



Improving The Performance Of Human Resources Appraisal Maritime Logistics Through Character Culture Training

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Abstract. The development of sea transportation is not accompanied by the growth of human resources in the logistics sector, which hurts the work assessment in the logistics sector. The research uses mixed methods, explanatory research, and journal research. Produce a novelty concept of character culture training; produce two prepositions and a grand theory.

Keywords: human, resources, maritime, culture training

1 Introduction

The high growth of sea transportation in Indonesia is not accompanied by an adequate number of ports and quality. Compared to neighboring countries, particularly Malaysia, Vietnam, and Singapore, the quality of Indonesia's port infrastructure is relatively low, although it has shown improvement over time (Ministry of National Development Planning/Bappenas, 2021). Meanwhile, the quality of Indonesian ports at the world level has a value of 4.0, concerning indicators of how the quality (area and condition) of ports (for landlocked countries, the value of access to ports) [1 = very poor—among the worst in the world; 7 = very good—among the best in the world] (International Monetary Fund, 2017). From this data, port infrastructure is the main support for sea transportation, ports in Indonesia are in the middle, not so good nor bad. In terms of quantity, there is an increase in the quantity of Indonesian ports.

As a maritime country, the existence of port infrastructure in the country plays an important role as an entry point for people and logistics. Ports also have an important role in trade and industrial activities. According to a report from the Ministry of Transportation (Kemenhub), the number of ports in Indonesia will be 2,439 in 2020. This figure is an increase of 38.6% compared to the previous year, which amounted to 1,760 ports. (688 meters), up 41.3% from the previous year, which was 1,172 meters long. Thus, the accumulated length of the wharf will be 43,144 meters in 2020. For the number of sea transportation facilities, Indonesia had 93,737 units in 2020. This number consists of 43,037 cargo ships, 4,506 passenger ships, and 46,194 fishing vessels. Total sea transportation facilities in 2020 increased by 14.2% compared to the previous year,

which amounted to 82,082 units. Some of the famous busiest ports in Indonesia include Tanjung Priok Port, Merak Port, Tanjung Perak Port, and Bakauheni Port. Tanjung Priok Port has also been named the largest port in Southeast Asia at this time, while in terms of the largest financial position in six years, the infrastructure budget reached IDR 417.4 trillion in 2021 (Kemenhub, 2021).

Ports are continually growing, and as they evolve, so do the functions and sectors within them. The increasing complexity of port operations requires training to match the hierarchical structure of the port, ensuring that each sector and function is properly addressed. In particular, the container terminal section of a port includes various components such as docks and aprons for docking vessels, container yards for storing containers, container freight stations (CFS) for handling and processing containers, control towers for managing operations, maintenance workshops for upkeep of port equipment, and supporting facilities like driveways, office buildings, parking lots, and more (Wahono, 2015; Minister of Transportation Regulation no. 57, 2020). Given these various functions, training in port operations must be comprehensive and adapted to the specific needs of each sector to ensure smooth and efficient operations.

Good training is carried out hierarchically and continuously so that the material and practice are closely related (Ferrell, Fraedrich, & Ferrell, 2005). Sree & Basariya (2019) explained that companies conducting training in the work environment will reduce training costs. Because marine human resources are trained in the real work environment, they will use the actual tools and equipment that they will use in the future so that they will gain confidence. New marine human resources will be trained in a short time and get used to the real work environment; practical knowledge is more effective than theoretical knowledge; and marine human resources will gain work experience in real time in on-the-job training. However, some weaknesses are also with on-the-job training. Marine human resources who take part in on-the-job training can disrupt the workplace so that productivity can be affected. Employees are expected to work and receive training as well, which can reduce the quality of work. In the same year, Vasanthi & Basariya (2019) conducted research, and the results were different from previous research. Training is very important for every organization. Both on-the-job and off-the-job training have their respective benefits. Effective on-the-job training enhances the technical practical skills of marine human resources, and off-the-job training makes marine human resources learn theoretical knowledge. Effective training improves people's knowledge, skills, attitudes, and behavior, and hence their performance appraisal. Improved individual performance appraisal of marine human resources leads directly to profits.

Investing in effective training for marine human resources can significantly speed up the return on investment for companies, but the impact of such training is often not measured in financial terms (Alipour & Shahnavaz, 2009). A recent survey indicated that 37% of professionals believe that upgrading or retraining marine human resources is the best solution to address the shortage of skilled professionals in the maritime industry (Ferry, 2022).

