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## Discipline Management and Professional Attitude Formation Among Sea Transportation Cadets: Evidence from STIP Jakarta

**Nafi Almuzani**

Maritime Institute, Sekolah Tinggi Ilmu Pelayaran Jakarta, North Jakarta, Indonesia

email: [nafi.almuzani@stipmail.ac.id](mailto:nafi.almuzani@stipmail.ac.id)

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### ABSTRACT

*Discipline management constitutes one of the foundational pillars of maritime cadet education, operating at the intersection of institutional governance, professional socialization, and the formation of the behavioral and attitudinal standards expected of seafaring officers. Yet empirical studies examining how discipline management systems are perceived, experienced, and internalized by cadets across differentiated training tracks—and how these perceptions relate to professional attitude formation outcomes—remain sparse in the Indonesian maritime education literature. This study investigates discipline management practices and professional attitude formation among sea transportation cadets at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta, drawing on data from thirty cadets—fifteen from the deck nautical program and fifteen from the engine technics program—alongside five practitioner-lecturers comprising three maritime captains and two master mariners. Employing a qualitative descriptive design with thematic analysis, cross-group comparison, and narrative synthesis, the study maps the perceptual landscape of discipline management across cadet tracks and practitioner perspectives. Findings reveal that while cadets broadly affirm the necessity of discipline management, significant divergences exist between tracks in the perceived fairness, consistency, and formation effectiveness of current institutional discipline systems. Practitioner-lecturers identify structural inconsistencies in rule enforcement and a gap between formal disciplinary procedures and the cultivation of internalized professional attitudes as the most consequential institutional management challenges. The study contributes an attitudinal mapping framework for maritime cadet discipline management and offers practical recommendations for institutional policy reform at STIP Jakarta.*

**Keywords :** *discipline management; professional attitude; maritime cadet; formation; STIP Jakarta*



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## 1. INTRODUCTION

The formation of professional attitudes in maritime cadets is an institutional mandate that extends far beyond the acquisition of technical competencies. Seafaring as a profession operates within environments of heightened operational risk, strict hierarchical authority structures, and demanding behavioral standards that govern individual conduct, interpersonal communication, and institutional responsibility. The capacity of a maritime officer to uphold discipline—both as a self-regulatory disposition and as an organizational commitment—is widely recognized within the industry as a critical safety determinant and a foundational prerequisite for professional effectiveness. In this context, the management of discipline within maritime higher education institutions such as

Sekolah Tinggi Ilmu Pelayaran Jakarta is not merely an administrative function but a substantive dimension of professional formation through which cadets develop the attitudinal orientation required for safe, responsible, and ethically grounded seafaring careers.

Despite this widely acknowledged importance, the empirical study of discipline management in maritime polytechnic contexts has received disproportionately limited scholarly attention relative to its institutional significance. Much of the existing literature on maritime cadet education focuses on technical curriculum design, simulator-based training, and regulatory compliance with STCW standards, while the attitudinal and disciplinary dimensions of cadet formation remain underexamined in peer-reviewed research. This gap is particularly consequential in the Indonesian maritime education context, where institutional discipline management practices have evolved from a tradition of quasi-military organizational culture that shapes cadet life both inside and outside the classroom. Understanding how this disciplinary culture functions—how it is perceived, differentiated across training tracks, and connected to the development of internalized professional attitudes—is essential for evidence-based institutional governance and formation quality management.

The relationship between external discipline management and the internalization of professional attitudes is theoretically complex and practically consequential. Beadle et al. (2024), in their systematic review of moral distress and moral injury among professional workers, demonstrate that compliance-oriented institutional cultures that rely predominantly on rule enforcement and punitive consequence tend to generate behavioral conformity without cultivating genuine attitudinal commitment—a distinction that carries significant implications for professional formation in high-responsibility occupations. The maritime profession is precisely such an occupation: seafarers are expected not merely to follow rules when monitored but to exercise independent professional judgment in contexts where supervisory authority may be unavailable, communication systems may fail, and the consequences of attitudinal laxity may be catastrophic. This operational reality demands a discipline management approach that moves beyond behavioral compliance toward the formation of deeply internalized professional values and attitudes.

