

Web-Based Application For Parenting Patterns In Vocational Schools In The Environment Of Politeknik Pelayaran Sorong

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ABSTRACT

Digitalization of education is a logical consequence of developments over time, a response to educational services that are experiencing changes in both the learning system and learning culture. Developments in the field of education are closely related to the term innovation. Innovation in the realm of education is an obligation for all educational actors. Moreover, the development of science and technology is growing rapidly. The parenting pattern that has been implemented in most vocational schools within the Ministry of Transportation is still more of a manual system that cannot be connected directly to digitalization. The aim of the process of developing digitalization of parenting patterns is expected to increase efficiency and optimization in many ways, including efficiency and optimization of parenting activities, connectivity between institutions or units involved in parenting, access to data related to parenting patterns, personal data of cadets and caregivers, as well as ease of use. information in accessing rules relating to parenting patterns. The research method used is a mixed type of research. Mixed research is the use of two types of research, namely qualitative and quantitative in one study. The research location is planned to be carried out at a vocational school under the Ministry of Transportation (Poltekel Sorong). This research then produced an online-based digitalization development desktop software and was then named the see cadet application website. This development and research uses the ADDIE Development Model, namely the analysis stage, design stage, development stage, implementation stage and evaluation stage.

INTRODUCTION

Digitalization of education is a logical consequence of developments over time, a response to educational services experiencing changes in both the learning system and learning culture. Nowadays, all parties must accept and realise the digitalisation of education. And to realize the digitalization of education, it needs to be supported by government regulations. The digitalization of education has a legal basis by the mandate of Pancasila and the 1945 Constitution of the Republic of Indonesia, namely in Law Number 20 of 2003 concerning the National Education System, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards, and Article 12 of Law Number 39 of 1999 concerning Human Rights, which states that every person has the right to protection for their personal development, to obtain education, educate themselves, and improve their quality of life. It is also supported by Article 26 of the UDHR, which is further explained in Article 13, Article 14 and Article 15 of the ECOSOB Rights Covenant (Cristiana, E. 2021).

Developments in the field of education are closely related to the term innovation. Innovation in the realm of education is an obligation for all educational actors. Moreover, the development of science and technology is growing rapidly. So, it has an impact on the development of educational tools. Changes and developments in today's era are a dynamic that continues to occur in education. These developments also require the education sector to survive, follow existing patterns, and be aware of current conditions. For example, in recent years, online-based learning has occurred due to the Covid-19 pandemic in Indonesia (Prasrihamni, M., et al. 2022).

The development of education, which is increasingly felt and requires innovation, is due to the recent emergence of a digital education system, which is increasingly strengthening despite the current COVID-19 pandemic. However, with this, the world of education also has to learn and prepare itself to implement a digital-based education system or use Internet services. However, the digital concept is more comprehensive because there are ready devices, such as LCD projectors, laptops, cellphones, and tablets, including internet network services or access. Technological developments require an education system down to the smallest part of education. Namely, students must also adapt to developments that occur.

One of the impacts of technological developments in the modernization era, which also has a positive impact, is



accelerating digital transformation. With the pandemic, all systems and methods have shifted to online and completely digital methods after previously using conventional systems, which inevitably had to learn technology and begin to transform. It aligns with Indonesia's efforts to welcome the Industrial Revolution 4.0, where all aspects of life cannot be separated from the touch of technology. The rolling of the industrial revolution and technological developments have also significantly impacted changes in all fields, including the education sector. Developments in education, especially in the dynamic field of technology, must continue to be monitored considering the rapid social changes, both viewed from a positive and negative perspective. The shift in educational methods and infrastructure in learning from traditional methods to modern methods can be felt in changes even in the development of the world of education (Maksum, A & Fitria, H. 2021).

The concept of digitalization of education is a logical consequence of developments over time, a response to educational services that are experiencing changes in both the learning system and learning culture. Nowadays, all parties must accept and realise the digitalisation of education. And to realize the digitalization of education, it needs to be supported by government regulations.

The digitalization of education has a legal basis by the mandate of Pancasila and the 1945 Constitution of the Republic of Indonesia, namely in Law Number 20 of 2003 concerning the National Education System and Article 12 of Law Number 39 of 1999 concerning Human Rights, which states that every person has the right to protection for their personal development, to obtain education, educate himself, and improve his quality of life. Article 26 of the UDHR also supports it, which is further explained in Article 13, Article 14 and Article 15 of the ECOSOB Rights Covenant (Cristiana, E. 2021).