Although many studies emphasize the benefits of training in improving the skills and expertise of marine personnel, there is a lack of clarity about the specific types of training needed and the methods used, especially in areas related to marine

transportation and logistics. Therefore, further research is needed to define the most effective training approaches in this field.

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Neisbit (2016) argues that the impact of training on actual performance appraisals is difficult to measure due to the organizational changes that occur shortly after training. However, he suggests that the potential benefits of training should not be overlooked. Alongside the challenges posed by rapid organizational changes, a lack of systematic knowledge-sharing practices also contributes to training failures. Although organizations have a responsibility to facilitate knowledge sharing among employees, they often lack structured approaches to training skilled workers (Geihркеi & Hasan, 2020). Luižar & Zoran (2020) found that knowledge sharing, trust, and organizational culture play key roles in effective training. In environments where trust and knowledge exchange (both implicit and explicit) are encouraged, organizations are better equipped to respond to change, driving innovation and competitiveness. Furthermore, the accuracy of performance appraisals depends on the competence and trustworthiness of the raters. Research has shown that training frameworks and models significantly influence self-efficacy beliefs, which in turn affect performance. Future research could build upon the existing literature to further explain the relationships between these training frameworks and actual performance outcomes (Neisbit, 2016).

Based on the background and descriptions provided, this research focuses on improving port human resources through character training reliability. The aim is to develop a training system that is hierarchical (tiered) and tailored to the specific levels, sections, and functions within the port. This structured approach ensures that training is targeted, efficient, and aligned with the needs of each role, ultimately leading to improvements in performance appraisal. By emphasizing character development within the training process, the research seeks to enhance the reliability and effectiveness of port human resources, ensuring better overall performance and competency in the maritime logistics sector.

2 Literature Review

2.1 Knowledge Sharing Theory

Knowledge sharing, as described by Aliakbar et al. (2012), can be viewed from three different perspectives: individual, social context, and organizational. Individual Perspective. Many studies highlight that individual characteristics, such as motivations,

personalities, and experiences, influence how much knowledge an employee shares. Research by Bock & Kim (2002), based on Social Exchange Theory (SET) and Theory of Reasoned Action (TRA), shows that the key determinants for knowledge sharing at an individual level are "expected association" and "contribution," with "expected reward" having less significance. Lin (2007) also found that factors like "joyfulness in helping others" and "efficacy of knowledge" play a major role in shaping employees' willingness to share knowledge. Social Context Perspective. Knowledge sharing is more effective when strong social connections exist within the network. According to Chang & Chuiang (2011), when team members trust each other and engage in intelligent interactions, they are more likely to share valuable knowledge. M.-JJ Lin et al. (2009) further suggest that trust and factors such as "perceived relative advantage," "knowledge-sharing self-efficacy," and "perceived compatibility" positively impact knowledge-sharing behavior. When members feel secure and supported by each other, the likelihood of sharing knowledge increases. Organizational Perspective. The organizational culture plays a significant role in encouraging knowledge sharing. Research shows that certain organizational cultures, such as "clan culture" and "market culture," positively influence tacit knowledge-sharing behavior (Suippiah & Sandhui, 2011). According to Lin (2007), mutual benefit within the organization is a key factor in fostering knowledge sharing. On the other hand, rewards and recognition from the organization may not always have a direct influence on attitudes toward knowledge sharing. These perspectives underline the complexity of knowledge sharing, involving individual motivation, trust, and social factors, as well as organizational culture and guidance. To improve knowledge sharing, organizations must foster a supportive culture that encourages trust and mutual benefit while considering the intrinsic motivations of individuals.

Hierarchical culture is an organizational culture that emphasizes structure, formal rules, and control. In this type of culture, knowledge sharing focuses on codified knowledge, which is formalized, standardized, and stored in documents, databases, or manuals, allowing individuals to access information without needing direct communication with others. This culture enforces formal rules and policies to ensure that knowledge is shared in an organized manner, prioritizing efficiency and consistency within the organization. While hierarchical cultures promote knowledge sharing through these formalized systems, they tend to limit personal knowledge sharing, discouraging informal or spontaneous exchanges between individuals. Communication within these organizations is focused on internal communication that adheres to the established frameworks and norms. The structure of a hierarchical culture also results in centralized control over decision-making and knowledge management. Though knowledge sharing may be efficient and well-organized, it can be rigid, and the formalized rules may hinder opportunities for informal knowledge exchange, limiting flexibility in how knowledge is shared across individuals. The hierarchical type of culture, with its closed and formal nature, favors codification and normalization to achieve internal communication and discourage personal knowledge sharing (Lopez-Nicolas & Meiroño-Ceirdán, 2009). So, hierarchical culture has characteristics that must be met;

1. It is closed and formal
2. Independently made

From the explanation above, it can be arranged in Figure 1.

