

The Relationship Between Stress Coping And Cadets' Learning Motivation In Maritime Vocational Education And Its Policy Formulation

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Abstract

This study aims to analyze the relationship between stress coping and cadets' learning motivation in vocational maritime education and to formulate relevant policies. The study population consisted of 95 first-year cadets at the Faculty of Maritime Vocational Studies. Saturated (total) sampling was used, so that all 95 cadets became research participants. Data were collected through questionnaires, observations, and interviews. Data were analyzed using multiple regression analysis, with hypotheses tested using t-tests and F-tests. The results showed that Emotion-Focused Coping did not significantly affect learning motivation when analyzed separately, whereas Problem-Focused Coping had a significant effect on learning motivation. When both coping strategies were considered simultaneously, they significantly influenced cadets' learning motivation. Based on these findings, this study suggests the need for a comprehensive policy to help cadets manage stress. Such a policy includes providing guidance and counseling services and developing effective stress management training programs to enhance cadets' well-being, reduce dropout rates, and increase learning motivation. Implementing this policy is expected to support cadets in achieving optimal academic performance and completing their education on time.

Keywords: stress coping; learning motivation; policy formulation.

INTRODUCTION

Educational institutions are mandated to manage educational development in line with the implementation of the President's Nawacita agenda through the Ministry of Education and Culture. The Ministry of Transportation recognizes global trends related to technological advances, sociocultural change, environmental change, and the changing nature of future work at all levels of education. Maritime vocational education institutions are higher education institutions that prepare cadets with specialized applied skills in the maritime field. Changing demands in the global era give vocational higher education a strategic role, placing it at the forefront of job security. Vocational education was previously less popular in the education sector, owing to its very purpose: preparing graduates to face the challenges of the world of work (Avis, Orr & Warmington, 2017). Higher vocational education aims to produce graduates who possess scientific and technological competence, are independent, qualified, and well trained, and meet the requirements of industry and the world of work.

Competition among higher education institutions is now clearly intense, ever since state universities (PTN) became state universities with legal-entity status (PTN-BH), which ultimately absorb a very large number of prospective students. In addition, state maritime academies have opened regular and non-regular (independent) admission pathways, each comprising several intake waves, so that the capacity to absorb prospective cadets through these pathways is very large. Amid regulatory changes introduced by the government concerning the administration of education, and competition among both public and private universities, private universities are forced to innovate and change their strategies in order to survive.

Table 1. Student data over the last three years

No	Study Program	Number of Students		
		2021	2022	2023
1	Ship Operations Engineering Technology (TROK)	48	42	46
2	Ship Machinery Engineering Technology (TRPK)	32	38	25
3	Port, Logistics and Maritime Management (MPLM)	33	35	35



No	Study Program	Number of Students		
		2021	2022	2023
		113	115	106

Source: Data processed by the authors, 2024

Table 1 shows that the number of cadets at the Faculty of Maritime Vocational Studies has declined over the last three years: in 2021, the total number of cadets admitted to the three study programs was 113, in 2022 it was 115, and in 2023 it was 106.

The Faculty of Maritime Vocational Studies of Hang Tuah University (FVP-UHT) educates and trains cadets to become merchant marine officers who are dedicated, ethical, and disciplined, with competencies as navigational watch officers (TROK), in the field of ship engineering (TRPK), and as experts in merchant shipping administration (MPLM). Its educational model is semi-military, with collaboration among lecturers and instructors from academia, practitioners, and the Indonesian Navy (TNI-AL).

Table 2. Student data by status over the last three years

No	Study Program	2021		2022		2023	
		Entry	Exit	Entry	Exit	Entry	Exit
1	Ship Operations Engineering Technology (TROK)	48	15	42	6	46	4
2	Ship Machinery Engineering Technology (TRPK)	32	8	38	17	25	2
3	Port, Logistics & Maritime Management (MPLM)	33	17	35	7	35	5
		113	40	115	30	106	11

Source: Data processed by the authors, 2024

Table 2 shows that in 2021 the total number of cadets who left the three study programs was 40, in 2022 it was 30, and in 2023 it was 11. Every year some students are certain to leave, with the highest number occurring in 2021 (40 cadets).