Advances in science and technology will help improve the quality of education. The Directorate of Primary Schools (2021) also expressed the same thing: that advances in information and communication technology have a positive impact and provide great opportunities to optimize improvements in the quality of education, where changes develop rapidly. Students must be able to keep up with and utilize these changes as best as possible by these developments. Referring to the Directorate of Primary Schools (2021) statement, innovation is needed in the education system to achieve effectiveness and success in the education process. The education system includes educators, students, policy and curriculum makers, and the concept of parenting patterns in the educational environment, which runs a boarding school system that is then combined into a system called educational technology (Isma, N.C., Rahmi, R., Jamin, H. 2022).

Digitalization of education has extraordinary benefits for the development of education in Indonesia. The benefits that can be felt by digitizing education include: 1) The learning process is not limited by time; 2) there is no limit on class capacity; and 3) the teaching and learning process can be done anywhere and anytime. Education is developing increasingly rapidly in the current digital era; all groups, both adults and children, can enjoy technological advances. Education also utilizes technology to facilitate interaction between educators and students in teaching and learning activities. Technology in education makes it easy for educators to develop innovative learning systems by taking various learning resources from Google and YouTube, which makes learning more interesting and exciting for students (Ma'rufah, A. 2022).

However, with the digitalization of education, which impacts the blended learning model, which sometimes requires learning to be carried out online, character education also needs to be changed. Based on the interpretation of this theory, it can be said that the digitalization of education has had a significant impact on the world of education, starting from changes in teaching activities to innovative all-digital learning methods, including character education, especially parenting patterns (Ma'rufah, A. 2022). With the help of educational technology, learning can be carried out modernly, so students can easily seek knowledge without limits. The component of students occupies an important position in teaching and learning activities because students have goals and ideals that must be achieved optimally while providing education. The learning process in education certainly will only run with students. Law no. 20 of 2003 states that students are members of society who try to develop their potential through the learning process available in certain pathways, levels, and types of education. Students are an important factor in education and the teaching and learning process. Therefore, students must have commendable character, especially in the digital era like today (Sufyan, Q., & Ghofur, A. 2022).

To realize the intended transportation, human resources, apart from having the ability and competence in their field of work, also need to have a tough character to carry out their role in providing superior transportation services to the community. Character development must focus on two main components: soft and hard skills. The educational method that needs to be carried out is the parenting method as an inseparable part of the overall education and training implementation process. Caregiving activities must be able to overcome existing obstacles in the implementation of the education and training process, as well as create a fresh environment and foster enthusiasm or passion for learning or training for Cadets to create transportation human resources who are physically fit, professional in how they work, and ethical (Riyanto, B., & Rivilindo 2019).

The parenting pattern implemented in most vocational schools within the Ministry of Transportation is still a manual system that cannot be connected directly to digitalization. It also greatly influences the parenting activities

carried out in vocational schools regarding information, data, training and learning by cadets and caregivers. It is necessary to organize an education system that will be implemented to realize the transformational concept of developing digitalization in the parenting patterns of cadets in vocational schools within the Ministry of Transportation. Things that need to be developed include teaching, training and care activities connected to the development of digitalization. The aim of developing digitalization process of parenting patterns is expected to increase efficiency and optimization in many ways, including efficiency and optimization of parenting activities, connectivity between institutions or units involved in parenting, access to data related to parenting patterns, personal data of cadets and caregivers, as well as ease of use. Information in accessing rules relating to parenting patterns.

Based on the description of the Literature Review, the researcher was interested in studying it more deeply by conducting research that focused on how the care system implemented in vocational schools was transformed into digitalization in terms of methods and concepts that were previously old concepts or not digitally oriented. The transition from analogue or old learning methods to digital is very important. It cannot be separated from the work system, which is starting to apply the working principles of connectivity. The development of digital connectivity in care also indirectly makes it easier to implement care effectively and optimally. Based on this description, the research team was then interested in studying the development of digitalization of parenting systems in vocational schools within the Ministry of Transportation.

