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Maritime History and Culture in Indonesia: Implementation in Social Studies Learning
Histoire et culture maritimes en Indonésie : mise en oeuvre dans l'apprentissage des études sociales
Historia y cultura marítimas en Indonesia: aplicación en el aprendizaje de estudios sociales

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Article abstract

This research explores the integration of Indonesia's maritime history and culture into Social Studies education. Indonesia, as the world's largest archipelagic nation, possesses a rich maritime heritage and diverse culture that significantly shape national identity and promote sustainable economic development. The study delves into Indonesia's historical maritime background, including its pivotal role in global trade routes and cultural development. It encompasses maritime kingdoms like Srivijaya, Majapahit, and Makassar as well as the influences of China, India, and the Arab world on maritime culture and trade. The article highlights Indonesia's maritime cultural traditions, fostering appreciation for cultural diversity, environmental sustainability, and responsible attitudes towards marine resources. Various methods, including field research, multimedia resources, and interdisciplinary collaborations, can be employed to implement Indonesia's maritime history and culture into IPS education. This integration enables students to develop a holistic understanding of society, economy, and marine environments. By incorporating Indonesia's maritime heritage, students gain an understanding of marine conservation and sustainable economies, while embracing local wisdom applicable to their daily lives. Ultimately, this implementation fosters a generation that values marine environments, respects cultural diversity, and contributes to sustainable development, providing a solid foundation for understanding history, culture, and the significance of maritime affairs in Indonesia.

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Maritime History and Culture in Indonesia: Implementation in Social Studies Learning

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Abstract

This research explores the integration of Indonesia's maritime history and culture into social studies. Indonesia, as the world's largest archipelagic nation, possesses a rich maritime heritage and diverse culture that significantly shape national identity and promote sustainable economic development. The study delves into Indonesia's historical maritime background, including its pivotal role in global trade routes and cultural development. The article highlights Indonesia's maritime cultural traditions, fostering appreciation for cultural diversity, environmental sustainability, and responsible attitudes towards marine resources. Various methods, including field research, multimedia resources, and interdisciplinary collaborations, can be employed to implement Indonesia's maritime history and culture into social studies. This integration enables students to develop a holistic understanding of society, economy, and marine environments. By incorporating Indonesia's maritime heritage, students gain an understanding of marine conservation and sustainable economies, while embracing local wisdom applicable to their daily lives. Ultimately, this implementation fosters a generation that values marine environments, respects cultural diversity, and contributes to sustainable development, providing a solid foundation for understanding history, culture, and the significance of maritime affairs in Indonesia.

Keywords: maritime history, maritime culture, social studies, sustainability

Historia y cultura marítimas en Indonesia: aplicación en el aprendizaje de estudios sociales

Resumen

Esta investigación explora la integración de la historia y la cultura marítimas de Indonesia en los Estudios Sociales. Indonesia, como nación de archipiélagos más grande del mundo, posee un rico patrimonio marítimo y una cultura diversa que moldea significativamente la identidad nacional y promueve el desarrollo económico sostenible. El estudio profundiza en los antecedentes marítimos históricos de Indonesia, incluido su papel fundamental en las rutas comerciales globales y el desarrollo cultural. Abarca reinos marítimos como Srivijaya, Majapahit y Makassar, así como las influencias de China, India y el mundo árabe en la cultura y el comercio marítimos. El artículo destaca las tradiciones culturales marítimas de Indonesia, fomentando el aprecio por la diversidad cultural, la sostenibilidad ambiental y actitudes responsables hacia los recursos marinos. Se emplean varios métodos, incluida la investigación de campo, recursos multimedia y colaboraciones interdisciplinarias, para implementar la historia y cultura marítimas de Indonesia en la educación de IPS. Esta integración permite a los estudiantes desarrollar una comprensión holística de la sociedad, la economía y los entornos marinos. Al incorporar el patrimonio marítimo de Indonesia, los estudiantes obtienen una comprensión de la conservación marina y la sostenibilidad económica, al tiempo que adoptan la sabiduría local y su aplicación a la vida diaria. En última instancia, esta implementación fomenta una generación que valora los entornos marinos, respeta la diversidad cultural y contribuye al desarrollo sostenible, proporcionando una base sólida para comprender la historia, la cultura y la importancia de los asuntos marítimos en Indonesia.

