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Adaptation Challenges Faced by New Cadets in Maritime Education: A Qualitative Study at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta

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Abstract

This research paper presents a comprehensive analysis of the challenges encountered by new cadets pursuing maritime education at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta. The study focuses on three major study programs at STIP, namely Port & Shipping Management, Nautical, and Technical programs. The research utilises a descriptive qualitative approach to delve into the experiences of new cadets as they make the transition from regular senior high school to maritime education, particularly in a diverse and dynamic urban setting like Jakarta. The research primarily relies on in-depth document analysis and interviews with the new cadets, shedding light on the societal and cultural adaptations that are necessitated by their geographical origins. A significant proportion of these cadets originate from rural areas far from Jakarta, which adds a layer of complexity to their adaptation process. Through a rigorous examination of the data collected, this study unveils the multifaceted challenges faced by the new cadets. These challenges encompass not only the academic demands of their respective programs but also the social and cultural adjustments they must make. Moreover, this research underscores the pivotal role of STIP, one of the preeminent vocational maritime schools in Jakarta, in facilitating these adaptations and providing a conducive learning environment. The findings of this study offer valuable insights into the psychological and behavioural aspects of cadet adaptation in maritime education, with potential implications for educational policy and support systems. Understanding the challenges faced by new cadets is vital for enhancing their educational experiences and, ultimately, their success in the maritime industry.

Keyword: *Boarding Learning System, Cadet Adaptation, Maritime education, Seafarer Program*

INTRODUCTION

Maritime education plays a pivotal role in preparing future seafarers for the challenges and responsibilities they will encounter in the global maritime industry (Thiel, 1996). Cadets embarking on maritime education face a unique set of adaptation challenges, particularly when transitioning from a typical senior high school environment to the specialized training provided by maritime institutions (Chircop, 2015; Fang et al., 2019). This qualitative study delves into the adaptation challenges encountered by new cadets pursuing their education at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta, one of the prominent maritime schools in Indonesia. The research specifically focuses on three major study programs at STIP, namely Port & Shipping Management, Nautical, and Technical programs.

The significance of this study lies in its exploration of how cadets adapt to a distinct educational environment that not only demands academic rigor but also necessitates significant social and cultural adjustments. Furthermore, the research underscores the role of STIP as a facilitating institution for these adaptations and as a contributor to the overall success of its cadets in the maritime industry. Understanding the multifaceted challenges faced by new cadets in maritime education has profound implications for educational policy and support systems, as well as the overall quality of education in this critical sector (Zorpas et al., 2021).

Maritime education is a unique and demanding field that requires a specific set of skills, knowledge, and experiences. It is a highly specialised discipline that equips cadets with the competencies necessary to operate effectively within the complex and dynamic maritime industry (Mankabady, 1986). In the context of maritime education, Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta stands as one of the leading institutions in Indonesia, offering a range of programs including Port & Shipping Management, Nautical, and Technical disciplines. Aspiring cadets come to STIP with dreams of embarking on maritime careers, where they will be responsible for the safety of vessels, navigation, cargo management, and a multitude of other critical tasks.

The maritime industry is known for its distinct culture and demands, and hence, the adaptation of new cadets to this environment is a multifaceted process. In this context, it is vital to understand the challenges faced by new cadets as they transition from a conventional senior high school setting to the specialized world of maritime education. This qualitative study at STIP Jakarta seeks to address this gap in knowledge and provides valuable insights into the adaptation process that new cadets undergo. One significant aspect of the adaptation process pertains to the geographical origins of the cadets. STIP Jakarta, located in the bustling urban centre of Jakarta, attracts students from various regions across

Indonesia. A substantial proportion of these cadets originate from rural areas, far removed from the urban lifestyle and academic rigour of Jakarta ("Social Infrastructure Needs: Financing Through Digital Platform," 2019). This geographical diversity adds a layer of complexity to their adaptation process. It requires new cadets to navigate not only the academic challenges but also the social and cultural dynamics of urban living.

The social and cultural adjustments new cadets must make are influenced by their geographical backgrounds, reflecting the importance of enculturation in the adaptation process. Enculturation is the process by which individuals learn and internalize the values, norms, and behaviours of a particular culture or society. In the case of new cadets, their enculturation into the maritime education environment at STIP Jakarta involves acquiring the knowledge, skills, and behavioural patterns necessary to thrive in this unique setting.

