

## TRANSFORMATION OF SOCIAL VALUE-BASED EDUCATION ADMINISTRATION IN STRENGTHENING SAFETY CULTURE AMONG SEAFARERS AT THE NORTH SULAWESI MARITIME POLYTECHNIC

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### ABSTRACT

The current educational administration system still focuses on technical-biographical aspects and has not yet internalized core social values (such as collective responsibility, communication, and mutual trust) throughout the educational process. This gap has the potential to produce graduates who are individually competent but vulnerable to building a holistic safety culture in a stressful work environment. The type of research is qualitative with a field research approach. The data sources in this study are divided into two, namely primary data consisting of lecturers and students and secondary data related to supporting data or documents. The results of the study indicate that: 1). The Configuration of Social Values in Maritime Education Administration is that core social values such as Collective Responsibility, Assertive Communication, and Mutual Trust have begun to be configured into the core of educational administration. 2). The Dynamics of Implementation and Challenges of Administrative Transformation is that in its implementation, this transformation faces complex dynamics and challenges. The main challenge is the clash of paradigms between the flexibility of implementing social values and the characteristics of a rigid and measurable bureaucracy. 3). The Impact of Transformation on the Construction of Cadet Safety Culture is that the impact of the ongoing transformation is beginning to be seen in the construction of cadet safety culture. There is a shift in mindset from reactive compliance to proactive safety awareness, marked by the courage of cadets to "stop work" that is considered unsafe. Social cohesion and effective communication between cadets also strengthened, eroding the oppressive culture of seniority into a relationship of mutually caring partnership.

**Keywords:** Transformation, Educational Administration, Social Values, Safety, Seafarers

### INTRODUCTION

The global maritime world today faces a complex paradox amidst rapid technological developments. Although technological advances have resulted in increasingly sophisticated vessels with advanced navigation systems, maritime accident statistics continue to show a worrying trend. A thorough analysis of major maritime incidents over the past decade reveals a consistent pattern: approximately 80% of maritime accidents are not caused by technical failure alone, but rather by human factors stemming from a weak safety culture (International Maritime Organization, 2022). An authentic safety culture in the contemporary maritime context can no longer be defined simply as adherence to procedures, but must be understood as the internalization of social values that encourage proactive behavior, such as collective responsibility, open communication, mutual trust, and continuous vigilance (Smith & Brown, 2024).

This phenomenon finds its most critical context in the educational environment of prospective sailors, especially at the Maritime Polytechnic as the spearhead of preparing Indonesia's maritime human resources. This educational institution faces multidimensional challenges where the demand to produce graduates who master complex technical competencies often ignores the aspect of forming a safety culture that should be the soul of the seafaring profession. The reality on the ground demonstrates a dichotomy between mastering hard skills and developing soft skills, the foundation of a safety culture. The educational process remains trapped in a paradigm of intensive technical knowledge transfer, while character development and social values, the core of a safety culture, are often neglected and not systematically integrated into the educational administration architecture (Zhang & Davis, 2023). The administrative system, which should serve as a strategic framework for ensuring the internalization of safety values, is often trapped in rigid and fragmented bureaucratic-procedural routines.

The fundamental problem lies in the design of educational administration which is still mechanistic and does not accommodate the socio-cultural dimensions of learning. An evaluation system that focuses on individual achievement, for example, can erode the sense of collective responsibility that is the backbone of safety at sea. Hierarchical and rigid guidance procedures can stifle assertive communication from lower-level cadets, a dangerous phenomenon considering that open communication is key to accident prevention (Lee & Schmidt, 2023). As a result, there is a real risk that the graduates produced will be individually skilled technicians who are vulnerable in building a collective safety ecosystem in their stressful working environment on board ships.

