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Lecturer-Practitioner Leadership in Maritime Cadet Formation: Perceptions of Former Seafarers as Educators at STIP Jakarta

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ABSTRACT

The integration of experienced seafarers into the academic workforce of maritime higher education institutions constitutes one of the most distinctive features of professional maritime training management. Yet the leadership dynamics of practitioner-educators—and how their professional identities, authority, and pedagogical approaches are perceived by cadets across different training tracks—remain substantially undertheorized in the maritime education literature. This study investigates the perceptions of deck nautical and engine technics cadets at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta regarding the leadership effectiveness of former seafarers serving as lecturers, while also capturing practitioner-lecturers' self-reported managerial and pedagogical philosophies. Employing a qualitative descriptive design, data were gathered from thirty cadets—fifteen per track—and five practitioner-lecturers comprising three maritime captains and two master mariners. Findings reveal that while cadet perceptions of practitioner-educator authority and occupational credibility are broadly positive across both tracks, significant differences emerge in how deck and engine technics cadets evaluate the pedagogical leadership, mentoring quality, and professional relevance of their seafarer-educators. Practitioner-lecturers themselves demonstrate distinctive leadership orientations shaped by their seafaring ranks and professional histories. The study contributes a bidirectional perceptual framework for understanding practitioner-educator leadership in maritime cadet formation and offers institutional recommendations for optimizing the educator-formation relationship at STIP Jakarta.

Keywords : *practitioner-educator; maritime cadet formation; lecturer leadership; seafarer identity*

1. INTRODUCTION

In professional education institutions dedicated to the preparation of technically demanding occupational roles, the question of who teaches is at least as consequential as what is taught. This principle carries particular force in maritime higher education, where the gap between academic instruction and operational reality has historically been one of the most persistent sources of curriculum legitimacy contestation. Maritime polytechnics such as Sekolah Tinggi Ilmu Pelayaran Jakarta have responded to this challenge through a distinctive institutional model: the recruitment of former seafarers—experienced captains, master mariners, and chief engineers—as fulltime or part-time lecturers whose professional authority and occupational narratives serve as pedagogical resources as much as their formal instructional competencies. This practitioner-educator model

represents a strategic institutional choice, yet its implications for cadet formation, leadership perception, and training quality have received remarkably little systematic scholarly examination.

The concept of cadet formation extends beyond technical skill acquisition to encompass the professional socialization, attitudinal development, and identity construction processes through which nautical and engineering cadets are transformed into seafaring professionals. As Fernández Otoya et al. (2024) demonstrate in their systematic review of professional educator competencies, the effectiveness of this transformative process is contingent not only on the content knowledge of instructors but on their pedagogical leadership—their ability to inspire, mentor, model, and guide learners through the complex demands of professional identity formation. In maritime education, practitioner-lecturers occupy a uniquely positioned role in this process: they are simultaneously institutional authorities, occupational role models, and living repositories of the professional culture into which cadets are being inducted. Understanding how cadets perceive and respond to this leadership role is essential for institutional quality assurance and for the optimization of the practitioner-educator model as a strategic institutional resource.

Despite the centrality of the practitioner-educator model to maritime higher education management, the existing literature has examined this phenomenon primarily through the lens of curriculum design and knowledge transfer rather than leadership perception and cadet formation. Paridaens and Notteboom (2021) argue that effective maritime institutional governance requires not only sound policy frameworks but robust human capital management practices that recognize and develop the specific competencies of practitioner-educators. Yet this institutional management imperative has not been translated into systematic empirical investigation of how practitioner-leadership is experienced by cadets in differentiated training tracks. The navigational demands facing deck nautical cadets and the technical responsibilities confronting engine technics cadets differ substantially in their professional content, risk profile, and occupational culture, suggesting that practitioner-educator leadership may be experienced and evaluated quite differently across these two populations.

