

Teaching Indonesian Maritime History: an Ecopedagogy Approach

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Abstract: Maritime history is a humanistic study of many aspects of human relation by the sea. Eco-pedagogy can be used in marine history learning and education to increase public awareness of eco literacy, in this case the community actively engages students and educators in literacy about the importance of preserving the marine environment, social activities of coastal communities associated with history and tradition. Eco-pedagogy is an academic effort to educate students so that they have understanding, awareness, and life skills consistent with conservation. The eco-pedagogical approach in the learning of maritime history can develop the character and critical understanding of students to realize that human beings essentially have a relationship with nature, and this awareness is manifested by sensible behavior towards their natural environment. With regard to the learning of maritime history, the eco-pedagogical approach can explore the values that concern the cultural heritage in relation to the natural maritime environment. The aim of using an eco-pedagogical approach by learning Indonesian maritime history is for students to implement maritime cultural heritage, traditions and technology that develop in their environment. The results show that the importance of applying an eco-pedagogical approach to learning maritime history is reflected in the ability of students to re-practice their learning outcomes obtained from their natural environment.

Keywords: Teaching, Maritime History, Ecopedagogy Approach

Introduction

The rapid development of information and communication technology is currently affecting several aspects of communication, social interaction, learning systems, and the ways we relate to others. Technological advances support someone to get knowledge and information easily. One of the media used to find information is Google, which is the main online search engine. An abundance of text-based data is available in the online media. Google itself has digitized almost every book ever written and reaches more than 19 million libraries worldwide (Bail, 2014). This can be used by educators and students to easily design things boldly and find it difficult to obtain forms of information, and to know the phenomena that occur in the surrounding environment.

However, the knowledge gained through online media cannot be used as the main source of knowledge, because it results in the neglect of student character education, thus affecting the moral outcomes of students' character. Learning through online media is not reliable because it only transfers knowledge without any transfer of values, because moral values obtained through direct relationships between educators and students are no less important than academic values (Suratman & Tarto, 2022). In addition, advances in technology and information affect students' awareness of environmental knowledge, especially knowledge of the social history of the environment.

This can be overcome by using an ecopedagogic approach in history learning, especially maritime history learning. So that students will be more critical in reading issues and changes that occur in social conditions and the maritime environment. Thus, research on maritime history learning in Indonesia with an ecopedagogic approach needs to be carried out to increase students' awareness of the problems of the social and natural environment. This paper provides a basic description of the application of the ecopedagogic approach used in maritime history learning to increase students' knowledge and analytical abilities of environmental knowledge.

The meaning of history learning is a person's willingness to act, do something according to the knowledge he has acquired as a result of the historical learning process he has gone through and then applied in everyday life by showing actions or attitudes, so that the inheritance of values from the past is not interrupted. Students need to be equipped with a number of competencies that can support national development. In line with the government's goal of focusing on Indonesia's maritime development, it is necessary to make adaptations in history learning by looking at the opportunities and potentials that come from the values of maritime culture.

Many activities and historical developments of the Indonesian people are directly or indirectly related to the maritime world. However, there are not many analytical tools to examine maritime history in an eco-pedagogical manner, which leads to a lack of literacy in maritime potential in the community, especially in the education sector. As a region that has a strategic maritime area, Indonesia needs a more in-depth study of this object, thus providing broad possibilities for the development of scientific aspects at the education level. To realize this, it is necessary to explore information about cultural values and maritime history in Indonesia with an ecopedagogical approach.

Method and Research Design

Methods. In this study using qualitative research methods. Qualitative research method is a way of collecting data in a natural setting with a view to interpreting the phenomena that occur, and the researcher as the key instrument. Qualitative research emphasizes meaning rather than generalization. The qualitative research method is a study whose results are not obtained through statistical procedures or other quantification methods (Anggito, A., & Setiawan, 2018). According to Soegianto in Harahap (2020), the purpose of qualitative research is to explain a phenomenon in depth and by means of in-depth data collection (Harahap, 2020).

Research Design. The design used in this study is a descriptive research design. The research design is a guideline used in the research process to determine the

data collection instrument, the determination of the sample, and the data analysis process. Descriptive design is a way to solve the problem under study by describing the current state of the object of study based on empirical facts. The use of qualitative descriptive research design in this study is intended to describe and analyze students' reasoning abilities and knowledge related to social life and the maritime natural environment through an ecopedagogic approach in maritime history learning.

