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# Simulator Use on Competence

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**Abstract**---Utilization of a bridge simulator that provides an accurate picture of conditions such as on the bridge of a ship to increase the competence that is incorporated in the navigation function. This survey research takes samples from the population and uses a questionnaire as the primary data collection instrument. The sample used in this study was cadets majoring in marine engineering at the Makassar Shipping Science Polytechnic campus. Collecting data using the questionnaire method, and for data analysis by simplifying all data and then presenting it in a systematic arrangement, after that interpreting or interpreting the data obtained. By practicing using a simulator, cadets can practice and understand the function of the material whose scope is about Radar (radio detection & ranging), AIS (Automatic Identification System), GPS, and ECDIS.

**Keywords**---competence, education, Indonesia, simulator, training.

## Introduction

It must fulfill marine education and training (education and training) in a marine education school institution. The biggest breakthrough and the most significant change are implementing the obligation to have a simulator in every marine training institution. This is in line with the international provisions in the Seafarers' Training, Certification, and Watchkeeping (STCW) Code 2010 and its amendments, especially in Section A-I/12 regarding the standard for using simulators as a learning and testing tool. However, apart from an obligation to fulfill the provisions, of course, the shipping polytechnic as a vocational education must produce graduates who are ready to be absorbed by the world of work.

Thus, the knowledge and skills possessed by graduates must be following the needs of the world of work (Ansar et al., 2019; Awaluddin et al., 2019; Umar et al., 2019; Umar et al., 2019; Sahid et al., 2019). The competencies required for a shipping polytechnic graduate, in this case from the Nautika study program, are grouped into three functions: navigation, cargo handling and storage, controlling the ship's operation and care for persons on board, and radio communications. Learning with simulators is required for all functions (Mashudi Gani et al., 2019; Rijal et al., 2019; Sahabuddin et al., 2019; Sawitri et al., 2019). Starting at the

end of 2017, the Ministry of Transportation's Seafaring Skills Examiner Board (DPKP) has also carried out a comprehensive seafaring skill test using a simulator.

However, this paper only focuses on discussing the use of a bridge simulator that provides an accurate picture of conditions such as on the bridge of a ship to increase the competence incorporated in the navigation function (Ahdan et al., 2019; Sukimi et al., 2019; Mustafa et al., 2020; Tamsah et al., 2020; Usman et al., 2020; Yusriadi et al., 2019). Most of the components in the bridge simulator consist of Radar (radio detection & ranging), AIS (automatic identification system), GPS, and ECDIS. The Makassar Maritime Science Polytechnic, one of Indonesia's marine education and training institutions, has received approval from the Directorate General of Sea Transportation, which is also inseparable from the provisions for using simulators. Radar (radio detection & ranging), AIS (Automatic Identification System), GPS, and ECDIS support the learning process in functions in the STCW Code. Of course, the hope is that the cadets will have the required knowledge and skills by studying in the simulator. However, then a question arises, is it true that learning with the simulated world of work approach will increase the knowledge and skills of students (Mahrinasari et al., 2021; Sahid et al., 2020; Zacharias et al., 2021).

For this reason, comprehensive research is needed relating to the use of simulators in improving the knowledge and skills of cadets so that it will obtain then user input for the development of marine education and training institutions in Indonesia (Prakoso et al., 2021; Yudho Prakoso et al., 2021; Bin-Tahir, 2021; Setiawan et al., 2021; Puangrimaggalatung, 2021). This study will give several questions in the form of a questionnaire given to Nautika cadets at level VII to level VIII with a total of 80 respondents. It gave the number of questions 24 questions where the contents of all these questions included Radar (radio detection & ranging) with a total of 6 questions. AIS (Automatic Identification System) gave six questions; for GPS, the number of questions was six. Six questions and ECDIS 6 questions. From the total number of questions, the answers obtained are then analyzed using the Guttman scale method, which will see the level of understanding ability of the Nautical Cadets Competence in the Maritime Simulator. How many percent of the scores have been achieved whether the output is above standard or below standard.

