



## Improving Teaching Quality through Industry Experience and Communication in Maritime Vocational Education

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### Abstract

This study aims to examine the influence of industry experience and communication on enhancing teaching quality in maritime vocational education at the National Maritime Academy in Jakarta Raya. In today's increasingly competitive global landscape, the quality of vocational education is critical—particularly in the maritime sector, which demands both hands-on practical skills and comprehensive theoretical knowledge. Employing a quantitative research design, data were collected through questionnaires administered to lecturers and students at the academy. The data were analyzed using descriptive and inferential statistical methods to explore the relationship between industry experience, effective communication, and teaching quality. The findings indicate a significant positive correlation between lecturers' industry experience and teaching effectiveness. Additionally, effective communication was found to foster improved lecturer–student interaction, contributing to a more conducive and engaging learning environment. The study concludes that incorporating industry experience into academic practice and enhancing communication skills are strategic steps to improve the quality of maritime vocational education.

**Keywords:** *Industry Experience, Communication Skills, Teaching Quality, Maritime Education, Vocational Training*

### Introduction

Maritime vocational education in Indonesia, especially at the Jakarta Raya National Maritime Academy, is crucial in preparing competent naval workers. With its enormous marine potential, Indonesia requires skilled human resources who are ready to face the challenges of the maritime industry. However, the quality of current teaching still needs improvement to meet industry standards and market demands. One factor that can affect the quality of education is the industry experience of the teachers. Practical field experience can provide teachers with deeper and more relevant insights, enabling them to deliver material more effectively and practically (Astuti & Santoso, 2020). In addition, good communication between teachers and students is also key to creating a conducive learning environment. Through effective communication, students can more easily understand the material being taught and feel more engaged in the learning process (Brown & Green, 2022).

Therefore, this study explores the influence of industry experience and communication on improving the quality of teaching in maritime vocational education at the Jakarta Raya

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### A Research Article

National Maritime Academy (Brown & Smith, 2018). Maritime vocational education in Indonesia, especially at the Jakarta Raya National Maritime Academy, plays a very important role in preparing competent workers in the marine sector (Chen & Wang, 2023). As the largest archipelagic country in the world, Indonesia possesses vast marine potential, which forms one of the main pillars of national economic development. According to data from the Central Statistics Agency (Badan Pusat Statistik [BPS], 2022), the maritime sector contributes around 20% of Indonesia's total gross domestic product (GDP), highlighting how vital this sector is to the country's economy. Therefore, skilled human resources are needed to face the various challenges in the maritime industry (Garcia et al., 2020).

However, despite this potential, the quality of teaching in maritime vocational education still needs improvement. According to research by Arifin and Sari (2021), many vocational education institutions have not fully met industry standards and market needs. This is due to several factors, including the lack of practical experience among teachers and the inadequacy of the teaching methodologies employed. The industry experience of instructors is one of the key factors that can affect the quality of teaching. Practical experience in the field can provide teachers with deeper and more relevant insights so that they can deliver the material more effectively and applicably (Sutanto & Prasetyo, 2020).

In addition, good communication between teachers and students is also essential for creating a conducive learning environment. According to research by Khoshimjonova (2024), effective communication can improve students' understanding of the material being taught and increase student engagement. In maritime vocational education, where practical skills are highly valued, good communication can also help students comprehend the real-life application of the theories they learn (Smith & Lee, 2022). This study explores the influence of industrial experience and communication on improving the quality of teaching in maritime vocational education at the Jakarta Raya National Maritime Academy. This study is expected to make a significant contribution to the development of maritime vocational education in Indonesia by focusing on these two important aspects (Smith & Jones, 2021). The industrial experience possessed by teachers will not only improve the quality of teaching but can also prepare students to face challenges in the workforce (Liu & Wang, 2023; Martin & Taylor, 2021).