New cadets often encounter a shift from rural, close-knit communities to the urban, diverse environment of Jakarta. They face challenges in terms of lifestyle, language, and social norms. Adapting to the cosmopolitan culture of Jakarta, often vastly different from their rural upbringing, can be a daunting experience. This transition goes beyond academic considerations and deeply influences their psychological and behavioural aspects (Carr, 2022). Therefore, exploring the challenges of adaptation faced by new cadets from diverse geographical backgrounds is integral to understanding the full scope of their experiences in maritime education.

This study utilises a qualitative approach, incorporating in-depth document analysis and interviews with new cadets, to comprehensively explore their experiences and the challenges they encounter during their adaptation process. Document analysis allows for a thorough examination of existing institutional materials, academic records, and policies that may influence the adaptation process. Simultaneously, interviews provide a platform for cadets to express their personal experiences, thoughts, and emotions during this critical phase of their education.

The research's focus on the three major study programs at STIP Jakarta - Port & Shipping Management, Nautical, and Technical disciplines - ensures that the study encompasses a wide range of experiences and perspectives. Each program has its unique academic and practical demands, which significantly impact the adaptation process. Moreover, understanding these differences is essential for tailoring support systems and educational strategies that can facilitate the smooth transition of cadets across these programs. The role of Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta in this adaptation process cannot be overstated. STIP is not merely an educational institution but a critical contributor to the development and success of its cadets in the maritime industry. It provides an

environment where cadets are not only educated academically but also encouraged to embrace the values and norms of the maritime profession. Recognising the institution's role in fostering adaptation is vital for enhancing the quality of education and the overall preparedness of cadets to meet the demands of the maritime industry.

This research paper aims to shed light on the adaptation challenges faced by new cadets in maritime education at STIP Jakarta. By exploring the geographical origins, enculturation, and academic experiences of these cadets, this study provides valuable insights into the multifaceted nature of their adaptation process. Furthermore, by recognising the pivotal role of STIP in facilitating these adaptations, the research offers a comprehensive view of the challenges and support systems within the maritime education environment. The findings of this study hold the potential to inform educational policy and support systems, ultimately contributing to the success of new cadets in the maritime industry.

RESEARCH METHOD

This study employs a descriptive qualitative research method to investigate the adaptation challenges faced by new cadets pursuing maritime education at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta. Descriptive qualitative research is a suitable approach for exploring the nuanced and complex experiences of individuals in their natural settings (Padgett, 2016; Saldana, 2014). In this case, the research aims to uncover the multifaceted challenges and adaptations encountered by new cadets as they transition from regular senior high school to maritime education, particularly in the diverse and dynamic urban setting of Jakarta.

The qualitative approach is chosen for its capacity to provide an in-depth understanding of the cadets' experiences, behaviours, and perspectives. It is particularly well-suited for studying social and cultural phenomena, as it allows researchers to explore the complexities of human experiences, attitudes, and interactions. In the context of this study, qualitative research offers a comprehensive view of the challenges faced by new cadets in their adaptation process, delving into both the academic and sociocultural dimensions of their journey (Lo Iacono et al., 2016).

Sampling is a critical consideration in the qualitative research method. The study's participants are drawn from the population of new cadets at STIP Jakarta. A purposive sampling strategy is employed to select participants who represent the three major study programs at STIP: Port & Shipping Management, Nautical, and Technical disciplines. This approach ensures that the research captures a broad spectrum of experiences and

perspectives, as each program has its unique academic and practical demands. Data analysis is an iterative process that involves several key stages (Merriam & Grenier, 2019). Firstly, the data collected through document analysis and interviews are transcribed and organised. The textual data is then subjected to thematic analysis, a method that identifies recurring themes, patterns, and categories within the dataset. This process allows for the extraction of meaningful insights regarding the adaptation challenges faced by new cadets. The identified themes encompass academic pressures, sociocultural adjustments, and the role of STIP in facilitating adaptation.

To enhance the rigour and validity of the study, several measures are implemented. Firstly, member checking is carried out, involving a feedback loop with participants to validate the research findings and interpretations. This helps ensure that the participants' voices are accurately represented. Secondly, peer debriefing is employed, involving discussions and feedback from colleagues and experts in the field to enhance the credibility of the research. Finally, triangulation is used by combining multiple data sources (document analysis and interviews) to corroborate the findings and provide a more comprehensive understanding of the adaptation challenges faced by new cadets. The descriptive qualitative research method is instrumental in unveiling the challenges encountered by new cadets in maritime education at STIP Jakarta. By conducting document analysis and interviews, this approach captures the academic and sociocultural aspects of their adaptation journey. The research ensures the credibility and validity of its findings through measures such as member checking, peer debriefing, and triangulation. Ultimately, the qualitative data gathered through this method will provide a rich and nuanced understanding of the adaptation challenges faced by new cadets, shedding light on their experiences and the role of STIP in facilitating their adaptations.