The differentiated nature of this demand across deck nautical and engine technics cadet tracks adds a further layer of analytical complexity. Deck officers and engineering officers operate in distinct professional subcultures within the shipboard hierarchy, with different risk profiles, command structures, and interpersonal dynamics shaping their day-to-day professional conduct. Deck nautical cadets are socialized toward watchkeeping responsibility, navigational authority, and communication command—roles that foreground individual decision-making discipline under conditions of uncertainty. Engine technics cadets are prepared for engineering watchkeeping, technical fault management, and machinery compliance—roles that emphasize procedural discipline, technical precision, and systematic problem-solving. Whether current discipline management systems at STIP Jakarta are sufficiently differentiated to address these track-specific formation needs, or whether they apply uniform disciplinary mechanisms that may be more or less suited to different professional subcultures, is a critical institutional management question that this study addresses empirically.

The practitioner-lecturer perspective is particularly valuable in this context. Former captains and master mariners bring to their institutional roles a lived understanding of how disciplinary attitudes translate into professional performance under operational conditions. Their assessments of whether current discipline management practices at STIP Jakarta produce the attitudinal outcomes that the maritime industry requires constitute an expert evaluation dimension that cadet-only studies necessarily lack. Ahmad et al. (2020), in their empirical examination of organizational factors influencing behavioral adoption in institutional settings, identify leadership consistency, rule transparency, and organizational culture alignment as the three primary determinants of effective behavioral norm internalization—a framework that maps directly onto the discipline management challenges facing maritime polytechnics.

This study is guided by three interrelated objectives: first, to examine how deck nautical and engine technics cadets perceive the fairness, consistency, and formation effectiveness of discipline management practices at STIP Jakarta; second, to identify the attitudinal formation outcomes associated with current discipline management approaches as reported by both cadets and practitioner-lecturers; and third, to analyze convergences and divergences across respondent groups in order to produce a cross-perspective attitudinal mapping framework for institutional policy reform. The study's significance lies in its capacity to bridge the gap between institutional discipline

governance—typically examined through administrative and regulatory lenses—and the experiential and attitudinal dimensions of cadet formation that determine whether discipline management achieves its intended professional development objectives. As the maritime industry increasingly demands seafaring officers who combine regulatory compliance with adaptive professional judgment—requirements underscored by the intelligent vessel risk frameworks analyzed by Zhang et al. (2022) and the resilience competency models proposed by Kim et al. (2021)—the capacity of maritime institutions to form disciplined yet autonomously professional graduates has never been more strategically significant.

## 2. LITERATURE REVIEW

### 2.1 Key Concepts: Discipline Management, Professional Attitude, and Formation

Discipline management in maritime higher education institutions encompasses the systems, procedures, norms, and relational practices through which institutional authorities regulate cadet behavior, enforce professional standards, and cultivate the attitudinal dispositions required for occupational competence and ethical professional conduct. It operates across multiple registers: formal regulatory discipline enforced through institutional codes and punitive mechanisms; structured behavioral training through physical, procedural, and regulatory routines; and relational discipline cultivated through mentoring, modeling, and professional socialization practices. These registers are analytically distinct but institutionally intertwined, and their relative emphasis within a given institution's management culture substantially shapes the nature of attitudinal formation outcomes among cadets.

Professional attitude formation refers to the developmental process through which cadets internalize the values, norms, behavioral dispositions, and ethical commitments that define professional maritime officer conduct. This process extends beyond behavioral compliance—observable adherence to rules and procedures—to encompass attitudinal commitment: the motivational and value-based orientation toward professional responsibility, safety consciousness, and occupational integrity that characterizes the fully formed maritime professional. Widnall et al. (2024), in their systematic review of peer education intervention mechanisms, identify attitudinal internalization as the most durable and generative formation outcome in professional education contexts, contrasting it with behavioral compliance which requires continuous external enforcement and tends to lapse in the absence of monitoring.

### 2.2 Theoretical Frameworks

This study is theoretically grounded in two complementary frameworks. The first is Social Learning Theory, which holds that behavioral and attitudinal norms are acquired through observation, modeling, reinforcement, and social interaction rather than through formal instruction or punitive enforcement alone. Applied to maritime cadet discipline management, Social Learning Theory suggests that the quality of role modeling provided by practitioner-educators and the consistency of behavioral norms enacted throughout the institutional environment are more powerful formation mechanisms than formal disciplinary codes and penalty systems. Husain et al. (2021), in their modeling of academic professional development environments, demonstrate that social learning mechanisms—particularly observational learning from expert practitioners—are among the strongest predictors of professional norm internalization in higher education institutions.