LITERATURE REVIEW

Educational Digitalization Transformation

Digital transformation can generally be interpreted as a radical process that occurs in an organization that utilizes human resources and technology, which causes the organization to change drastically. As previously mentioned, digital transformation can be interpreted as a process of using digital technology that is already available, such as virtualization technology, mobile computers or the cloud, which is integrated with other media. Digital transformation is also defined as a change in how work is handled using information technology to gain efficiency and effectiveness (Maksum, A & Fitria, H. 2021).

In the actual process, before experiencing digital transformation, you have to go through at least several phases. These phases include digitization, digitalization and digital transformation. The digitization process is the process of moving from analogue form to digital form. For example, the world of music recordings in cassette form changed to MP3 form and mass media in newspapers changed to e-paper. Meanwhile, digitalization is a previously conventional business process transformed into a digital one. Examples in this case are reducing paper, which has become paperless, and reducing face-to-face media and all online transactions (Maksum, A. & Fitria, H. 2021).

Digitalization of education is expected to assist education actors in continuing the teaching and learning process evenly and optimally To produce progress in national education. Keeping up with the times, the digitalization of education is presented and implemented to ensure that education can still produce learning that aligns with its direction and objectives. Managing digitalization intelligently and precisely is one of the new challenges present in the world of education so that learning activities can continue to be carried out, especially in the era of the COVID-19 pandemic, where learning activities are carried out on a limited basis.

It is hoped that utilizing digitalization of education can provide positive value in developing the potential of students or students. However, it must be realized that technology is like a double-edged sword. On the one hand, its presence will provide positive benefits; on the other hand, it will have negative effects if not used wisely. Facing this phenomenon, we must shift our thinking to how technology is considered neutral. Things that are not good regarding the presence of ICT in learning or digital-based learning should instead be used as challenges, and all the good things that are presented by the use of ICT as the potential that can be useful for developing students' potential, both at the elementary school and education levels. high (Ma'rufah, A. 2022).

Currently, the digitalization of education is intensively used in distance learning using internet media, where this learning system is an alternative learning method when educators and students cannot carry out face-to-face learning. For this reason, there needs to be a review of the regulations governing the digitalization of education in the constitution of Indonesia to realize social justice in education, especially amid the current pandemic. The method used in this writing is normative juridical, which relies on using library references and legal principles as study material (Cristiana, E. 2021).

Digital learning will present the idea that learning feels distant because meetings between teachers and students are not held in person, which is a challenge. Another challenge is that it is more difficult for teachers to pay attention and monitor students. Furthermore, many disruptions in learning arise, a lot of information appears, and technical obstacles (not yet used to Zoom or other online learning media), but behind this, it will provide potential for students. These challenges give students the potential that learning is wider than space and time, learning to be responsible and solve problems, and practising self-management and time management when there are many distractions when studying. The flood of information makes students better trained to think critically, and the technical obstacles they face can train students to have special skills.

Cadet Parenting Patterns

Explicit parenting is part of an effort to help cadets carry out education and training to achieve optimal performance with an emphasis on building cadet character and creating a fresh environment to motivate cadets' enthusiasm or passion for learning. Meanwhile, what is meant by discipline is a certain situation where members of an organization comply with existing regulations with pleasure.

The educational method that needs to be carried out is the parenting method as an inseparable part of the overall education and training implementation process. Caregiving activities must be able to overcome obstacles that exist in the implementation of the education and training process, as well as create a fresh environment and foster enthusiasm or enthusiasm for learning or training for Cadets to create transportation Human Resources (HR) that are physically excellent, professional in how they work, and ethical—improving the quality of cadets, through teaching, training and care organized by educational institutions that have a strategic role. It is supported by Kristiawan's (2016) opinion that the school environment has a strong role in shaping students' character. Because teenagers are still in the growth and development stage,

Their personalities are unstable, and they are still finding their identity to form a permanent character. So, education during adolescence is important in determining their character as adults (Riyanto, B., & Rivolindo. 2019). The aspects of cadet parenting patterns that can be developed in the development transformation towards digitalization in the vocational school environment under the Ministry of Transportation are as follows:

Parenting

Parenting activities with media are focused on providing exemplary values in the form of direction, advice and learning to the cadets through mentoring efforts in every activity carried out by the cadets. These activities can be in the form of planned and scheduled activities or incidental activities to suit the variety of cadet activities. Indirectly, the aspect of the presence of the Caregiver can have a direct impact on the formation of the cadets' behavior. Various patterns and types of parenting are important to be considered by parents to support the success and development of early childhood as stated by Mukarromah et al., (2021); Irma, (2016); A, (2017); Yenni, (2017); Asiatik et al., (2017); Rahmi & Riana, (2018)

1) Briefing

Caregivers carry out guidance activities as a medium to provide guidance and direction to cadets regarding all problems in cadet life. In this activity, moral values, personal ethics, and discipline are instilled in the cadets by the main duties and tasks of the caretaker, as well as the task experiences that the caretaker has experienced. Directions are carried out at certain times, for example, during roll calls, parenting hours, or activities during independent activities.