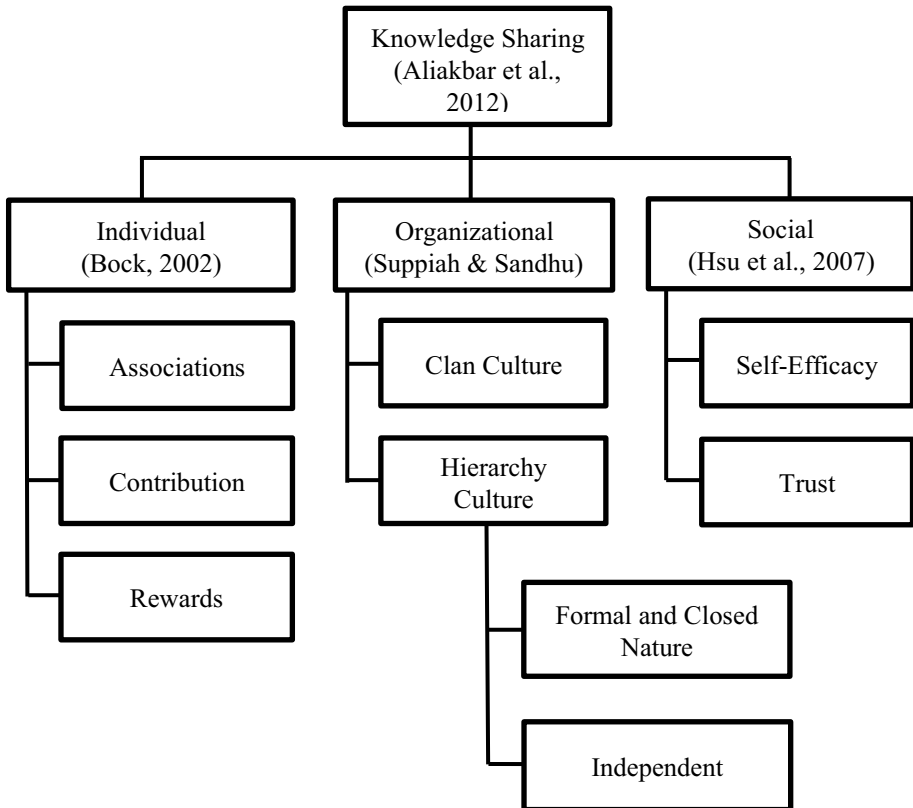


Fig. 1. The Derivation Knowledge Sharing

2.2 International Shipping

Shipping is a crucial economic activity that operates within a global trading environment, where the demand for shipping services is closely tied to trade patterns and economic activity. In a free market, shipping rates are determined by market forces, influenced by supply and demand. On the demand side, seaborne trade has shown steady annual growth, while on the supply side, increased investment in shipbuilding has led to an oversupply of vessels, especially in the bulk carrier and tanker sectors. This oversupply has put downward pressure on freight rates, compelling shipping companies worldwide to seek greater efficiencies. The goal is to achieve economies of scale, as highlighted by UNCTAD (1998). Since shipping is an international industry, its effective operation requires global rules that are agreed upon by as many countries as possible. This process is facilitated by the International Maritime Organization

(IMO), a specialized United Nations agency responsible for regulating international shipping, preventing marine pollution from ships, and addressing maritime security issues.

As an intergovernmental organization, IMO is a forum where we exchange information and consult on maritime issues. It considers all types of maritime inquiries raised by its member states, other UN agencies, and intergovernmental organizations, provides advice, and makes recommendations. The main legal instrument used by IMO is communication. Several international maritime conventions existed before the organization started its activities, the most important of which was the International Convention for the Safety of Life at Sea (SOLAS, 1948). IMO's first task was to adopt a new version of SOLAS communication, which was achieved in 1960. After that, IMO is considering adopting communications to deal with the facilitation of international maritime traffic, cargo lanes, and the transport of dangerous goods.

