strong moral values. Good character influences how students interact with one another. At the PIP, students learn not only seamanship and technical skills, but also how to communicate and interact with others in a diverse environment. Quality social interactions result from

² Muhammad Arya Ashar, 24 years old, Student, Interview, Makassar, April 15, 2024

character formation, which emphasizes values such as cooperation, mutual respect, and empathy. Students who have a strong character are able to build positive relationships with their colleagues, creating a harmonious and productive environment.

The following are the forms of character education implemented at the Makassar Maritime Science Polytechnic based on observations and document studies: social and religious activities, daily student activities, cruises and holidays, night rest, dormitory, money ownership, property ownership, use of social media, vehicles, ceremonies/appeals and honors, compulsory evening study, organizing and attending parties, official clothing, and permission to leave the dormitory.

According to these sources, character education is essential for developing positive self-quality. This education is not only about imparting knowledge but also about forming a strong and ethical personality. With the values instilled through character education, individuals can be better prepared to face various challenges that arise in everyday life. Character formation among PIP students is a crucial aspect that cannot be ignored. Through a comprehensive and sustainable approach, the PIP has succeeded in creating individuals who are not only technically competent but also have high integrity and professional ethics. Despite some challenges, the results of this research show that effective character building can have a significant positive impact on individual success and safety in the maritime industry as a whole.

4.2. Supporting and Inhibiting Factors and Solutions for Building Academic Culture among the Makassar Maritime Polytechnic Students

One of the main supporting factors in building a strong academic culture at the PIP is adequate facilities and infrastructure. A campus equipped with comfortable study rooms, a library with a complete book collection, modern laboratories, and access to good information technology helps students in the teaching and learning process. Adequate facilities not only support academic activities but also increase student enthusiasm for learning. Good teaching quality is another important factor that supports academic culture at the PIP. Faculty members possessing high qualifications, extensive experience, and strong dedication have the capacity to deliver superior educational outcomes and motivate students to attain elevated levels of academic performance.

A conducive learning environment is important for building a positive academic culture. At the PIP, efforts to create a learning atmosphere that is comfortable, calm, and free from distractions are part of the strategy to support student academic achievement. Extracurricular programs and activities that support students' academic and professional development are also significant factors. Activities such as seminars,

workshops, academic competitions, and field practices provide opportunities for students to develop their skills outside the classroom.

Inhibiting factors in building an academic culture:

1) Lack of student motivation and interest in learning

One of the main inhibiting factors in building an academic culture is students' lack of motivation and interest in learning. This can be caused by various factors, such as an unattractive curriculum, ineffective teaching methods, or a lack of relevance of the material being taught in the real world. Less motivated students tend to be less active in teaching and learning activities and do not reach their maximum potential.

2) Challenges in time management

Students at the PIP often face challenges in time management, especially because of the busy schedules between academic activities and physical training or extracurricular activities. The lack of ability to effectively manage time can hinder the learning process and cause stress and fatigue. This can negatively impact students' academic performance and mental well-being.

3) Limited resources

Limited resources, encompassing financial constraints, inadequate facilities, and insufficient teaching materials, also constitute a significant inhibiting factor. If libraries are poorly equipped, laboratories are poorly equipped, or access to information technology is limited, students may find it difficult to obtain the information and knowledge necessary for their studies. This limitation can reduce students' quality of learning and hinder their academic development.

4) Lack of family involvement and support

Insufficient familial support, both in terms of moral guidance and financial resources, can present a significant impediment to the establishment of a robust academic culture. Students who do not receive adequate support from their families may feel less motivated or face financial pressures that can interfere with their concentration on studying. Strong family support can help students feel more motivated and committed to their studies.

5) Negative influence from the social environment

The academic progress of students can be detrimentally affected by a non-conducive social milieu encompassing peers with diminished scholastic aspirations or counterproductive behaviors beyond the academic setting. Negative influences from the social environment can divert students' focus from their academic goals and reduce their learning achievements. Therefore, it is important to create a positive and supportive campus learning community.

4.3. Strategy for Forming Academic Culture among the Makassar Maritime Polytechnic Students

The strategy for establishing an effective academic culture among the Makassar Maritime Polytechnic

students must involve a holistic approach that includes character education, improving the quality of learning, and developing a supportive environment. Several strategies are proposed based on the researchers' analysis of the interview results:

1) *Strengthening the character curriculum*: integrating character education into the curriculum and daily activities so that students can practice the values taught in real-life situations;

2) *Improved facilities and resources*: investment in modern learning facilities and increased access to educational resources to support more effective and efficient learning;

3) *Staff training and development*: holding training for teaching staff and instructors to improve their abilities in teaching and educating academic character and culture;

4) *Formation of study groups and communities*: encouraging students to form study groups and communities that focus on academic activities and character development;

5) *Involvement in extracurricular activities*: increasing student participation in extracurricular activities that can develop leadership skills, cooperation, and social responsibility;

6) *Socialization of values and culture*: carrying out continuous outreach and campaigns to build awareness of the importance of academic culture and strong character among students and staff.