Palabra clave: historia marítima, cultura marítima, estudios sociales

Histoire et culture maritimes en Indonésie : mise en œuvre dans l'apprentissage des études sociales

Notre recherche examine l'intégration de l'histoire et de la culture maritimes indonésiennes dans l'enseignement des études sociales. L'Indonésie, la plus grande nation archipélagique au monde, possède un riche patrimoine culturel maritime diversifié qui façonne de façon considérable son identité nationale et favorise chez elle un développement économique durable. Cette étude se penche sur le contexte maritime historique de l'Indonésie, notamment sur le rôle central qu'il joue dans les routes commerciales mondiales et dans le développement culturel du pays. Nous examinons les royaumes maritimes du Srivijaya, du Majapahit et du Makassar ainsi

que l'influence de la Chine, de l'Inde et du monde arabe sur la culture et le commerce maritimes. Nous soulignons en particulier les traditions culturelles maritimes de l'Indonésie afin de favoriser une appréciation de la diversité culturelle, la durabilité environnementale et un comportement responsable à l'égard des ressources marines. Diverses méthodes, notamment la recherche sur le terrain, les ressources multimédias et les collaborations interdisciplinaires, peuvent être utilisées pour mettre en œuvre l'histoire et la culture maritimes indonésiennes dans l'enseignement « IPS » (Individual Plans of Study), ou plans d'études individuels. Cette intégration permet aux étudiants de développer une compréhension holistique de la société, de l'économie et des environnements marins. L'intégration du patrimoine maritime indonésien permet aux étudiants d'acquérir une compréhension de la conservation marine et des économies durables, tout en adoptant la sagesse locale s'appliquant à leur vie quotidienne. En définitive, cette mise en œuvre favorise une génération qui valorise les environnements marins, respecte la diversité culturelle et contribue au développement durable, fournissant une base solide permettant de comprendre l'histoire, la culture et l'importance des affaires maritimes en Indonésie.

Mots-clés : histoire maritime, culture maritime, études sociales

Introduction

The maritime history of Indonesia is an inseparable part of its identity and developmental trajectory as an archipelagic nation. With thousands of islands and vast waters, Indonesia has maintained a close relationship with the seas for centuries. Its strategic geographical position has made it a hub for trade, cultural exchange, and transoceanic travel. Exploring Indonesia's maritime historical and cultural heritage provides profound insights into how the sea has shaped the lives of its people and the nation's evolution. Within this context, researching the maritime history and culture of Indonesia and integrating it into social studies education holds significant relevance and meaning. Indonesia's maritime history has greatly contributed to shaping its identity and culture. However, in formal educational curricula, there tends to be a focus on land-based history and political events, often neglecting maritime history. The neglect of maritime history in formal educational curricula can be attributed to several factors, including the dominance of land-based historical events, the conceptualization of history and education, and a lack of awareness about the significance of maritime history. Here's a breakdown of these factors with relevant theories. This bias can be linked to the concept of "land-based supremacy," where the importance of events occurring on land is emphasized over those happening at sea. This is due to historical societies' focus on agriculture and territorial control as key indicators of power and progress. Land-based history has traditionally been considered more relevant for nation-building and identity formation. The field of history itself has traditionally been associated with events on land.

Historians often prioritize the study of political, social, and cultural developments on land, which leads to a lack of emphasis on maritime history. Research on maritime history and Indonesian culture often combines various disciplines such as history, geography, anthropology, economics, and sociology. These theories support a multidisciplinary and interdisciplinary approach in social studies education (Larkins, 2006).