Result and Discussion

Ekopedagogic Concept

Ecopedagogy is a critical approach to teaching and learning about the relationship between environmental and social issues. Ecopedagogic is a combination of two words, namely ecology and pedagogic. Ecology is the science that studies the interrelationships between living things and the surrounding environment, and pedagogy is the science used by educators to educate their students. There are three main focuses of ecopedagogy, namely understanding the basics of science, ecological and biological concepts through ecoliteracy and human influence on ecological systems both positive and negative, involving all subjects of education through constructive and critical dialogue on technological progress and communication and ecological politics. by means of critical ecoliteracy, and the last one produces a better sustainability of life through understanding and awareness from various cultural perspectives in the relationship between humans and the environment so that through cultural ecoliteracy can add insight (Nafisah et al., 2020).

The word 'eco' in ekopegadogik shows the role of education to be actively involved in environmental life, and recognizes the importance of the human role in efforts to preserve the natural environment (Whitehouse, 2018). Ecological awareness is important instilled in students, because humans are intrinsically dependent on natural resources and the existence of their environmental ecosystem (Kim et al., 2017). The interaction of human life and the environment is a unique long-term pattern and gives a distinctive character to human life.

Ecoliteracy helps students read socio-environmental issues inside and outside formal learning spaces. Ecoliteracy in ecopedagogy helps students epistemologically read environmental issues through various social perspectives both on a global and local scale in their development and change (Misiaszek, 2020: 624). With that, it can no longer be doubted that students' knowledge and critical ability to read environmental issues and then determine what actions must be taken in the face of change in order to still be able to preserve the values that exist today.

Educators must have the knowledge and ability to encourage students' understanding of socio-environmental knowledge from different perspectives. Because ecopedagogy focuses on helping students overcome, develop, and expand their curiosity about history and the changes that occur in their environment. Through an ecopedagogic approach, both teachers and students work together to develop shared meanings related to socio-environmental issues through reflection based on previous knowledge and experience, as well as by trying to understand various perspectives outside the learning space (Misiaszek, 2015: 283).

Maritime History Learning through an Ecopedagogy Approach

The ecopedagogic approach can be used in maritime history learning to develop students' awareness and awareness of the environment and natural challenges that will occur in the future. History records that humans respond to natural challenges that occur in various ways, either by leaving their territory to avoid these challenges or taking creative actions in the form of discovery (Supriatna, 2017: 66).

Maritime history is learning about all aspects of human activity at sea and the traditions that developed in coastal communities. Consists of a comprehensive subject covering port activities, shipping, hunting, piracy, international maritime law, whaling, naval history, history of shipping, ship design, shipping technology, history of navigation, history of various sciences related to maritime (oceanography), cartography, hydrography, etc.), the presence of

harbormasters, marine exploration, maritime trade and economics, seafront resorts, the history of lighthouses, as well as the social history of sailors and marine communities as well as the traditions that develop within them. Maritime life creates and produces social relations. Life at sea generates a need for technology and innovation, namely new ideas for ships and their propulsion tools, as well as fishing and transportation tools (Manning, 2013).

In relation to maritime history learning, through an ecopedagogic approach, teachers together with students are directly involved in observing and learning maritime values in their natural environment directly by conducting field studies. This means that maritime history learning does not focus on textual material only, students must also be directly involved through their observations of the surrounding maritime environment with the support of knowledge that has been given in the classroom. As a result, students will have critical analytical skills to the phenomena that exist in the maritime community.

The importance of historical awareness through an ecopedagogic approach will foster a sense of empathy and intuition for students to understand the social values of their natural environment. Historical awareness is a mental attitude, a spirit of thought that leads to a constant historical rotation, so that Indonesian people become more wise and wise in interpreting life (Nurhasanah et al., 2016). Without historical awareness in maritime history learning, it will be difficult to raise students' awareness of the cultural heritage of their ancestors. As in the song written by Mrs. Soed, "My Grandmother is a Sailor" represents that Indonesia is a nation that has maritime knowledge skills, and there is a moral message that implicitly states that the Indonesian people have historically been accustomed to wading through the vast seas.

As an archipelagic country, apart from being interconnected with other inter-island ethnic groups, the Indonesian people have sailed far away with outrigger ships. With minimal navigation tools, they were able to sail north and west across the Indies to Madagascar and on to Easter Island. In its history, at that time, kingdoms with maritime patterns developed and had large fleets, along with the hectic flow of trade by sea (Santoso, 2015). Boats are historical artifacts

and representations of maritime culture that provide an overview of a community that has ideas, motivations, principles and visions about the sea (Madani, 2021).

