THE INFLUENCE OF EDUCATION CURRICULUM, MOTIVATION, AND PARENTING PATTERNS ON THE COMPETENCE OF CADETS IN BANTEN SHIPPING POLYTECHNIC

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Abstract
The quality of human resources, one of which is determined by the education factor, has a very important strategic role in determining the progress and success of a country. Talking about Indonesia's development, of course, cannot be separated from Indonesian education in the eyes of the world. Education is one of the important factors of the authority of a country. With a good education, of course, it will produce the next generation of people who are smart and competent in their respective fields. So that the state of the country will continue to improve along with the emergence of successors of the state from all walks of life. This study aims to determine and analyze the effect of educational curriculum, motivation, and parenting patterns on the Competence of the Banten Shipping Polytechnic Cadets. The research was conducted at the Banten Shipping Polytechnic with a research time of March 2022 to June 2022. The method used is a quantitative analysis approach through data collection techniques using questionnaires. The population studied was the Banten Shipping Polytechnic cadets in 2020, with a sample of 394 respondents. The sampling method used probability sampling with a simple random sampling technique—the method of analysis for hypothesis testing with the help of software SmartPLS 3.2.9. The analysis results show that the educational curriculum, the motivation, and the pattern of caregivers have a positive and significant effect on the competence of the Banten Shipping Polytechnic cadets. The original sample results show the influential factors, where the competence of the cadets is strongly influenced by motivation. Motivation is much influenced by the
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

encouragement of learning needs in the Parenting Pattern. It is concluded that the education curriculum, especially the competency approach, is highly related to the educational curriculum. The highest motivation comes from the need to learn, which means cadets are motivated by the need to learn. The pattern of caregivers, especially suggestive (the method used to provide encouragement or support in the form of views, suggestions, and advice for a more interactive communicative atmosphere), has a high relationship with the pattern of caregivers.

Keywords: Education Curriculum, Motivation, Parenting Patterns, Competence

Introduction
The current era of globalization and liberalization has led to various improvements in universities or colleges (Saha, 2012), including institutional transformation and enhancement of existing values (Wessel, Baiyere, Ologeanu-Taddei, Cha, & Blegind-Jensen, 2021). This increase is a challenge for universities to compete with nations worldwide by improving the quality of human resources who can work hard (Bok, 2009), be disciplined, skilled, and have high competence. Countries that can master science and technology can compete with other countries worldwide (Rhee, 2011). This phenomenon requires universities to prioritize the quality of processes and graduates who are truly equipped to face the various forms of challenges they face (Malik, 2018).

The marine world has now entered the present era. With the development of this modern maritime world (Kibik, Khaiminova, Kotlubay, Redina, & Belous, 2018), all seafarers will perform well in their advanced abilities and duties, guided by scientific knowledge of seafaring techniques and the ability to understand various maritime regulations (Ahmed, Sinha, Khan, & Islam, 2020). Minister of Transportation Budi Karya Sumadi expects shipping education and training institutions to continue innovating to meet seafarers’ needs worldwide, reaching 65,748 annually (Sa’adah, Yakti, & Susanto, 2019). Minister of Transportation Budi Karya Sumadi said that in the future (Pramana, 2021), there must be a link and consistency between education and the development of labor needs in various industries (Bjørnstad, Gjelsvik, Godøy, Holm, & Stølen, 2010). This condition requires maritime education and training institutions to continue innovating in providing education and training (Lvov & Popova, 2019). To guide the country towards a just and prosperous society (Liu, Dou, Li, & Cai, 2020), we must build the proper infrastructure and facilities and develop professional, ethical, and visionary talents (Tha, 2022). One of our commitments is needs-based, targeted staff training and further education (Muleya, Ngirande, & Terera, 2022). Building Indonesian people must begin with three main paths: developing equitable and quality education, providing access to world-class health services and providing public access to decent jobs and livelihoods. Therefore, Indonesian talent, especially transportation talent, must excel in all fields to compete globally, let alone enter the era of the Industrial Revolution 4.0. One of our commitments is needs-based, targeted staff training and further education. Building Indonesian people must begin with three main paths: developing equitable and quality education, providing access to world-class health services and providing public access to decent jobs and livelihoods. Therefore, Indonesian talent, especially transportation talent, must excel in all fields to compete globally, let alone enter the era of the Industrial Revolution 4.0.
Moreover, provide public access to decent work and livelihoods. Therefore, Indonesian talent, especially transportation talent, must excel in all fields to compete globally, let alone enter the era of the Industrial Revolution 4.0. Furthermore, provide public access to decent work and livelihoods. Therefore, Indonesian talent, especially transportation talent, must excel in all fields to compete globally, let alone enter the era of the Industrial Revolution 4.0.

For the academic path, such as in STIP Jakarta, PIP Semarang, Poltekpel Banten, and others accept graduates from high school/high school/vocational equivalent to being educated to become officers with diploma level/level III certificate ATT/ANT. However, in this modern era, the number of seafarers is increasing, so it is hoped that seafarers have adequate capabilities. A seaman can have sufficient knowledge to understand the task and grasp the material quickly while working on a ship, possess professional skills, and master all aspects of the maritime domain, such as the use of equipment. Well equipped to solve technical problems on board.