The SOLAS Convention in its subsequent forms is generally regarded as the most important of all international agreements concerning the safety of merchant ships. The main objective of the SOLAS Convention is to define minimum standards for the construction, equipment, and operation of ships, consisting of their safety. Flag states are responsible for ensuring that ships under their flag comply with their requirements, and several certificates are specified in their communication as proof that this has been done. Control provisions also allow contracting governments to intercept ships of other contracting states if there are clear reasons to believe that the ship and its equipment do not substantially comply with the requirements of the contract; this procedure is known as port state control.

The International Convention for the Prevention of Pollution from Ships (MARPOL) is the primary global treaty aimed at reducing pollution from ships and safeguarding the marine environment. It sets out regulations to prevent and minimize pollution caused by operational activities and accidental spills. The convention includes six annexes, each addressing different forms of pollution, such as oil, chemicals, and sewage. Annex II specifically focuses on controlling pollution from toxic liquids in bulk, which came into force on October 2, 1983. Additionally, MARPOL designates "special areas" where stricter discharge controls are applied to protect vulnerable marine ecosystems. These regulations play a crucial role in ensuring that shipping practices are environmentally responsible and that the marine environment is protected from harmful pollutants (Ruileifinder & Convention, 2009).

The International Convention on Standards for the Training, Certification, and Care of Seafarers (STCW), the 1978 STCW Convention, was the first to establish basic requirements regarding the training, certification, and care of seafarers at an international level. This communication sets minimum standards relating to training, certification, and surveillance for services that countries are required to meet or exceed. The 1995 amendments, adopted by the Conference, represent a major revision of the Convention.

The explanation above can be arranged in Figure 2.

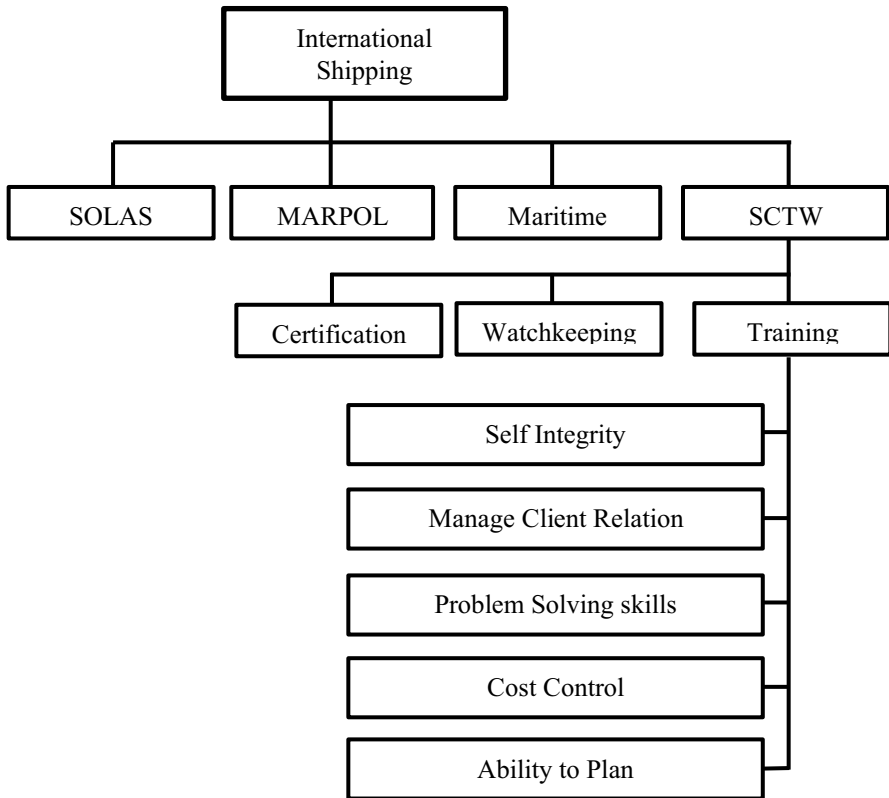


Fig. 2. Their derivation from International Shipping

2.3 New Concept of Character Culture Training

Based on studies of knowledge sharing theory, international shipping emphasizes the importance of training to address labor shortages in the maritime logistics sector. These studies suggest that training plays a critical role in developing reliable capabilities in workers, ensuring they acquire the necessary skills to meet the demands of the industry. Culture, in this context, refers to a structured training progression where each stage builds on the previous one, aiming to enhance the skills and competencies of trainees. This approach ensures that the shortage of workers in the maritime logistics sector can be alleviated by training workers to meet the required standards of skills and abilities. The analysis in this study is comparative and in-depth, aiming to integrate these findings into a novel framework, as depicted in Figure 3.