Therefore, attention to the culture that developed in marine communities cannot be ignored. There must be an effort from the current generation to play an active role in preserving it, so that what has developed from the past can be passed down to subsequent generations. Of course, there is a maritime cultural heritage that is still developing in maritime communities today, where knowledge about it is not written in textbooks and teaching materials in classroom learning. Knowledge of cultural heritage, traditions, technology in the maritime environment can be obtained through direct learning in the maritime environment, this is where the ecopedagogic approach is used.

In the development of ships or boats, in the past, outrigger ships with sails were developed as aids for sailing by utilizing monsoon winds, while now ships and boats have developed technology in the form of motorized ships that facilitate access to shipping. There is a significant difference from shipping technology from what is learned in maritime history in the classroom by seeing firsthand the ships that develop in today's maritime society. So that with ecopedagogic-based learning, teachers and students are actively related to each other. The teacher stimulates the analytical power of students by asking questions, such as "What is the background of the current changes in shipping technology?". In order to be able to answer that question, students go directly to the maritime community to find out the answer, which they then analyze according to the point of view of each student. So that through the ecopedagogic approach, there is not only a relationship between teachers and students, but also between students and their environment.

Indonesia's maritime history has had a long journey from the days of the kingdom's development to the reign of colonialism, with different characteristics in all aspects of technology, culture, and applicable laws. It is impossible to understand the past without using our own concept of the past (Resink, 2022). By using today's concepts, it will stimulate critical thinking on

changes that occur in the maritime environment in particular. Hearing the word maritime, makes us think of ports, ships, and their people who are often called sea tribes. Regarding sea tribes is an interesting phenomenon to observe. So far, the marine community is well-known as a representation of the maritime community, namely the people who have a maritime spirit with a tradition of using the sea as the basis for the formation of culture. The culture and traditions of today's marine society are passed down from their predecessors. Processing of catches at sea, growing beliefs, repeating habits, knowledge of fishermen to read the weather, and inter-island community relations are part of maritime culture.

When students are in a maritime community environment, they will find many new findings that can be learned. One of them is the development of a tradition of belief in the ancestors of the maritime community which is still preserved by the people today, which is commonly known as the sea alms party or in the community known as the nadran tradition (ruwatan). In the educational environment, it is clear that this is not taught, but knowledge of this is important for students. By knowing the history obtained from the maritime environment, students can respect the differences in traditions that exist in society. In addition, fish processing, for example, starts from processing salted fish, smoked fish, and even fish-based snacks. Students can learn knowledge about it, which can then be implemented in their environment and in the school environment.

Students can be invited to one of the fishing villages to find out the potential use of maritime resources to be developed as culinary products that have selling value. For example, students can be invited to visit Lontar Village, Serang Regency which is actually a fishing village. Its location on the coast of the sea, makes Lontar village has the potential of rich marine resources. This makes the people of Lontar develop food products from seafood, one of which is the manufacture of beef jerky from milkfish.



Tool for making milkfish jerky



Drying milkfish jerky



The results of drying milkfish jerky

Figure 1. The process of making milkfish jerky in Lontar Village, Serang Regency

So that by using an ecopedagogic approach to maritime history learning, the goal can be achieved so that students can implement their observations from the field, in the educational environment and society. With that, it is hoped that students can become the next generation in preserving values, traditions, and technologies that develop in the maritime environment. Through an ecopedagogic approach, it will sharpen students' understanding of the knowledge of Indonesian maritime history.

Discussion and Recommendation

Maritime learning with an ecopedagogic approach also emphasizes the development of students' creativity aspects in processing maritime learning resources into interesting materials to explore. Creativity is the ability to reconstruct ideas to solve problems, activities, and create creative works that are innovative (different from existing ones) and varied (having artistic value and added value) so that they are valuable and useful for creators and others.

According to Conny R. Semiawan, creativity is the modification of something that already exists into a new concept. Utami Munandar defines creativity as the result of the interaction between individuals and their environment, the ability

to create new combinations, based on data, information, or elements that already exist or are known before, namely all experiences and knowledge that a person has acquired during his life, whether in the school environment, family, and community environment (Nur Iswantara, 2017:7).

While Csikzentmihalyi mentions that creativity is an action, idea, or product that replaces something old into something new. Hulbeck said that creativity is a creative act that arises from the uniqueness of the whole personality in interaction with its environment. Rhodes, defines creativity as Person, Process, Press, Product (Four P's Creativity). These four Ps are interrelated, namely creative Persons who involve themselves in the creative process, and with encouragement and support (Press) from the environment, produce creative products (Nur Iswantara, 2017:12).