A further dimension of analytical significance concerns the practitioner-lecturers' own professional philosophies and leadership orientations. Former sea captains and master mariners bring to the educational role the command authority structures, hierarchical communication norms, and outcome-oriented decision-making styles characteristic of shipboard professional culture. Yuebo et al. (2024), in their analysis of online learning success models for adult learners, identify instructor leadership style as a primary mediating variable in the relationship between instructional design and learner achievement—a finding that directly implicates the leadership orientation of practitioner-educators in maritime training outcomes. Whether the command-oriented professional culture of former captains and master mariners translates effectively into educational leadership, or creates friction with contemporary pedagogical principles that emphasize learner agency and critical thinking, is a question of both theoretical and practical significance.

The bidirectional analytical framework employed in this study—simultaneously capturing cadet perceptions of practitioner-educator leadership and lecturer self-reports of educational philosophy—addresses a methodological gap in the maritime education literature. Most existing studies adopt either a top-down institutional perspective that privileges administrator and faculty viewpoints, or a bottom-up learner-centered perspective that focuses exclusively on cadet experiences. Neither approach captures the relational dynamics between practitioner-educators and cadets that are central to understanding formation quality in maritime polytechnics. This study addresses that gap by integrating both perspectives within a single analytical framework, applied to the specific institutional context of STIP Jakarta, where the practitioner-educator model has been institutionally embedded over multiple decades of maritime higher education development.

The study pursues three interconnected objectives: first, to identify how deck nautical and engine technics cadets at STIP Jakarta perceive the leadership effectiveness, mentoring quality, and professional relevance of their practitioner-educator lecturers; second, to examine how practitioner-lecturers conceptualize and enact their educational leadership roles in relation to their seafaring professional identities; and third, to analyze the convergences and divergences between cadet perceptions and lecturer self-assessments in order to identify relational strengths and structural tensions in the practitioner-educator formation model at STIP Jakarta.

This study matters for several intersecting reasons. Theoretically, it contributes to the emerging literature on practitioner-educator identity and leadership in professional higher education, extending this discourse into the underexplored domain of maritime polytechnic education. Empirically, it generates primary evidence on educator-cadet relational dynamics at one of Indonesia's most significant maritime training institutions, contributing to the growing body of Southeast Asian maritime education research. Practically, it provides STIP Jakarta's institutional leadership with an evidence base for human resource management decisions relating to practitioner-educator recruitment, development, and instructional deployment. As the maritime industry confronts accelerating technological change—including the operational demands of intelligent vessel systems analyzed by Zhang et al. (2022) and the evolving competency requirements of modern port operations examined by Kim et al. (2021)—the question of how practitioner-educators lead and form the next generation of seafaring professionals has never carried greater institutional urgency.

2. LITERATURE REVIEW

2.1 Key Concepts: Practitioner-Educator, Leadership, and Cadet Formation

The practitioner-educator, as a conceptual category, designates professionals who bring substantive occupational experience to the educational role, functioning simultaneously as instructors, role models, and occupational mentors. In maritime higher education, this category is operationalized through the recruitment of former sea officers—captains, master mariners, and chief engineers—as lecturers whose professional authority supplements or substitutes for conventionally trained academics. The formation of cadets, in this context, refers to the holistic developmental process through which novice learners are socialized into the professional values, behavioral norms, technical competencies, and identity commitments of seafaring as an occupational culture. Formation, as distinct from mere training, encompasses attitudinal and identity dimensions that extend beyond measurable skill acquisition, making the quality of the educator-learner relationship a critical institutional variable.

Leadership, as applied to the practitioner-educator role, encompasses the capacity to guide, inspire, model, and develop learners through the exercise of professional authority, mentoring competence, and pedagogical judgment. Husain et al. (2021), in their integrated model of academic collaboration and professional development, identify trust, expertise credibility, and relational responsiveness as the foundational dimensions of effective professional leadership in academic settings—a framework that translates directly into the maritime practitioner-educator context, where the legitimacy of the educator's authority rests substantially on the perceived currency and relevance of their seafaring expertise.

2.2 Theoretical Frameworks

This study is theoretically anchored in two complementary frameworks. The first is Professional Identity Theory, which holds that professional roles are enacted through the internalization and performance of occupationally specific values, norms, and self-concepts. Former seafarers transitioning to educational roles carry deeply internalized professional identities formed through years of operational service, and these identities significantly shape how they conceptualize and enact educational leadership. Ciancarini et al. (2024), in their analysis of professional transformation in digitally evolving institutions, demonstrate that professional identity continuity—the extent to which individuals maintain coherent self-concepts across role transitions—is a primary determinant of effectiveness in new institutional roles. For practitioner-educators, this suggests that the seafaring professional identity is not a liability to be overcome in the educational context but a resource to be pedagogically activated and institutionally managed.