On the other hand, effective communication between teachers and students can create a more interactive and productive learning atmosphere (Martinez et al., 2021; Wati, 2021). Therefore, this study is highly relevant, especially in the context of the ever-growing needs of the maritime industry. To achieve the objectives of this study, an in-depth analysis will be carried out on the influence of industrial experience and communication on teaching quality (Deni, 2017). This study is expected to provide a clear picture of the factors influencing teaching quality and offer useful recommendations for the advancement of education in the maritime field. Thus, the results of this study are expected to serve as a reference for policymakers, education managers, and teachers in improving the quality of maritime vocational education in Indonesia (Garcia-Morales, Jimenez-Barrionuevo, & Gutierrez-Gutierrez, 2019).

## **Methods**

### ***Research Design and Approach***

This study employed a mixed-methods approach, combining both quantitative and qualitative methods to obtain a comprehensive understanding of the influence of industry experience and communication on teaching quality. The quantitative approach was used to measure correlations between variables, while the qualitative approach explored the practices and perceptions of instructors and students.

### ***Research Location and Duration***

The research was conducted at the National Maritime Academy in Jakarta Raya from January to April 2025. This location was selected due to its status as a maritime vocational education institution with a representative training program and curriculum aligned with industry standards.

### ***Population and Sample***

The population of this study comprised all instructors and students enrolled in the maritime vocational program at the National Maritime Academy, Jakarta Raya. The sample was selected using purposive sampling, with specific inclusion criteria: instructors with prior industry experience and students who had participated in the training program for at least one semester.

### ***Data Collection Techniques***

Data were collected through the following methods:

1. Questionnaires – distributed to students to measure their perceptions of teaching quality and instructor communication.
2. In-depth interviews – conducted with instructors to explore their industry experience and communication practices.
3. Direct observation – of classroom learning sessions and hands-on practical training.
4. Document analysis – of curriculum guidelines and instructional materials used in the program.

### ***Data Analysis Techniques***

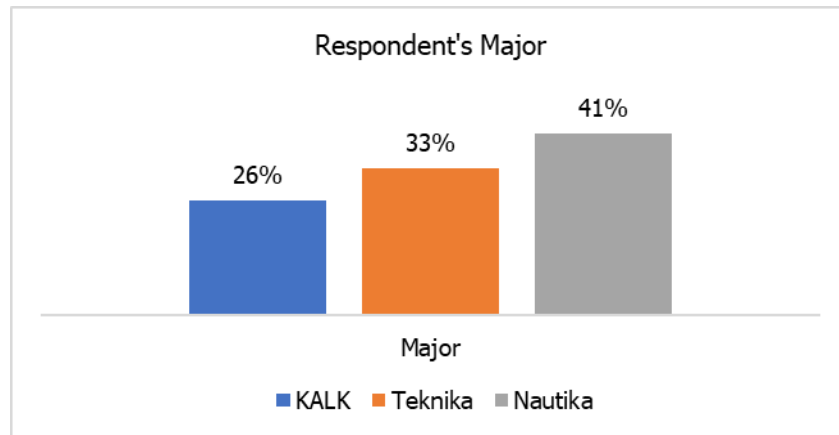
Quantitative data were analyzed using descriptive statistics (e.g., mean, frequency, standard deviation) and inferential statistics (e.g., correlation analysis) to examine relationships among variables such as industry experience, communication, and teaching quality. Qualitative data were analyzed using thematic analysis to identify recurring patterns and themes derived from interview transcripts and observational field notes.

## **Results and Discussion**

### ***The Role of Maritime Vocational Education***

Maritime vocational education plays a critical role in preparing competent workers for the maritime sector. As an archipelagic country, Indonesia positions the maritime industry as one of the core pillars of national economic development. Therefore, ensuring the quality of teaching in maritime vocational institutions such as the Jakarta Raya National Maritime