The competence of seafarers can be improved through training or formation training, which can also be achieved through education as shipping cadets at the shipping academy. Training or shipping academy education will certainly receive special training; in this training, the trainees will receive theoretical and practical training. Moreover, the trainees can improve their abilities by participating in various training and education training on their respective campuses. The education and training program is divided into several sections, which are divided into various aspects. However, one training covers some of the most important aspects, namely increasing knowledge, skills and ethics, in training activities.

The Banten Shipping Polytechnic (Poltekpel), which was previously BP2IP Tangerang, is a state university within the Ministry of Transportation that is under and responsible to the Head of the Human Resources Development Agency for Transportation which is academically carried out by the minister who has the task of carrying out government affairs in the fields of research, technology, and higher education. In contrast, the Minister of Transportation carries out administrative and operational guidance.

Based on interviews conducted by researchers with the leadership of the Banten Shipping Polytechnic (Poltekpel), which related to competence, it was revealed that there were still Banten Shipping Polytechnic cadets who felt that the Banten Polytechnic was not very helpful in finding graduates to work in commercial shipping companies, so they were returned to their respective cadets. -each to find a shipping company that is indeed his choice. In addition, it is related to the educational curriculum where curriculum syllabus, teaching materials, and training methods are not entirely following the fulfillment of competencies (knowledge, skills, and attitude), and the capacity of training facilities and infrastructure is limited. Some are outdated, and the utilities of facilities and infrastructure are not optimal. The limitations of the existing simulator units compared to the number of cadets and training participants and related to the pattern of caregivers where the pattern of boarding school-based education is not evenly distributed through parenting patterns according to the demands of competition and changes that are more humanistic, innovative, dynamic, safe and secure as well as honing, caring and nurturing each other.

Plus, in 2020, there was a COVID-19 pandemic that ran throughout 2020, so there were budget cuts used for handling covid 19 and also a decrease in the realization of training participants due to government regulations regarding Social Distancing where there should be no crowds in public places. so that researchers are interested in conducting research related to the factors that affect the competence of cadets, namely the educational curriculum, motivation, and parenting patterns.

Previously, the description of the Banten Poltekpel competition for the 2020 period will be described which has been included in the description government Agency Accountability Report.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Shipping Polytechnic (Poltekpel) Banten related to graduate competence shows that:

![Figure 1](image1.png)

**Figure 1.** Target and Realization of Banten Shipping Polytechnic Training Participants every quarter of 2020.

*Source: Banten Shipping Polytechnic (2021).*

The graph above shows that the 2020 Strategic Plan Target, namely the Target Number of Training Participants for Marine Transportation Human Resources according to the Transportation BPSDM training standards, is 17,411 people, with the realization of participants being 25,939 people or 148.98% of the target. In 2020, Banten Poltekpel mostly received participants from Technical Training and Training and revalidation training due to the increasing quality of the Banten Shipping Polytechnic and the number of seafarers who want to improve their competence.

![Figure 2](image2.png)

**Figure 2.** Target and Realization of Banten Shipping Polytechnic Training Graduates every quarter of 2020.

*Source: Banten Shipping Polytechnic (2021).*

From figure 2 shows the Strategic Plan Target at the percentage of transportation education and training graduates of 85% (15,750) in 2020. The achievement achieved by the Banten Shipping Polytechnic is 311.1% (25,241), which is shown by the large number of graduates printed by the Banten Poltekpel itself.

The number of training graduates for the establishment of the Banten shipping polytechnic absorbed in 2020 is as follows:
The Influence of Education Curriculum, Motivation, and Parenting Patterns on
The Competence of Cadets in Banten Shipping Polytechnic

Figure 3. Target and realization of the percentage of graduates of Banten Shipping Polytechnic
HR training every quarter of 2020.
*Source: Banten Shipping Polytechnic (2021).*

The graph above shows the Percentage of Formation Transportation Education and Training
Graduates at the Banten Shipping Polytechnic, which has a strategic plan target of 80% of the total
formation training graduates in 2019, which is 506 people, in 2020 the achievements achieved by
the Banten Shipping Polytechnic are 92.89% or equal to 407 graduates were absorbed in 2020.
With the following details:

Table 1. Target and realization of the percentage of graduates of Banten Shipping Polytechnic
HR training every quarter of 2020.

| No | Name of Education and Training | Number of Graduates | TW. 1 Absorbed | % Absorbed | TW. 2 Absorbed | % Absorbed | TW. 3 Absorbed | % Absorbed | TW. 4 Absorbed | % Absorbed |
|----|--------------------------------|---------------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|
| 1  | Seafarers' Training III Nautika | 88                  | 10             | 16         | 0              | 71         | 0              | 81%        | 80             | 90.91%     |
| 2  | Seafarers Training III Teknika  | 83                  | 12             | 20         | 0              | 75         | 0              | 90%        | 79             | 95.18%     |
| 3  | Seafarers' Training IV Nautika  | 153                 | 8              | 15         | 0              | 71         | 0              | 46%        | 141            | 92.16%     |
| 4  | Marine Training IV Teknika      | 122                 | 10             | 18         | 0              | 73         | 0              | 60%        | 110            | 90.16%     |
| 5  | National Ship's Seafarers Training | 60                | 0              | 0          | 0              | 0          | 0              | 0%         | 60             | 100%       |

*Source: Banten Shipping Polytechnic (2021).*

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In implementing education and training activities at the Banten Shipping Polytechnic, each cadet is required to participate in the Marine Work Practice, which serves as a training ground for the cadets to carry out learning tasks aboard commercial shipping companies. This is where the skills of the cadets are tested so that many cadets who carry out the Sea Work Practice can return to the commercial shipping company.