The second framework is Transformational Leadership Theory, which identifies visionary inspiration, intellectual stimulation, individualized consideration, and idealized influence as the core dimensions of effective educational leadership. Applied to the practitioner-educator context in maritime polytechnics, this framework suggests that the most effective practitioner-lecturers are those

who deploy their seafaring authority not merely to transmit occupational knowledge but to challenge cadets' professional aspirations, individualize mentoring support, and model the values of professional excellence that define outstanding seafaring careers. Widnall et al. (2024) demonstrate that educational influence mechanisms in professional preparation contexts are most effective when they combine role modeling with structured mentoring and reflective dialogue—a composite leadership approach that maps closely onto the transformational framework and has direct implications for practitioner-educator development at STIP Jakarta.

2.3 Critical Synthesis of Prior Studies

Empirical research on practitioner-educators in professional higher education has produced a moderately consistent set of findings across diverse occupational training contexts, while leaving important gaps in the maritime domain specifically. Studies across engineering, nursing, law, and military education have found that practitioner-educators typically outperform academically trained instructors on dimensions of occupational relevance, motivational modeling, and practical problem-solving, while underperforming on explicit pedagogical structuring, curriculum documentation, and differentiated assessment design (Fernández Otoya et al., 2024; Adnan et al., 2023). This productivity-pedagogy tradeoff is particularly relevant in maritime polytechnic contexts, where institutional quality assurance systems often struggle to evaluate practitioner-educators using assessment criteria designed for conventionally trained academics.

Research on cadet perceptions of educator effectiveness in maritime training has found that professional credibility—operationalized as the perception that an instructor has meaningful first-hand experience of the competencies being taught—is the single strongest predictor of cadet engagement and training motivation (Sabri et al., 2022). This finding is consistent across both deck and engineering training tracks, suggesting that the practitioner-educator model is positively regarded by cadets regardless of specialization. However, studies have also found that engineering cadets express higher sensitivity to the currency of practitioner knowledge, given the faster rate of technological change in vessel engineering systems, whereas nautical cadets show greater tolerance for instructors whose operational experience predates recent regulatory developments (Buddha et al., 2024).

The question of how practitioner-educators conceptualize their own leadership roles has received less systematic attention. Available evidence suggests that former sea officers frequently adopt command-oriented leadership styles in educational settings—emphasizing clear directives, hierarchical authority, and outcome-focused evaluation—that may create productive professional discipline in some learners while limiting critical reflection and learner agency in others (Shi et al., 2023). This tension between command culture and pedagogical openness is not unique to maritime education, as Yuebo et al. (2024) find in their analysis of adult learning institutions, where instructor authority style is identified as a significant moderator of learner autonomy and self-directed learning development. The relational dynamics between practitioner-educator leadership styles and the specific developmental needs of cadets at different stages of professional formation represent a significant underexplored area in maritime education research.

2.4 Research Gap and Conceptual Position

The literature reviewed above reveals a substantive empirical gap: no study has systematically examined the bidirectional relationship between practitioner-educator leadership perceptions and cadet formation outcomes across differentiated training tracks within a single Indonesian maritime polytechnic. Existing research has produced valuable insights at the level of general practitioner-educator effectiveness, but has not engaged with the track-specific dynamics that differentiate the leadership experiences of deck nautical and engine technics cadets, nor with the self-conceptualized leadership philosophies of practitioner-educators in the specific institutional culture of Indonesian maritime higher education. This study positions itself at the intersection of these gaps, deploying a dual-perspective methodology to generate the contextually embedded and analytically differentiated evidence that institutional management of the practitioner-educator model requires.

