Why They Choosing Career to Be A Seaman?

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Abstract

This study aims to explain factors underlying the cadets in determining seaman as the chosen profession / career. The independent variables in this study were Extrinsic Motivation, Intrinsic Motivation, Labor Market Motivation, Career Motivation, and Cadets / Student Perceptions. The dependent variable is career interest as a seaman. Object of research at Djadajat Maritime Academy Jakarta. The author has used the survey method in this paper. The author collects data from 240 cadets who have studied for at least 1 year at the Djadajat Maritime Academy and have not carried out 1-year sea service practices onboard vessel as regulated. The results showed that what influenced their interests as sailors was due to intrinsic motivation and perception. To the author's knowledge, this is the first study that shows students' motivation when deciding to become seaman. For the organizations, this study can be the basis for determine the right learning method to improve seaman competency.

Introduction

Life is full of choices that require someone to carefully choose the best one. It also happens to career decision making, in which one is faced with several alternatives that all seem good for him, yet he has to choose the best one that suits his or her desire that will lead him or her to reach their goal in life. Choosing a career is not as easy as an ABC, but it needs deep consideration before deciding to choose a particular career path since the decision one makes will affect his course of life. Career selection is also an aspect of one's social life that is inevitable because it is one of the decision-making processes after an individual passes through several stages of development in his life. Choosing a career is more than just determining what someone will do to make a living. (Gladding 2012) states that:

> "Individuals who are very happy with their work will be faithful in conducted what they are interested in, show broad personal competence and strength, and function in a work environment characterized by freedom, challenges, meaning, and a positive social atmosphere."

The population of Indonesia in 2010 was 237,641,326 people. Based on the 2010 Population Census, the total working age population (15 years and over) was 169.0 million, consisting of 84.3 million men and 84.7 million women. Of these, the number of workforce, namely the population of 15 years and over who are economically active, namely those who work, find employment or prepare businesses was amounting to 107.7 million people, consisting of 68.2 million men and 39.5 million women. Based on the area of residence, the number of workforce living in urban areas was 50.7 million and those living in rural areas were 57.0 million. Of the total workforce, the total working population was 104.9 million and 2.8 million were seeking employment (Statistics 2017).

One of the demanding professions in this country is seafarer. Indonesia is a country with a large area. About 70% of the country's territory is sea, which is 5.8 million km2 with the second longest coastline in the world after Russia, which is 95,181 km long. Looking at these geographical

conditions, Indonesia's oceans have enormous resources to use. In addition, the sea is also an inter-island liaison in Indonesia so that transportation options that can be used by Indonesian people increase. Therefore, there is no doubt that many Indonesians work on ships, or commonly known as seafarers (Munaf and Windari 2015).

The world of seafarer is indeed synonymous with water and ships. The professions in it also vary. Starting from the Master, the Mate(s), the Quarter Master, the Seaman to the Cook. Everyone has their own motivation to become a seafarer. According to (Winardi 2007), motivation comes from the word to motivate which means "to move". Motivation is the result of a number of internal and external processes to an individual, which leads to the emergence of enthusiasm and persistence in carrying out certain activities. While work motivation is a potential force that exists within a human being, which can be developed by itself or developed by a number of external forces which essentially revolve around monetary and non-monetary rewards, which can affect the results of their performance positively or negatively, which depends on the situation and conditions faced by the person concerned. In addition, the motivation is also depends on the working cultures in the country. The following common factors, which have an influence maritime affairs including geographical aspect and country location; family culture; maritime education and training system (Barnett et al., 2006).

Becoming a seafarer requires a variety of skills and expertise. There are various certifications that must be met in accordance with IMO standards. This is a big challenge for educational institutions, both public and private, to participate in the development of human resources who are interested and competent to become reliable seafarers.

Based on the description above, the formulation of the problem in this study is (1) extrinsic motivation affect one's interest in becoming a seafarer; (2) intrinsic motivation affect one's interest in becoming a seafarer; (3) the labor market's motivation influence one's interest in becoming a seafarer; (4) career motivation affect one's interest in becoming a seafarer; (5) does the perception of cadets / students influence one's interest in becoming a seafarer.