From the number of formation training graduates in 2019, as many as 506 graduates have absorbed as many as 470 in Government and non-Government agencies in 2020. From several cadet graduates in 2019, many cadets returned to work at the company where they carried out Field Work Practices in. In this case, the Banten Shipping Polytechnic was not very helpful in finding graduates to work in commercial shipping companies, so it was returned to their respective cadets to find the shipping company of their choice. The justification for the non-absorption of graduates from the formation of transportation training is as follows:

1. Certificate return process
2. Recruitment / selection process
3. Waiting for the ship's rolling crew
   Besides, the achievement of the target has decreased due to the lack of absorption of formation training graduates in the world of work due to the effects of the pandemic, which will continue into the following year.

Many factors have become a problem with the Competence of Banten Poltekpel cadets, based on a survey with in-depth interviews conducted on users of Banten Poltekpel cadet graduates to supervisors or HRD of companies using Banten Poltekpel cadets graduates where three companies revealed that there are cadet graduates who are lazy when working for various reasons. Regarding the education curriculum, the company feels that the cadets do not know the implementation of learning or that the basics do not exist (they do not understand anything). Hence, the company questions the curriculum at the Banten Poltekpel, which is different or the same as that in the field. Due to the difference in work practices in the field,

From the results of interviews conducted related to motivation where cadet graduates at work are often absent (absence) for various reasons that the company feels the graduates are not motivated to work. In addition, when ordered or asked to do something even though it was still related to his work, the cadet graduate replied as if he did not want to do it. Associated with

Surveys with an in-depth supervisor or HRD interviews at four companies using Banten Poltekpel cadet graduates said cadet graduates were on the ship asking to get off or off because they were only reprimanded or scolded by one of the ship's crew. This is related to the pattern of caregivers in which cadet graduates still have a weak mentality toward the world of work, especially shipping companies.

Based on the targets and realizations for the year 2020, this has decreased from the previous year, and this can be seen in the graph as follows:
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

The target and realization of the year 2020 have decreased from the previous year; for example, in 2019, there were 34,025 people, the number of training participants, while in 2020, it decreased to 25,939 people. The main reason is the Covid-19 pandemic, so people are advised not to leave their homes; they gather together and wear masks which has an impact on reducing the number of participants who register at Poltekpel Banten. If for the next five years, with the achievements that have been realized in 2020, it is likely that the Banten Poltekpel will still be able to improve its performance in the following year because there have been preparations to deal with the Covid-19 pandemic and also facilities based on information systems in 2020 have been significantly developed.

Besides, the author conducted a pre-survey of 30 respondents regarding the competence of cadets at Poltekpel Banten. It can be seen from the results of the pre-survey that the competence of cadets while attending Poltekpel Banten is 73% who can communicate clearly and concisely with various oral and written methods, which means that 27% state that they cannot communicate clearly and concisely with various oral methods. Moreover, from the table above, it can also be seen that cadets who can communicate with my skills to influence others account for 67%, and the remaining 33% admit that they cannot communicate with the skills I have to influence others. Related leadership, responsibility and direction from the table above recorded cadets who have the ability to lead a team, 73% took responsibility and gave direction. The remaining 27% said they could not lead a team, take responsibility, and provide direction.

Related to the education curriculum, it is necessary to consider the emergence of critical strategic issues, long-term fundamentals, urgent, institutional/organizational, and determine future goals, and compare them with the current situation facing the Bantener Schiffahrtsfachschule. If so, what problems existed and what formed—the continuation of Van Temporal Techpel's performance. Achieving relevant results today is achieving good results. However, along with the rapid development of the world of education, changes in the world economy and the speed of information are increasing, especially in terms of mapping the problems that arise, so it needs to be improved:

1. The syllabus curriculum, teaching materials, and training methods are not entirely per the fulfillment of competencies (knowledge, skills, and attitude);
2. Not yet aligned link and match the needs of human resources for transportation and future curriculum changes based on information technology;
3. The institutional management is not yet optimal to become an entrepreneur-based campus,
utilizing resources as optimally as possible to drive the wheels of the institution's economy as a BLU institution.

4. The education and training system has not been integrated through a computerized information system.

5. Coordination between institutions that have not been optimal in the management of national human resource development (Kemenristekdikti, Ministry of Manpower and Transmigration);

6. Not yet optimally increasing the strengthening of Professional Certification Institutions (LSP);

Looking at the education curriculum at Poltekpel Banten, it can be seen from the results of the pre-survey conducted by the author with 30 respondents. Based on the results of the pre-survey, there are 77% where there is an increase and balance between physical skills (hard skills) and mental skills (soft skills), meaning that there are about 23% of cadets need higher upgrades in physical skills (hard skills) and mental skills (soft skills), other than that, from the table information above, it can be seen that there are 73% where number and condition of educational facilities and infrastructure following National Education Standards and that means there are 27% who say it is necessary to add number and condition of educational facilities and infrastructure by National Education Standards, as well as the results of the pre-survey related to program planning is carried out by educational curriculum standards by 73%, the remaining 27% said there should be more increase in program planning is carried out by educational curriculum standards.