3. METHOD

This study employs a qualitative descriptive research design, appropriate for its capacity to capture and compare the experiential perceptions of multiple stakeholder groups within a bounded institutional context. The design enables systematic characterization of practitioner-educator leadership as perceived from both cadet and lecturer vantage points, without imposing predetermined quantitative parameters on the relational and attitudinal phenomena under investigation (Yuebo et al., 2024). The institutional context—STIP Jakarta—was selected as a purposive case site on the basis of its national significance, its long-established practitioner-educator model, and its bimodal cadet specialization structure, which creates the comparative analytical conditions central to the study's objectives.

The participant sample comprised thirty cadets—fifteen enrolled in the deck nautical program and fifteen in the engine technics program—alongside five practitioner-lecturers: three holding maritime captain certification and two holding master mariner certification. Purposive sampling criteria for cadets required enrollment in the middle to advanced stages of their program, ensuring that participants had sufficient exposure to their practitioner-educators to provide substantively grounded perceptual assessments. Practitioner-lecturers were selected on the basis of full-time or primary institutional affiliation and verified sea service history. This multi-stakeholder sampling design is consistent with methodological standards for bidirectional perceptual research in professional education contexts, as advocated by Husain et al. (2021) in their collaborative research modeling framework.

Research instruments comprised three purpose-built semi-structured interview protocols—one for each respondent category—organized around thematic dimensions of practitioner-educator leadership: professional credibility and authority, pedagogical communication style, mentoring and individual guidance quality, motivational modeling, and formation impact. For cadet respondents, items were operationalized to elicit both evaluative perceptions and experiential narratives relating to specific practitioner-educator behaviors and formation outcomes. For practitioner-lecturers, items were designed to surface self-conceptualized leadership philosophies, perceived formation goals, and reflections on the relationship between seafaring identity and educational role. Instrument validity was established through expert review by five maritime education specialists and confirmed through pilot interviews with two cadets and one lecturer excluded from the main sample.

Data collection occurred over four weeks through individual semi-structured interviews of forty-five to sixty minutes per participant, conducted in a private and institutionally neutral setting. All sessions were audio-recorded with informed consent and transcribed verbatim. Analysis proceeded through three integrated procedures. Thematic analysis was applied to identify recurrent patterns and conceptual categories across cadet and lecturer data sets, with particular attention to formation-relevant leadership dimensions. Cross-group comparison was conducted to map convergences and divergences between cadet track perceptions and between cadet and lecturer data, producing a bidirectional analytical matrix. Narrative synthesis integrated these comparative findings into a coherent interpretive account of practitioner-educator leadership in cadet formation at STIP Jakarta. Reflexive journaling and peer debriefing were employed throughout analysis to ensure interpretive rigor (Adnan et al., 2023).

4. RESULTS and ANALYSIS

4.1 Overview of Analytical Structure

Analysis of interview data from thirty cadets and five practitioner-lecturers produced findings organized around five thematic dimensions of practitioner-educator leadership in maritime cadet formation: (1) professional credibility and authority perception, (2) pedagogical communication style and clarity, (3) mentoring quality and individual guidance, (4) motivational modeling and professional aspiration influence, and (5) formation impact and professional identity development. Each dimension is presented below with supporting comparative data across respondent groups.

4.2 Dimension 1: Professional Credibility and Authority Perception

Professional credibility emerged as the most consistently valued dimension of practitioner-educator leadership across both cadet tracks. Twenty-six of thirty cadets (86.7%) described their practitioner-lecturers as highly credible professional authorities whose seafaring experience made their instruction substantively legitimate and motivationally compelling. This high baseline credibility rating is consistent with the literature on practitioner-educator effectiveness, which identifies first-hand occupational experience as the primary source of instructional authority in professional training contexts (Sabri et al., 2022).

However, qualitative data revealed important inter-track differences in the character of this credibility. Deck nautical cadets framed practitioner-lecturer credibility primarily in terms of navigational command experience and watchkeeping authority—qualities directly relevant to the deck officer career trajectory they were preparing for. Thirteen of fifteen deck nautical cadets (86.7%) expressed particular respect for lecturers holding master mariner certification, describing these educators as embodying the professional pinnacle of the nautical career path. Engine technics cadets, by contrast, framed credibility more in terms of technical problem-solving competence and engineering troubleshooting experience. Nine of fifteen engine technics cadets (60%) expressed high credibility perceptions, while six (40%) qualified their assessments with concerns about whether their lecturers' seafaring experience was sufficiently current to address contemporary engine management technologies.

