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Managing Maritime Fieldwork Practices: A POAC Framework for Enhancing Student Competence in Indonesian Vocational Schools

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Abstract: This study aims to analyze the management of Field Work Practice (PKL) in enhancing the competence of Maritime Department students at State Vocational High School 4 Bengkulu City. A descriptive qualitative design was employed through interviews, observations, and document analysis involving school administrators, teachers, students, and industry partners. The study revealed that PKL management was systematically implemented through four key functions planning, organizing, actuating, and controlling. Collaborative planning aligned educational goals with industry needs, while dual supervision and continuous monitoring improved students' technical competence and professional discipline. The results demonstrate that adaptive management practices supported by digital supervision enhance the effectiveness of vocational training in maritime settings. The novelty of this study lies in applying the POAC management model to maritime vocational education with limited communication environments. This research contributes by proposing an adaptive framework that strengthens Industry–School Partnerships and bridges the gap between vocational education and the maritime industry.

Keywords: Industry–School Partnership, Maritime Education, Student Competence, Vocational Management, Work Practice

A. Introduction

Vocational education in Indonesia plays a crucial role in preparing competent and professional human resources who are ready to face the dynamics of the industrial world. According to Law No. 20 of 2003 concerning the National Education System, vocational education aims to prepare students to work in specific fields in accordance with business and industrial needs. What is known from previous studies is that vocational education serves as a bridge between schools and industries through practical-based learning such as internships or Field Work Practice (PKL), which are designed to improve student competence and employability. Studies by Supriyanto, Miyono, and Abdullah (2023), as well as Pradana (2021), have demonstrated that structured internship management positively affects students' technical and professional skills.

However, what remains unknown is how this management process operates effectively in maritime vocational schools, which have different characteristics compared to land-based industrial fields. Most existing studies focus on automotive or information technology programs, leaving limited empirical data about how maritime vocational schools, where PKL activities take place in marine environments with restricted communication and higher risks, manage such practices.

The state of the art of this study lies in analyzing PKL management in maritime departments using the POAC (Planning, Organizing, Actuating, Controlling) management theory (Terry & Rue, 2014), while considering unique maritime constraints such as communication barriers and safety standards at sea. Prior research, such as Muhardani et al. (2019) and Kamaludin et al. (2021), acknowledges that maritime vocational education requires a distinct management model adapted to sea-based environments, but none have examined the detailed management functions systematically.

The novelty of this research lies in its specific focus on adaptive management practices within maritime vocational education at state vocational high school 4 Bengkulu City, where the implementation of PKL takes place directly on fishing vessels and commercial ships. This unique context presents a dynamic and challenging learning environment that demands flexible and innovative management strategies. Unlike conventional PKL settings conducted on land-based industries, maritime training involves students operating in remote, mobile, and unpredictable oceanic conditions. The study therefore emphasizes the application of adaptive management principles that enable effective coordination, supervision, and evaluation in such complex situations.

A distinctive contribution of this research is the exploration of innovative monitoring systems, including remote supervision methods and industry-based mentoring mechanisms, which utilize digital tools to maintain communication and performance assessment while students are at sea. These approaches ensure continuous guidance, promote accountability, and support real-time documentation of learning progress. Furthermore, this study fills a gap in existing literature by providing empirical insights into how vocational schools can integrate technological innovation and industry collaboration to strengthen the quality of fieldwork management. Ultimately, the findings offer new perspectives on improving student competence, enhancing institutional adaptability, and shaping a responsive maritime education model aligned with global standards and future workforce needs.

The contribution of this study is both theoretical and practical, providing meaningful insights for the advancement of maritime vocational education management. Theoretically, the research expands the application of the classical POAC management framework: planning, organizing, actuating, and controlling by contextualizing it within the unique environment of maritime education. It demonstrates how each

management function can be adapted to address the specific challenges of implementing PKL in ocean-based settings, where supervision, coordination, and evaluation require flexibility and technological support. This extension enriches the body of knowledge in educational management by showing that the POAC principles remain relevant and effective when integrated with adaptive and innovative approaches suitable for dynamic maritime conditions.