Training is better for improving your skills if you are motivated and balanced. According to the Big Indonesian Dictionary (KBBI), motivation is a conscious or unconscious impulse from someone to take action with a specific purpose. Motivation is the energy that drives, directs, and reinforces action. Motivation can be divided into two areas: intrinsic and extrinsic. Essential motives are motivations that come from within the individual to do something. External motivation is the motivation that comes from outside the individual.

Learning motivation is important because motivation in the learning process plays an essential role in increasing the enthusiasm for learning for cadets, and learning motivation is necessary so that educational and learning activities produce effective results. This mainly accelerates the achievement of educational and learning objectives.

It can be said that the motivation problem is the encouragement and enthusiasm given by cadets who take part in training activities based on their motivation, which is to become an impetus for training participants to make changes and give. The direction of learning activities. Learning motivation is reflected in the behavioral characteristics of the participants. This includes interest, attention, concentration, and patience to achieve goals.

Training participants in training activities can only be carried out formally to obtain a certificate of seafarer ability, so those who carry out training activities without learning will not achieve maximum results. Without the participants' willingness to learn, they do not master because they are not earnest in carrying out the training activities and cannot absorb the full knowledge provided by the training activities.

In this context, several factors become obstacles, namely the limited capacity of training facilities and infrastructure, some are outdated, and the utility of facilities and infrastructure is not optimal; compared to the number of training participants and training participants, currently, there are a limited number of simulators, so it is necessary to set a schedule for their use. Due to their busy schedules, teachers who are also staff rarely attend classes or simulators, sometimes only a few times a semester. In addition, the lessons in the simulator have much theory in the classroom.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

From there, the level of motivation decreases, and thus the competence of the trainees decreases.

Regarding learning motivation, the author conducted a pre-survey on Banten Poltekpel cadets to see the cadets' motivation. Based on the results of the pre-survey questionnaire, it can be seen that 67% of cadets are serious and learning, and the remaining 33% admit that they do not follow the training. The previous day by 80% while those who were not motivated to follow the training I always wanted to learn better than the previous day there were 20%, while related to the persistence of cadets there were 83% who remained persistent in learning meaning there were as many as 17% who were less persistent in learning.

In addition to the educational curriculum and motivation, the pattern of caregivers is also a factor that can affect a person's ability. Parenting is an integral part of the process of achieving educational goals and aims to achieve the formation and development of aspects of attitudes and behavior. Parenting is a system or way of working to maintain, nurture and educate the next generation (Sukarelawan, 2017). Parenting is an educational system or practice that runs in the family. That is, how families follow good norms and values and shape the behavior of the next generation that is in harmony with people's lives.

The pattern of education referred to in this study is the pattern of education carried out by tutors/educators for Banten Poltekpel cadets. The pattern of education carried out for prospective officers of Poltekpel Banten is an educational method that aims to achieve the goals of education and training more effectively and efficiently. With its implementation, attitudes, behavior, knowledge, and skills are physically optimized during education and training. Parenting patterns include helpful, educational, suggestive, persuasive, trustworthy, sanctioned, etc.

The problems that occur related to the pattern of caregivers are:
1. The uneven pattern of boarding school-based education / through parenting by the demands of competition and changes that are more humane, innovative, dynamic, safe, and secure, as well as mutual honing, compassion, and care
2. The quantity and quality of educators (lecturers, instructors, facilitators) have not yet been fulfilled;
3. The supply of educators, namely human resources for caregivers, extension workers, laboratory assistants/technicians/administrators with global insight
4. The mastery of human resources for educators and education personnel is still not optimal for up-to-date technology;
5. The low ratio of human resources between caregivers to students and educators to students.

Based on the understanding of caregiver patterns and the problems above, the author conducted a pre-survey to see the pattern of caregivers for Banten Poltekpel cadets, as for the results of the pre-survey regarding the caregiver patterns of Banten Poltekpel cadets. From the results of the questionnaire obtained, it can be seen that cadets have instructions to achieve the unanimity of educational and training goals by 77%, which means 23% admit the opposite, other than that where caregivers take care of cadets to be active in activities that are often carried out 73% of respondents claimed to be active, the remaining 27% answered otherwise, then the table above also shows the percentage of care for educating to take part in existing activities is 80% and the remaining 30% there is no role of nurturing in existing activities. From the pre-survey results, it can be said that the pattern of influence shows less than optimal results because about 25% of cadets disagreed with the questions asked in the questionnaire.

Based on the results of previous studies, several factors affect the competence of cadets. The researcher was limited to educational curriculum factors, motivation and parenting patterns. This is also supported by the gap in the results of previous research.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Table 2. Research Gap Results of Past Research.

| No. | Previous Researchers                          | Independent Variable          |
|-----|---------------------------------------------|-------------------------------|
| 1.  | Legionosuko, T, Sundari, S & Sutawijaya AH (2019) | (+) significant               |
| 2.  | Putra, PYT & Riyanto, S (2020)               | (+) significant               |
| 3.  | Chandra (2020)                               | (+) significant               |
| 4.  | Krisnaldy (2021)                             | (+) significant               |
| 5.  | Nikmah et al (2018)                          | (+) significant               |
| 6.  | Suriadi (2020)                               | (+) significant               |
| 7.  | Prasoj (2020)                                | (+) significant               |
| 8.  | Yulianiet al (2020)                          | (+) significant (+) significant (+) significant |
| 9.  | Buch et al. (2018)                           | (+) significant               |
| 10. | Hidayati et al (2019)                        | (+) significant               |
| 11. | Juniart (2020)                               | (+) significant               |
| 12. | Putro et al. (2019)                          | (+) significant               |
| 13. | Santi et al. (2019)                          | (+) significant               |

Source: Previous Research Results (2021).