There are two types of learning motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation originates from within the individual, whereas extrinsic motivation originates from the external environment. Motivation is also divided into several components, including an emotional component, a value component, and an expectancy component. The factors that enable learning motivation to be optimal are aspirations, learning skills, student status, environmental conditions, the dynamics of learning, and teachers' efforts in students' learning (Darsono, 2000). When cadets do not meet these factors, they feel burdened and stressed, which in turn reduces their learning motivation. Many such cases result in cadets being unable to continue their studies or showing no desire to learn. Stress is an internal pressure that prevents a person from achieving what they want. Although stress is generally regarded as having negative effects, it can also have positive effects, depending on the individual characteristics of each student that determine how the student responds to the source of stress.

There are several ways to cope with stress, one of which is stress management. In the psychological sense, coping is an individual's ability to deal with stress. According to Lazarus (Prayascitta, 2010), stress management is defined as the ability to continuously adjust cognitive and behavioral abilities to meet external and internal demands. In particular, stress that is perceived as exceeding an individual's capacity can be debilitating. According to Lazarus & Folkman (1976, in Rahmayanti, 2010), an individual's goal-based coping styles can be divided into two main categories: problem-focused coping and emotion-focused coping.

Problem-focused coping is a strategy in which individuals take control of the problems they face in order to reduce the demands of a stressful situation. Emotion-focused coping, in contrast, is a strategy in which an individual's thoughts and actions are aimed at managing the immediate emotions arising from a stressful situation (Rahmayanti, 2010). According to Lenjeli (2012), several factors influence stress management: physical health, problem-solving skills, positive beliefs and mindset, social skills, social support, and material support. If these problems or obstacles cannot be handled well and effectively, they will have negative effects that ultimately produce stress and may disrupt emotional stability while students carry out their coursework (Dena Noor Apriliana, 2021). Physiologically, stress can affect sleep quality and cause disturbance and fatigue, thereby reducing individuals' life satisfaction and sense of well-being, which impairs social functioning and leads to declines in

social skills and interpersonal communication ability (Jun Zhang et al., 2025).

Given the impacts of the stress experienced, how can the Faculty and University leadership facilitate cadets who are in the course of their studies and who experience stress? Stress that individuals cannot control and overcome produces negative cognitive, emotional, physiological, and behavioral effects (Wijaya & Ramadhani, 2023). The role of the Faculty is very important here, since the Faculty can provide assistance in the form of guidance and counseling, as exists in primary education: an institution that can accommodate students' aspirations, complaints, and problems and provide solutions to the problems they experience. Stress experienced by students strongly affects the learning process, ranging from discontinuing studies and fearing thesis supervisors to dropping out. Cadets who are able to use stress management strategies appropriately and optimally can reduce stress and maximize learning motivation. This helps reduce stress and increase their learning motivation. The aim of this study is to answer the question, "Is there a relationship between stress coping and learning motivation among cadets at the Faculty of Maritime Vocational Studies?" The expected benefits of this research are to help cadets reduce stress, increase motivation, graduate on time, and avoid difficulties and undesirable conditions, such as being unable to continue their studies on campus. The implementation of this research involves cadets who will assist the researchers.

RESEARCH METHODS

This study employed a quantitative research design. It aims to analyze the relationship between stress coping and cadets' learning motivation in maritime vocational education and to formulate relevant policies. The instruments used to measure the study variables were Likert scales.

The population in this study comprised first-year (semester 1) cadets of the TROK, TRPK, and MPLM study programs at the Faculty of Maritime Vocational Studies, UHT. The three programs together had 95 cadets: 42 in TROK, 23 in TRPK, and 30 in MPLM, which constitutes the study population. The sample is a subset of the population's size and characteristics, selected using saturated sampling.

Data were analyzed using SPSS Statistics 26 as the data-processing tool. The statistical methods used included descriptive statistical analysis and Pearson product-moment correlation analysis. Data were collected using questionnaires, observations, and interviews. Data were analyzed using regression, and hypotheses were tested using the t-test and F-test.