## **Literature Review**

### **Educational facilities and infrastructure**

Educational facilities are all equipment, materials, and furniture that are directly used in the educational process in schools (Nellyanti et al., 2021; Sabrang et al., 2021; Zamad et al., 2021). In this regard, infrastructure is all equipment that indirectly supports educational processes in schools. Facilities and infrastructure are called facilities (Farida et al., 2021; Triono et al., 2021). So educational facilities and infrastructure are also called educational facilities or educational facilities. Educational facilities mean everything that facilitates educational activities (Tamsah et al., 2021; Mulyana et al., 2021; Sukri et al., 2021; Zam et al., 2021), educational facilities include all equipment and supplies that directly

support the educational process. Educational infrastructure includes all equipment and tools that indirectly support the educational process. Some of the definitions above conclude that educational facilities are all direct educational facilities, while educational infrastructure is indirect supporting facilities (Stefanidis et al., 2008; Lukiianchuk A et al., 2021).

### **Maritime simulator**

Maritime Simulator is a tool that can run certain conditions created through an intermediary model and an animation display system, to simulate situations in work in the maritime sector. According to the IMO Model Course module 6.10, at least four interrelated elements in learning with simulators. The four elements are simulator equipment, training programs, students, and instructors (Kuka et al., 2021; Reynilda et al., 2021).

### **Simulator instructor**

According to Umanailo (2021), facilities and infrastructure can be classified as educational facilities. Based on whether it is used up, based on this classification, it is also divided into two types: educational facilities used up and durable facilities (Fauzi et al., 2021; Seppa et al., 2021; Gunawan et al., 2021). Based on the relationship of these facilities to the learning process, they are divided into three types, namely learning tools, teaching aids, and learning media (Achmat et al., 2021; Arfan et al., 2021; Tamsah et al., 2021; Abdullah et al., 2021; Setyorini et al., 2021; Wahida et al., 2021; Wibowo et al., 2021). Educational Infrastructure. Direct infrastructure is the infrastructure that is directly used in the learning process. Indirect infrastructure is not used in the learning process but supports the learning process (Mattalatta et al., 2021; Humola et al., 2021; Ilyas et al., 2021; Mislia et al., 2021; Misnawati et al., 2021; Nengsih et al., 2021; Zacharias et al., 2021). From some of the descriptions above, educational facilities are divided into three types: whether they are used up, moving, or not, and the relationship of these facilities to the learning process. The educational infrastructure itself is divided into two types, namely direct and indirect infrastructure.

### **Method**

This survey research takes samples from the population and uses a questionnaire as the primary data collection instrument. The sample used in this study was cadets majoring in marine engineering at the Makassar Shipping Science Polytechnic campus. Collecting data using the questionnaire method, and for data analysis by simplifying all data and then presenting it in a systematic arrangement, after that interpreting or interpreting the data obtained. The responses based on the Guttman scale will first calculate the reproducibility coefficient and scalability coefficient. The reproducibility coefficient (Kr) is the number of errors that deviate from the ideal pattern. Usually, Kr equal to or greater than 0.90 is considered good enough to be used (Lefebure, 2019; Sum et al., 2018; Rusman et al., 2017). Scalability coefficient (Ks) to assess whether the deviation is still within tolerable limits. Usually, (Ks) equal to or greater than 0.60 is considered good enough to be used.

## Result and Discussion

Discussion of the analysis of the level of knowledge understanding of the competence of nautical cadets in the navigation function at the Makassar Shipping Science Polytechnic (Almarhabi et al., 2021; Claramita et al., 2016; Sutarman, 2021; Nyandra et al., 2018). The attributes of the questionnaire given to respondents were 80 respondents. Table 1 is an example of questions given to respondents with material whose scope is about radar (radio detection & ranging), AIS (Automatic Identification System), GPS, and ECDIS.