The results of previous research conducted by Legionosuko, T, Sundari, S & Sutawijaya AH (2019), Putra, PYT & Riyanto, S (2020), Chandra (2020), Nikmah et al. (2018), Suriadi (2020) and Prasoj (2020) show that the educational curriculum has a significant effect on the competence of cadets. The results of the research conducted and Krisnaldy (2021) proved that motivation significantly influenced the competence of cadets. The results of the research by Yulianiet al (2020) revealed that the pattern of caregivers significantly affected the competence of cadets.

Based on the findings of previous studies and preliminary surveys, three variables were determined as independent variables, which were tested for their influence on the competence of cadets. The three independent variables are educational curriculum, motivation, and parenting pattern. This study aims to determine and analyze the effect of educational curriculum, motivation, and parenting on the Competence of the Banten Shipping Polytechnic Cadets.

Research Methods

Quantitative research, according to Sekaran (2017: 76), is a scientific method whose data is in the form of numbers that can be processed and analyzed using numbers or mathematical or statistical calculations. The method for obtaining data in this research is through surveys, namely collecting information, which is done by compiling a list of questions or statements submitted to respondents through questionnaires. The population is an area that can be generalized to objects with specific qualities and characteristics determined to be studied, and then conclusions are drawn (Sugiyono, 2015: 115). The general population in this study were all cadets at Poltekpel Banten, while the target population in this study were cadets who graduated in 2020 at Poltekpel Banten, amounting to 25,939 people.

So in this study, the researchers used a non-probability sampling technique which was carried out with a convenience sampling technique. According to Sekaran (2016), convenience sampling is "Convenience sampling" reverses to the collection the information from members of the population who are conveniently available to provide it. So convenience sampling is a collection of information from members of the population that is available and can be provided.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Therefore, anyone who can provide information or who happens to meet a researcher can use it as a sample if they find that the person providing the information is the right source of data. In determining how large the sample is, if the population size is known, the Slovin. The formula is used (Wijaya & Johanes, 2019):

\[
n = \frac{N}{1 + N e^2}
\]

Where:
- \( n \) = Sample Size
- \( N \) = Population Size
- \( e \) = Allowance for inaccuracy due to tolerable sampling error; in this thesis, the author uses allowance for accuracy due to a tolerable sampling error of 5%.

So the samples in this study are:

\[
n = \frac{25939}{1 + 25939 \times 0,05^2}
\]

\[
n = \frac{25939}{1 + 64,8475}
\]

\[
393,9254 = \frac{25939}{65,8475}
\]

\[n = 394\] sample rounding

Data analysis technique

Techniques in data analysis were used by using IBM SPSS Version 26 and SmartPLS. SmartPLS software is used to simplify data processing so that the results are faster and more precise.

1. Measurement Model or Outer Model
2. Structural Model or Inner Model
3. Hypothesis Testing (Estimate For Path Coefficients)

In carrying out a series of statistical analyses, the data will be divided into several parts consisting of the analysis as described below:

Evaluation of Measurement (Outer) Model

Based on the results of data testing using SmartPLS in Figure 4, it can be seen that all indicators of the educational curriculum variables have good validity because they have a loading factor value > 0.60, so all indicators of the educational curriculum are said to be valid and can still be used in the model. for the next testing phase.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Based on the results of data testing using SmartPLS in Figure 3, it can be seen that all indicators of the motivation variable have good validity because they have a loading factor value of > 0.60, so all indicators of motivation are said to be valid and can still be used in the model for this stage. next test.

Based on the results of data testing using SmartPLS in Figure 4, it can be seen that all indicators of the caregiver pattern variable have good validity because they have a loading factor value > 0.60, so all indicators of the caregiver pattern are said to be valid and can still be used in the model. for the next testing phase.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Based on the results of data testing using SmartPLS in Figure 5, it can be seen that all indicators of the cadet competence variable have good validity because they have a loading factor value > 0.60, so all indicators of cadet competence are said to be valid and can still be used in the model for the next testing phase.

Based on the data processing results on the measurement model (Outer Model) of the Education Curriculum, Motivation, Pattern of Influence, and Competence of cadets, it can be concluded that the loading factor value of all these variables can be seen in Table 3.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Table 3. Loading Factor.