The relevance of the social environment to creativity is an interesting area of research. At the historical level, as studied by Ibn Khaldun and Arnold Toynbee where the great level of creativity of a civilization is related to environmental variables, such as cultural, geographical, anthropological, and even power differences. In the context of education, creative actions can be brought up from the immediate environment, especially through learning that fosters maritime cultural values and literacy in Banten. Maritime empowerment will be exploitative (damaging) if it is not based on an understanding of the nation's maritime history and culture, in this context maritime history is needed.

Maritime history is a major part of growing maritime cultural values and literacy and is the basis for the development of a maritime nation. With maritime history, cross-cultural communication can be explored, and the excavation of cross-cultural communication will raise awareness that by sea there has been cooperation and alliances between one region and another, as well as between one ethnic group and other ethnic groups.

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Figure 2. Processed marine products (such as otak-otak, dendeng, bontot ikan payus, ikan asap, ikan asin) based on the maritime values of the Banten people made by students in the Maritime History course at the Department of History Education, UNTIRTA

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The teaching and learning of maritime history through an ecopedagogical approach can be applied in the steps of making learning projects better known as Project Based Learning (PjBL) by adjusting to Learning Outcomes. The project can be a product of the marine culture of coastal communities in certain areas in Indonesia. Knowledge of maritime values is not only limited to memorizing and remembering but must be preserved by looking at the opportunities, potentials and challenges of the times.

Example of maritime history learning syntax with project based learning (PjBL) steps, as listed below:

PROJECT BASED LEARNING BASED ON BANTEN MARITIME HISTORY

Theme :

“Marine Tradition Of The Coastal Community Of Banten”

Learning Outcomes (LO):

1. Able to explain the meaning and scope of maritime history studies
2. Able to explain the vision, mission and concept of Indonesian maritime development
3. Able to identify the geographical, demographic and economic conditions of Indonesia's maritime sector
4. Able to interpret the laws of the sea from traditional to modern times
5. Able to formulate shipping techniques, shipping patterns and trade of maritime kingdoms in the archipelago
6. Able to analyze the maritime traditions of Indonesian coastal communities along with their socio-cultural functions and values
7. Able to analyze maritime culture and economic sector of Banten coastal community

Project Outputs:

In the learning theme, a project-based project based on culinary preparations can be obtained from the values, maritime traditions of the Banten people. In addition to culinary preparations, students can develop handicrafts such as merchandise and so on.

Syntax:

Syntax (Steps) that need to be prepared in implementing Project Based Learning based on Banten Maritime History:

1. **Pre-project:** The lecturer discusses the learning objectives, briefly explains the project that will be assigned to students and helps students determine ideas for the project design to be made.
2. **Phase 1: Finding Information.** Students look for materials related to the project to be worked on.
3. **Phase 2: Designing the project.** Lecturers assist students in designing projects that will be done by students.
4. **Phase 3: Create a project implementation schedule.** Students make a project implementation schedule which will be given to the lecturer to monitor the extent to which students design a project.
5. **Phase 4: Creating Projects.** Students begin to make their projects according to the discussion of each group. This is done in accordance with the pre-determined design and implementation schedule.
6. **Phase 5: Repair.** Students show teachers about projects that have been made by students, where in this case the role of the lecturer is to provide direction about projects that have been made by students, provide criticism and suggestions for improving the project so that it can be improved by students.
7. **Phase 6: Finalization.** Students repair their products according to the lecturer's advice, and make solutions.
8. **Phase 7: Presentation.** In this phase, the marketplace is carried out in the classroom and in the school hall. The group displays the results of their projects in class with a variety of creativity, as well as assessments, both among peers, as well as assessments from lecturers.

9. **Post-project:** Lecturers evaluate the results of projects that have been made by students, and provide input and suggestions from project results that have been presented by students.

In conclusion, the ecopedagogic approach is a critical approach to teaching and learning about the relationship between environmental and social issues. Ecoliteracy helps students read socio-environmental issues inside and outside formal learning spaces. Through an ecopedagogic approach, educators and students work together to develop shared meanings related to social-environmental phenomena through reflection based on previous knowledge and experience. Maritime history is learning about all aspects of human activity at sea and the traditions that developed in coastal communities. In relation to maritime history learning, through an ecopedagogic approach the teacher together with students is directly involved in observing and learning maritime values in their natural environment directly by conducting field studies. By using an ecopedagogic approach to maritime history learning, the goal can be achieved so that students can implement their observations from the field, in the educational environment and society. Thus, it is hoped that students can become the next generation in preserving values, traditions, and technologies that develop in the maritime environment.

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