RESULTS AND DISCUSSION

The research into the adaptation challenges faced by new cadets in maritime education at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta has yielded significant insights into their experiences. The study focused on three major study programs at STIP: Port & Shipping Management, Nautical, and Technical disciplines, using a descriptive qualitative research approach that combined document analysis and interviews. The results and findings of this research highlight the multifaceted challenges encountered by new cadets, encompassing academic, sociocultural, and institutional dimensions.

A. Academic Challenges

New cadets at STIP Jakarta confront substantial academic challenges during their

adaptation process. The academic rigour of maritime education demands a high level of dedication, time management, and proficiency in subjects like mathematics, physics, and navigation (Blackburn & Witzel, 2021; "Critical Thinking: History, Definitions, Issues," 2014). Document analysis revealed that the curriculum is structured to provide a strong theoretical foundation along with practical training, aiming to prepare cadets for their future roles in the maritime industry.

Interviews with the cadets further illuminated the academic challenges they face. Many cadets expressed the difficulty of transitioning from the more relaxed pace of senior high school to the demanding academic environment at STIP. They highlighted the intensity of the coursework and the need for disciplined study habits. One cadet stated, "It was a shock. The subjects are tough, and you can't just cram for exams. You have to understand and apply what you learn." Another academic challenge mentioned by the cadets is the need to become proficient in English, which is the primary language of instruction in maritime education. English proficiency is crucial for effective communication on board ships and for understanding international maritime regulations. The transition to an English-based education system is particularly challenging for cadets from rural areas with limited exposure to the language. This challenge underscores the need for English language support systems at STIP.

B. Sociocultural Adaptation Challenges

The sociocultural adaptation challenges faced by new cadets are profoundly influenced by their geographical origins and the process of enculturation (Fabry, 2018; Thiel, 1996). Cadets often hail from rural areas with distinct cultural norms, and their adaptation to the urban, cosmopolitan environment of Jakarta is a significant undertaking. Interviews with the cadets revealed that adapting to urban life involves several dimensions.

Firstly, the cadets discussed the lifestyle shift from rural to urban living. The fast-paced urban lifestyle of Jakarta can be overwhelming for those who come from quieter, rural communities. Cadets mentioned challenges such as traffic congestion, crowded public spaces, and the need to navigate a bustling urban centre. One cadet expressed, "The noise and traffic were jarring at first. It's so different from my quiet village."

Language and communication also emerged as a significant sociocultural adaptation challenge. Cadets from rural areas often have limited English proficiency, making it challenging to communicate effectively in an English-speaking academic environment. They mentioned instances of misunderstandings and the need to improve their language skills to participate fully in classes and social interactions.

Moreover, the social norms and expectations in urban areas differ from those in rural

settings. Cadets discussed the need to adapt to a more cosmopolitan and diverse society, which includes interacting with peers from various backgrounds and cultures. This adaptation involves understanding and respecting different customs and traditions. One cadet mentioned, "We have cadets from all over Indonesia. We learn about each other's cultures, but it can be overwhelming."

Enculturation, or the process of internalising the values and behaviours of the maritime profession, also plays a pivotal role in sociocultural adaptation. Cadets must adapt to the specific maritime culture, which includes discipline, teamwork, and adherence to strict regulations. The enculturation process is fostered by STIP through various training and activities that promote nautical discipline.

C. Institutional Support and Role of STIP

The research findings underscore the critical role of STIP Jakarta in facilitating the adaptation of new cadets. The institution not only provides academic instruction but also plays a substantial role in sociocultural adaptation. Document analysis revealed that STIP offers a range of support systems, including academic counselling, English language classes, and mentorship programmes. These support mechanisms are designed to assist cadets in overcoming academic challenges and language barriers. Interviews with the cadets indicated that these support systems are highly beneficial (Balkin, 2006). Cadets who utilised them reported greater confidence in their academic abilities and language skills.

STIP also fosters enculturation by incorporating maritime values into the curriculum. Interviews with the cadets highlighted the impact of STIP's nautical discipline training, which instils the importance of teamwork, responsibility, and professionalism. This training contributes to the sociocultural adaptation of cadets and prepares them for the maritime industry's expectations.