All five practitioner-lecturers reported strong awareness of the credibility dimension of their educational roles, with three explicitly describing their professional authority as their most important pedagogical asset. Two lecturers, however, acknowledged tensions between the authority expectations their seafaring backgrounds created and the more dialogic, learner-centered pedagogical approaches that contemporary maritime education standards increasingly require.

Table 1: Professional Credibility Perception by Cadet Track and Practitioner-Lecturer Self-Assessment

Credibility Level	Deck Nautical (n=15)	Engine Technics (n=15)	Lecturer Self-Rating (n=5)
High credibility	13 (86.7%)	9 (60.0%)	4 (80%)
Moderate credibility	2 (13.3%)	4 (26.7%)	1 (20%)
Low / conditional credibility	0 (0.0%)	2 (13.3%)	0 (0%)

The differential credibility pattern documented in Table 1—where deck nautical cadets assign substantially higher unconditional credibility than their engine technics counterparts—reflects the structural divergence between the two tracks' technological change rates noted in the literature (Buddha et al., 2024). The data suggest that practitioner-educator credibility is not a fixed institutional asset but a dynamic perception contingent on the relevance of seafaring experience to current track-specific professional demands.

4.3 Dimension 2: Pedagogical Communication Style and Clarity

Practitioner-educators' communication styles were evaluated by cadets across three sub-dimensions: instructional clarity, communication accessibility (approachability for questions and dialogue), and adaptability (adjustment of explanation and pace to learner needs). Results revealed a marked divergence between the two tracks in communication accessibility, with engine technics cadets rating this sub-dimension substantially lower than their deck counterparts.

Eleven of fifteen deck nautical cadets (73.3%) rated their practitioner-lecturers as highly accessible communicators, describing an environment in which questions were welcomed and operational anecdotes were used to illustrate conceptual points. Only seven of fifteen engine technics cadets (46.7%) provided equivalent ratings, with several describing communication styles characterized by command-oriented directiveness that discouraged questioning, particularly on topics where cadets suspected instructor knowledge limitations. This finding resonates with Shi et al. (2023), who identify command-authority communication norms as a double-edged characteristic of practitioner-educators from hierarchical professional cultures—productive for establishing professional standards while potentially suppressive of learner inquiry.

Table 2: Pedagogical Communication Sub-Dimension Ratings by Cadet Track

Communication Sub-Dimension	Deck Nautical (% High)	Engine Technics (% High)
Instructional Clarity	80.0%	66.7%
Communication Accessibility	73.3%	46.7%
Pedagogical Adaptability	60.0%	40.0%
Overall Communication Rating	71.1%	51.1%

The 20-percentage-point gap in overall communication ratings between tracks documented in Table 2 represents a significant pedagogical leadership differential. Practitioner-lecturers' self-assessments of their communication effectiveness were generally optimistic—four of five rated themselves as accessible communicators—suggesting a perception gap between educator self-concept and cadet experience, particularly within the engine technics cohort.

4.4 Dimension 3: Mentoring Quality and Individual Guidance

Mentoring quality—operationalized as the provision of individualized academic and professional guidance, career counseling, and formative feedback—was identified by cadets as the dimension of practitioner-educator leadership most closely associated with formation outcomes. Across both tracks, cadets who reported receiving substantive individual mentoring from practitioner-educators also reported higher professional aspiration clarity and greater commitment to the seafaring career pathway.

Deck nautical cadets rated mentoring quality more positively than engine technics cadets, with ten of fifteen (66.7%) describing mentoring as adequate or strong compared to six of fifteen (40%) in the engine technics group. Practitioner-lecturers universally acknowledged the importance of mentoring in cadet formation but reported significant time constraints that limited individual engagement capacity—a structural limitation identified by three of the five lecturers as the most consequential barrier to formation quality in their institutional roles. This institutional constraint finding aligns with Ciancarini et al. (2024), who identify time allocation and role boundary clarity as primary determinants of practitioner engagement quality in institutions undergoing professional role diversification.