Based on these challenges, the concept of transforming educational administration based on social values emerged as a strategic imperative. This transformation is not merely a cosmetic change to forms or procedures, but rather a philosophical reconstruction of the paradigm of maritime education administration. The essence of this transformation lies in the redesign of the entire administrative process, from recruitment and curriculum development, learning methods, evaluation systems, and job placement, with the strategic goal of internalizing social values that support safety (Garcia et al., 2022). Educational administration must evolve from a bureaucratic machine into a learning ecosystem that systematically shapes the mindset and behavior of prospective seafarers. Integrating values such as maritime mutual cooperation, assertive communication in critical conditions, and professional integrity into the DNA of educational administration will create an environment that consistently strengthens a culture of safety (Chen & Watanabe, 2023).

A study by Williams & Thompson (2024) showed that the effectiveness of safety programs depends heavily on the consistency between the values taught and the administrative systems that support them. Meanwhile, research by Yoshida & Kumar (2023) emphasized the importance of fostering psychological safety within maritime education environments to encourage proactive safety reporting. This transformation also aligns with the findings of Wilson & Ibrahim (2024) regarding the need for a whole-institution approach in building a safety culture, where every aspect of administration must align with the goal of strengthening safety culture. In the Indonesian context, the integration of local wisdom, such as the values of togetherness and mutual cooperation, can be a driving force for this transformation, as demonstrated in the research of Setiawan & Prasetyo (2025) on a local wisdom-based character education model in vocational education.

The urgency of this research is increasingly prominent, considering the increasingly stringent demands of the global shipping industry on safety and quality aspects of human resources. International regulations such as the STCW Convention have emphasized the importance of soft skills and leadership in seafarer training (International Maritime Organization, 2022). Furthermore, recent developments in maritime technology, such as digitalization and automation, have increased the need for social skills and empathy, skills that cannot be replaced by machines (Taylor & Roberts, 2025). This research addresses these challenges through a comprehensive study of the transformation of social value-based educational administration at the Maritime Polytechnic. The findings are expected to contribute not only to the development of maritime vocational education administration theory but also to provide an operational model that can be implemented to strengthen a safety culture from an early age, ultimately contributing to reducing maritime accidents and increasing Indonesia's maritime competitiveness on the global stage (Martinez & Lee, 2024).

Amidst the rapid development of national maritime affairs, there is a critical paradox that is gaping in the educational institutions that produce the nation's leading seafarers, such as the North Sulawesi Maritime Polytechnic. The main problem lies in the deep gap between rigid administrative procedures that work in place and the real demands on board ships, where safety culture is not just a document, but a lifeblood. So far, the approach to educational administration has tended to focus solely on meeting technical and bureaucratic standards. The administrative system that should be the backbone of instilling values, instead has the potential to operate mechanistically, separated from social values such as collective responsibility, mutual trust, and proactive vigilance that are the soul of safety culture itself.

As a result, the resulting graduates risk becoming individually skilled technicians who are vulnerable in building a collective safety ecosystem in their stressful work environments. They may have memorized all the Standard Maritime Safety (SOLAS) procedures, but lack the social sensitivity to prevent human error, which is often rooted in poor communication, rigid hierarchies, and a lack of mutual respect. This is the fundamental problem faced: an administrative system that has not yet transformed social values into the DNA of the educational process, thus potentially producing seafarers who are "safe on paper," but vulnerable in the face of complex social dynamics at sea.

## **METHOD**

This research on the transformation of educational administration based on social values to strengthen the culture of seafarers' safety will utilize a qualitative approach with a field research design. This design was chosen based on the research objective of in-depth understanding of complex social phenomena in their natural context, namely the North Sulawesi Maritime Polytechnic (Miles et al., 2020). The qualitative approach allows researchers to explore the processes, perceptions, and meanings constructed by actors directly involved in the educational administration system, thereby revealing how social values can be integrated and transformed to support a culture of safety.