2) Implementation of Traditional Events

This traditional event has become an activity that has been carried out from generation to generation from generation to generation. Traditions of Implementing This Cadet tradition event is a positive activity that has historical and philosophical value for the life of Cadets on campus. In this activity, the caregiver must explain the meaning of Tradition and its benefits for Cadets when they are studying on campus and becoming Shipping Officers later. So that cadets can understand the meaning of the traditional event, not just carry out activities. This activity also instils values of pride in cadets, which aims to develop a sense of loyalty to the campus and the Republic of Indonesia. This activity is a ceremonial activity and is carried out under the cadet development centre.

3) Implementation of Deputation Activities

Deputation activities are cadet activities of an official nature outside of routine or incidental activities carried out inside or outside the campus environment with orders and permission from the leadership or guardians. In this activity, Cadets must be accompanied by a Caretaker as the Cadet Accompanying Officer, whose aim is to explain to the Cadets the meaning of the Deputation activity and as a form of supervision for the Cadets to always maintain the honour of the Cadets and the good name of the campus, especially when the implementation of the Deputation takes place outside the campus environment.

4) Accompanying Outdoor Training

Cadet External Training Activities are scheduled activities and are part of the Cadets' routine activities by the Academic Calendar. This activity is part of the Cadet Code of Conduct training activities. Responsibility for activities is under the Sports and Arts Unit (UOS) and the Training Activities Officer, which was formed based on an Order from the Campus Leadership. The presence of a caregiver attached to each of the Cadets' external activities is intended to help control and see the development of the Cadets' participation in the training. So that Caregivers can understand the development of Cadets in terms of the level of mastery of training material, which is generally part of the typical skills of Sailing Cadets.

5) Activity Instructions



Cadets are given offline and online learning assignments to improve their leadership skills. Some activities can develop cadets' leadership spirit, such as cadet regiments, guard duty, and other tasks. Apart from these activities, off-campus activities, such as leadership training, basic leadership training or seminars, workshops, and comparative studies, can also be carried out to improve leadership skills.

If the task can be carried out on target, the supervisor must provide activity instructions to guide the cadets in completing the task. These instructions guide cadets in resolving the problems given so that they can be resolved well. So that when they become Shipping Officers, Cadets will have the courage to make decisions and be responsible for those decisions morally and legally.

6) Discussion

Discussion activities are activities that are routinely carried out by cadets both during compulsory education and during parenting hours. Apart from being useful for sharing information, this activity also aims to train the cadets' courage to speak. The discussion material is not only about cadets' lives but also about various actual events that occurred in Indonesia. The discussion component must also be improved to provide effective access space for cadets, including digitalization access. The tutor provides a topic to be used as material for the cadets' discussion and then provides a conclusion at the end. Apart from that, the presence of a caregiver can act as a mediator when discussions do not go as well as they should. The discussion proceeded by prioritizing being hospitable, loving and nurturing. No one felt better among the discussion participants; all of them positioned themselves as partners for other cadets.

Guidance and Consultation

Guidance and consultation for caregivers, especially the counsellors in the psychology unit, can also change service aspects that are not only oriented towards an offline (manual) approach. Indirectly, along with technological developments, guidance and consultation services can also be connected to databases for all care tools in vocational schools under the Ministry of Transportation. The development of digitalization can also help cadets consult about various things they have experienced or will participate in, such as guidance on learning problems, consultation on problems, and sharing information easily and efficiently. This guidance and counselling activity is personal and is carried out by one or two cadets for caregivers, both direct caregivers and indirect caregivers. So that the cadets become more aware of things they do not understand or reduce the burden of the problems they are facing.