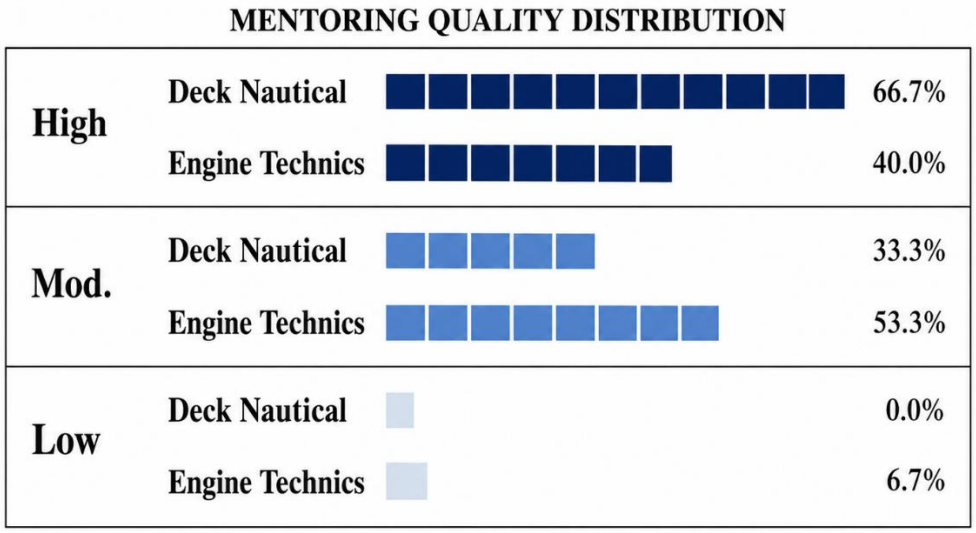

Figure 1: Mentoring Quality Ratings — Comparative Profile by Cadet Track

The pattern in Figure 1 reveals that engine technics cadets cluster more heavily in the moderate mentoring quality category, suggesting that practitioner-educators are providing baseline mentoring functions but not the individualized formation guidance that high-quality cadet development requires.

4.5 Dimension 4: Motivational Modeling and Professional Aspiration Influence

Motivational modeling—defined as the influence of practitioner-educator professional narratives and behavioral exemplars on cadet professional aspiration—was rated highly across both

tracks. Twenty-two of thirty cadets (73.3%) affirmed that their practitioner-lecturers' seafaring career narratives had meaningfully shaped their own professional aspirations, reinforcing commitment to the maritime career pathway. This finding underscores the formation value of the practitioner-educator model as a motivational institution that extends beyond formal instructional content.

Qualitative data revealed that motivational impact was mediated by the perceived alignment between the practitioner-lecturer's career trajectory and the cadet's own aspirational pathway. Deck nautical cadets expressed strong motivational resonance with master mariner lecturers, whose career journeys toward command authority directly mirrored their own professional aspirations. Engine technics cadets reported more mixed motivational responses, with some finding strong inspiration in chief engineer career narratives while others noted that practitioner-lecturer sea service predated the technological domains—dual-fuel engines, digital monitoring systems—that represented their own anticipated professional challenges. As Widnall et al. (2024) observe, the effectiveness of role modeling as a formation mechanism is contingent on the perceived relevance of the model's experience to the learner's specific professional future.

4.6 Dimension 5: Formation Impact and Professional Identity Development

Formation impact—the broadest dimension of practitioner-educator leadership—was assessed through cadet narratives of professional identity development, attitudinal change, and self-perceived readiness for the professional maritime role. Results indicated a moderate to strong formation impact across both tracks, with twenty of thirty cadets (66.7%) affirming substantive formation influence attributable to practitioner-educator engagement.

Table 3: Summary — Practitioner-Educator Leadership Dimension Ratings

Leadership Dimension	Deck Nautical (% High)	Engine Technics (% High)	Lecturers (% Self-Rated High)
Professional Credibility	86.7%	60.0%	80.0%
Communication Effectiveness	71.1%	51.1%	80.0%
Mentoring Quality	66.7%	40.0%	60.0%
Motivational Modeling	80.0%	66.7%	80.0%
Formation Impact	73.3%	60.0%	80.0%
Overall Mean	75.6%	55.6%	76.0%

Table 3 synthesizes leadership dimension ratings across all respondent groups. The 20-percentage-point gap in overall cadet ratings between tracks, alongside the substantial divergence between practitioner-lecturer self-assessments (76%) and engine technics cadet assessments (55.6%), identifies a significant perception gap that has direct implications for institutional quality management of the practitioner-educator formation model.