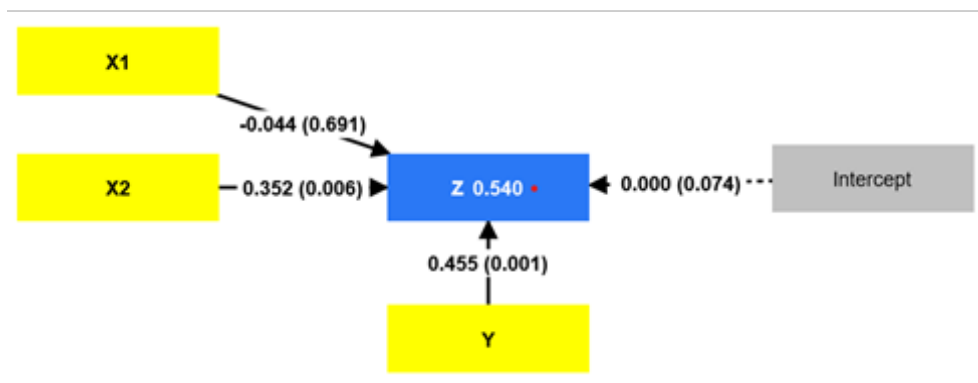
Academy is essential for producing graduates who meet the demands of the industry. This study emphasizes two pivotal factors that influence teaching quality: industry experience and effective communication.



**Figure 1.** Data Responden Survey 2024

### ***Industrial Experience and Teaching Quality***

The results of the study show that instructors who possess extensive industry experience tend to deliver instruction that is both practical and aligned with workplace expectations. Students reported that learning becomes more accessible and meaningful when instructors integrate real-world examples and contextualized explanations drawn from current maritime industry practices. This experience enriches the content of instruction and encourages the use of active learning strategies such as simulations, case studies, and project-based tasks, which enhance student engagement and support the development of critical thinking and problem-solving abilities.



**Figure 2.** Relation Smart Pls Result

Industry experience allows instructors to present knowledge within a real-world framework, making abstract theories more tangible and increasing students' readiness to face professional challenges. This aligns with contextual learning theory, which emphasizes the importance of connecting learning content with authentic, real-life situations. However, industry experience alone is not sufficient to ensure effective teaching. Without strong pedagogical skills, even experienced practitioners may struggle to communicate knowledge effectively. Therefore, continuous professional development in instructional methods and communication should be prioritized to optimize the impact of industrial experience on teaching performance (Khoshimjonova, 2024).

### ***Maximizing Industry-Academia Collaboration***

The importance of practical experience is also evident in how it bridges the gap between academic instruction and industry needs. Industry experience contributes to curriculum relevance, ensuring that what is taught reflects current trends and standards in maritime operations. Students benefit from this alignment by acquiring technical skills that are in demand, such as ship navigation, operations, and port management. In addition, such exposure allows them to build professional networks that can support their future career opportunities (Kurniawan & Wibowo, 2019).

To ensure that industry experience becomes an integrated component of vocational training, a strong and sustainable model of cooperation between academies and industry stakeholders must be established (Suhendra, 2022). Collaboration with companies in shipping, logistics, and fisheries allows students to engage in internship programs that offer direct field experience. Moreover, joint training initiatives—such as seminars, workshops, and specialized short courses—led by both academic and industry professionals can enhance student competencies and expose them to up-to-date industrial knowledge (Rahman, 2023). Industrial visits to maritime companies also provide valuable insight into workplace environments and operational standards (World Maritime University, 2022).

Industrial experience provides additional personal advantages for students. It increases their competitiveness in the job market, as they can demonstrate hands-on experience to potential employers. It also strengthens self-confidence by enabling them to make decisions and solve problems within realistic, high-stakes environments. Through direct interaction with the industry, students develop a deeper understanding of the challenges and dynamics specific to maritime work settings.

### ***Effective Communication in Vocational Education***

Alongside industry experience, effective communication emerges as another essential factor in improving teaching quality. Communication between instructors, students, and industry partners facilitates better understanding, feedback, and responsiveness. Lecturers need to maintain open communication channels with industry to receive feedback on graduate performance and skill relevance, which can guide curriculum enhancement (Wati, 2021). At the same time, they should continuously inform students about developments in the sector, helping them to stay updated on emerging technologies and labor market expectations.

Several strategies can be applied to strengthen communication at the Jakarta Raya National Maritime Academy. Establishing regular discussion forums involving lecturers and industry professionals can promote knowledge exchange and shared problem-solving. Enhancing students' awareness of internship programs through proactive information sessions ensures they are better prepared to engage in practical training. The integration of digital technologies—such as online platforms, virtual forums, and webinars—can further improve communication between lecturers, students, and external stakeholders by creating flexible and accessible learning networks (Zhang & Liu, 2019).