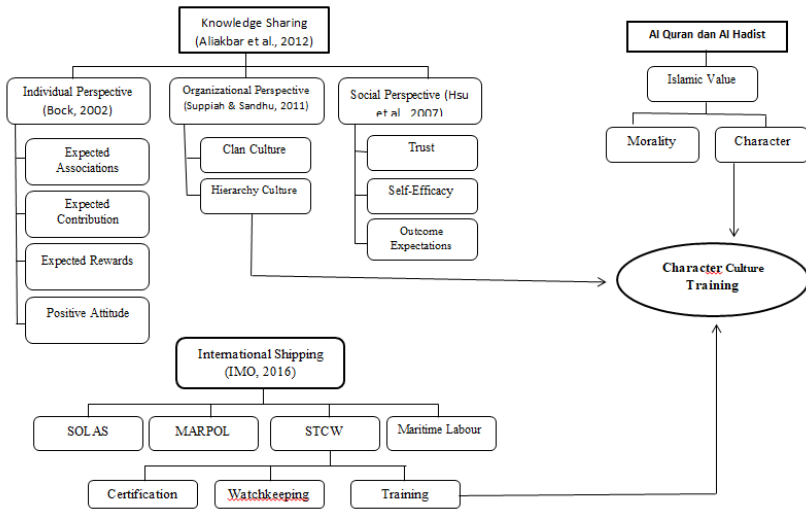


Fig. 3. Integration Knowledge Sharing, International Shipping, and Islamic values

The dimensions of knowledge sharing with a character approach in maritime training involve a structured progression of stages, each designed to enhance the skills and abilities of trainees. This approach is formal and systematic, aiming to address the labor shortage in the maritime logistics sector by equipping workers with the required competencies. The training process integrates key indicators from Islamic values, such as kindness, tolerance, and patience, to foster a strong character alongside technical skills. The international shipping training program, which adheres to STCW (Standards of Training, Certification, and Watchkeeping) regulations, offers a framework for training and certification, ensuring that workers meet internationally recognized standards. The program is authorized to issue STCW certificates for short courses, validating the competencies acquired through the training. The integration of character culture training indicators into this framework, as detailed in Table 2.2, further enhances the effectiveness of the training by embedding ethical and moral values alongside professional development.

Table 1. Integration of Indicators. Developed in this research (2022).

No	Human Reliability	Training	Character Training Reliability
1	Identify human error	perceived relative advantage (<i>Perceived relative advantage</i>),	Done programmatically
2	Human error quantification	Knowledge sharing self-efficacy (<i>Knowledge sharing self-efficacy</i>),	According to the section and authority
3	Reduction of human error	Perceived compatibility (<i>Perceived compatibility</i>).	Maximizing in improving organizational performance.

Proportion Character Culture Training And Shortage of Labour. Based on the integration of knowledge-sharing theoretical dimensions and international shipping proposition 1, it can be arranged to build character curriculum training; this is illustrated in Fig. 4. Characteristic Cuisine Training is:

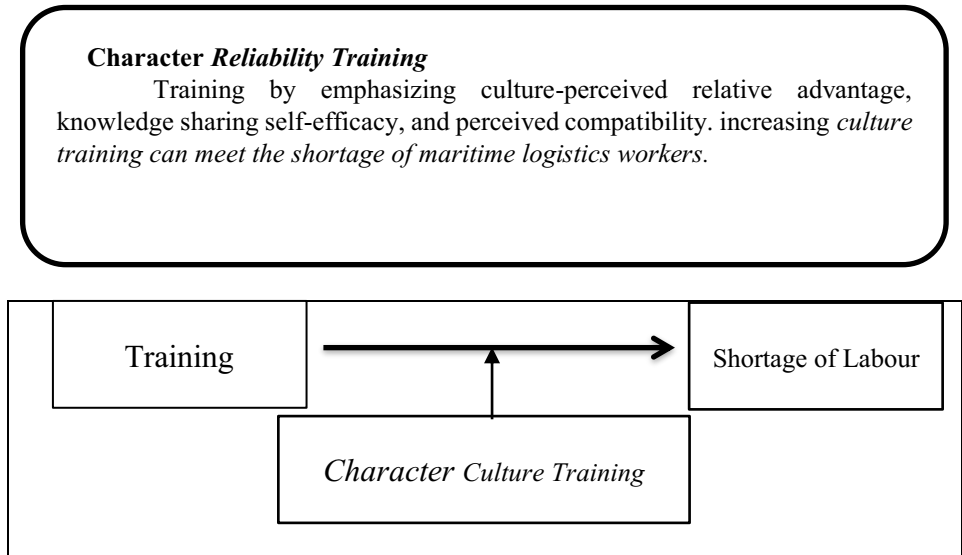


Fig. 4. Proposition Character Culture Training. Source: Developed for this dissertation

Thus it can be concluded that character culture training their management of maritime logistics training with their approach training based on values perceived relative advantage (perceived relative advantage), knowledge sharing self-efficacy (knowledge sharing self-efficacy), and perceived compatibility. Character culture training is carried out in a programmed manner, according to seizures and authorities, and maximizes improving organizational performance.

3 Research Metodology

This study employs a mixed-methods approach, combining explanatory research and journal research. Explanatory research focuses on analyzing and explaining the relationships between different variables, providing insights into how they interact and influence each other. Journal research, on the other hand, involves a thorough exploration of academic journals that are interrelated with the research topic. The

journals selected are from reputable international sources, including Scopus and those indexed in the Web of Science, ensuring the credibility and relevance of the information used in this study.

4 Finding And Discussion

This study explores the integration of knowledge-sharing theories, international shipping practices, and Islamic values to address the labor shortage in the maritime logistics sector. It emphasizes the importance of a training culture that progressively develops participants' capabilities, ensuring that the workforce in the maritime logistics sector acquires the necessary skills and abilities. The concept of "culture" in this context refers to the structured progression of training, from one level to the next, designed to improve the skills of the workforce. By integrating Islamic values, such as kindness, tolerance, and patience, with technical and operational training, the study proposes a comprehensive approach to addressing the sector's workforce gap. The study's methodology, which combines theoretical insights with empirical evidence, aims to provide novel insights that are thoroughly examined and illustrated in Figure 5.

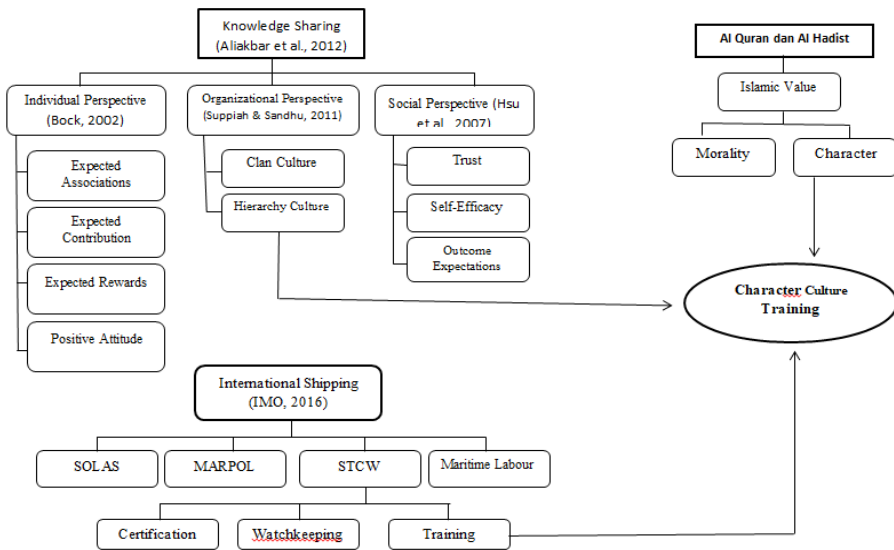


Fig. 5. The study's methodology

Based on the integration of the theoretical dimensions of knowledge sharing and international shipping, Proposition 1 can be formulated as follows: Building character culture training and training programs that emphasize the culture of perceived relative advantage, knowledge-sharing self-efficacy, and perceived compatibility will help address the shortage of the maritime logistics workforce. By improving character culture training, workers in the maritime logistics sector can acquire the skills and

values necessary for effective performance and adaptation to the industry's demands. Figure 6 illustrates how the combination of these factors—character culture, perceived relative advantage, and knowledge-sharing self-efficacy—contributes to closing the skills gap in the maritime logistics workforce. Character Culture Training is:

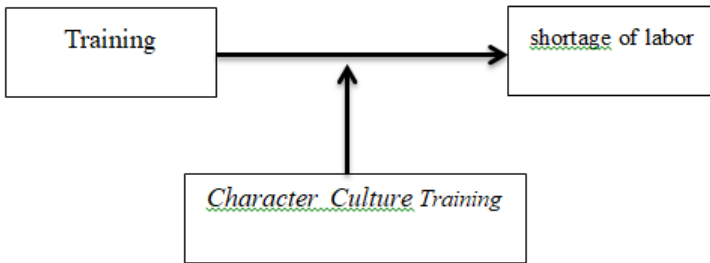


Fig. 6. Character Culture Training

In conclusion, character culture training is an approach to managing maritime logistics training that integrates values such as perceived relative advantage, knowledge-sharing self-efficacy, and perceived compatibility. This training is carried out in a structured and programmatic manner, aligned with the division of roles and responsibilities within the industry. By emphasizing these values, the training aims to enhance the skills, competencies, and collaboration among maritime logistics workers. Additionally, character culture training contributes to improving organizational performance, ensuring that workers are equipped with the technical, cultural, and interpersonal skills needed to meet the demands of the maritime sector effectively. This approach helps address the shortage of skilled workers in the industry while also fostering a work culture based on trust, mutual respect, and shared knowledge.

Organizations use training as a tool to introduce new management skills, such as employee performance appraisal (PA), which is a systematic evaluation aimed at understanding an employee's current abilities and identifying areas for future growth (GoK, 2012). The successful implementation of PA as a management innovation requires supportive HR practices, particularly training, to create awareness and clarify expectations (Singh and Kassa, 2016). The training objectives should align with the strategic goals of the organization to ensure effectiveness (Keilli et al., 2015). Effective PA training enables senior leaders to design and implement training tools, such as processes for using PA tools, providing feedback, and setting performance goals (Sujith, 2019). This must be done within the framework of legal guidelines, proper resource allocation, and continuous monitoring to ensure that the entire process supports the organization's objectives and fosters development within the workforce. By integrating these elements, organizations can effectively enhance employee performance, guide their growth, and improve overall organizational performance.

Comprehensive PA training enables organizations to validate that marine human resources have the right skills and knowledge to complete job assignments and produce

quality products and services. Performance appraisal training activities are designed to support an effective PA process and involve establishing an ongoing communication process between marine human resources and management. This helps in improving the performance of marine human resources both at the individual and organizational levels (Al-Mzary et al., 2015; Okechukwu, 2017). Researchers (Afsana et al., 2016; Singh, 2016) have found a positive relationship between training and performance appraisal of marine human resources. However, most of these studies have been conducted in industrial-organizational settings (Khan et al., 2016; Tahir et al., 2014), while less attention has been paid to student relationships in the higher education sector (Al-Mzary et al., 2015).

An effective PA process assists management in the decision-making process related to promotion, discipline, and salary administration activities. Dealing with performance issues immediately avoids long-term problems, including legal liability. Improved performance appraisal of marine human resources reduces harmful errors, increases productivity, and motivates personnel to achieve strategic goals (Ikramullah et al., 2016). The top-down training strategy has proven to be more effective by providing awareness training to senior leaders first and team-building training later. It has been noted previously that single training will not change the behavior of marine human resources (Keilli et al. 2015). Therefore, leaders need to be aware of possible bases among partners and conduct training on an ongoing basis. Therefore, the organization should carry out a training needs assessment and design an appropriate training program. In this case, Roberson et al. (2003) suggest that when dealing with a diverse workforce, human resource leaders should carefully assess training needs and offer training programs that help achieve organizational goals.