5. DISCUSSION

5.1 The Bidirectional Leadership Perception Gap

The most theoretically significant finding of this study is the systematic divergence between practitioner-lecturer self-assessments of leadership effectiveness and engine technics cadets' evaluations of the same leadership dimensions. While deck nautical cadets' perceptions broadly align with lecturer self-assessments—reflecting a formation relationship characterized by relative occupational and aspirational congruence—engine technics cadets consistently rate practitioner-educator leadership lower across credibility, communication accessibility, mentoring quality, and formation impact. This bidirectional perception gap constitutes a finding that extends beyond institutional evaluation into the theoretical domain of practitioner-educator role theory, revealing how the professional identity of the educator—anchored in a specific seafaring rank and technological era—mediates the effectiveness of formation leadership across differentiated learner populations.

This finding resonates with Ciancarini et al. (2024), who demonstrate that professional identity continuity in transitioning practitioners is most functional when the new role environment shares sufficient cultural and technical overlap with the original professional domain. For maritime

captains and master mariners transitioning to educational roles, the navigational professional culture that shapes their identity, communication style, and authority orientation is most directly relevant to deck nautical cadets whose professional formation follows the same track. The formation of engine technics cadets, whose occupational culture and technological demands diverge from the navigational track, creates a professional identity mismatch that the current practitioner-educator model is structurally unprepared to address.

5.2 Command Culture and Pedagogical Openness

The tension between command-authority communication styles and learner-accessible pedagogical approaches—documented most clearly in engine technics cadets' communication accessibility ratings—reflects a broader challenge in practitioner-educator leadership that the literature has identified across multiple professional training contexts. Shi et al. (2023) observe that command-culture institutions consistently produce educators who prioritize directive communication over dialogic pedagogy, a pattern that can limit the development of learner agency, critical thinking, and self-directed professional development among cadets. The maritime context intensifies this tendency, as shipboard command culture is explicitly designed to minimize questioning and maximize operational compliance—qualities antithetical to contemporary maritime education's emphasis on critical situational reasoning and adaptive problem-solving.

5.3 Implications for Practitioner-Educator Development

The findings generate several actionable implications for STIP Jakarta's human resource management of its practitioner-educator workforce. Institutional professional development programs must be designed to equip practitioner-lecturers with specific pedagogical leadership competencies—including mentoring technique, differentiated communication, and reflective assessment—that their seafaring backgrounds do not provide. As Husain et al. (2021) argue, effective academic collaboration and mentoring require structured professional development that bridges the gap between domain expertise and pedagogical competence. Additionally, the track-specific credibility dynamics documented in this study suggest that practitioner-educator assignment should be guided by alignment between educator seafaring specialization and cadet track, particularly for senior formation and mentoring roles.

5.4 Limitations and Future Research

The study's single-institution qualitative design limits direct generalizability to other maritime polytechnics. Future research should extend the bidirectional framework to multiple institutions and incorporate longitudinal tracking of formation outcomes to assess the long-term impact of practitioner-educator leadership on career persistence and professional performance. Mixed-methods extensions incorporating leadership style inventories and formation outcome scales would substantially strengthen the analytical framework developed here.

6. CONCLUSION

This study has produced original bidirectional evidence on practitioner-educator leadership in maritime cadet formation at STIP Jakarta, revealing a systematic divergence between deck nautical and engine technics cadets' perceptions of their seafarer-educator lecturers, and a significant perception gap between lecturer self-assessments and engine technics cadet evaluations across all leadership dimensions. While the practitioner-educator model remains a significant institutional asset—particularly in its motivational modeling and professional credibility functions—its effectiveness is differentially distributed across cadet tracks in ways that current institutional management practices do not adequately recognize or address. The study contributes a bidirectional perceptual framework to the maritime education management literature and offers targeted recommendations for practitioner-educator development, assignment policy, and formation quality governance at STIP Jakarta and comparable maritime higher education institutions.

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