The research instruments were a stress coping strategy scale and a learning motivation scale. The researchers developed the stress coping strategy scale based on the theory of Lazarus and Folkman (1984), which consists of eight indicators: confrontive coping, planful problem-solving, seeking social support, self-controlling, escape-avoidance, accepting responsibility, positive reappraisal, and distancing. The questionnaire uses a Likert-scale format with the response options Never, Rarely, Sometimes, Often, and Always. The instrument consists of statements describing each indicator.

The learning motivation scale, in turn, was developed based on Sardiman's theory, which has two dimensions: intrinsic motivation and extrinsic motivation. The indicators of intrinsic motivation are: a) having an interest in something, b) having a need to achieve goals, c) feeling pleasure when doing something, and d) having curiosity about something. The indicators of extrinsic motivation include: 1) expecting praise or rewards from others, 2) social pressure such as peer influence, and 3) the influence of punishment on behavior. This questionnaire uses a Likert scale with the response options Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The instrument consists of statements describing each indicator.

Hang Tuah University does not yet have a policy for addressing students who face several academic problems that create obstacles in the teaching and learning process, ultimately leading them to discontinue their education at the Faculty of Maritime Vocational Studies. The policy formulation for addressing student problems is based on the BAN-PT accreditation standards, the Campus Life Code of Conduct for Students of Hang Tuah University, and the Academic Regulations of the FVP.

RESULTS

Classical Assumption Tests

1. Normality Test Results

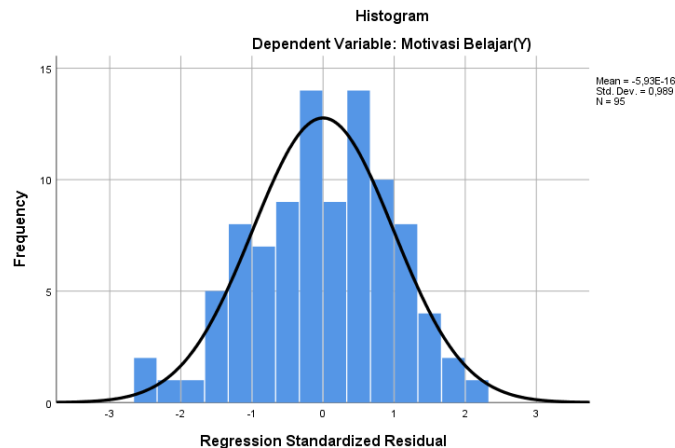


Figure 1. Histogram

Source: Data processed by the authors using SPSS Statistics 26.

Based on the histogram in Figure 1, the data distribution lies under the curve, and the curve forms a bell shape. This means that the data are normally distributed. To corroborate this result, a test using the P-P Plot below was performed:

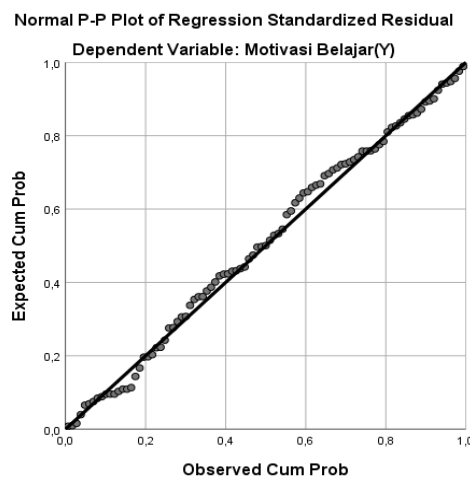


Figure 2. Normal P-P Plot

Source: Data processed by the authors using SPSS Statistics 26.

Based on the P-P Plot in Figure 2, the points are scattered along and close to the diagonal line, so it can be concluded that the research data are normally distributed. To corroborate both of the above results, the One-Sample Kolmogorov-Smirnov test was conducted. The normality test was performed by testing the unstandardized residuals (the difference between predicted and actual values) of the regression model using the One-Sample Kolmogorov-Smirnov test. The data are considered normal if the significance value is greater than 0.05.