Motivation comes from the Latin word "move" which means encouragement or movement. According to the English dictionary (Echols and Shadily 2005), motivation comes from motivation which means encouragement or stimulation, whose verb is to motivate. (Rivai 2006) suggests that motivation is a set of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. These attitudes and values are "invisible" things that provide the power to encourage individuals to behave in achieving their goals.
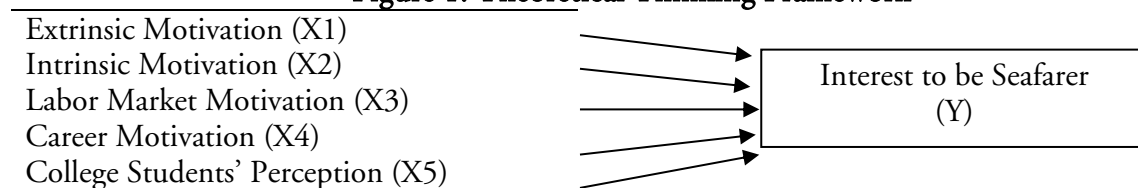
Motivation can be intrinsic or extrinsic one. Intrinsic motivation occurs when the nature of the work itself makes a person motivated, the person gets satisfaction by doing the work not because of other stimuli such as status or money or can someone say he does his hobby. While extrinsic motivation occurs when elements outside the wo``rk attached to the job are the main factors that make a person motivated such as status or compensation.

There have been many understandings and theories about motivation, but the famous one is Maslow's theory which argues that humans have 5 levels or needs, which include: (1) Physiological needs; (2) The need for security; (3) The need for love; (4) The need for awards; and (5) Self-actualization. Meanwhile, according to (Robinns and Judge 2008) perception is a process in which individuals regulate and interpret sensory impressions to give meaning to their environment. Perception can also be a cognitive process experienced by everyone in understanding every information about the environment through the five senses (seeing, hearing, smelling, touching and tasting), but what one receives is basically different from the realization of the object. Through perception individuals try to rationalize the environment and objects, people and events in it. Because everyone gives their own understanding of the stimulus, different individuals will present the same thing in different ways.

Interest (intention) is the desire to do certain behaviors (Azwar 1995). (Ajzen 1991) defined interest (intention) as a person's tendency to choose to do or not do a job. Interest is assumed to be a motivating factor in the individual that affects behavior. (Jogiyanto 2007) revealed that interest will determine the behavior or action that will be carried out by someone. But interest is not always static,

which means it can change along with the running of time. The wider the time interval, the more likely there is a change in that interest.

Figure 1. Theoretical Thinking Framework

| Extrinsic Motivation (X1) |
| Intrinsic Motivation (X2) |
| Labor Market Motivation (X3) → | Interest to be Seafarer (Y) |
| Career Motivation (X4) |
| College Students' Perception (X5) |

Method

This type of research is grouped into research on causative association which aims to see how far the independent variables affects the dependent variable. The population in this study are cadets / students "Maritime Academy of Djadajat" for the D-3 Nautical and D-3 Technical Study Program. The reason for choosing the population is because the Djadajat Maritime Academy is one of the highest and oldest shipping academies in Indonesia. The sample consists of cadets in semester 3 (three). They are chosen based on the criteria that the cadets: have not conducted Sea Project (Prola), so they have not experienced life as a seafarer; has studied as a seafarer cadet for 1 year.

The type of data used in this study is the type of subject data. The data source used is primary data. The sampling technique used was purposive sampling, which is a sampling technique because of the characteristics of the sample. While the technique of collecting data through direct questionnaires. To measure each research instrument, using the scale of the Likert model, namely the statement of opinion given to the respondent who gives an indication of the statement agree or disagree (Sevilla 1993), Table 1 indicates likert scale score. Somethings that must be considered when using a Likert gauge include four alternative answers provided, which are strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS).

Table 1. Likert Scale Score

Favorable Items	Scores
SS (Strongly Agree)	4
S (Agree)	3
TS (Disagree)	2
STS (Strongly Disagree)	1

Based on the Table 1, the scale is presented in the form of a statement so that the respondent only needs to give a cross (x) to the column or place that has been provided. To measure the variables of this study, the scale of the Likert model that has been modified is used, namely by removing neutral answers. In this study, the subject will be given a scale consisting of three parts, namely: (a) The introductory section containing the name of the researcher, the purpose of the study, the confidentiality of the answers given by the respondent, and acknowledgments. (b) The data control section containing subject data such as name, gender, age, semester, current GPA, parents' job, and parents' monthly income; (c) The core part containing research measurement tools which are measuring instruments that influence career interests as seafarer.