1) Tutoring

Compulsory education activities are activities carried out by cadets at night. This activity is a regularly scheduled activity carried out after the Cadet Night Call. Cadets can use compulsory learning to review lessons they have just learned during lectures that day, prepare lecture materials for the next day, and complete lecture assignments given by the teaching lecturer. The presence of a tutor during this compulsory education activity is very useful when cadets experience difficulties in understanding the learning material they are experiencing. Caregivers are obliged to provide enlightenment to cadets and guide cadets with poor academic grades.

2) Consultation on Cadet Problems

This is very important because the field of guidance and counseling is the client's behavior, namely the behavior that needs to be changed or developed to overcome the problems faced. Changed or developed to overcome the problems faced Febrini (2011). The diversity of initial input from the cadets significantly influences their ability to adapt to life and routines at the Campus Police Academy. Not all cadets can quickly follow the pattern of cadet life, which is full of rules. As a substitute for parents, the existence of a Cadet Caregiver can be a good solution for Cadets to overcome their problems. Caregivers are obliged to be good counsellors for their cadets. This activity aims to facilitate the adaptation process of a cadet so that he can pass all cadet activities perfectly. Apart from that, Caregivers are useful in providing real solutions to all Cadet difficulties, including bridging communication between Cadets and their parents. So that, in the end, Cadets can complete the stages of education on campus and become virtuous Shipping Officers.

Supervision and Control

Implementation of Cadet Care mechanisms, supervision and control issues are the most important parts of the Cadet Care pattern. Supervision and control by Cadet Caretakers is carried out all the time, starting from morning activities until the Cadet's evening rest. There is only one activity accompanied by supervision and control by the Caretaker so that each Cadet's development can be monitored, assessed and evaluated in its implementation. The implementation of this activity takes place both directly and indirectly. Carried out by Caregivers while on duty or when not on duty. Suharsimi Arikunto and Lia Yuliana (2009: 15) explain in more detail that supervision is intended to find out whether the strategies, methods and techniques that have been determined in planning are sufficiently suitable for the delivery of goals and with the least risk.

Supervision of Compulsory Education

Compulsory education supervision activities are carried out by cadet supervisors both when serving and when not serving. This activity is carried out by Cadets every evening (excluding cruise time and incidental activities) both in their rooms and/or study rooms and when carried out in the campus library. The existence of the Caretaker is intended as a form of supervision and as a guide when Cadets encounter things that are difficult to understand, especially regarding the science of sailing.

Cadet Data in Terms of Imposing Sanctions

Sanctions are given to cadets due to violations of cadet discipline as regulated in the Regulations. These disciplinary violations have categorical levels as minor, moderate, or serious violations, which can be connected to a digitized care system. Caregivers are obliged to control all cadet documents and data, whether in the form of documents or connection applications.

1) Disciplinary action

Disciplinary Action is a series of actions in the form of verbal warnings and physical actions of a constructive nature imposed by Caretakers or direct and indirect superiors as well as senior Cadets on junior Cadets. The caretaker provides disciplinary action to control cadet discipline and order. Apart from that, the supervisor also monitors the actions given by senior cadets to junior cadets to ensure that negative acts of violence do not occur and are not intended to be fostered. Disciplinary Action Sanctions are sanctions imposed due to minor violations of regulations. The forms of sanctions are verbal warnings, actions to train equality, and educational actions that are nurturing, loving, and nurturing.

2) Disciplinary Punishment

Disciplinary Punishments are sanctions imposed due to disciplinary violations by Cadets through the Disciplinary Hearing mechanism. Sanctions can take the form of verbal or written warnings or actions that are educational and have a deterrent effect. The Caretaker carries out the Disciplinary Hearing mechanism by the Order issued by the leadership. Apart from that, the presence of the Caretaker carries out a Supervision and Control function in every violation committed by the Cadets, whether documented or digitized.

3) Academic Council Meeting

The Academic Council meeting is a trial mechanism tasked with formulating academic policies and academic norms/regulations and carrying out cadet development. Academic sanctions are punishments imposed on cadets for committing criminal acts or violations in serious categories as regulated in the regulations.

The implementation of parenting patterns must be able to transform into digitalization of parenting patterns. It aims to support optimal efficiency in following the diversity of technological developments. The development of digitalization of parenting patterns can also explain character and moral formation values. The care framework is prepared by the Caregivers for the Cadets in a planned manner through various Cadet activities every day, which can be affiliated with the development of digitalization. Cadet activity routines require each cadet to have exemplary qualities and high personal discipline. Through parenting techniques carried out either through media parenting techniques, providing guidance and consultation, or supervision and control techniques, the implementation of parenting through meeting shipping figures can be carried out.