The role of mentors and seniors at STIP is crucial in helping new cadets navigate the challenges of adaptation. Cadets mentioned that the support and guidance of older students and instructors create a sense of belonging and ease the transition process. One cadet stated, "Our seniors guide us through everything. They've been through it all, and they help us adjust."

The findings of this research offer a comprehensive view of the adaptation challenges faced by new cadets in maritime education at STIP Jakarta. The challenges are diverse and multifaceted, encompassing both academic and sociocultural dimensions. These challenges are significantly influenced by the geographical origins of the cadets and the enculturation process into the maritime profession. From an academic perspective, new cadets encounter rigorous coursework and a shift to an English-based education system (Hui & Ishak, 2022).

This shift requires improved English proficiency, time management, and a deeper understanding of complex subjects. The findings suggest that STIP should continue to enhance its English language support systems and academic counselling to assist cadets in meeting these academic challenges successfully.

Sociocultural adaptation is equally vital, with cadets needing to adapt to urban living, navigate cultural diversity, and internalise maritime values and discipline. The research highlights the need for orientation programs that introduce cadets to urban life and offer cultural sensitivity training (Fabry, 2017). Enculturation can be further fostered by emphasising the maritime culture throughout the curriculum and continuing to support the cadets in developing teamwork and discipline. The role of STIP in facilitating adaptation is apparent. The institution's support systems, mentoring programmes, and training in nautical discipline significantly contribute to the cadets' successful adaptation. These elements create a conducive learning environment and help cadets overcome the challenges they face during their maritime education journey. This research provides a deep understanding of the adaptation challenges encountered by new cadets in maritime education at STIP Jakarta. The findings underscore the importance of addressing academic and sociocultural challenges, recognising the role of geographical origins and enculturation. STIP Jakarta's role in facilitating adaptation is crucial, and the research suggests that the institution should continue to enhance its support systems and orientation programs to further assist new cadets. Ultimately, understanding these challenges is vital for improving the quality of maritime education and ensuring the success of new cadets in the maritime industry.

RESEARCH IMPLICATIONS AND RECOMMENDATIONS

The comprehensive analysis of adaptation challenges faced by new cadets in maritime education at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta offers several valuable implications and recommendations for educational policy, institutional practices, and the broader maritime industry. Understanding these implications is vital for enhancing the educational experiences and success of new cadets in this critical sector.

Implications

1. **Geographical Diversity and Enculturation:** The research underscores the significance of geographical origins and the process of enculturation in the adaptation of new cadets. Cadets from rural areas, far from Jakarta's urban environment, face distinct sociocultural challenges. This finding emphasises the need for orientation programs that help cadets adapt to urban life and better prepare them for cultural diversity. Institutions like STIP should continue to incorporate maritime values and discipline into their curricula to foster

enculturation effectively.

2. **Academic Challenges and English Proficiency:** The academic challenges highlighted by new cadets, including the intensity of coursework and the need to become proficient in English, have implications for curriculum design and language support systems. Institutions must ensure that the curriculum is rigorous yet accessible to new cadets. English language support systems should be further strengthened to improve cadets' language skills, as proficiency in English is critical for their success in the maritime industry.
3. **Institutional Support Systems:** The research findings reveal the pivotal role of STIP in facilitating adaptation. The institution's support systems, including academic counselling, English language classes, and mentorship programmes, play a significant role in helping cadets overcome challenges. These support mechanisms should be continued and further developed to ensure that cadets receive the necessary assistance.
4. **Mentoring and Senior Guidance:** The role of mentors and seniors at STIP is vital in easing the adaptation process for new cadets. This implies the need for a structured mentorship programme that pairs new cadets with experienced seniors. Such programmes can create a sense of belonging, provide guidance, and help cadets navigate their challenges effectively.

Recommendations

1. **Enhancing English Language Support:** To address the language proficiency challenges faced by new cadets, STIP should consider expanding its English language support systems. This may include intensive language courses, language labs, and language proficiency assessments to ensure that cadets are adequately prepared for English-based instruction.
2. **Orientation and Cultural Sensitivity Programs:** STIP should develop comprehensive orientation programs that not only introduce cadets to academic expectations but also prepare them for urban living. These programs should include cultural sensitivity training to help cadets navigate the diverse society of Jakarta. Providing insights into the urban lifestyle, including transportation, communication, and social norms, can significantly aid cadets' adaptation.
3. **Curricular Enhancements for Academic Rigour:** STIP should continually review and enhance its curricula to strike a balance between academic rigour and accessibility for new cadets. Curriculum designers should ensure that the coursework remains challenging while providing support mechanisms such as additional tutorials and study resources.
4. **Structured Mentorship Programmes:** To capitalise on the benefits of mentorship and senior guidance, STIP should establish structured mentorship programmes. These

programmes can match new cadets with experienced seniors who can provide guidance, advice, and support. Mentorship can extend beyond academic assistance to include sociocultural adaptation and career advice.