Results and Discussion

The survey has been conducted to cadets/students of the 3rd semester of Nautical and Technical Programs of Djadajat Maritime Academy, Jakarta by distributing 240 questionnaires. All respondents returned the questionnaires and 231 questionnaires could be processed, while 9 of them were rejected because the respondents did not answer the questions completely.

The identity of the respondent consisting of the respondent's name, gender, age, level of education, GPA, parents' job, and parents' monthly income (indicate in Table 2). Expert respondents were only asked to fill in data on gender, age, level of education, parents' job, and parents' monthly income. This is because it is not mandatory for the expert respondents to write their names as they are still studying.

Table 2. Description on Respondents' Identity

No.	Respondents' Identity	Notes	Qty
1	Gender	Males	203
		Females	6
		Data not available	18
		Total	227
2	Age	18 years	13
		19 years	93
		20 years	67
		21 years	27
		22 years	16
		23 years	3
		>23 years	2
		Data not available	6
		Total	227
3	Grade Points of Average (GPA)	2.00 - 2.50	3
		2.51 - 3.00	55
		3.01 - 3.50	121
		>3.51	15
		Data not available	33
		Total	227
4	Parents' Occupation	Civil servants/Military/Police	43
		Farmer	26
		Entrepreneur	70
		Private employee	40
		Others	26
		Data not available	22
		Total	227
5	Parents' monthly income	<Rp1,000,000	16
		Rp1,000,000 – Rp2,000,000	24
		Rp2,000,000 – Rp5,000,000	83
		>Rp5,000,000	53
		Data not available	51
	Total		227

The classic assumption test results, that is, the variable normality test yields a Kolmogorov-Smirnov value of 0.050 with a significance of >0.05, which is 0.200. Thus it can be said that the data is normally distributed. The results of this test can be seen in Table 3.

Heteroscedasticity test resulted in sig >0.05, there are no symptoms of heteroscedasticity as good models should not have heteroscedasticity. Based on table 5 there is a sig value of 0.916for variables X1, 0.672 for variables X2, 0.263 for variables X3, 0.634 for variables X4 and 0.922 for variable X5. It can be concluded that no heteroscedasticity takes place in the regression model. Multicollinearity test can be seen through Variance Inflation Factor (vif) <10 tolerance> 0.1. From the table it can be seen that the extrinsic motivation variable (X1) with 1.444 VIF value, intrinsic motivation variable (X2) with 1.810 VIF, labor market motivation variable (X3) with 1.873 VIF, career motivation variable (X4) with 2.183 VIF, and student perception variable (X5) with 2.246

VIF. In extrinsic motivation variable (X1) with a tolerance value of 0.693, intrinsic motivation variable (X2) with a tolerance value of 0.552, labor market motivation variable (X3) with a tolerance value of 0.534, career motivation variable (X4) with a tolerance value of 0.458, and student perception variables (X5) with a tolerance value of 0.445. From the results of the multicollinearity test, as seen in Table 4, there is no correlation between the independent variables with each other.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		227
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.92640190
Most Extreme Differences	Absolute	.050
	Positive	.050
	Negative	-.029
Test Statistic		.050
Asymp. Sig. (2-tailed)		.200[c,d]

(a) Test distribution is Normal; (b) Calculated from data; (c) Lilliefors Significance Correction; (d) This is a lower bound of the true significance

Tabel 4. Student Perception Test uding Multicollinearity

	Model	Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X1	.693	1.444
	X2	.552	1.810
	X3	.534	1.873
	X4	.458	2.183
	X5	.445	2.246

Meanwhile, according to Table 5, the value of Adjusted R Square shows 0.597 This indicates that the involvement of variable X against Y is 59.7% while 40.3% is again determined by other variables outside the model.

Table 5. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.773[a]	.597	.588	2.959	1.839

(a). Predictors (Constant), X5, X1, X2, X3, X4; (b). Dependent Variable: Y

The test, as can be seen in Table 5, conducted by comparing (α) t-test with t-table or (β) sig value with αpa proposed which is or α = 0.05. The hypothesis is accepted if t count> t-table and sig value <0.05. The results of the study can be seen in Table 4. The first hypothesis is Extrinsic Motivation has a positive effect on Interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the Extrinsic Motivation variable (X1) is 0.609. Thus it can be seen that t-test> t-table is 0.609 <1.97590 (sig 0.543> 0.05) with the value of β 0.053. This shows that Extrinsic Motivation has no significant effect on one's interest in becoming a seafarer, thus the first hypothesis is rejected.