This aligns with the "territorial bias" theory, which posits that historical narratives tend to be organized around land boundaries. The neglect of maritime history can also be attributed to a lack of awareness about its importance. Many individuals and educators may not fully grasp the vital role maritime history plays in shaping nations, economies, and cultures. The "historical amnesia" theory suggests that societies often forget or downplay aspects of their history that are not immediately visible or part of their daily experiences.

This oversight can result in students lacking a comprehensive understanding of the role of the sea in Indonesia's social, economic, and cultural development. The maritime history of Indonesia has made substantial contributions to the formation of its civilization and culture. Bellwood (2008) traces the voyages of Austronesian people, including Indonesians, who sailed across the Pacific Ocean and pioneered long-distance navigation. This demonstrates that maritime life has been an integral part of Indonesian society since ancient times. Nevertheless, in recent decades, the emphasis on maritime history has diminished. As noted by Borschberg (2003), the interest in maritime heritage has declined rapidly due to modernization and changes in lifestyle. This presents a challenge in preserving and transmitting knowledge about maritime traditions to the younger generations. In social studies, the integration of maritime history and culture holds significant potential in providing a more comprehensive picture of Indonesia's history and culture. According to Kim and Kim (2020), this integration not only enriches students' knowledge but also stimulates their interest in understanding and preserving maritime heritage. This research involves not only the search for maritime historical and cultural information but also emphasizes the implementation of findings in social studies. As indicated by Peters and Özel (2015), the integration of maritime history and culture can be achieved through project-based approaches, group discussions, and field social studies. Through these methods, students can develop a more tangible understanding of concepts such as maritime trade, traditional navigation, and the influence of maritime culture on daily life.

The integration of maritime history and culture can also open up discussions about contemporary issues such as marine sustainability, natural resource management, and maritime diplomacy. UNESCO's literature (2019) highlights that understanding maritime history can help students grasp the importance of preserving marine resources for the future. In this context, researching Indonesia's maritime history and culture and integrating it into social studies becomes highly important. This research aims to explore and document significant aspects of maritime history, such as sailing traditions, maritime trade, exploration, and their impact on the culture and identity of coastal and island communities. The integration of findings from this

research into social studies is expected to provide students with a deeper understanding of Indonesia's history and cultural heritage. The importance of researching Indonesia's maritime history and culture and implementing it in social studies cannot be underestimated. The concept of maritime culture encompasses values, traditions, and practices related to life in coastal and island regions. This theory helps students understand the way of life of coastal communities, including fishing traditions, boat art, and maritime crafts (Hall, 1990)

Social studies education often adopts a multidisciplinary approach that combines history, geography, economics, sociology, and political science to understand the cultural and maritime history's impact on society and the state's development. In recent developments, there has been an increasing focus on maritime geopolitics, especially in the context of territorial claims in the seas and rich natural resources within oceans. This can influence social studies education by incorporating topics such as maritime border disputes, international maritime law, and a country's role in maritime affairs. Current social studies education must also consider the impact of global connectivity in maritime culture. This involves international trade, cultural exchanges, and the global influence brought about by sea voyages and exploration. Environmental issues in the context of the seas and maritime areas are becoming increasingly important. Current social studies may place more emphasis on environmental protection, marine sustainability, and the impact of climate change on coastal and maritime regions. Advances in maritime technology, such as autonomous social studies, underwater surveys, and renewable energy for maritime use, may be vital components of modern social studies. Learning approaches such as constructivism or project-based learning can be used to engage students in learning about maritime history and Indonesian culture. This involves students in research, exploration, and projects related to this topic (Jonassen & Land, 2012)

Maritime heritage is a rich and invaluable asset for the Indonesian nation. The integration of this content into social studies education will not only provide students with a deeper understanding of Indonesia's history and culture but also foster a sense of love for the sea and cultural heritage. With the right approach and innovative teaching methods, the integration of maritime history and culture can become a crucial step in building a generation that appreciates and cares for maritime heritage and ocean sustainability.