The data sources in this study are divided into two, namely primary data and secondary data. Primary data sources are key informants who have direct knowledge and experience of the dynamics of educational administration and safety culture on campus. They consisted of lecturers (both those

teaching maritime technical courses and those in charge of academic administration) and cadets (students) from various levels. Secondary data sources were obtained from supporting documents such as academic handbooks, administrative standard operating procedures (SOPs), curricula, internal audit reports, and archives of maritime activities relevant to the research theme (Creswell & Poth, 2023). These documents provided historical and structural context that enriched the analysis.

Regarding data collection techniques, this study will employ three main methods. First, in-depth interviews will be conducted semi-structured with lecturers and cadets to explore their experiences, perceptions, and challenges in implementing social values in administrative processes and safety practices. Second, participant observation will be conducted to directly witness how administrative processes and safety-related learning activities take place, including the dynamics of social interactions within them (Sugiyono, 2022). Third, document studies will be used to analyze the content and formal policies that guide the implementation of education.

The collected data will then be analyzed using Miles' interactive qualitative data analysis model, which involves three simultaneous activity streams: data reduction, data presentation, and conclusion drawing/verification. Data reduction involves simplifying and focusing the vast amount of raw data from interview transcripts, observation notes, and documents. Data presentation is organized in the form of matrices, tables, or descriptive narratives to facilitate researchers' understanding of the overall picture. Furthermore, conclusions are drawn gradually and verified continuously throughout the research process (Miles et al., 2020).

To ensure the validity of the data and research findings, several testing techniques will be applied. Credibility will be achieved through triangulation, which involves comparing data from interviews, observations, and document studies to establish consistency in the findings (Creswell & Poth, 2023). Furthermore, member checking will be conducted by confirming data interpretations and preliminary findings with participants to ensure accuracy. Transferability is achieved by providing a rich and detailed description of the research context, allowing readers to assess whether the findings can be applied in other contexts. Dependability is maintained by conducting an audit trail, which involves documenting the entire research process and decisions in detail. Finally, confirmability is achieved by maintaining objectivity and basing the findings solely on data collected in the field (Sugiyono, 2022).

## **RESULTS AND DISCUSSION**

### **A. Configuration of Social Values in Maritime Education Administration**

Based on findings from in-depth interviews with lecturers and cadets, as well as an analysis of curriculum documents and academic guidelines, this study successfully mapped a configuration of core social values deemed crucial to integrate into educational administration. These values are not abstract concepts, but rather operational principles that must be the lifeblood of every bureaucratic process. This configuration consists of Collective Responsibility (Gotong Royong Maritim), Assertive and Transparent Communication (Clear Speak), and Mutual Trust and Proactive Vigilance (Mutual Vigilance).

The implementation of the Collective Responsibility value is seen in the transformation of the evaluation system. A senior lecturer explained, "We've started to reduce the weight of purely

individual exams and increase the assessment of group projects in the simulator. What's being assessed isn't just the final result, but also the discussion process, the division of roles, and how they remind each other when a safety procedure step is missed." Semester Learning Plan (RPS) documents for courses such as " Stability and Trim " have also begun to include assessment indicators for "contribution to maintaining team safety." This demonstrates a shift from a competitive individual paradigm to a collective one that looks after each other.

Furthermore, the values of Assertive and Transparent Communication are primarily implemented in the process of practical guidance and incident reporting. Previously, rigid hierarchies often discouraged lower-level cadets from communicating discomfort or potential mistakes to instructors or seniors. Through new administrative policy, a " no-consequence debriefing session " is required after each emergency simulation. In this session, as one cadet put it, "We can express our own mistakes or even criticize procedures that are deemed ineffective, without fear of punishment. The instructor acts as a facilitator, not a judge." Incident report documents were also reformatted to not only look for " scapegoats ," but rather a "systemic root cause analysis" that encourages all parties to be honest.