From a practical standpoint, the study introduces a management model that can be implemented collaboratively by vocational schools and maritime industry partners. This model serves as a strategic framework to strengthen linkages between the education sector and real-world maritime operations. It provides clear guidelines for planning PKL activities, assigning responsibilities, monitoring student performance, and evaluating learning outcomes. Moreover, the model encourages continuous communication and partnership between schools and industry, ensuring that training content and methods remain aligned with current maritime practices, technological trends, and global competency standards.

Based on these foundations, the research addresses the following questions: 1) How is PKL planning carried out in the Maritime Department of state vocational high school 4 Bengkulu City? 2) How does the implementation of PKL improve student competence of state vocational high school 4 Bengkulu City? 3) How are monitoring and evaluation conducted during PKL implementation of state vocational high school 4 Bengkulu City? 4) What obstacles arise in the management of PKL in maritime settings of state vocational high school 4 Bengkulu City?

B. Methods

This study adopted a descriptive qualitative approach to examine how Field Work Practice (PKL) is managed in the Maritime Department of state vocational high school 4 Bengkulu City. The research explored the implementation of key management functions, planning, organizing, actuating, and controlling, in the administration of PKL activities. It aimed to understand how these functions are applied systematically to enhance students' practical abilities, discipline, and professional readiness within maritime education. Through this approach, the study sought to reveal the effectiveness of management strategies in bridging the gap between theoretical learning and real industry practices. The investigation also emphasized the contribution of proper PKL management toward improving students' technical skills, work attitudes, and overall competence required in the maritime field.

Research Setting and Participants

The study was carried out at state vocational high school4 Bengkulu City, a vocational institution recognized for its specialization in maritime education and training. The school provides two major maritime study programs, namely *Fishing Vessel Navigation*

(NKPI) and *Fishing Vessel Engineering (TKPI)*, both of which are designed to equip students with technical and practical competencies relevant to the maritime industry. These programs serve as an important foundation for preparing students to work in various sectors of the marine field, including navigation, fishing operations, vessel maintenance, and maritime safety.

The research involved a diverse group of informants representing all stakeholders directly engaged in the management and implementation of PKL. They included the school principal, vice principals responsible for curriculum development and industry collaboration, members of the PKL management committee, supervising teachers, and students participating in the program. In addition, representatives from industry and business partners (Business and Workforce Industry or IDUKA) were also included as key informants. Their perspectives and experiences provided valuable insights into the collaboration process between schools and industry, as well as the effectiveness of PKL management in improving students' maritime competencies.

Data Collection Instruments and Techniques

Data for this study were gathered using multiple qualitative techniques, namely semi-structured interviews, direct field observations, and document analysis, to ensure the credibility and depth of findings. The use of these complementary methods allowed for triangulation, strengthening the validity of the research results. The instruments employed consisted of interview guides, observation checklists, and documentation sheets carefully designed to maintain consistency and accuracy throughout the data collection process.

Semi-structured interviews were carried out with various key informants, including school administrators, vocational teachers, students participating in PKL, and industry mentors who supervised students at maritime workplaces. These interviews provided rich insights into the planning, implementation, and evaluation stages of PKL, as well as the challenges and best practices encountered in the field. Observations were conducted during coordination meetings between the school and industry representatives and continued throughout student placements at partner institutions such as fishing vessels, shipping companies, and maritime workshops. These observations helped the researcher capture real-time interactions, supervision patterns, and learning dynamics within authentic work environments.

Document analysis was conducted by examining official PKL guidelines, evaluation reports, attendance records, student logbooks, and correspondence between schools and industry partners. This documentation served to verify interview and observation data, offering evidence of how PKL programs were organized, monitored, and assessed. Together, these methods provided a comprehensive and holistic understanding of how management practices influenced the effectiveness of PKL in enhancing students' maritime competencies.

Data Analysis

The collected data were analyzed using the interactive model of Miles and Huberman, which involves three stages: data reduction, data display, and conclusion drawing/verification. Data triangulation was used to ensure validity, combining interviews, observations, and documents. Ethical considerations such as informed consent, confidentiality, and voluntary participation were maintained throughout the research process.