Through research into Indonesia's maritime history and culture, we can delve deeper into the role of the sea in shaping the nation's civilization. As expressed by Reid (1988), maritime trade has had a significant influence on cross-cultural interactions and economic growth. This research will help uncover traces of cultural exchange, spice trade, and population migration that have contributed to the social diversity in Indonesia. Integrating the findings of this research into social studies education can transform the way students view history and culture. By including maritime history content in the curriculum, students will have the opportunity to gain a more comprehensive and profound insight into the role of the sea in society's life. This can help address the imbalance in historical understanding that sometimes tends to overlook the importance of the sea.

Research Methodology

Exploring Indonesia's maritime history and culture plays a crucial role in ensuring the accuracy and authenticity of the acquired information. Robust historical research requires careful and diverse approaches to gather, analyze, and interpret relevant sources. This research is necessary to document and recognize valuable maritime heritage while involving appropriate methods to transfer this knowledge into social studies. The research methodology includes data collection from various sources such as archives, books, voyage records, trade documents, artifacts, and knowledgeable informants with deep insights into maritime traditions. These sources provide essential foundations for reconstructing sea journeys, trade relations social studies, and navigation techniques in the past. This methodology also involves diverse analysis methods. Through comparative and contrastive analysis, researchers can identify patterns of inter-island trade and shifts in maritime technology over time. Interdisciplinary approaches, such as combining underwater archaeology with historical research, enable a more holistic understanding of the relationship between humans and the sea. The use of primary and secondary sources also plays a significant role. Primary sources, like sailors' travel records from the past, provide direct insights into life at sea during that era. Secondary sources, such as previous research and academic analysis, offer a theoretical framework for interpreting findings from primary sources. Critical analysis of sources is a crucial aspect of this methodology. Researchers must be able to identify biases or errors in specific sources and understand the historical context behind the provided information. This is necessary to ensure data accuracy and the validity of findings.

This research methodology can also be applied in social studies education. Using a similar approach, students can be encouraged to gather information from various sources, analyze historical contexts, and develop critical skills in understanding maritime history and culture. The use of modern technology also makes a significant contribution. Digital mapping techniques, DNA analysis, and archival scanning can enhance understanding of sea journeys and trade history. In implementing social studies education, these technologies can provide more engaging and interactive learning experiences. In Borschberg's literature (2003), it's emphasized that collaboration among historians, archaeologists, marine scientists, and cultural experts is necessary to unearth maritime history information. This also applies to social studies, where teachers can collaborate with various experts to provide multidisciplinary insights to students.

The methodology for research can vary depending on the specific objectives and research questions. However, if you are conducting research related to the incorporation of maritime history and its impact on society and formal education, you can use a mixed-methods approach that combines qualitative and quantitative research methods. Here's a general methodological sequence for such research:

Table 1.

Research Design	<p>Define the scope and objectives of your research, including the specific research questions or hypotheses.</p> <p>Determine the appropriate research methodology, which may include both qualitative and quantitative elements.</p> <p>Decide whether you will use a cross-sectional or longitudinal approach.</p>
Literature Review	<p>Conduct a comprehensive literature review to understand the existing research on maritime history, its role in society, and its presence (or absence) in formal education.</p> <p>Identify gaps in the literature and areas where multidisciplinary and interdisciplinary approaches can be applied.</p>
Data Collection	<p>Qualitative Phase: Conduct interviews, surveys, or content analysis to gather qualitative data about the historical and educational perspectives on maritime history. For example, you can interview educators, historians, and policymakers in the field.</p> <p>Quantitative Phase: Administer surveys or questionnaires to a sample of educators, students, or relevant stakeholders to collect quantitative data on the inclusion of maritime history in the curriculum and its perceived importance.</p>
Data Analysis	<p>Qualitative Phase: Analyze the qualitative data to identify themes, patterns, and perspectives related to maritime history and its place in education.</p> <p>Quantitative Phase: Analyze the quantitative data using statistical methods to identify trends, correlations, and differences in responses.</p>
Integration of Multidisciplinary and Interdisciplinary Perspectives	<p>Combine qualitative and quantitative findings to create a comprehensive understanding of how maritime history is perceived and incorporated in education.</p> <p>Identify where multidisciplinary and interdisciplinary approaches can enhance the understanding of this issue.</p>
Conclusion and Recommendations	<p>Summarize the findings and draw conclusions regarding the role of maritime history in formal education and its impact on society</p> <p>Offer recommendations for improving the integration of maritime history in educational curricula, taking into consideration the multidisciplinary and interdisciplinary aspects.</p>