Table 3. Results of the One-Sample Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		95
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	16.06514594
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.056
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Data processed by the authors using SPSS Statistics 26.

The normality test results in Table 3 show a significance value of 0.200 (greater than 0.05), so the data are considered normally distributed.

Multicollinearity Test Results

The multicollinearity test was conducted by comparing the tolerance value and the variance inflation factor (VIF) with the required thresholds. The required tolerance value is greater than 0.01 and the required VIF is less than 10 (Nasution, 2020). The multicollinearity test calculations are presented below.

Table 4. Multicollinearity Test Results Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	143.367	17.400		8.239	.000		
Emotion Focus(X1)	.331	.207	.169	1.597	.114	.703	1.422
Problem Focus(X2)	1.475	.377	.414	3.913	.000	.703	1.422

a. Dependent Variable: Learning Motivation (Y)

Source: Data processed by the authors using SPSS Statistics 26.

Based on the calculation results in Table 4, the tolerance values are greater than 0.1 and the VIF values are less than 10. It can therefore be concluded that there are no symptoms of multicollinearity in the research data.

Multiple Linear Regression Test Results

The next analytical technique used was multiple regression. Data were processed using SPSS 26, and the calculations yielded the following results:

Table 5. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	143.367	17.400		8.239	.000		
Emotion Focus(X1)	.331	.207	.169	1.597	.114	.703	1.422

Problem Focus(X2)	1.475	.377	.414	3.913	.000	.703	1.422
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a. Dependent Variable: Learning Motivation (Y)

Source: Data processed by the authors using SPSS Statistics 26.

From Table 5, the following regression equation is obtained:

$$Y = 143.367 + 0.331 X1 + 1.475 X2 \quad (1)$$

The equation above can be explained as follows:

1. The constant of 143.367 indicates that if Emotion-Focused Coping and Problem-Focused Coping are 0, then Learning Motivation is 143.367.
2. The coefficient of Emotion-Focused Coping is 0.331 and positive. This means that for every one-unit increase, Learning Motivation increases by 0.331.
3. The coefficient of Problem-Focused Coping is 1.475 and positive. This means that for every one-unit increase, Learning Motivation increases by 1.475.

Partial Test Results (t-test)

The t-test is used to examine the effect of each independent variable on the dependent variable. Hypothesis testing in this study used SPSS software, with testing conducted at a significance level of 0.05 ($\alpha = 5\%$). The decision-making criteria are as follows:

Table 6. Partial Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	143.367	17.400		8.239	.000		
Emotion Focus(X1)	.331	.207	.169	1.597	.114	.703	1.422
Problem Focus(X2)	1.475	.377	.414	3.913	.000	.703	1.422

a. Dependent Variable: Learning Motivation (Y)

Source: Data processed by the authors using SPSS Statistics 26.

The calculation results in Table 6 can be explained as follows:

- a. The Emotion-Focused Coping variable has a significance value of 0.114, which is greater than 0.05, meaning that it has a non-significant partial effect on Learning Motivation.
- b. The Problem-Focused Coping variable has a significance value of 0.000, which is less than 0.05, meaning that it has a significant partial effect on Learning Motivation.

F-Test Results

Table 7. F-Test Results

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	9248.274	2	4624.137	17.536	.000 ^b	
Residual	24260.358	92	263.700			
Total	33508.632	94				

a. Dependent Variable: Learning Motivation (Y)

b. Predictors: (Constant), Problem Focus(X2), Emotion Focus(X1)

Source: Data processed by the authors using SPSS Statistics 26.

Based on the F-test results in Table 7, it can be seen that, taken together (simultaneously), the independent variables have a significant effect on Learning Motivation, with a significance value of 0.000, which is less than 0.05

Coefficient of Determination Results

Table 8. Coefficient of Determination Results

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.525 ^a	.276	.260	16.239	.276	17.536	2	92	.000

a. Predictors: (Constant), Problem Focus(X2), Emotion Focus(X1)

b. Dependent Variable: Learning Motivation (Y)

Source: Data processed by the authors using SPSS Statistics 26.