Utilization of Digitalization in Cadet Character Development

The implementation of character education using digitalization today is, of course, very important; this is so that cadets, as the nation's next generation, have good morals and morals. The next generation can reflect the quality of a nation. If the next generation is good in cognitive knowledge or theories at school and has brilliant morals, then the nation will also be good. Because of this, we need support from all groups, whether from family, school or society; of course, we have a responsibility and obligation to create a moral generation with good character. With us as educators, utilizing the digitalization of education can provide positive value in developing the character of students (Sufyan, Q., & Ghofur, A. 2022).

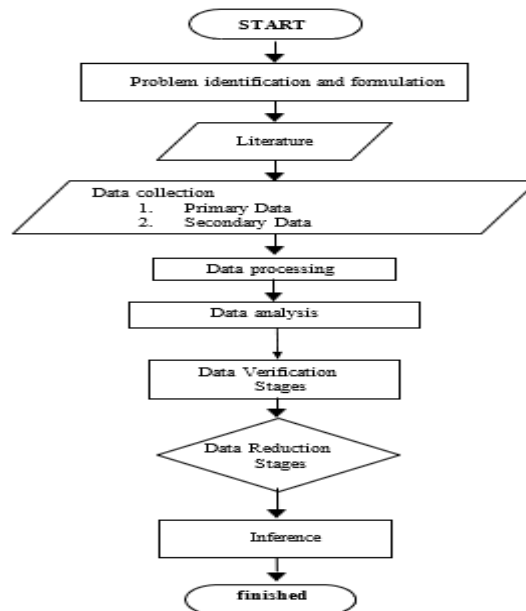
In the current era, or what we know as the digital era, it is fitting that all elements and aspects of the nation must actively participate and contribute in terms of developing good and commendable character for the nation's future successors so that they can certainly inherit character to show the identity of a nation with character. An educator should be a role model in deeds and words, so it cannot be denied that the educator's and students' character will be greatly influenced in a better direction. By implementing character education that involves adults in the school and home environment, they must be role models, make it a habit or practice character education, and strengthen character education in the environment around the government (Sufyan, Q., & Ghofur, A. 2022).

However, we must know that technology is likened to a double-edged sword. It means that, on the one hand, its existence will certainly provide good benefits; on the other hand, it will have a bad impact if the technology is not used wisely. Therefore, by facing this phenomenon, we have to shift our thinking that how to use this technology is seen as something neutral, meaning that it has a positive and useful impact. We should be able to make things that are not good

regarding the existence of technology in learning or digital-based learning as a challenge and all the good things presented by using ICT as character development for students, both at the elementary school and high education levels (Sufyan, Q., & Ghofur, A. 2022).

DESIGN CONCEPT

The framework for this research can be seen in the image below :



RESULTS

The development and research were conducted in vocational schools within the Ministry of Transportation. This research then produced an online-based digitalization development desktop software which was then named the see cadet application website. The features of the items in the see cadet application website also contain components related to the data in the parenting pattern, especially the Cadet Character Development Center, which are interconnected between these features. The features of the items on the see cadet application website include

1. Dashboard
2. File/Document Upload
3. Cadet Data
 - a. List of cadets consisting of the number of cadets per study program or department, the number of cadets per batch, the number of cadets per company and battalion, and the number of cadets based on the entry path;
 - b. Achievement Index Value;
 - c. Condite value;
 - d. Psychological Test Results;
 - e. Skill/Ability;
 - f. Health Test Results;
 - g. Sick History;
 - h. Violation History;
 - i. Achievement History;
 - j. Counseling History
 - k. Organization History
 - l. Extracurricular History;
 - m. Barracks/Dormitory Room.
4. Administration
 - a. Cadet News/Activities (Activity News and Categories);
 - b. Master Data (Academic Year, Study Program, Academic Level, Academic Path, and Semester).
5. Account Log In and Log Out

This development and research uses the ADDIE Development Model (Lee and Owens, 2004: 3).