This methodological approach provided a comprehensive and detailed understanding of how the management of PKL contributes to the overall improvement of students' competence in maritime education. Through the combination of interviews, observations, and documentation, the study was able to explore not only the managerial processes applied in planning, implementing, and evaluating PKL, but also how these processes influence students' technical, cognitive, and attitudinal development. The qualitative design allowed the researchers to capture authentic experiences and real-world dynamics that cannot be fully represented through quantitative data alone.

In addition, this approach helped identify the various challenges that emerged during the implementation of PKL, including organizational constraints, communication barriers, and environmental limitations encountered during sea-based training. The use of triangulation and member checking ensured that the data collected were valid, reliable, and reflected the true context of the research setting. Overall, the methodology provided deep insights into the interrelationship between effective PKL management and the enhancement of student competence in the maritime sector.

C. Results and Discussion

Planning of Field Work Practice

The findings revealed that the planning of PKL at state vocational high school4 Bengkulu City was carried out in a structured, systematic, and collaborative manner. This stage was the foundation for the overall success of the PKL program, as it determined how effectively the implementation would align with educational objectives and industry expectations. The planning process began with a series of coordination meetings involving key stakeholders such as the principal, vice principals in charge of curriculum and industry relations, members of the PKL committee, supervising teachers, and representatives from partner industries. These meetings aimed to formulate clear objectives, prepare student placement schedules, and match students with appropriate industry partners based on their field of expertise and academic readiness.

This systematic process reflects the principle of *link and match* between schools and the

industrial world, ensuring that every stage of PKL corresponds to real labor market demands. As emphasized by Faizal et al. (2018), effective planning is the cornerstone of successful vocational training programs because it ensures that the curriculum remains compatible with industry requirements. In addition, Haryani and Sunarto (2021) noted that a detailed and participatory planning process enhances the relevance of practical learning, resulting in better student outcomes.

However, as Disas (2018) argues, planning alone is insufficient if it is not supported by continuous coordination and communication between the school and the industry. This study supports that viewpoint, indicating that successful PKL planning requires commitment, mutual understanding, and ongoing synergy between all stakeholders. The process at state vocational high schoolBengkulu City also included socialization meetings for students and parents, ensuring that all participants were informed about their roles, rights, and responsibilities during PKL. This participatory approach fostered shared ownership of the program and minimized misunderstandings during implementation.

Another key element of the planning phase was student preparation. The school developed readiness assessments to evaluate the students' technical abilities, discipline, and mental preparedness before they were deployed to the field. The results of these assessments were used to determine the suitability of student placements in specific maritime industries. Additionally, memorandums of understanding (MoUs) were signed between the school and industrial partners to formalize cooperation, outlining mutual obligations, safety standards, and supervision procedures. This aligns with Akbar et al. (2022), who emphasize that clearly defined agreements between educational institutions and industries create accountability and clarity in internship implementation.

Overall, the planning process of the PKL program at SMK Negeri 4 Bengkulu City demonstrated an effective and systematic implementation of the Planning function within the POAC management framework as described by Terry and Rue (2014). The school carefully formulated PKL plans that aligned the curriculum objectives with the real demands of the maritime industry, ensuring that students' learning experiences reflected the competencies required in professional maritime settings. The planning process included identifying suitable industrial partners, determining placement schedules, preparing guidance documents, and conducting pre-departure briefings for students.

Additionally, the school established clear communication channels among administrators, teachers, students, and industry mentors to coordinate roles and responsibilities effectively. This collaborative planning not only facilitated smooth implementation but also minimized potential misunderstandings and logistical challenges during student placements. Importantly, the findings emphasize that comprehensive planning is not merely an administrative formality; it represents a

strategic foundation that determines the overall quality and success of vocational training. Through meticulous and participatory planning, schools can better prepare students to adapt to real working conditions, strengthen linkages with industry, and ultimately produce graduates who are competent, disciplined, and ready to contribute to the evolving needs of the maritime workforce both locally and globally.