The test results in Table 8 yield an R^2 value of 0.260, or 26%. This shows that Learning Motivation can be influenced by 26% by the independent variables, namely Emotion-Focused Coping and Problem-Focused Coping, while the remaining 74% of Learning Motivation is influenced by other variables outside the research model used in this study.

Formulation of Stress Coping Policy at the Faculty of Maritime Vocational Studies

The formulation of the stress coping policy uses the Process Model of Thomas R. Dye, which comprises: a) problem identification, b) policy agenda setting, c) policy proposal formulation, d) policy legitimation, e) policy implementation, and f) policy evaluation. In this study, the Process model is applied only up to the policy legitimation stage (policy formulation). The researchers focus on the formulation of the stress coping policy at the Faculty of Maritime Vocational Studies, Hang Tuah University.

The stress coping policy formulation at the Faculty of Maritime Vocational Studies, following Thomas R. Dye, is as follows:

1. Problem Identification

Articulating demands or problems so that the government (the leadership) takes action. Identifying the issues that arise, namely the problems faced by students, so that they can be raised and the leadership can provide solutions through a policy; identifying the problems experienced by students who suffer from stress.

Among the Tridharma activities carried out by the Faculty of Maritime Vocational Studies (education, research, and community service), the education sector in particular applies a semi-military style of upbringing. Consequently, in addition to lectures, students, who in maritime education are called cadets, have a cadet organization called the Battalion. The Battalion organizes a wide range of on-campus activities that cadets are required to attend. In practice, lectures and Battalion activities create problems for some cadets related to time management, health, stamina, and lifestyle in the campus environment; this is felt most strongly by first-year cadets, who are in a period of adjustment and adaptation to a new environment. Several lecturers have observed, and complained, that during lectures many cadets lack focus and even look exhausted, so that teaching and learning activities are not optimal.

2. Setting the Policy Formulation Agenda

A highly strategic phase and process in the reality of public policy. In this process there is room to interpret what is called a public problem, as well as to decide which issues are selected and which problems are to be raised.

Attending lectures means being dedicated to daily learning activities while also giving cadets room to explore as much as possible. This requirement is not easy: many cadets complain of several factors that prevent them from completing their assignments on time, because other Battalion activities automatically affect task completion. Some cadets feel tired during lectures and their attention is diverted. In the morning, Battalion activities drain their energy and leave many of them sleepy. To meet the graduation requirements each semester, cadets must complete lecturers' assignments, participate actively in class, and take the midterm examination (UTS) and the final semester examination (UAS). In general, when planning their course of study, cadets hope to pass and to complete their education on time.

3. Policy Proposal Formulation

The development of effective and acceptable policies to address the problems that have been placed on the policy agenda. Hang Tuah University has accommodated student rights and obligations in campus life through Rector's Decree No. Kep/164/UHT.0/VII/2021 on the Campus Life Code of Conduct for Students of Hang Tuah University, which was subsequently translated into the Academic Regulations of the Faculty of Maritime Vocational Studies. In the organizational structure of the Faculty of Maritime Vocational Studies, this has been housed in the Ethics, Guidance and Counseling Unit, based on Rector's Decree No. Kep/338/UHT.A0/X/2022.

4. Policy Legitimation

Problems that have entered the policy agenda are then discussed by policymakers. These problems are defined so that the best solutions can then be sought. The solutions may come from various existing policy alternatives or options.

Academic advisors (dosen wali) help to resolve cadets' academic problems; however, there are units already housed within the organizational structure of the Faculty of Maritime Vocational Studies whose tasks and functions may be similar. Guidance and counseling have not been carried out effectively. In addition to academic advisors, who accompany cadets throughout their education at the Faculty of Maritime Vocational Studies, there are units within the organizational structure with almost the same role, namely the Mental Guidance Center Unit and the Cadet Development Unit.

DISCUSSION

The Relationship Between Stress Coping and Cadets' Learning Motivation in Maritime Vocational Education

1. Emotion-Focused Coping has a non-significant partial effect on learning motivation in maritime vocational education.

The results of this study show that the Emotion-Focused Coping variable has a significance value of 0.114, which is greater than 0.05, meaning that it has a non-significant partial effect on Learning Motivation. This indicates that when the influence of stress coping on this variable is low, it affects the learning motivation of cadets at the Faculty of Maritime Vocational Studies.