DISCUSSION



Landing Page (Public Access)

The appearance of this page is the front page which can be accessed by the public even if you are not logged in. This page contains brief information about the seecadet application. Users can access a series of news and galleries about cadet activities :

1) Website Home Page

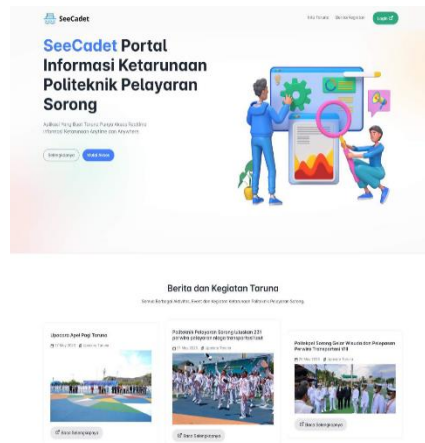


Figure 1. Initial View

APPLICATION PAGE (LOGIN ACCESS)

This application login page can only be accessed by users with access rights. The system divides access levels into several groups:

1. Admin Level: Can access all application menus (Read, Update, Edit, Delete)
2. Cadet Level: Can only see the cadets' own information (Read)
3. Parent Level: Can only see their own child's cadet information (Read)
4. Management Level: Can access all cadet menus except master data (Read)
5. Ka. Psychology level: Can only access cadet psychotest history data (Read, Update, Edit, Delete)
6. Level Ka. Dormitory Level: Can only access data on Cadet Dormitory Barracks History (Read, Update, Edit, Delete)
7. Level Ka. Health Level: Can only access data on Cadet Health Test History and Sick History (Read, Update, Edit, Delete)
8. Company Officer Level: Can only access cadet data (Read)
9. Inner Service Officer Level: Can only access cadet data (Read)
10. Distinguished Academic Level: Can only access cadet data (Read)

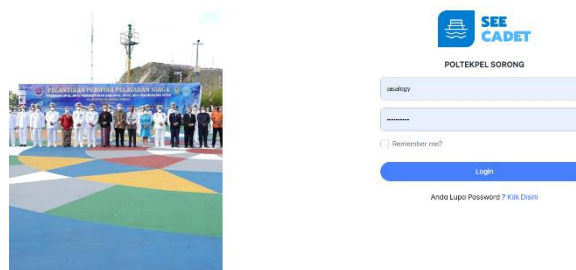


Figure 2. Application Page (Login Access)

Introduction to Application Menu Pages

After successfully logging in to the application, the system will display the main page, namely the menu page. Each menu has its own function. Click on the icon marked yellow or click on the "My Profile" menu marked yellow below.

1) Logout Menu/Exit the Application



This menu is used to exit the system or application. You do this by clicking the button marked yellow in the image below :

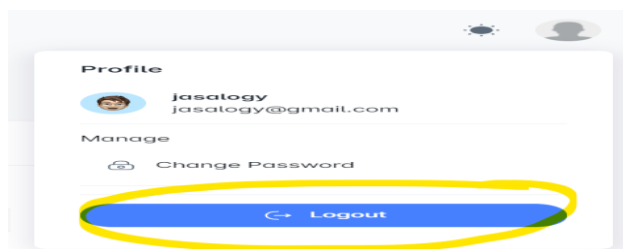


Figure 3. Logout menu

2) DASHBOARDS

This menu is to display summary information on the number of cadets based on study program, academic level, academic path, including statistics on the number of illness histories, achievements, violations and counseling and displayed in graphical form

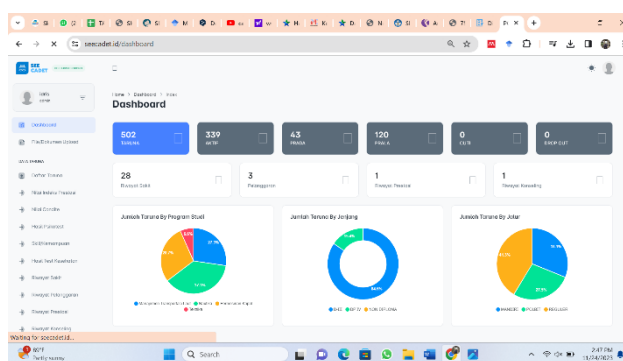


Figure 4. Seecadet application dashboard

3) File/Document Upload menu

This menu is a menu for uploading files/documents that can be used by cadets to download.