| Variable                  | Indicator | outer Loading | Result | Information |
|---------------------------|-----------|---------------|--------|-------------|
| Curriculum Education (X1)| X1_1      | 0.939         | >0.60  | Valid       |
|                           | X1_2      | 0.607         | >0.60  | Valid       |
|                           | X1_3      | 0.928         | >0.60  | Valid       |
|                           | X1_4      | 0.833         | >0.60  | Valid       |
|                           | X1_5      | 0.898         | >0.60  | Valid       |
|                           | X1_6      | 0.854         | >0.60  | Valid       |
| Motivation (X2)           | X2_1      | 0.852         | >0.60  | Valid       |
|                           | X2_2      | 0.897         | >0.60  | Valid       |
|                           | X2_3      | 0.852         | >0.60  | Valid       |
|                           | X2_4      | 0.789         | >0.60  | Valid       |
|                           | X2_5      | 0.861         | >0.60  | Valid       |
|                           | X2_6      | 0.764         | >0.60  | Valid       |
| Parenting Pattern (X3)    | X3_1      | 0.911         | >0.60  | Valid       |
|                           | X3_2      | 0.901         | >0.60  | Valid       |
|                           | X3_3      | 0.930         | >0.60  | Valid       |
|                           | X3_4      | 0.885         | >0.60  | Valid       |
|                           | X3_5      | 0.919         | >0.60  | Valid       |
|                           | X3_6      | 0.910         | >0.60  | Valid       |
| Competence cadets (Y)     | Y_1       | 0.835         | >0.60  | Valid       |
|                           | Y_2       | 0.886         | >0.60  | Valid       |
|                           | Y_3       | 0.889         | >0.60  | Valid       |
|                           | Y_4       | 0.868         | >0.60  | Valid       |
|                           | Y_5       | 0.863         | >0.60  | Valid       |
|                           | Y_6       | 0.874         | >0.60  | Valid       |
|                           | Y_7       | 0.870         | >0.60  | Valid       |
|                           | Y_8       | 0.835         | >0.60  | Valid       |

Source: SmartPLS output data processing (2022).

Looking at the loading factor, the evaluation of convergent validity can also be seen from the average variance extracted (AVE) value. The AVE value describes the variance or diversity of the manifest variables possessed by the latent construct; the more significant the variation of the manifest variable that can be owned by the latent construct, the greater the representation of the manifest variable on the latent construct. Convergent validity results from examining the Average variance extracted (AVE) value can be seen in Table 5

Table 4. AVE.

| Variable                  | Average Variance Extracted (AVE) | Information |
|---------------------------|----------------------------------|-------------|
| Education Curriculum (X1) | 0.710                            | Valid       |
| Motivation (X2)           | 0.700                            | Valid       |
| Parenting Pattern (X3)    | 0.827                            | Valid       |
| Youth Competency (Y)      | 0.749                            | Valid       |

Source: SmartPLS output data processing (2022).

Table 5 above shows that all variables have an Average variance extracted (AVE) > 0.5, namely 0.710 for the educational curriculum variable, 0.700 for the motivation variable, 0.827 for the influence pattern variable, and 0.749 for the cadet competence variable. Based on the
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

results in Table 5, it can be concluded that all the variables used in this study are valid.

| Table 5. Cross Loading. |
|-------------------------|
|                         |
| Curriculum Education (X1) | Motivation (X2) | Pattern Nanny (X3) | Competence cadets (Y) |
| X1_1                    | 0.906           | 0.579             | 0.633 | 0.484 |
| X1_2                    | 0.719           | 0.628             | 0.646 | 0.432 |
| X1_3                    | 0.896           | 0.572             | 0.623 | 0.470 |
| X1_4                    | 0.808           | 0.607             | 0.563 | 0.427 |
| X1_5                    | 0.877           | 0.594             | 0.609 | 0.534 |
| X1_6                    | 0.835           | 0.643             | 0.664 | 0.493 |
| X2_1                    | 0.589           | 0.851             | 0.491 | 0.576 |
| X2_2                    | 0.657           | 0.898             | 0.594 | 0.637 |
| X2_3                    | 0.587           | 0.848             | 0.483 | 0.547 |
| X2_4                    | 0.572           | 0.792             | 0.565 | 0.561 |
| X2_5                    | 0.645           | 0.863             | 0.657 | 0.612 |
| X2_6                    | 0.629           | 0.762             | 0.589 | 0.507 |
| X3_1                    | 0.681           | 0.559             | 0.905 | 0.580 |
| X3_2                    | 0.672           | 0.628             | 0.901 | 0.634 |
| X3_3                    | 0.692           | 0.631             | 0.932 | 0.622 |
| X3_4                    | 0.715           | 0.649             | 0.892 | 0.684 |
| X3_5                    | 0.685           | 0.619             | 0.921 | 0.632 |
| X3_6                    | 0.679           | 0.576             | 0.904 | 0.583 |
| Y_1                     | 0.581           | 0.562             | 0.571 | 0.835 |
| Y_2                     | 0.579           | 0.582             | 0.586 | 0.884 |
| Y_3                     | 0.576           | 0.601             | 0.594 | 0.888 |
| Y_4                     | 0.597           | 0.563             | 0.599 | 0.867 |
| Y_5                     | 0.539           | 0.579             | 0.552 | 0.860 |
| Y_6                     | 0.590           | 0.608             | 0.617 | 0.873 |
| Y_7                     | 0.591           | 0.611             | 0.566 | 0.870 |
| Y_8                     | 0.719           | 0.641             | 0.657 | 0.843 |

Source: SmartPLS output data processing (2022)

Based on the data shown in Table 6 above, we can see that each variable survey indicator has the highest cross-loading value of the variables it composes compared to the cross-loading values of other variables.