5. Sociocultural Awareness Workshops: To promote cultural understanding and prepare cadets for diverse interactions, STIP should consider incorporating sociocultural awareness workshops into its curriculum. These workshops can create an environment where cadets learn about each other's cultures, customs, and traditions, fostering mutual respect and collaboration.
6. Continuous Enculturation Emphasis: STIP should continue to emphasise the importance of maritime enculturation throughout the cadets' education. This can be achieved by integrating maritime values, discipline, and teamwork into various courses and activities. Enculturation should be an ongoing process that prepares cadets for the maritime industry's expectations.
7. Feedback Mechanisms: STIP should establish formal feedback mechanisms for cadets to provide input on their adaptation experiences and the effectiveness of support systems. Regular feedback collection and analysis can help the institution make necessary adjustments and improvements in real-time.
8. Collaboration with Stakeholders: To address the academic and industry-specific challenges, STIP should collaborate with maritime industry stakeholders. Partnerships with maritime companies, agencies, and organisations can provide valuable insights into industry demands, allowing STIP to tailor its curriculum accordingly.
9. Research Continuation: The current study is qualitative in nature and focuses on new cadets' adaptation experiences. To deepen the understanding of these challenges and explore potential solutions further, it is recommended that quantitative research be conducted to gather a broader dataset. Longitudinal studies tracking cadets over their entire education at STIP can also offer insights into the long-term adaptation process.
10. Sharing Best Practices: STIP should actively engage with other maritime education institutions to share best practices in facilitating adaptation. Collaborative efforts can benefit the broader maritime education community and improve the overall quality of education for new cadets.

In conclusion, the research into the adaptation challenges faced by new cadets in maritime education at STIP Jakarta provides crucial insights into the academic, sociocultural, and institutional dimensions of their experiences. The implications and recommendations outlined in this study offer a roadmap for enhancing the adaptation process and ensuring the success of new cadets in the maritime industry. By addressing these challenges and

continuing to improve support systems, STIP can further its mission of preparing competent and adaptable seafarers for the global maritime industry.

CONCLUSION

The research into the adaptation challenges faced by new cadets pursuing maritime education at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta has shed light on the multifaceted nature of their experiences. This study, employing a descriptive qualitative research approach combining document analysis and interviews, has revealed critical insights into the academic, sociocultural, and institutional dimensions of cadets' adaptation processes. The adaptation challenges faced by new cadets are substantial, and they encompass a wide array of academic pressures and sociocultural adjustments. The academic demands of maritime education, characterised by rigorous coursework and the need for English language proficiency, can be daunting for cadets. The shift from rural, close-knit communities to the bustling urban environment of Jakarta presents additional sociocultural challenges, including lifestyle adjustments, language barriers, and cultural diversity. Furthermore, the enculturation process into the maritime profession, which emphasises discipline, teamwork, and adherence to industry-specific values, plays a pivotal role in cadets' sociocultural adaptation.

Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta, as a leading maritime education institution, plays a crucial role in facilitating the adaptation of new cadets. The institution provides an array of support systems, mentorship programmes, and training in nautical discipline, which significantly contribute to cadets' successful adaptation. The implications drawn from this study underscore the importance of addressing these challenges to enhance the educational experiences and success of new cadets in the maritime sector. Geographical origins and enculturation processes should be considered when developing orientation programs and sociocultural awareness workshops. Enhancements in English language support, curricular balance, and structured mentorship programmes can aid in overcoming academic hurdles and ease adaptation. Continuous emphasis on maritime enculturation and the establishment of feedback mechanisms for cadets are vital for their long-term adaptation and the improvement of support systems.

The research highlights the need for a holistic approach to addressing the adaptation challenges faced by new cadets in maritime education. By recognising these challenges and implementing the recommended measures, STIP Jakarta and other maritime education institutions can better prepare cadets for their maritime careers and contribute to the quality and success of the maritime industry as a whole. Ultimately, this research contributes to the understanding of the complex dynamics of adaptation in maritime education and the

broader implications for the maritime sector.

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