Implementation of Field Work Practice

The implementation phase of PKL was designed to provide students with real-world experience in maritime operations. Students were assigned to various maritime companies and fishing vessels selected according to their respective fields of specialization in *Fishing Vessel Nautical Science (NKPI)* and *Fishing Vessel Engineering (TKPI)*. The matching process considered both the students' technical skills and the operational needs of partner industries. Prior to departure, students participated in a structured pre-departure training program that included modules on occupational safety, maritime communication, professional ethics, and standard operating procedures (SOPs).

This training was essential to prepare students for the unique challenges of maritime work environments that demand high discipline, teamwork, and mental resilience. As noted by Supriyanto et al. (2023), internship programs that integrate technical preparation with character building tend to produce graduates who are more employable and professionally adaptive. Similarly, Pradana (2021) highlighted that effective implementation of internship management has a direct impact on improving students' employability skills and readiness for the workforce.

During PKL, students were actively involved in authentic maritime activities such as ship navigation, engine maintenance, handling of fishing equipment, catch preservation, and ship documentation. These hands-on experiences enabled them to apply theoretical knowledge learned in classrooms to real maritime settings. Industry supervisors played a critical role in this process by providing technical guidance and evaluating students' performance according to industrial standards. At the same time, supervising teachers from the school ensured that the learning objectives were met, and that students maintained professional conduct and adhered to safety regulations.

This dual supervision mechanism between school mentors and industry supervisors represented a strong example of collaboration between education and industry. According to Akbar et al. (2022), the combination of academic and industrial supervision enhances the quality of practical learning by ensuring that students receive both technical mentoring and behavioral guidance. This study's findings confirm that such a collaborative model contributes significantly to students' professional growth.

Furthermore, the implementation of PKL provided an important platform for students

to develop not only technical competence but also soft skills such as communication, teamwork, problem-solving, and adaptability skills that are highly valued in the maritime labor market. These findings are consistent with Evenda (2020), who stated that industrial internship programs foster self-confidence and strengthen students' understanding of workplace culture.

In contrast, Deddy et al. (2023) emphasized that insufficient industrial facilities and weak supervisory mechanisms can significantly obstruct the attainment of PKL objectives. Their findings suggest that without adequate infrastructure and consistent mentoring, students may struggle to acquire the practical skills and professional discipline expected from vocational education. This observation resonates with the experience at state vocational high school 4 Bengkulu City, where the quality of PKL implementation was found to be closely linked to the intensity of supervision and the depth of collaboration between schools and industry partners. The study revealed that when teachers, instructors, and on-site mentors maintain regular communication and provide continuous guidance, students demonstrate stronger engagement, better problem-solving abilities, and improved mastery of maritime operations.

Conversely, irregular supervision often leads to reduced motivation, inconsistent learning outcomes, and weaker adherence to safety and operational standards. The experience at state vocational high school 4 Bengkulu City illustrates that supervision is not merely a monitoring function but also a formative process that shapes students' professional character and technical competence. Therefore, establishing a structured, collaborative, and sustainable supervisory system between educational institutions and industry partners is crucial. Such synergy ensures that PKL activities remain well-coordinated, adaptive to real maritime challenges, and effective in producing graduates equipped with the competencies required by the maritime sector's evolving global demands.

Evaluation and Monitoring of Field Work Practice

Evaluation and monitoring were essential components of PKL management, ensuring that the learning process remained effective and accountable. At state vocational high school 4 Bengkulu City, monitoring was conducted in two stages: initial supervision and final evaluation. Initial supervision took place shortly after the students began their PKL placements, involving direct communication between supervising teachers and industry mentors to verify that students had adapted to their assigned tasks. The school used both direct visits and remote communication channels to ensure the smooth progression of activities.

Final evaluation was conducted after the completion of PKL, consisting of written reports, logbooks, and presentation-based assessments. Evaluation meetings were attended by students, supervising teachers, and industry partners to reflect on the learning outcomes, identify challenges, and propose improvements for future

programs. This systematic evaluation process aligns with Firdaus and Anriani (2022), who found that continuous monitoring improves the quality of internship implementation by allowing timely corrective actions.