Based on the results obtained, it can be said that the indicators used in this study show excellent discriminatory validity in editing each variable.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Table 6. HTMT.

|                      | Competence cadets (Y) | Curriculum Education (X1) | Motivation (X2) | Parenting Pattern (X3) |
|----------------------|------------------------|---------------------------|-----------------|------------------------|
| Youth Competency (Y) | 0.681                  |                           |                 |                        |
| Education Curriculum (X1) | 0.734                 | 0.781                     |                 |                        |
| Motivation (X2)      |                        | 0.785                     | 0.718           |                        |
| Parenting Pattern (X3) | 0.715                 |                           |                 |                        |

Source: SmartPLS output data processing (2022).

The HTMT table above shows that all HTMT values < 0.9; it can be stated that all constructs have discriminant validity based on HTMT calculations.

Table 7. Reliability.

|                      | Cronbach's Alpha | Composite Reliability | Information |
|----------------------|------------------|------------------------|-------------|
| Education Curriculum (X1) | 0.919            | 0.936                  | Reliable    |
| Motivation (X2)       | 0.914            | 0.933                  | Reliable    |
| Parenting Pattern (X3) | 0.958            | 0.966                  | Reliable    |
| Youth Competency (Y)  | 0.952            | 0.960                  | Reliable    |

Source: Olah SmartPLS output data (2022).

Based on Table 7, the results of Composite Reliability and Cronbach's Alpha have values above 0.6 and 0.7, so the values on all instruments can be said to be reliable.

Evaluation of the Structural Model (Inner Model)

Structural model testing or inner model aims to determine the relationship between constructs, significance value, R-square (R²), Q-square predictive relevance (Q²), q-square effect size (q²), f-square effect size (f²), and goodness of fit (GoF) of a research model. The structural model is evaluated using R-square (R²) for the dependent variable and the path coefficient value for the independent variable.

Analysis of the structural model of this study using bootstrap and blindfold techniques with a significance level of 0.05 on SmartPLS version 3.0. A two-sided test is used because the hypothesis about the direction of the relationship between variables is straightforward. When using a one-tailed hypothesis test, the t-statistic must be greater than 1.96.

R-Square

When using PLS to evaluate a structural model, first consider the R-squared value of each endogenous latent variable as the predictive power of the structural model. Changes in the value of R-Square can be used to explain the effect of certain extrinsic latent variables on intrinsic latent variables, regardless of whether these variables have a significant effect. The R-Square values of 0.75, 0.50, and 0.25 show that the model is robust, moderate, and weak (Ghozali, 2015). To see the value of R-Square can be seen in table 4.9:
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

Table 8. R. Square.

|                      | R Square | R Square Adjusted |
|----------------------|----------|-------------------|
| Youth Competency (Y) | 0.584    | 0.581             |

*Source: SmartPLS output data processing (2022).*

Based on Table 8 obtained an R-Square value of 0.584, which can be interpreted that the variability of the cadet competency construct, which can be explained by the variability of the educational curriculum construct, motivation, and parenting pattern, is 58.4%, while other variables outside the study explain 41.6%. Based on this, the calculation of R2 indicates that the value is close to strong.

In addition, it can be seen that the R-Square adjusted value for the competency construct of cadets is 0.581. It means that the model has a good level of the goodness-of-fit model. This also means that six variables can explain the variability of cadet competencies in the model: the education curriculum, motivation, and caregiver patterns of 58.1%. The reason for using the R-Square adjusted is that the value does not always increase when additional variables are added.

Q-square($Q^2$)

$Q^2$ can be seen in the results of the blindfolding calculation in the cross-validated redundancy construct section. The results of the calculation can be seen.

Table 9. Results Blindfolding.

|                      | SSO       | SSE       | $Q^2$ (=1-SSE/SSO) |
|----------------------|-----------|-----------|-------------------|
| Youth Competency (Y) | 3152,000  | 1801,937  | 0.428             |
| Education Curriculum (X1) | 2364,000 | 2364,000 |                   |
| Motivation (X2)       | 2364,000  | 2364,000  |                   |
| Parenting Pattern (X3) | 2364,000 | 2364,000 |                   |

*Source: SmartPLS output data processing (2022)*

From the calculation results in Table 4.18, the value of $Q^2$ is 0.428. Because the value of $Q^2$ is more than zero, the model has met the predictive relevance where the model has been reconstructed correctly.

F-square

To test how strong the influence of latent predictor variables is using the f-square test. Table 4.10 shows the f-square values.

Table 10. F square.

|                      | Competence cadets (Y) | Curriculum Education (X1) | Motivation (X2) | Parenting Nanny (X3) |
|----------------------|-----------------------|---------------------------|-----------------|----------------------|
| Youth Competency (Y) |                       |                           |                 |                      |
| Education Curriculum (X1) | 0.047                |                           |                 |                      |
| Motivation (X2)       |                       |                           | 0.101           |                      |
| Parenting Pattern (X3) |                      |                           |                 | 0.083                |

*Source: SmartPLS output data processing (2022).*
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

The explanation from Table 10 by the effect size f-square listed shows that the risk variable has a "weak" influence on the competence of cadets. In contrast, the rest have a "medium" on the competence of cadets.