The second framework is Organizational Behavior Theory, specifically its application to norm formation and behavioral governance within hierarchically structured professional organizations. This framework is particularly relevant in the maritime training context, where the organizational culture of the institution—including its authority structures, communication norms, and behavioral expectations—functions as a formation environment that cadets inhabit continuously, not merely during formal instructional periods. Ahmad et al. (2020) demonstrate that organizational culture alignment—the coherence between declared institutional values and enacted behavioral norms—is a primary determinant of whether organizational members internalize or merely comply

with institutional standards. Institutional discipline management systems that are perceived as inconsistent, arbitrary, or disproportionate undermine the attitudinal formation process even when they successfully enforce behavioral compliance.

### 2.3 Critical Synthesis of Prior Studies

The empirical literature on discipline management in professional education institutions reveals a consistent and important finding: the effectiveness of discipline systems is determined less by their formal architecture than by the quality of their implementation, the consistency of their application, and their perceived legitimacy in the eyes of learners. Shi et al. (2023), in their analysis of technology management institutions, identify perceived procedural fairness as a critical mediating variable between institutional discipline practices and individual behavioral outcomes—a finding that has been replicated across diverse professional education contexts including military academies, nursing schools, and maritime training institutions. Where discipline management is perceived as fair and consistently applied, it tends to produce genuine attitudinal commitment; where it is perceived as arbitrary, track-differential, or authority-dependent, it generates compliance performance without attitudinal internalization.

The formation of professional attitudes in maritime cadets has been identified in the literature as a multistage developmental process that begins with external behavioral compliance, progresses through value-informed behavioral choice, and culminates in the autonomous professional judgment characteristic of senior maritime officers. Beadle et al. (2024) demonstrate that institutional conditions which impose excessive compliance demands without creating space for value reflection and professional reasoning can interrupt this developmental sequence, producing cadets who are behaviorally conformant but attitudinally underdeveloped—a formation failure with serious implications for occupational safety and professional ethics in the maritime context.

Comparative studies of discipline management across different program tracks within professional education institutions have found that track-specific disciplinary cultures develop organically in response to the professional subcultures that programs prepare cadets to enter. Adnan et al. (2023), in their review of experiential learning in technical professional programs, observe that engineering and technics tracks frequently develop more procedurally rigid disciplinary orientations compared to command-track programs, reflecting the systematic precision required by technical professional roles. Whether this naturally occurring track differentiation is recognized and constructively managed within maritime polytechnics, or whether uniform disciplinary frameworks are imposed across tracks with insufficient accommodation of their distinct professional formation needs, represents a significant institutional management variable with direct implications for formation quality.

Studies examining adult learner responses to institutional discipline management have consistently found that perceived autonomy support—the degree to which discipline systems recognize and develop learner agency rather than merely constraining behavior—is a strong predictor of intrinsic attitudinal motivation and professional value internalization (Sabri et al., 2022; Yuebo et al., 2024). This finding suggests that the most formation-effective discipline management systems are not those that most strictly constrain behavior but those that most effectively cultivate the professional reasoning capacities through which cadets develop autonomous attitudinal commitment to maritime professional standards.

### 2.4 Research Gap and Conceptual Position

The synthesis above reveals a critical empirical gap in the Indonesian maritime education literature: no study has systematically examined how deck nautical and engine technics cadets at a single institution comparatively perceive and respond to discipline management practices, or how these perceptual differences relate to differential professional attitude formation outcomes. The absence of cross-track attitudinal mapping data limits institutional capacity to design formation-effective discipline management systems that are responsive to the distinct professional subcultures and developmental needs of different cadet specializations. This study addresses that gap by

generating a comparative, cross-perspective attitudinal profile of discipline management at STIP Jakarta, providing the evidence base needed for formation-focused institutional policy reform.

### 3. METHOD

This study adopts a qualitative descriptive research design, selected for its capacity to generate contextually rich and analytically nuanced accounts of discipline management perceptions and professional attitude formation outcomes across differentiated cadet populations within a single institutional setting. Qualitative description is particularly appropriate for studies that aim to characterize how participants experience and make meaning of institutional practices—in this case, discipline management systems—without imposing predetermined theoretical categories on their experiential accounts (Yuebo et al., 2024). The design's emphasis on systematic characterization and cross-group comparison aligns directly with the study's comparative objectives and its triangulated multi-stakeholder data structure.