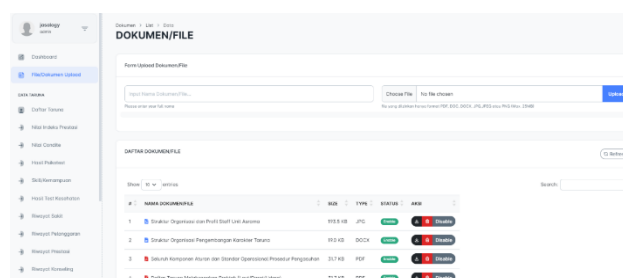


Figure 5. File/Document Upload menu

4) Master Data Menu

This menu is a menu for inputting the master data system. Make sure before using the main menu to input cadet data. Admin must first input the master data.



Figure 6. Master Data menu

5) Cadet Data Menu

This menu is the application's main menu containing all cadet information for all cadet students. Login data information, academic grades, illness history, achievements, counselling, violations, organization, etc., are all managed from this menu. Cadets and parents will get real-time and up-to-date access to cadet information. So each cadet can independently check and monitor their own academic information without needing to ask the Sorong Polytechnic cadet staff.

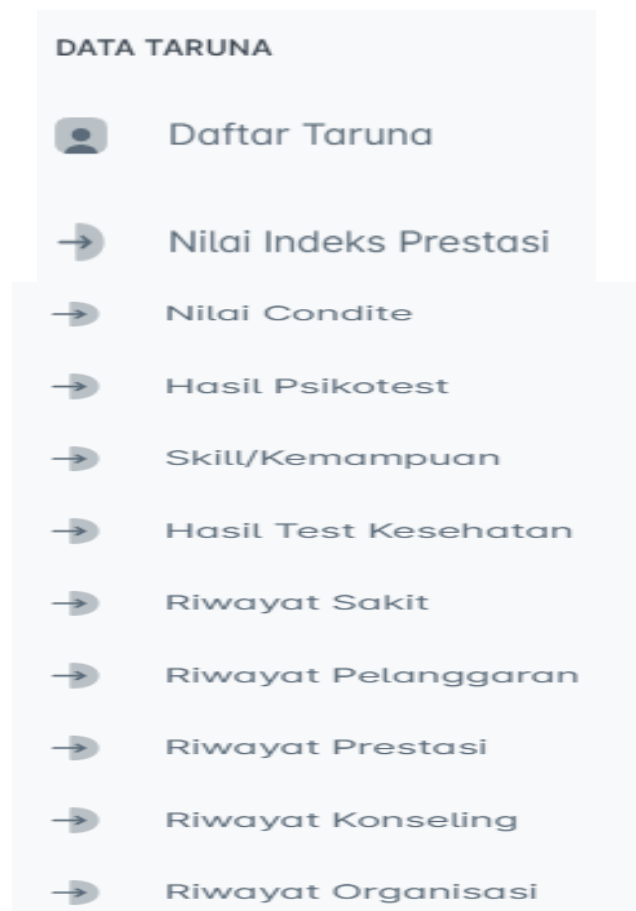


Figure 7. Cadet Data Menu

Description of the cadet data menu:

- Cadet List: menu to manage data for all cadet profiles.
- Achievement Index: menu to manage Cadet Academic GPA per semester.
- Condite Values: menu to manage data on Compliance Values, Cadet Behavior per semester.
- Psychological Test Results: menu for managing cadet psychological test results during the academic period.

- e. Skills/Abilities: menu for managing cadet Skill/Ability data, so that it is easier to find out the potential of cadets.
- f. Health Test Results: menu to manage Cadet Health test results when they first register for the new school year.
- g. Sickness History: menu to manage the number of cadets' history of illness.
- h. Violation History: menu to manage the history of the number of cadets committing violations.
- i. Achievement History: menu for managing achievement history while participating in competitions held by internal and external parties at the school.
- j. Counseling History: menu for managing data on the history of cadets providing counseling to the school
- k. Organization History: menu for managing cadet data following the organization

CONCLUSIONS AND RECOMMENDATIONS

It is very important to carry out concepts and studies in developing the digitalization of parenting systems in vocational schools within the Ministry of Transportation. With technological developments and demands for developing connected parenting patterns through digitalization systems, improvements and evaluations must be made. Developing the see cadet application website is hoped to facilitate access to information and data needed by cadets. The development of digitalization in the parenting system is also intended to create a one-way data and information processing system centred on a database via the See Cadet application website. Users of the See Cadet application website can also increase work capacity and work efficiency.

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