Effective communication contributes to better instructional outcomes. Instructors can refine their teaching practices based on industry feedback, while students become more engaged in the classroom, resulting in a more positive learning environment. Communication also enhances graduate employability by helping them understand what is expected in professional contexts and improving their readiness for employment.

### ***Impact on Graduate Quality and Institutional Reputation***

The integration of industry experience and communication into educational practice significantly enhances the quality of graduates. They become more adaptive to the demands of a dynamic job market and are equipped with the practical and interpersonal skills needed to compete at national and international levels. This also improves the reputation of the Jakarta Raya National Maritime Academy as a center of excellence in maritime education, thereby increasing student interest and public trust (Thompson & Roberts, 2022).

To maintain these improvements, continuous evaluation of the educational program is essential. Feedback from alumni and industry partners should be systematically gathered to assess how well the curriculum aligns with current needs. Surveys can provide valuable insights into how education has supported graduates' careers, while regular consultations with industry representatives can help institutions keep pace with sector developments. Curriculum revisions should then be made accordingly to ensure ongoing relevance and responsiveness.

### ***Challenges and Solutions in Implementation***

Despite the evident benefits of integrating industry experience and effective communication into vocational education, several challenges may arise. Limited institutional resources may restrict opportunities for collaboration with industry partners. In some cases, companies may not yet recognize the value of cooperating with educational institutions in developing curriculum and training opportunities. Miscommunication or weak communication channels may also hinder effective collaboration, leading to unclear expectations or disengagement from both parties.

To overcome these challenges, building strategic partnerships with committed industry players can help optimize existing resources and create mutual value. Public awareness campaigns, such as seminars or workshops, can also be conducted to inform and engage more stakeholders. Finally, the use of digital communication platforms can help streamline coordination, enable regular interaction, and support long-term collaboration between the academic and professional worlds.

### ***Conclusion***

The influence of industry experience and effective communication is highly significant in enhancing the quality of teaching in maritime vocational education at the Jakarta Raya National Maritime Academy. Instructors who bring practical insights from the maritime sector enrich the learning experience with real-world relevance, updated technical knowledge, and contextual understanding. Their exposure to industry practices ensures that students gain competencies that align with current job market demands. At the same time, effective communication between instructors, students, and industry stakeholders fosters better understanding, engagement, and retention of knowledge. Clear and adaptive communication also facilitates collaborative learning and strengthens feedback mechanisms, which are crucial in vocational settings that emphasize hands-on skills.

To maintain and further improve the quality of teaching, it is essential for the academy to implement a strong collaboration model with industry partners and adopt communication strategies that support student-centered learning. Continuous curriculum evaluation and revision are necessary to ensure alignment with technological advancements and evolving industry standards. Through joint initiatives such as internships, guest lectures, and expert

consultations, educational content can remain dynamic and relevant. The academy should also prioritize professional development programs that enhance instructors' pedagogical competence and communication abilities, thereby enabling them to effectively integrate their industrial experience into classroom teaching.

The findings of this study affirm that the National Maritime Academy of Jakarta Raya has laid a strong foundation in integrating industry experience and communication practices into its teaching approach. However, improvements are still needed, particularly in the areas of pedagogical training and sustainable collaboration with the maritime industry. Instructors would benefit from more structured opportunities to enhance their teaching skills and to keep pace with operational developments in the field. Additionally, greater access to internship and field-based learning opportunities would allow students to apply their theoretical knowledge in practical environments, improving both their technical capacity and professional confidence.

To support a more interactive and effective learning process, the integration of digital technologies and innovative instructional methods is also recommended. By leveraging tools such as online simulations, virtual forums, and blended learning platforms, maritime education can become more accessible, flexible, and responsive to student needs. These efforts, if sustained and institutionalized, will not only elevate the academy's academic quality but also ensure that its graduates are fully equipped to contribute meaningfully to the growth of Indonesia's maritime sector and to compete in the global maritime workforce. As emphasized by UNESCO-UNEVOC (2017), vocational education must continuously adapt and collaborate to remain relevant, and this principle holds especially true in the fast-evolving maritime industry.

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