Setiyawan (2024) further emphasized that evaluation data from PKL should be utilized to refine vocational school curricula so that learning materials remain relevant to industry needs. state vocational high school 4 Bengkulu City has adopted this approach by using PKL evaluation results to update its maritime training modules and align them with current technological advancements in the shipping and fisheries sectors.

However, monitoring PKL in maritime contexts presents unique difficulties, especially when students are stationed on vessels operating far from shore. The study found that communication challenges due to limited internet connectivity at sea hindered real-time supervision and feedback. This constraint mirrors the findings of Husein (2019), who reported that geographical barriers and communication limitations often disrupt monitoring in vocational education programs. To mitigate this issue, the school explored alternative strategies, including periodic reporting schedules, use of satellite communication, and the establishment of a digital documentation system. This finding aligns with the perspective of Clarke and Winch (2007), who emphasize the importance of implementing digital-based monitoring systems to strengthen supervision in remote or mobile work settings. The integration of such technology enables real-time tracking of student activities, allowing educators and supervisors to evaluate performance accurately and provide timely feedback. Digital monitoring tools also facilitate efficient communication between schools, industry partners, and students during fieldwork, ensuring that every stage of the learning process is properly documented. Furthermore, these innovations promote transparency, foster responsibility, and support data-driven decision-making in the management of practical training programs. By utilizing digital platforms, institutions can create a more structured, accountable, and well-documented system that not only enhances learning outcomes but also aligns with current technological advancements and industry expectations in vocational education. Obstacles in Field Work Practice.

The study identified several internal and external obstacles that significantly influenced the effectiveness of PKL implementation in the Maritime Department. Internally, the main challenges were students' low motivation, limited mental readiness, and lack of self-confidence. These factors often stemmed from limited prior exposure to the harsh and unpredictable conditions of maritime work. Many students expressed anxiety and psychological stress during the early stages of their internship, particularly when adapting to new work environments on board vessels that required long hours, discipline, and coordination with professional crews.

Differences in students' prior knowledge and learning experiences also created performance gaps. Some students who had stronger theoretical backgrounds adapted

more easily to technical operations, while others required additional time and guidance. This heterogeneity in student preparedness aligns with the observations of Asmarayani et al. (2020), who stated that inconsistent readiness among vocational students is a recurring issue that affects internship outcomes.

Externally, the study revealed that several industrial partners involved in PKL faced significant challenges in providing proper training facilities, modern equipment, and adequate safety tools for students. Many partner vessels were found to have limited resources and outdated instruments, making it difficult to offer effective hands-on learning experiences aligned with current maritime industry standards. In some cases, budgetary constraints prevented companies from allocating additional funds to improve training facilities or procure new instructional materials. This financial limitation often resulted in a gap between the competencies expected by schools and the actual learning opportunities available in the field.

Furthermore, external factors such as unpredictable weather, high sea waves, and safety risks at sea further complicated the implementation of PKL programs. These environmental conditions sometimes caused delays, interruptions, or even temporary suspensions of learning activities, thereby affecting the continuity and depth of student experience. Such findings align with those reported by Muhardani et al. (2019), who emphasized that environmental and infrastructural barriers remain among the most pressing challenges in maritime vocational education. The study underscores the urgent need for stronger collaboration between schools, government agencies, and industry stakeholders to upgrade maritime training facilities, enhance safety standards, and ensure that students receive practical experiences that reflect real-world industry demands and conditions.

Another prominent challenge was the difficulty of maintaining effective communication between the school and students while they were at sea. The lack of stable internet connections hindered remote supervision, data reporting, and feedback loops. This limitation not only affected monitoring but also delayed the resolution of operational or behavioral issues. The findings reaffirm the need for adaptive strategies such as the use of satellite-based communication systems and asynchronous reporting mechanisms.

To address these challenges effectively, vocational schools need to implement a balanced combination of preventive and corrective strategies aimed at ensuring the success and safety of PKL in maritime environments. From a preventive perspective, students should be equipped with comprehensive psychological and physical preparedness programs before being deployed to the field. These programs may include simulations that replicate real maritime working conditions, such as handling navigation equipment, responding to emergency situations, and adapting to life aboard fishing vessels or commercial ships. Such training not only builds resilience and confidence but also minimizes the risk of stress, fatigue, and accidents during the

internship period.