Lazarus and Folkman (2014, p. 143) define coping as a process in which individuals try to manage the gap between demands, whether these arise from the individual or from the environment, and the resources they use in dealing with stress.

Education at the Faculty of Maritime Vocational Studies aims to educate and train cadets who are dedicated, ethical, and disciplined, using a semi-military educational model with collaboration among lecturers and instructors from academia, practitioners, and the Indonesian Navy (TNI-AL). Semi-military education is one of the activities at the faculty that aims to shape cadets' attitudes and behavior; that is, it serves to shape cadets' attitudes and behavior in daily life by applying and complying with the regulations in force at the faculty. This is in line with the demands of their work aboard ships and in the port sector, which require precision, perseverance, and mental toughness.

Most newly admitted cadets come from general schools, whether senior high schools (SMA/SMAN), vocational high schools (SMK), or other study tracks, and are not yet familiar with disciplined, semi-military education, so some of them need to adjust to a new environment. The scheduled and structured pattern of activities, both lectures and Battalion activities, requires cadets to be adaptive, which creates a tendency toward vulnerability to stress. On the other hand, the distinction between junior and senior cadets adds its own pressure on new cadets undergoing maritime vocational education. Stress is an unpleasant response, a condition and demand that exceeds an individual's ability to cope with it and that can affect a person's mental and psychological condition. Stress can occur when people cannot overcome the problems caused by the pressures they experience.

In the distribution of scores on the Emotion-Focused Coping variable, what is interesting to note is the Accepting Responsibility indicator: the 95 respondents (mean score = 2.17) stated that they are often disappointed by circumstances that make them stressed, meaning that some first-year cadets are still unable to accept their new circumstances and environment, which causes stress. Furthermore, the 95 respondents (mean score = 2.96) stated that they often blame the circumstances when facing situations that make them stressed, which means that they



actually feel unprepared to face new situations they have never encountered and consider these situations uncomfortable, which causes stress.

On the Escape-Avoidance indicator, they stated that they daydream about being in a more pleasant situation and imagine not being at the source of the problem when they feel very pressured, meaning that they lack self-confidence, feel unprepared, and want to be free of responsibility to the point of feeling pressured.

The findings of this study indicate that some cadets are still unable to manage emotion-focused coping within themselves, which strongly affects their learning motivation. A new place, a new environment, a new culture, and new habits have a major impact on first-year cadets at the Faculty of Maritime Vocational Studies. Things they have never encountered or done before in lectures and Battalion activities create problems of their own for cadets, which affect learning motivation and result in lower learning outcomes and even withdrawal from the Faculty of Maritime Vocational Studies.

2. Problem-Focused Coping has a significant partial effect on learning motivation in maritime vocational education.

The results of this study show that the Problem-Focused Coping variable has a significance value of 0.000, which is less than 0.05, meaning that it has a significant partial effect on Learning Motivation. This means that the better the cadets' stress coping in problem-focused coping, the better their learning motivation. The findings show that first-year cadets' use of problem-focused coping is good on the Confrontive Coping indicator, that is, in holding firmly to their position when facing problems and in taking action to resolve them. Social support in dealing with problems, and the need for encouragement from friends and others when facing problems, are very necessary for first-year cadets; that is, a person who has good social support from family, parents, close friends, or others will feel safer when facing the difficulties and problems they experience. On the Planful Problem-Solving indicator, which concerns planning activities, thinking about what should be done, and thinking hard to solve problems, first-year cadets at the Faculty of Maritime Vocational Studies are rated as good. It can therefore be concluded that first-year cadets tend to use problem-focused coping to help them deal with academic problems, which can motivate their learning. Lazarus and Folkman (cited in Lestari, 2013) state that individuals tend to use this strategy when they are confident that they can change the situation. In this case, individuals realize that they can do something constructive, or they feel that the available resources can change the situation for the better.