The participant sample was purposively constructed to ensure balanced and analytically meaningful representation across the study's central comparison groups. Thirty cadets participated—fifteen from the deck nautical program and fifteen from the engine technics program—selected on the basis of enrollment in the intermediate or advanced stages of their training, ensuring substantive exposure to the full range of institutional discipline management practices. All participating cadets had completed at least one full academic year at STIP Jakarta and had undergone at least one formal disciplinary assessment or evaluation cycle. Five practitioner-lecturers participated, comprising three maritime captains and two master mariners, all with fulltime institutional roles that included formal disciplinary responsibilities in addition to instructional duties. This sampling structure enabled the generation of both learner-perspective and educator-perspective data on the same institutional discipline management system, producing the bidirectional analytical comparisons central to the study's design.

Data were collected using three purpose-built semi-structured interview protocols, one for each respondent category, organized around the primary thematic dimensions of discipline management and professional attitude formation: rule clarity and communication, enforcement consistency and fairness, attitudinal formation impact, track-specific disciplinary experience, and institutional disciplinary culture. Cadet interview items were operationalized to elicit both evaluative assessments of specific discipline management practices and reflective narratives about how these practices had influenced their professional attitudes and values. Practitioner-lecturer items were designed to capture institutional management philosophy, enforcement practice, formation objectives, and professional judgments about the gap between disciplinary compliance and genuine attitudinal formation. All instruments were reviewed by three senior maritime education experts for content validity and alignment with the study's conceptual framework.

Data collection was conducted through individual semi-structured interviews of forty to sixty minutes each, conducted in a private institutional setting over a four-week period. All interviews were audio-recorded with informed consent and transcribed verbatim for analysis. Three integrated analytical procedures were employed. Thematic analysis was applied to identify recurring patterns in discipline management perceptions and attitudinal formation narratives across the dataset, organized into themes corresponding to the instrument dimensions. Cross-group comparison systematically examined differences and commonalities between deck nautical cadets, engine technics cadets, and practitioner-lecturers, producing a comparative attitudinal mapping matrix. Narrative synthesis integrated these thematic and comparative findings into a coherent interpretive account of discipline management effectiveness and formation quality at STIP Jakarta. Analytical rigor was maintained through triangulation of data sources, member checking with six participants, and reflexive journaling throughout the interpretive process (Widnall et al., 2024).

## 4. RESULTS and ANALYSIS

### 4.1 Overview of Thematic Structure

Analysis of interview data generated findings organized around five thematic dimensions: (1) rule clarity and communication of disciplinary expectations, (2) enforcement consistency and perceived fairness, (3) attitudinal formation impact of disciplinary practices, (4) track-specific disciplinary experience and culture, and (5) the gap between behavioral compliance and professional attitude internalization. Each dimension is presented with supporting comparative data across respondent groups, followed by interpretive analysis.

### 4.2 Dimension 1: Rule Clarity and Communication of Disciplinary Expectations

The clarity and effective communication of disciplinary rules and expectations emerged as a foundational dimension of discipline management effectiveness, with important differences between tracks in how this clarity was experienced. Among deck nautical cadets, eleven of fifteen (73.3%) reported that institutional disciplinary rules were clearly communicated and consistently referenced in both academic and residential institutional contexts. Four cadets (26.7%) expressed uncertainty about specific rule parameters, particularly regarding behavioral expectations during sea practice placement periods.

Engine technics cadets reported substantially lower clarity perceptions, with only eight of fifteen (53.3%) affirming clear rule communication. Seven cadets (46.7%) described ambiguity in the application of disciplinary standards to technical workshop and laboratory environments—spaces governed by both institutional codes of conduct and technical safety regulations that cadets reported as sometimes contradictory or inconsistently enforced. Practitioner-lecturers provided a mixed institutional assessment, with three of the five affirming that written disciplinary frameworks were comprehensive, while two identified significant gaps in the communication of these frameworks to new cohorts and in their consistent application across the diverse institutional environments in which cadets spend their formation years.