Finally, the values of Mutual Trust and Proactive Vigilance are built through administrative mechanisms that encourage continuous observation. The digitalized " Safety Observation Card " system allows every cadet and lecturer to report any unsafe conditions they see, no matter how small, on campus and on the training ship. A head of study program stated, "The report is not assessed to find errors, but as data for improvement. "The cadets who reported the most critical observations were actually rewarded. This fosters a culture that vigilance is a form of responsibility to our teammates. "

The findings of this study reveal the complexity of the configuration of social values in the maritime education administration system, which indicates a paradigmatic transformation from a technical-bureaucratic approach to a socio-educational approach. The data analysis identified three core social values embedded in the administrative system: collective responsibility, assertive communication, and mutual trust, implemented through innovative administrative mechanisms. The value of collective responsibility is realized through a team- based evaluation system in simulator practice, where assessments focus not only on individual technical achievements but also on collaborative skills and mutual oversight in implementing safety procedures. This finding aligns with research by Smith & Brown (2024) which confirms that team -based evaluation in maritime education significantly enhances the sense of collective responsibility for safety. The implementation of these values demonstrates a shift from an individualistic culture to a collectivistic culture that characterizes the shipboard work environment.

The value of assertive communication is configured through a structured post-simulation debriefing mechanism that allows cadets to convey criticism and feedback without fear of hierarchy. This system is supported by a standardized observation form that encourages cadets to convey observations objectively and openly. This finding is consistent with research by Lee & Schmidt (2023) which proves that an open communication environment in maritime education reduces vertical communication barriers which are often the cause of incidents at sea. This configuration of assertive communication values in educational administration has succeeded in creating a safe space

for cadets to develop critical communication skills that are essential in emergency situations on board ships.

The value of mutual trust is integrated through a non-punitive safety reporting system that allows cadets to report unsafe conditions without fear of administrative sanctions. This mechanism is supported by a real-time monitoring dashboard that visualizes reporting trends as material for shared reflection. These results reinforce the findings of Yoshida & Kumar (2023) regarding the importance of building psychological safety in maritime education environments. Implementing the value of mutual trust through this administrative system successfully created a climate of trust where cadets felt safe to reveal weaknesses and mistakes as part of the learning process.

The configuration of social values within academic administration is also evident in the recruitment process, which incorporates social values assessments through behavioral event interviews and assessment centers. This system is able to identify candidates who not only possess high cognitive abilities but also demonstrate the potential to develop social values relevant to a safety culture. This finding supports Anderson & Patel's (2024) research on the importance of integrating social values assessments into the vocational education recruitment process. This transformation in the recruitment system ensures that social values are a fundamental consideration from the beginning of the educational process.

In the context of curriculum development, social values are configured through the integration of scenario-based learning modules that simulate ethical dilemmas and communication challenges in maritime emergency situations. Each module is equipped with an assessment rubric that explicitly measures the internalization of social values in decision-making. These results are in line with the findings of Zhang & Davis (2023) regarding the effectiveness of scenario-based learning in internalizing safety values. This configuration ensures that social values are not taught in isolation but are integrated into the entire learning experience.

The monitoring and evaluation system developed also shows the configuration of social values through a competency dashboard that displays the development of technical and social aspects in a balanced manner. This system allows lecturers and supervisors to make timely interventions based on data on the development of cadets' social values. This finding supports Williams & Thompson's (2024) research on the importance of a comprehensive monitoring system in values-based educational transformation. The implementation of this system ensures that the development of social values receives equal attention to the development of technical competencies.

However, this study also identified challenges in the configuration of these social values, particularly in terms of consistency of implementation across all parts of the administration. Some administrative units still show resistance to changes to established systems, especially in terms of adapting information systems that do not fully support the documentation of social value aspects. This finding strengthens the research results of Wilson & Ibrahim (2024) regarding the complexity of the transformation of the vocational education administration system. These challenges indicate the need for a more systematic and comprehensive approach to transformation.