3. Emotion-Focused Coping and Problem-Focused Coping have a significant simultaneous effect on learning motivation in maritime vocational education.

The results of this study show that, taken together (simultaneously), Emotion-Focused Coping and Problem-Focused Coping have a significant effect on Learning Motivation, with a significance value of 0.000, which is less than 0.05. Simultaneously, the results indicate a significant relationship between the two variables above and the learning motivation of cadets at the Faculty of Maritime Vocational Studies. Nevertheless, cadets are expected to be able to increase their learning motivation in the learning process, and to adjust to the academic problems, non-academic problems, Battalion activities, and interactions with senior cadets that they experience, using Emotion-Focused Coping and Problem-Focused Coping. This is because high learning motivation and good, appropriate management of stress coping will increase cadets' enthusiasm for learning and their achievement. Therefore, the role of teaching staff and lecturers, parents, the relevant units, and the institution is very important in helping cadets throughout their education at the Faculty of Maritime Vocational Studies.

4. Formulation of Stress Coping Policy at the Faculty of Maritime Vocational Studies

Educational services for students, as the recipients of those services, are customer-oriented and are provided by Hang Tuah University in a transparent, accountable, effective, and efficient manner. Accordingly, these Academic Regulations set out the rights and obligations that students hold while studying at Hang Tuah University, as stipulated in Rector's Decree No. Kep/164/UHT.0/VII/2021 on the Campus Life Code of Conduct for Students. It contains the Obligations and Rights of Students; in the second part on Student Rights, Article 6, paragraph 7 states that students have the right to a safe, orderly, peaceful, and comfortable life while taking part in academic and other legitimate activities. Paragraph 9 states that students have the right to receive counseling services. This means that the regulation already accommodates the creation of a good academic atmosphere and supports counseling activities; however, at the implementation level there is as yet no body at the university level that handles students' problems.



The Campus Life Code of Conduct is further elaborated in the Academic Regulations of the Faculty of Maritime Vocational Studies, which are issued at the start of each academic year. Article 35 of these regulations, on Rights and Obligations, point (d), states that cadets receive guidance from the lecturer responsible for their study program in completing their studies. This point can be interpreted to mean that the guidance provided by lecturers is open to varied interpretation: guidance may refer to academic advisors, internship or final-project supervisors, or other guidance activities, whereas the Hang Tuah University regulations specifically state that guidance and counseling activities exist. On the other hand, the organizational structure of the Faculty of Maritime Vocational Studies, established through Rector's Decree No. Kep/338/UHT.A0/X/2022, includes a unit that already accommodates student counseling activities, namely the Ethics, Guidance and Counseling Unit. However, the same organizational structure contains other units, such as the Mental Guidance Center Unit and the Cadet Affairs Unit, whose roles overlap when handling cadets' problems, especially since the staff of these units do not yet know precisely their authority and responsibilities. As a result, the handling of cadets' problems and difficulties in academic and non-academic activities is ineffective.

CONCLUSION

Non-significant effect of Emotion-Focused Coping: The results show a non-significant partial effect on the learning motivation of cadets at the Faculty of Maritime Vocational Studies. This means that changes in emotion-focused coping strategies have no real impact on cadets' learning motivation. Mentoring for cadets who have problems is highly necessary so that in the future they can manage stress using emotion-focused coping strategies. **Significant effect of Problem-Focused Coping:** A significant partial effect on cadets' learning motivation was found. This means that the greater cadets' ability to use problem-focused coping strategies, the more their learning motivation tends to increase. This shows the importance of a proactive approach to facing challenges in order to motivate the learning process.

Significant simultaneous effect of Emotion-Focused Coping and Problem-Focused Coping on cadets' learning motivation. This indicates that the combination of these two coping strategies, when managed well, can make a positive contribution to learning motivation, although each has a different level of influence.

Need for a counseling unit: There is an urgent need to establish a counseling unit at the university level to handle the problems faced by students, given that the existing units at the faculty level have not been functioning effectively. This unit is expected to provide more structured and centralized support, so that it can help cadets manage stress and sustain their learning motivation.

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