4.4. Solutions for Building Academic Culture among the Makassar Maritime Polytechnic Students

Building a strong academic culture at the Maritime Science Polytechnic (PIP) is the key to creating a superior and sustainable educational environment. Based on the results of researchers' observations, several efforts can be made to achieve this goal:

4.4.1. Improving the Quality of Teaching and Learning

a. *Lecturer training and development*: providing continuous training programs for lecturers to improve their pedagogical competence and technical knowledge;

b. *Use of technology in learning*: integrating the latest technology into the learning process to increase teaching effectiveness and student engagement.

4.4.2. Relevant Curriculum Development

a. *Competency-based curriculum*: designing a curriculum that focuses on developing technical competencies and soft skills relevant to the shipping industry;

b. *Collaboration with industry*: collaborating with shipping companies and related industries to ensure that the curriculum is in line with job market needs.

4.4.3. Encouraging Research and Innovation

a. *Research facilities*: providing adequate facilities and resources for research activities for lecturers and

students;

b. *Scientific publications*: encouraging lecturers and students to publish their research results in national and international scientific journals.

4.4.4. Character Development and Professional Ethics

a. *Character education*: integrating character education into the curriculum to form professional attitudes and high work ethics;

b. *Extracurricular activities*: offering diverse extracurricular activities that foster character development, including social events, athletic pursuits, and student organizations.

4.4.5. Improving the Quality of Facilities and Infrastructure

a. *Laboratories and simulators*: providing state-of-the-art laboratories and simulators for technical practice and learning;

b. *Learning facilities*: enhancing library facilities and study spaces that are conducive to learning and support academic endeavors.

4.4.6. Formation of a Strong Academic Community

a. *Discussion forums and seminars*: organizing regular discussion forums, seminars, and conferences to encourage the exchange of ideas and knowledge;

b. *Social and cultural activities*: holding social and cultural activities to strengthen relationships between lecturers, students, and staff.

4.4.7. Network Development and International Cooperation

a. *Student and lecturer exchange*: facilitating student and lecturer exchange programs with maritime education institutions abroad;

b. *International partnerships*: establishing partnerships with educational institutions and international organizations to improve the quality of education and research.

5. Conclusions

1. Character is an irreplaceable foundation for every student at the Makassar Maritime Science Polytechnic. In this context, the concept of character includes discipline, integrity, responsibility, and the ability to work together. A strong character is an essential element in determining an individual's success in a challenging maritime career. The imperative for character formation stems from the necessity to produce graduates who possess not only technical competence but also exemplary morality and work ethics, qualities that are highly requisite in the maritime industry. The absence of a well-developed character may impede students' capacity to effectively navigate the challenges presented by the dynamic and high-risk maritime environment. This deficiency could compromise their ability to uphold operational safety standards and

maintain efficiency while at sea.

2. Supporting factors in building an academic culture at the Makassar Maritime Polytechnic include support from educational institutions, adequate facilities, and the existence of a curriculum designed to instill academic values and character. In addition, the active involvement of competent teaching staff and instructors plays an important role. The high participation and motivation of students in academic and non-academic activities are also the main support. However, several inhibiting factors were also found, such as a lack of facilities that can support modern learning, limited resources for useful extracurricular activities, and persistence of resistance to cultural change among students and staff. Additionally, financial and bureaucratic constraints often slow efforts to improve the quality of education and training.

3. The strategy for establishing an effective academic culture for Makassar Maritime Polytechnic Students must involve a holistic approach that includes character education, improving the quality of learning, and developing a supportive environment. The proposed strategies include strengthening the character curriculum by integrating character education into the curriculum and daily activities, enabling students to apply the values taught in authentic situations. Additional strategies encompass the enhancement of facilities and resources, staff training and development, establishment of study groups and communities, engagement in extracurricular activities, and dissemination of values and culture.

Author Contributions

Conceptualization, A.S.; methodology, M.Y.; validation, S.U.; formal analysis, S.U.; investigation, U.S.; resources, A.S.; data curation, M.Y.; writing—original draft preparation, all authors contributed equally; writing—review and editing, U.S.; supervision, A.S.; project administration, M.Y. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflicts of interest.

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