Table 1  
Attributes of the questionnaire

No	Attributes of the questionnaire
1	You as a cadet understand the function of the Power Button ON-OFF STAND BY - ON Turning on the Radar
2	You as a cadet understand to select the Radar range (Range Selector)
3	Understand the use of buttons in the NORTH UP - HEAD UP position
4	Do you cadets understand the use of buttons in position TRUE - RELATIVE MOTION
5	Understand and be able to use buttons (Electronic Bearing Line) & VRM (Variable Range Marker)
6	You as a cadet can understand how to Activate the RINGS OFF - ON button
7	You As a cadet, can operate the MENU Button to show the Main Menu of AIS.
8	You As a cadet, can operate the DISPLAY button to change the display on the AIS screen from TEXT - GRAPHIC
9	You As, cadets can operate the menu on Voyage static data.
10	You As a cadet can operate the CLEAR Button to cancel and return to the MAIN MENU
11	You as a cadet can operate how to make an Alarm on AIS
12	You as a cadet can operate how to create messages on AIS
13	You As a cadet can understand and activate GPS and to turn off GPS press the off button.
14	You As a cadet understand the function of the PWR-CONT-DC-DIMMER button on the GPS
15	You As, the cadets understand to activate the MAIN MENU NAVIGATE
16	You as a cadet understand in making a Track Line (Plot) from the Main MENU and using the ENT Button for Setting Destination
17	You as a cadet understand in making waypoints from the Main MENU to enter the latitude, longitude, and distance of the starting position
18	You as a cadet understand to keep the satellite on the MENU until the Initial Data
19	You As, the cadets can know the Power-OFF Button, To activate the ECDIS tool
20	You As a cadet know how to activate the Power-OFF Button to display the Ring Range Radar on the ECDIS map screen
21	You As, cadets know the main MENU to display On the ECDIS screen select MENU then a toolbar will appear then select VIEW then select

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	TT/AIS
22	You As, cadets understand the main MENU to display Routes and Waypoints
23	You As a cadet understand the main MENU to display on the ECDIS screen to create and add Route Options
24	You As, cadets understand the main MENU to display on the ECDIS screen to create and add My Port List

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To calculate the psychometric properties of the Guttman scale, we must find the error rate for each subject. Errors are obtained from individual item scores that are not in line with expectations. The total number of errors obtained in this study = 192 using the excel-SKALO application, Guttman Scale Analysis Program (Yusriadi, 2020; Jarvill et al., 2018; Fitó-Bertran et al., 2015; Yang et al., 2014). After getting the number of errors obtained then the value of the reproducibility coefficient is calculated. The reproducibility coefficient (Kr) is the number of errors that deviate from the ideal pattern. Usually, Kr equal to or greater than 0.90 is considered good enough to be used. By using the excel-SKALO application, the Guttman Scale Analysis Program, the value of the reproducibility coefficient (Kr) obtained is 0.9. This is in accordance with the basic reference value of the formula for the reproducibility coefficient (Kr). After getting the number of error values, Responsibility (Kr), and scalability coefficient (Ks), calculate the highest check value arranged sequentially according to the highest check value to the lowest, then analyze what attributes are desired and which are considered necessary by the respondents. For the value of the "yes" answer from the respondents, it was divided into four categories, namely < 20 in the deficient category, 21 - 40 in the low category, 41 - 60 in the high category, 61 - 80 in the very high category (Hung et al., 2021; Murray et al., 2008; Misbah et al., 2015; Abdullah et al., 2020).

## Conclusion

By practicing using a simulator, the cadets can practice and understand the function of the material whose scope is around Radar (radio detection & ranging), AIS (Automatic Identification System), GPS, and ECDIS. Using the Guttman scale method will test the understanding of the benefits of training using a simulator by filling out a questionnaire with YES or No answers based on the primary material. Namely, understanding Radar (radio detection & ranging), AIS (Automatic Identification System), GPS, about ECDIS. . The results obtained are that most of them have very high points from the answers of the Nautika cadets Semester VII and VIII with a total of 80 respondents.

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