From a corrective standpoint, strong coordination between schools and industry partners is essential. Both parties must design and implement clear communication protocols that remain functional even in areas with limited or unstable connectivity. This includes establishing standardized reporting systems, periodic monitoring, and remote supervision using digital tools when direct contact is not possible. These corrective measures ensure that students remain supervised, guided, and supported throughout their placement. Altogether, the integration of preventive preparation and corrective coordination will significantly enhance the efficiency, safety, and overall quality of PKL implementation in maritime vocational education, ultimately leading to better learning outcomes and stronger school-industry collaboration.

Implications of the Findings

Overall, the results of this study reinforce the applicability and relevance of the POAC management theory (Planning, Organizing, Actuating, and Controlling) as proposed by Terry and Rue (2014) in the context of vocational education management. The planning process demonstrated how collaborative and systematic preparation establishes the foundation for success. The organizing and actuating functions were reflected in how students were placed, guided, and supervised through coordinated partnerships between schools and industries. The controlling function appeared in the evaluation and monitoring mechanisms that ensured the program remained aligned with its objectives.

From a theoretical standpoint, these findings expand the understanding of management applications in maritime vocational education. The study highlights that classical management theories remain applicable but require contextual adaptation to accommodate the dynamic and high-risk nature of maritime environments. This aligns with contemporary perspectives from Arifin (2017) and Wibowo (2025), who suggest that adaptive management models are essential for vocational institutions operating in specialized industrial sectors.

Practically, this research underscores the importance of integrating digital technologies into PKL management to enhance communication, monitoring, and reporting. The development of online monitoring platforms, digital logbooks, and satellite-based supervision systems could significantly improve program accountability and continuity, particularly for students deployed at sea. Moreover, strengthening partnerships through long-term MoUs and joint curriculum design with industry partners will ensure that PKL remains relevant to evolving industry standards.

In conclusion, the findings of this research offer valuable theoretical insights and practical guidance for strengthening the management of PKL within maritime

vocational education. The study highlights the need for systematic planning, effective coordination, and continuous evaluation to optimize the implementation of PKL programs. By integrating innovative approaches, such as digital monitoring systems and stronger partnerships with industry, schools can create a more adaptive and accountable framework for experiential learning. Collaborative efforts among educators, industry practitioners, and policymakers are crucial to ensure that training aligns with current maritime standards and technological advancements. Through this synergy, vocational institutions can not only enhance students' technical competence and professional attitudes but also foster graduates who are capable of responding to global maritime challenges and contributing meaningfully to the development of a competitive, skilled workforce in the maritime sector.

D. Conclusions

This study concludes that the management of PKL at state vocational high school 4 Bengkulu City has been implemented systematically according to the POAC management principles planning, organizing, actuating, and controlling. Systematic planning ensures appropriate student placements and clear program objectives. Implementation involving both school and industry mentors effectively enhances students' technical, knowledge-based, and attitudinal competencies. Monitoring and evaluation stages ensure the continuity and accountability of the program, while identified obstacles such as limited communication and facility constraints, provide valuable input for future improvement. The results of this study demonstrate that effective management of PKL plays a crucial role in enhancing the competence of maritime students. It contributes not only to the mastery of navigation and communication equipment but also to a deeper understanding of maritime safety procedures, work ethics, and the development of professional discipline essential for operations at sea. The findings indicate that well-structured PKL programs enable students to integrate theoretical knowledge with real-world maritime experiences, thereby strengthening their readiness to enter the professional field. Theoretically, this research expands management theory by applying it to the context of maritime vocational education, showing how the principles of planning, organizing, actuating, and controlling can be tailored to the demands of marine-based training. Practically, the study proposes a framework for designing adaptive PKL models that encourage synergy between schools and the maritime industry. Through such collaboration, vocational institutions can produce graduates who are more competent, industry-oriented, and globally competitive, ultimately contributing to reducing unemployment and advancing Indonesia's maritime sector.

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