The second hypothesis is Intrinsic Motivation has a positive effect on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the Intrinsic Motivation variable (X2) is 9.193. Thus it can be seen that t-test> t-table is 9.193> 1.970563 (sig 0.000 <0.05) with β value 0.778. This shows that Intrinsic Motivation has a significant positive effect on one's interest in becoming a seafarer, thus the second hypothesis is accepted.

The third hypothesis is the Job Market Motivation has a positive effect on on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the variable

Labor Market Motivation (X3) is 0.044. Thus it can be seen that t-test > t-table is 0.044 <1.970563 (sig 0.965> 0.05) with the value of β 0.005. This shows that Labor Market Motivation does not have a significant effect on one's interest in becoming a seafarer, thus the third hypothesis is rejected.

The fourth hypothesis is that career motivation has a positive effect on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the career motivation variable (X4) is 0.873. Thus it can be seen that t-test> t-table is 0.873 <1.970563 (sig 0.384> 0.05) with the value of β 0.005. This shows that career motivation does not have a significant effect on one's interest in becoming a seafarer, thus the fourth hypothesis is rejected.

The fifth hypothesis is about student perception has a positive effect on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the Student Perception variable (X5) is 4.105. Thus it can be seen that t-test> t-table is 4.105> 1.970563 (sig 0.000 <0.05) with the value of β 0.005. This shows that Student Perception has a significant positive effect on one's interest in becoming a seafarer, thus the fifth hypothesis is accepted

The t test is done by comparing (α) t-test with t-table e or (β) sig value with αpa proposed which is or α = 0.05. The hypothesis is accepted if t count> t-table and sig value <0.05. The results of the study can be seen in Table 6. The first hypothesis is Extrinsic Motivation has a positive effect on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the Extrinsic Motivation variable (X1) is 0.609. Thus it can be seen that t-test> t-table is 0.609 <1.97590 (sig 0.543> 0.05) with the value of β 0.053. This shows that Extrinsic Motivation has no significant effect on one's interest in becoming a seafarer, thus the first hypothesis is rejected.

The second hypothesis is Intrinsic Motivation has a positive effect on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the Intrinsic Motivation variable (X2) is 9,193. Thus it can be seen that t-test> t-table is 9,193> 1,970563 (sig 0,000 <0.05) with β value 0,778. This shows that Intrinsic Motivation has a significant positive effect on one's interest in becoming a seafarer, thus the second hypothesis is accepted.

The third hypothesis is the Job Market Motivation has a positive effect on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the variable Labor Market Motivation (X3) is 0.044. Thus it can be seen that t-test> t-table is 0.044 <1.970563 (sig 0.965> 0.05) with the value of β 0.005. This shows that Labor Market Motivation does not have a significant effect on one's interest in becoming a seafarer, thus the third hypothesis is rejected.

The fourth hypothesis is that career motivation has a positive effect on one's interest in becoming a seafarer. The value of t-table at α = 0.05 is 1.970563, the value of t-test for the career motivation variable (X4) is 0.873. Thus it can be seen that t-test> t-table is 0.873 <1.970563 (sig 0.384> 0.05) with the value of β 0.005. This shows that career motivation does not have a significant effect on one's interest in becoming a seafarer, thus the fourth hypothesis is rejected.

The fifth hypothesis is Student Perception has a positive effect on one's interest in becoming a seafarer The value of t-table at α = 0.05 is 1.970563, the value of t-test for the Student Perception variable (X5) is 4.105. Thus it can be seen that t-test> t-table is 4,105> 1,970563 (sig 0,000 <0.05) with the value of β 0,005. This shows that Student Perception has a significant positive effect on one's interest in becoming a seafarer, thus the fifth hypothesis is accepted.