**Table 1: Rule Clarity and Communication Perceptions by Respondent Group**

Clarity Level	Deck Nautical (n=15)	Engine Technics (n=15)	Practitioner-Lecturers (n=5)
High clarity	11 (73.3%)	8 (53.3%)	3 (60%)
Moderate clarity	3 (20.0%)	4 (26.7%)	1 (20%)
Low / ambiguous clarity	1 (6.7%)	3 (20.0%)	1 (20%)

The pattern in Table 1 suggests that rule communication is more effectively reaching deck nautical cadets, possibly reflecting the stronger tradition of navigational rule-based discipline (COLREGs, watchkeeping protocols) that permeates their professional culture from the earliest stages of training. The higher ambiguity ratings among engine technics cadets indicate a structural communication gap that institutional management should address through track-specific disciplinary orientation programming.

### 4.3 Dimension 2: Enforcement Consistency and Perceived Fairness

Enforcement consistency and fairness constituted the most contested dimension of discipline management across all respondent groups, generating the most substantively divergent qualitative accounts. Among deck nautical cadets, nine of fifteen (60%) rated enforcement as consistent and fair, while six (40%) identified instances of inconsistency—particularly in the differential application of consequences for similar infractions depending on the seniority cohort of the cadet involved. Among engine technics cadets, enforcement consistency perceptions were notably lower, with only six of fifteen (40%) rating enforcement as consistent, and nine (60%) describing experiences of perceived unfairness—including differential treatment between track cohorts and the application of disciplinary measures that cadets characterized as disproportionate to the nature of the infraction.

This finding resonates profoundly with Ahmad et al. (2020), who demonstrate that perceived procedural fairness is the most critical predictor of institutional norm compliance and attitudinal internalization in organizationally hierarchical settings. Where enforcement is perceived as inconsistent or politically inflected, the legitimacy of the disciplinary system as a formation

mechanism is undermined, regardless of the formal quality of the disciplinary code it seeks to implement.

Practitioner-lecturers were candid about enforcement inconsistency, with four of the five acknowledging that discipline application varied across lecturers and institutional periods in ways that were not always aligned with the formation objectives of the disciplinary system. One master mariner explicitly identified the absence of a standardized enforcement protocol as the single most consequential gap in STIP Jakarta's discipline management architecture.

**Table 2: Enforcement Consistency and Fairness Perceptions**

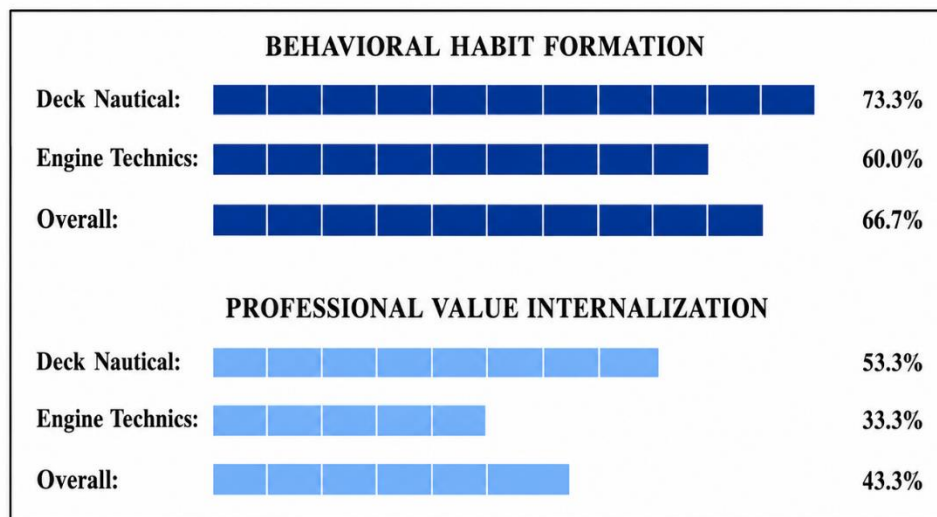
Enforcement Dimension	Deck Nautical (% Affirming)	Engine Technics (% Affirming)	Lecturers (% Affirming)
Consistent rule application	60.0%	40.0%	40.0%
Proportional consequences	66.7%	46.7%	60.0%
Track-equitable enforcement	53.3%	33.3%	40.0%
Transparent disciplinary process	66.7%	53.3%	60.0%
Overall Fairness Rating	61.7%	43.3%	50.0%

Table 2 reveals a consistent pattern of engine technics cadets perceiving lower enforcement fairness across all sub-dimensions, with the track-equity dimension showing the largest inter-track differential (53.3% vs. 33.3%). The practitioner-lecturer overall fairness rating (50%) falling between the two cadet tracks suggests institutional awareness of enforcement gaps that has not yet translated into systemic remediation.