Performance appraisals also offer an opportunity for supervisors and subordinates to recognize and agree on individual training goals. Performance appraisal training should encourage employees to engage in career development to take on more complex roles. Too often, it seems that this fundamental view of staff development is ignored or forgotten. The focus of development tends to be primarily on the future of the organization and workforce needs and not on individual growth needs in the workplace (Sujith, 2019). Staff development is considered a joint and collaborative effort between marine human resources and organizations to enrich the attributes, experience, knowledge, skills, and abilities of marine human resources to increase their effectiveness (Noe et al., 2003).

The results of an empirical study conducted by Hafeieiz and Akbar (2015) and Falola et al. (2014) showed that PA training had a positive effect on performance appraisal. Lim and Ling (2012) argue that when organizations follow their best PA procedures, marine human resources feel that their organization is committed to providing equal opportunities, which creates satisfaction among marine human resources. Similarly, when organizations provide PA training opportunities, marine human resources feel that their organization cares about their career development, which creates job satisfaction. Despite the global evolution of HR practices, many organizations still lack clear training plans and policies. While numerous studies in human resource management have explored various aspects of training, gaps remain in understanding the relationship between performance appraisal (PA) training and actual performance

appraisal outcomes. This is particularly evident when examining its impact on marine human resources in academic institutions, especially in developing countries (Ongalo and Tari, 2015; Kamochei et al., 2004).

Furthermore, the literature on PA training remains limited and underdeveloped, even though employee training has been emphasized as a crucial aspect of organizational growth and efficiency (Afshan et al., 2012; Deibrah and Ofori, 2006). This highlights the need for more comprehensive research on the effectiveness of PA training programs and their direct influence on employee performance, especially in specialized sectors such as maritime logistics, where human resource development plays a critical role in operational success.

The findings from Nassazi's (2013) research suggest that training and development directly impact performance appraisal outcomes. Key areas covered include (1) the nature of the training program, (2) the objectives behind the training, (3) the methods used, and (4) an assessment of how training affects employee performance. In this study, training on reliable appraisal techniques has led to increased confidence among participants, resulting in more accurate, objective performance appraisals. However, Neisbit (2016) points out that the influence of training on performance appraisal can be challenging to gauge due to the organizational changes that often follow training sessions. Despite this, the potential benefits of training should not be overlooked. Based on this understanding, it can be proposed that effective training programs, tailored to the evolving needs of the maritime logistics sector, are essential to address workforce shortages and ensure that participants can adapt their skills to organizational and environmental changes. The proposition, illustrated in Figure 7, emphasizes that training should aim not only to enhance performance appraisal but also to equip employees with the resilience to respond to shifts in their work environment.

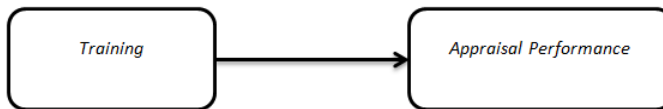


Fig. 7. Training and Performance Appraisal

Integration of training and employee propositions with Performance Appraisal can form a Grand Theoretical Basis as shown in Figure 8.

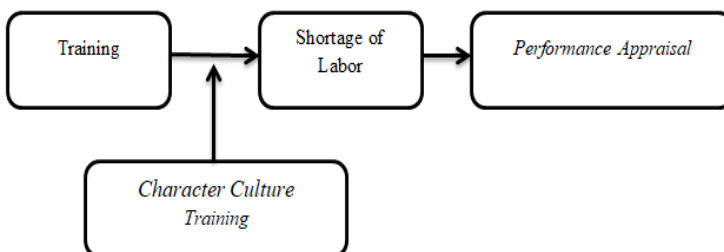


Fig. 8. Integration of training and employee propositions with Performance Appraisal

Training programs designed with a novel characteristic culture training concept could alleviate the scarcity of skilled human resources in logistics. This approach aims to foster specific character traits and cultural values that align with organizational goals, ultimately strengthening the logistics workforce. By addressing the workforce shortage, this targeted training could also positively impact performance appraisals, as a well-trained and culturally aligned workforce is more likely to meet performance standards effectively

5 Conclusion And Further Research

The shortage of human resources in the logistics sector can be addressed by implementing a novel character-culture training model. This approach involves managing maritime logistics training through a programmatic framework that emphasizes core values like perceived relative advantage, knowledge-sharing self-efficacy, and perceived compatibility. Character-culture training is systematically applied according to specific roles and authorities, to maximize organizational performance and efficiency. This model not only builds skills but also integrates a cultural perspective that aligns employees with the organization's values and performance objectives.

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