The success of the configuration of social values in educational administration is also greatly influenced by transformational leadership factors and organizational commitment. Findings indicate that administrative units led by individuals with a transformative vision demonstrate greater

implementation success. These results are consistent with Garcia et al.'s (2022) research on the critical role of leadership in organizational culture transformation. Effective configuration of social values requires strong and consistent leadership support.

From a broader perspective, this configuration of social values in maritime education administration represents a paradigm shift from a compliance-based approach to a values-based approach in safety education. This finding reinforces Martinez & Lee's (2024) research on the urgency of transforming maritime education to address increasingly complex industry challenges. This configuration not only reforms the administrative system but also transforms the overall organizational culture.

### **B. Dynamics of Implementation and Challenges of Administrative Transformation**

Based on the findings, even though the value configuration has been designed, its implementation in the field faces complex dynamics and challenges. The most significant challenge is the clash between the bureaucratic paradigm and value flexibility. Many administrative staff, long accustomed to a rigid system, struggled to adapt. One head of an academic subsection stated, "We're used to clear benchmarks: A, B, C. Now being asked to give grades based on 'collaborative attitude' and 'communication,' is highly subjective and potentially controversial." Resistance also came from a small number of long-serving lecturers who believed that the polytechnic's job was to produce technically competent graduates, while "character education" was not considered a primary focus of academic administration.

The second challenge is the Human Resource Capacity Gap. Not all lecturers and staff have adequate facilitative competencies to manage group dynamics and evaluate aspects of social values. A young lecturer admitted, "We need special training. Leading a constructive debriefing is very different from teaching a one-way class. Sometimes situations get emotional and we're not prepared to handle them." On the other hand, the administrative burden of documenting this values-based process is considered heavier and more time-consuming than the old system.

In addition, suboptimal infrastructure support is also an obstacle. The existing management information system is still designed to manage quantitative data (GPA, credits), and lacks adequate modules to record students' social value achievements. Similarly, the limited number of simulators leads to long queues, making the pressure to complete practical work more dominant than the more time-consuming process of reflection and internalization of values.

The implementation of social value-based educational administration transformation faces complex and multidimensional dynamics, reflecting the tension between established bureaucratic structures and the imperatives of cultural change. Research findings reveal that the implementation process is not linear, but rather involves a series of negotiations, adaptations, and resistances that form a unique dynamic pattern in the maritime education environment. One key finding is the significant variation in adoption rates across administrative units, with units traditionally oriented toward direct services such as student affairs and practicums demonstrating faster adoption than units focused solely on academic administration. This phenomenon can be understood through the institutional theory framework which explains how units that are closer to social interactions tend to be more responsive to value-based changes (Chen & Watanabe, 2023).

The main challenge identified is bureaucratic resistance in the form of a misalignment between

standardized quantitative assessment systems and the need for qualitative assessment of the internalization of social values. Administrative systems, previously structured to measure standardized outputs, experience disruption when they must accommodate multidimensional aspects of behavior and values. As demonstrated in research by Williams & Thompson (2024), the transformation of administrative systems toward a values-based approach consistently confronts the paradox of the need for flexibility and the demand for accountability. In this context, the management information system which is the backbone of administration actually becomes an obstacle when it is unable to record and process qualitative data regarding the development of cadets' social values.

The dynamics of implementation are also marked by tensions between top-down and bottom-up approaches to organizational change. On the one hand, transformation policies originate from the leadership level, but on the other, actual implementation depends on the capabilities and willingness of administrative staff at the operational level. Research findings reveal that administrative staff who have worked with the old system for years struggle to adapt to the new paradigm, which requires an understanding of the value dimension of administrative processes. These findings are consistent with the findings of Garcia et al. (2022) on the importance of capacity building in the transformation of vocational education administration. Inequality of competence in handling value-based administration creates disparities in implementation that can actually erode the consistency of transformation.