**Evaluation Goodness of Fit Model (GoF)**

In addition, based on data processing that has been carried out using the SmartPLS 3.0 program, the value of the models is as follows:

| Model Fit | Saturated Model | Estimated Model |
|-----------|-----------------|-----------------|
| SRMR      | 0.082           | 0.082           |
| d_ULS     | 2.368           | 2.368           |
| d_G       | 2.893           | 2.893           |
| Chi-Square| 4016.685        | 4016.685        |
| NFI       | 0.700           | 0.700           |

*Source: SmartPLS output data processing (2022).*

The goodness of fit test results for the PLS model in Table 11 below shows that the NFI value of 0.801 means FIT. Thus from these results, it can be concluded that the model in this study has high goodness of fit and is suitable for testing the research hypothesis.

**VIF Test**

Multicollinearity, or the existence of solid intercorrelation between independent variables in this PLS SEM tutorial, is shown in the value of the VIF inner model below:

| VIF | Competence | Curriculum | Motivation | Parenting |
|-----|-------------|------------|------------|-----------|
|     | cadets (Y)  | Education (X1) | (X2) | Nanny (X3) |
| Education Curriculum (X1) | 2.970 | | | |
| Motivation (X2) | 2.323 | | | |
| Parenting Pattern (X3) | 2.519 | | | |

*Source: SmartPLS output data processing (2022).*

Based on the VIF value in the table above, there is no VIF value > 5, so there is no multicollinearity problem. The table above shows that there is no strong correlation (> 0.9 or < - 0.9) between latent variables, so there is no multicollinearity problem because less than 0.9 then, the correlation between the two is not strong, so it can be concluded that in the inner model There is no problem of violating the multicollinearity assumption.

**Bootstrapping Results**

Hypothesis testing is done by looking at the probability value and t-statistics. For probability values, p-values with 5% alpha are < 0.05. The t-table value for 5% alpha is 1.96 (Ghozali, 2015:42). So the criteria for acceptance of the hypothesis is when t-statistics > t-table. This test is intended to test the hypothesis, which consists of 3 hypotheses. The results of hypothesis testing in
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

this study can be seen in Table 13 below.

Table 13. Hypothesis.

| Hypothesis                              | Original Sample (O) | T Statistics (O/STDEV) | P Values |
|-----------------------------------------|---------------------|------------------------|---------|
| Education Curriculum (X1) -> Youth Competency (Y) | 0.241               | 4.117                  | 0.000   |
| Motivation (X2) -> Competence cadets (Y)   | 0.313               | 2.575                  | 0.010   |
| Parenting Pattern (X3) -> Competence cadets (Y)  | 0.294               | 2.065                  | 0.039   |

Discussion

Influence the educational curriculum on the competence of cadets

There is a positive and significant influence of the educational curriculum on the competence of cadets at the Banten Shipping Polytechnic, so the first hypothesis is tested. This means that the higher the educational curriculum provided by the Banten Shipping Polytechnic, the competence of the cadets will also increase. This is influenced by the availability of teaching materials, the selection of teaching materials that suit the needs, as well as the facilities and infrastructure that support the success of the training program. Thus, using teaching materials that are by the needs can influence the competence of education and training participants.

The results of previous research support this by Legionosuko, T, Sundari, S & Sutawijaya AH (2019), Putra, PYT & Riyanto, S (2020), Chandra (2020), Nikmah et al. (2018), Suriadi (2020) and Prasojo (2020); shows that the educational curriculum affects the competence of cadets.
Influence the motivation of the cadets’ competence

There is a positive and significant influence of motivation on the competence of cadets at the Banten Shipping Polytechnic, so the second hypothesis is tested. This means that the Banten Shipping Polytechnic gives higher motivation the competence of the cadets will also increase. It should be noted that ambitious cadets aim to be educated, knowledgeable, and competent in a particular field of study. The only way to achieve the desired goal is that it is impossible to acquire knowledge without learning, nor is it possible to become an expert. The driving force comes from the need to be educated and knowledgeable. So it is true that motivation comes not only from symbols but also from self-awareness with an essential purpose. Motivation has a more practical effect because motivation is relatively long and does not depend on external motivation during the learning process.

The results of research conducted by Krisnaldy (2021) proved that motivation significantly influenced the competence of cadets.

Influence the pattern of caregivers on the competence of cadets

There is a positive and significant influence on the pattern of caregivers on the competence of cadets at the Banten Shipping Polytechnic, so the third hypothesis is tested. This means that the lower the caregiver pattern provided by the Banten Shipping Polytechnic, the competence of the cadets will also increase. One of the efforts to create quality education, all components of education must be of quality. Among the essential components of quality education is the curriculum. In the curriculum, some components become a measure of the program's success. These components include learning objectives, teaching materials, learning strategies, and learning evaluations.

This supports the research conducted by Yulianiet al (2020), Juniarti et al. (2020), and Santi et al. (2019), which said that the pattern of caregivers significantly affected the competence of cadets.

From the description of the discussion, it can be seen that based on Table 4.22, the original sample shows the influencing factors, where the competence of cadets is strongly influenced by motivation, and motivation is much influenced by the encouragement of learning needs in the Parenting Pattern.

Conclusion

Judging the results of research that has been done in the previous chapter shows that the education curriculum has a positive and significant effect on the competence of the Banten Shipping Polytechnic cadets. Motivation has a positive and significant effect on the competence of the Banten Shipping Polytechnic cadets and the pattern of caregivers has a positive and significant effect on the competence of the Banten Shipping Polytechnic cadets.
The Influence of Education Curriculum, Motivation, and Parenting Patterns on The Competence of Cadets in Banten Shipping Polytechnic

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