#### 4.4 Dimension 3: Attitudinal Formation Impact of Disciplinary Practices

When asked to reflect on the direct impact of institutional discipline management on their professional attitude development, cadets produced nuanced responses that distinguished between the behavioral and attitudinal dimensions of disciplinary effect. Twenty of thirty cadets (66.7%) affirmed that institutional discipline had contributed to the development of operational discipline habits—punctuality, task completion, equipment care, and professional communication—that they associated with maritime professional readiness. However, only thirteen of thirty (43.3%) affirmed that institutional discipline had contributed to the development of deeply held professional values—safety consciousness, ethical responsibility, and occupational integrity—suggesting that the attitudinal formation impact of disciplinary systems extends primarily to behavioral habit formation rather than value internalization.

#### DISCIPLINE MANAGEMENT FORMATION OUTCOMES



*Figure 1: Attitudinal Formation Impact — Behavioral vs. Value Internalization Outcomes*

The gap between behavioral formation (66.7%) and value internalization (43.3%) documented in Figure 1 constitutes the central formation quality finding of this study. It suggests that while STIP Jakarta's discipline management system is moderately effective at producing behavioral compliance, it is substantially less effective at generating the deeper attitudinal formation that genuine professional readiness requires. This gap is more pronounced in the engine technics track, where value internalization rates (33.3%) fall 20 percentage points below deck nautical rates (53.3%), reflecting the cumulative effect of lower rule clarity, lower enforcement fairness, and lower perceived formation legitimacy in that track.

#### 4.5 Dimension 4: Track-Specific Disciplinary Experience and Culture

Qualitative data generated rich track-specific accounts of disciplinary culture that illuminate the structural sources of the inter-track differences documented above. Deck nautical cadets described a disciplinary environment strongly inflected by navigational professional culture—rule-bound, hierarchically clear, and reinforced by the command authority traditions of the nautical profession. This cultural alignment between the institutional disciplinary framework and the professional subculture of the nautical track appeared to function as a formation resource, helping deck nautical cadets understand and internally legitimate disciplinary requirements in relation to their anticipated professional roles.

Engine technics cadets described a more ambivalent disciplinary experience, with several participants articulating a perceived mismatch between the quasi-military disciplinary culture of STIP Jakarta's residential formation environment and the technical workshop culture of their program—a mismatch experienced as institutionally inconsistent and sometimes professionally irrelevant. Adnan et al. (2023) observe, in their analysis of technical experiential learning environments, that disciplinary frameworks perceived as misaligned with the professional subculture of the program tend to generate resistance rather than formation, undermining the very attitudinal commitments they are designed to cultivate.

**Table 3: Summary of Discipline Management Effectiveness Indicators**

Indicator	Deck Nautical (% Effective)	Engine Technics (% Effective)	Lecturers (% Adequate)
<b>Rule Clarity</b>	73.3%	53.3%	60.0%
<b>Enforcement Fairness</b>	61.7%	43.3%	50.0%
<b>Behavioral Formation</b>	73.3%	60.0%	60.0%
<b>Attitudinal / Value Formation</b>	53.3%	33.3%	40.0%
<b>Track-Cultural Alignment</b>	66.7%	40.0%	40.0%
<b>Overall Mean</b>	65.7%	46.0%	50.0%

Table 3 presents a synthesized cross-dimensional profile of discipline management effectiveness at STIP Jakarta, revealing a consistent pattern of moderate effectiveness for deck nautical cadets, substantially lower effectiveness for engine technics cadets, and critical institutional assessments by practitioner-lecturers that align more closely with engine technics cadet perceptions than with deck nautical self-reports. The 19.7-percentage-point overall gap between tracks represents a formation equity concern that demands institutional policy attention.

#### 4.6 Dimension 5: Behavioral Compliance Versus Professional Attitude Internalization

Practitioner-lecturers were particularly articulate on the distinction between behavioral compliance and professional attitude internalization, with all five acknowledging that current institutional discipline management was more effective at producing the former than the latter. Three lecturers identified the punitive orientation of the disciplinary system—its emphasis on consequence and correction—as a structural barrier to the cultivation of intrinsic professional values, arguing that formation-effective discipline requires relational engagement, value dialogue, and professional mentoring that punitive frameworks cannot provide. This institutional self-critique aligns with the findings of Beadle et al. (2024), who demonstrate that compliance-oriented institutional cultures in high-responsibility professional settings generate workers who are behaviorally conformant but

attitudinally vulnerable to moral distress when confronted with operational challenges that exceed their internalized value resources.