Table 6. Student Perception in Becoming a Seafarer using Dependent Variable

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	8.028	1.807		4.442	.000
X1	.053	.087	.031	.609	.543
X2	.778	.085	.528	9.193	.000
X3	.005	.118	.003	.044	.965
X4	.118	.136	.055	,.73	.384
X5	.517	.126	.263	4.105	.000

Motivation Factors and Interests in Becoming a Seafarer

Based on the results of testing the data, the Sig value shows the number 0.543 which means above the significance limit of 0.05, so it can be concluded that extrinsic motivation has no significant effect on one's interest in becoming a seafarer. Extrinsic motivation is motives that are active and functioning because of external stimulants. For example students learn, knowing that tomorrow morning the exam will be expected to get good grades, so that they will be praised by their environment. So the most important thing here is not because one wants to learn something, but one wants to get good grades or get a prize. Then it can be seen in terms of the objectives of the activities it does, not directly clinging to the essence of what is done. Therefore extrinsic motivation can also be said as a form of motivation in which it starts and continues based on external encouragement that is not absolutely related to learning activities.

Meanwhile, intrinsic factor is based on the results of data examination, the Sig value shows the number 0.000 which means above the 0.05 significance level, so it can be concluded that intrinsic motivation has a significant effect on one's interest in becoming a seafarer with a t-value of 9.193. The implication of this study is that the better intrinsic motivation will be to increase one's interest in becoming a seafarer.

Intrinsic motivation is an impulse that arises in a person to do something desired. Intrinsic motivation is very important because it can provide strength and energy to do some of the things we want to do, one of which is to encourage the growth of one's interest in becoming a seafarer. Someone who is interested in working will be influenced by motives for achievement, namely the desire to achieve the best in order to obtain personal satisfaction, based on the existence of needs that must be met such as the desire to earn greater income, gain freedom, achieve his personal dreams, and be independent. According to Kurniawan in (Iswandiri 2013), with motivation in ourselves, we will easily carry out anything because motivation is the initial capital that must be owned and developed by someone. Besides that motivation originating from within has a tendency that is stronger and longer lasting (2021).

Based on the results of testing the data, the Sig value shows the number 0.965 which means below the 0.05 significance level limit, so it can be concluded that the labor market motivation has no significant effect on one's interest in becoming a seafarer. This can be due to the belief of cadets that taking education in official schools will ensure graduates get jobs as seafarers. And with the specifications of expertise possessed will make the job market widely open for graduates.

Based on the results of testing the data, the Sig value shows the number 0.384 which means below the 0.05 significance level limit, so it can be concluded that career motivation has no significant effect on one's interest in becoming a seafarer. This can be due to the fact that prospective students who are accepted in maritime schools hope that in the future their will have a career as seafarers.

Based on the results of testing that has been done to get the results that the t-statistic value of the test results is 4.105 which is greater than the t-table 1.970563. This means that the hypothesis is supported and it can be said that Students' Perception has a significant positive one's interest in becoming a seafarer. Students' Perception has a significant positive effect on one's interest in becoming a seafarer, this is because currently the needs of both national and international seafarers are still very high. In Indonesia, the number of human resources in the marine sector has not been able to meet the lack of seafarers need. While Indonesia is required to contribute to meeting the needs of the world's seafarers human resources (Bureau of Communications and Public Information 2013). Indirectly this will build a positive perception of students about careers in the field of seafaring affairs.

The goal-setting theory developed by (Locke, E. A., dan Latham 1990) states the purpose of encouraging behavior in accordance with the results in this study. After knowing about the prospect of a career in the field of seafaring affairs, of course the students / cadets will be determined and confident to choose a career in the field of seafaring affairs. (Locke, E. A., dan Latham 1990) regarding

Goalsetting theory explain that someone will move if they have clear and definite goals. The perception of a promising future about a career as a seafarer will be even greater. So, if students have good perceptions of careers as seafarers, of course these individuals will struggle to achieve what is expected. With perceptions about prospective maritime careers, of course the perceptions of these students influence or provide support for one's interest in becoming a seafarer.

Conclusions

The results of the study stated that intrinsic motivation variables and student perceptions influence one's interest in becoming a seafarer, while other variables such as extrinsic motivation, labor market motivation, and career motivation did not show any influence on one's interest in becoming a seaman. There are 40.3% of other factors outside the model that can affect one's interest in becoming a seafarer. This can be an idea for further research to add to other factors that make it possible to influence one's interest in becoming a seafarer.

Acknowledgments

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