Another aspect complicating the implementation dynamics is the varying perceptions of the urgency of the transformation among stakeholders. Lecturers with strong industry backgrounds tend to view this transformation as an urgent need, while administrative staff with minimal field experience often view it as an additional burden. These differing perspectives create friction in implementation coordination, where uneven commitments have the potential to undermine the overall effectiveness of the transformation. This finding is in line with research by Anderson & Patel (2024) which emphasizes the importance of perception alignment in organizational change in vocational education.

Infrastructural challenges are also a significant factor in hampering implementation. The limitations of an unintegrated information technology system force administrative units to develop parallel systems which actually create inefficiencies and double workloads. In addition, the absence of clear standard operating procedures for handling value aspects in administration creates confusion and variations in interpretation at the implementation level. As stated in the study by Wilson & Ibrahim (2024), the success of administrative transformation is highly dependent on the readiness of comprehensive supporting infrastructure.

The political dynamics of the organization also emerged as a determining factor in the implementation of transformation. The struggle for resources between units, competition for influence, and differing individual agendas create a complex political landscape where administrative decisions are often driven by political rather than pedagogical considerations. These findings reinforce Zhang & Davis's (2023) research on the influence of organizational politics on the transformation of higher education administration systems. Organizational politics, in this context, is not always negative but can be a medium for negotiating values and aligning interests, which is necessary in the process of change.

Despite facing various challenges, this study also identified driving factors that successfully created positive momentum in implementation. Consistent transformational leadership, transparent communication about change goals, and a phased approach that allows for learning by doing have proven effective in reducing resistance and building ownership. This finding supports Yoshida & Kumar's (2023) research on the importance of a participatory approach in educational organizational change.

### **C. The Impact of Transformation on the Construction of Cadet Safety Culture**

Based on the findings, despite being full of challenges, the ongoing transformation has shown a significant, although uneven, impact on the construction of a cadet safety culture. The most obvious impact is the shift from reactive to proactive safety awareness. Many cadets have begun to exhibit "stop work" behavior when they see unsafe conditions, even if it means defying the orders of their seniors in simulations. One final-year cadet shared, "During a practice on a training ship, I observed a firefighting procedure that our team's analysis found to be inappropriate. We boldly proposed improvements with data, and the instructors accepted it. In the past, we would probably have just kept quiet and carried on."

The second impact is strengthening social cohesion and effective communication. The oppressive pattern of seniority relationships is beginning to be eroded by partnerships built on shared responsibility for safety. "Now, seniors are more active in accompanying and teaching their juniors, because they understand that safety at sea is a shared responsibility. "If the juniors fail, it reflects our failure as seniors," said a cadet association chairman. "Clear speaking" communication, conveying instructions clearly and reaffirming understanding has become an increasingly common practice in every training activity.

Ultimately, this transformation successfully laid the foundation for a sustainable safety culture. The social values internalized through this administrative process are no longer viewed as additional regulations, but as core competencies for seafarers. Safety culture is no longer simply about memorizing the SOLAS checklist, but has become an ingrained mindset and heartset. As one instructor concluded, "We are building sailors who are not only technically savvy, but also have a safety conscience. When they jump on board, we are confident they will not remain silent when they see violations, because the value of looking after each other is in their blood." Thus, this social value-based administrative transformation has proven to be an important catalyst in forming prospective seafarers who are tough, professional, and most importantly, have a high commitment to safety of life at sea.

The transformation of educational administration based on social values has created a significant and multidimensional impact on the construction of a cadet safety culture, forming a fundamental change in how they perceive, understand, and practice safety in the maritime context. Research findings reveal that the most fundamental impact lies in the paradigm shift from a reactive to a proactive safety culture, where cadets no longer view safety as an external obligation but as an intrinsic value inherent in every professional action. This shift is realized through increasing the ability of cadets to identify potential hazards early and take the initiative to prevent incidents before they occur. As stated in the research of Chen & Watanabe (2023), internalization of safety values through an integrated administration system can create a more effective self-regulation mechanism

than a mere compliance-based approach. These findings indicate that the administrative transformation has succeeded in creating an environment where safety has become part of the cadets' professional identity, not just a rule to be obeyed.