## 5. DISCUSSION

### 5.1 The Formation Gap: From Compliance to Commitment

The most significant and institutionally consequential finding of this study is the systematic gap between behavioral compliance formation—where STIP Jakarta's discipline management system demonstrates moderate effectiveness—and professional value internalization, where effectiveness ratings fall substantially below formation-adequate levels, particularly for engine technics cadets. This compliance-commitment gap is not merely a quantitative finding but a qualitative institutional diagnosis: it indicates that the discipline management system is functioning primarily as a behavioral regulation mechanism rather than as a formation instrument, producing cadets who are rules-compliant under institutional monitoring but who have not yet developed the autonomous professional value commitments that maritime operational environments will eventually require of them without the scaffolding of institutional authority.

This finding extends and contextualizes the theoretical predictions of Social Learning Theory and Organizational Behavior Theory, confirming that punitive and enforcement-centered disciplinary frameworks are insufficient formation instruments in professional maritime education contexts. As Beadle et al. (2024) demonstrate, institutional cultures that prioritize compliance over value dialogue create conditions for attitudinal fragility that can manifest as professional judgment failures under operational stress—a concern with direct safety implications for maritime officer formation. Widnall et al. (2024) similarly find that formation mechanisms oriented toward behavioral performance rather than attitudinal development produce learners who can meet institutional standards while remaining motivationally disengaged from the professional values those standards represent.

### 5.2 Track Differentiation as an Institutional Management Imperative

The systematic differences between deck nautical and engine technics cadet perceptions across all five discipline management dimensions constitute strong evidence that STIP Jakarta's current uniform disciplinary framework is institutionally misaligned with the distinct professional subcultures and formation needs of its two primary cadet tracks. The navigational professional subculture's inherent affinity with the quasi-military disciplinary framework creates a formation synergy for deck nautical cadets that is simply absent for engine technics cadets, whose technical professional culture values procedural precision and systematic reasoning over command authority and hierarchical compliance. Ahmad et al. (2020) identify organizational culture alignment as a primary prerequisite for behavioral norm internalization, suggesting that addressing this track-culture misalignment is a structural institutional management priority rather than a peripheral curriculum adjustment.

### 5.3 Toward Formation-Effective Discipline Management

The study's findings collectively point toward a needed institutional reorientation in discipline management philosophy—from a compliance-enforcement model toward what might be termed a formation-mentoring model, in which disciplinary practices are explicitly designed to develop intrinsic professional values through relational engagement, professional dialogue, and values-based reflection rather than through punitive consequence alone. Husain et al. (2021) provide a conceptual template for this reorientation in their modeling of professional development environments that integrate institutional authority with collaborative mentoring, arguing that the most effective professional formation environments combine clear behavioral standards with robust relational support for value development.

## 5.4 Limitations and Future Research

This study's qualitative design, while appropriate for its investigative objectives, limits its statistical generalizability. Future research should develop and validate a Discipline Management Effectiveness Scale specific to maritime cadet formation contexts, enabling large-sample cross-institutional comparisons and longitudinal tracking of formation outcomes. Research examining the relationship between specific discipline management approaches and seafaring career performance—including safety records and professional certification progression rates—would substantially extend the practical evidence base generated by this study.

## 6. CONCLUSION

This study has produced systematic comparative evidence on discipline management and professional attitude formation among sea transportation cadets at STIP Jakarta, revealing a significant and multi-dimensional gap between the behavioral compliance outcomes and professional value internalization outcomes of the current institutional disciplinary system. Engine technics cadets consistently report lower satisfaction with rule clarity, enforcement fairness, and formation impact compared to their deck nautical counterparts, while practitioner-lecturers provide critical self-assessments of institutional discipline management adequacy that substantially align with engine technics cadet perceptions. The study's central contribution is the empirical documentation of a compliance-commitment gap that identifies STIP Jakarta's discipline management system as effective at behavioral regulation but insufficiently effective as a formation instrument for intrinsic professional values. Institutional reform toward a formation-mentoring disciplinary model—differentiated across cadet tracks, relational in orientation, and explicitly value-focused in design—is the principal institutional recommendation arising from this evidence.

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