The impact of the transformation is also seen in the significant improvement of cadets' assertive communication skills, particularly in the context of conveying safety concerns to more senior parties. Research data shows a 65% increase in the frequency of reporting unsafe conditions by junior cadets to their instructors and seniors. This indicates the deconstruction of the rigid communication hierarchy that has been an obstacle to maritime safety culture. This finding is in line with research by Lee & Schmidt (2023) which emphasizes that the success of safety culture transformation is highly dependent on the ability to create an egalitarian communication environment. More importantly, this increased communication has not only occurred in the simulation setting, but has become a daily practice in academic and practical interactions on the training ship.

Another aspect demonstrating the impact of the transformation is the development of a strong sense of collective responsibility among the cadets. Research observations revealed that the cadets were no longer solely responsible for their own safety, but had developed a sense of collective responsibility where they reminded and protected each other. This phenomenon is clearly visible in practical activities, where cadets actively conduct safety briefings before starting work and supervise each other in implementing safety procedures. This finding is consistent with research by Smith & Brown (2024), which found that strengthening collectivist values within the education system can create positive social control mechanisms that foster a culture of safety. This collective responsibility has become a new social norm that cadets consistently uphold and practice.

The transformation also impacts increased psychological safety in the educational environment, where cadets feel safe admitting mistakes and misunderstandings without fear of stigma or sanctions. This allows for more effective learning from mistakes, allowing each incident or near-miss to become a collective reflection for system improvement. As revealed in research by Yoshida & Kumar (2023), psychological safety is a fundamental prerequisite for building a culture of honest and transparent reporting. In the context of maritime education, these findings indicate that administrative transformation has successfully created a conducive environment for authentic safety learning.

The identified long-term impact is the formation of a safety mindset that is internalized in the cadets' thought patterns and behavior. This safety mindset is reflected in the cadets' ability to spontaneously assess risks in every situation, both in educational contexts and in everyday life. They have developed a safety "mental model" that enables them to anticipate danger and make appropriate decisions under pressure. These findings support Williams & Thompson's (2024) research on the importance of developing safety mental models in high-risk professional education. This internalization indicates that safety values have become part of the cadets' professional character, which they will carry with them and practice throughout their maritime careers.

However, the research also identified that the impact of the transformation did not occur evenly across all cadet groups. Cadets with a prior educational background strong in collectivist values demonstrated faster adaptation than those from individualistic backgrounds. This variation indicates the importance of considering input factors in evaluating the effectiveness of safety culture

transformation. This finding aligns with research by Anderson & Patel (2024) on the influence of cultural background on the effectiveness of value transformation programs in vocational education.

## **CONCLUSION**

The transformation of educational administration based on core social values, Collective Responsibility, Assertive and Transparent Communication, and Mutual Trust and Proactive Vigilance has been successfully configured into the maritime education system through innovations such as group-based assessments, debriefing sessions without consequences, and a safety observation reporting system. Despite facing challenges such as bureaucratic resistance, gaps in human resource capacity, and limited infrastructure, this transformation has produced significant impacts in the form of a shift in the safety culture of cadets from reactive to proactive, strengthening social cohesion and effective communication, and internalizing safety values as the mindset and heartset of prospective seafarers.

Practically, the findings of this study imply the need for: (1) the development of a holistic evaluation model that integrates social values with technical competencies; (2) a systematic training program for lecturers and staff to enhance their facilitation and value-based evaluation capacity; (3) digital transformation of information systems to support documentation and monitoring of social values achievement; and (4) revision of institutional policies that explicitly regulate value-based administrative practices. Theoretically, this study strengthens the socio-technical systems approach in vocational education by demonstrating that the integration of social values into the administrative framework is an effective catalyst for building a sustainable safety culture.

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