Discussion and Implications	Discuss the implications of your research, both in terms of educational policy and historical scholarship. Highlight the importance of recognizing and incorporating maritime history for a more comprehensive understanding of society and history.
References	Cite all relevant sources and literature to support your research and methodology.

This methodological sequence combines both qualitative and quantitative approaches to provide a holistic view of the research topic, allowing for a thorough exploration of the role of maritime history in formal education and society. It also highlights where multidisciplinary and interdisciplinary perspectives can be integrated into the research process. The research methodology for Indonesian maritime history and culture has extensive implications, including in social studies education. With meticulous, diverse, and interdisciplinary approaches, this research can open windows into sea-related history and revive valuable maritime tradition knowledge. In social studies, this methodology encourages the development of analytical skills, interdisciplinary collaboration, and the use of modern technology, all preparing students to better comprehend the history, culture, and the role of the sea in Indonesia's identity.

Results and Discussion

The results of research into Indonesia's maritime history and culture hold immense potential in enriching our understanding of the role of the sea in social, economic, and cultural development. These findings are not just historical facts but reflections of the intricate relationship between humans and the sea and its impact on the formation of national identity. The implementation of these research results in social studies can provide students with a deeper understanding of history, cultural heritage, and the importance of ocean sustainability. The research results encompass various aspects, such as sea voyages, trade, traditional navigation technologies, and even stories and myths related to the sea. For instance, underwater archaeology research can yield discoveries of ancient social studies or trade artifacts that offer insights into maritime relation social studies of the past.

Theory of Maritime History: This theory encompasses various approaches in the study of maritime history, such as economic, social, political, and cultural approaches. In Social Studies education, this theory helps explore the maritime history of Indonesia, including voyages, trade, exploration, and the cultural contributions of the maritime heritage to society (Situ, 2019).

Unearthing National Identity

The research results also unearth the national identity rooted in the relationship between humans and the sea. Studies on traditional boats like "The Maritime World of the Austronesian-Speaking Peoples" by Bellwood (2008) reveal how boat design

and function reflect the connection with the marine environment as well as trade and travel needs. The research findings can be further analyzed to understand the social and economic changes that occurred due to maritime trade. In Reid (1988), it's explained how spice trade in the Southeast Asian region shaped global trade patterns and influenced local communities. In social studies, these research results can be applied as engaging learning materials. For example, through visual explanations like images of ancient social studies or maps of trade routes, students can more easily comprehend the evolution of maritime related social studies in the past.

Introducing Ocean Sustainability

The research results also have ecological dimensions. For instance, through research on past marine resource utilization, as seen in Borschberg (2003), it can be observed how human interactions with the sea have impacted the maritime environment. The importance of introducing ocean sustainability in education is undeniable. In this century, environmental challenges like climate change, plastic pollution, and marine ecosystem degradation have become global issues that demand serious attention. In Halversen and Connolly (2003), it's emphasized that education about ocean sustainability can provide a strong foundation for students to understand the complexity of environmental problems and develop sustainable solutions. Environmental education about the sea is key to understanding and addressing pressing marine environmental issues. In Selvarasu, Ambasankar, and Ramkumar (2011), it's explained that understanding the impact of marine pollution on human health and ecosystems is a crucial step in shifting human behaviour towards more sustainable practices. Through education, students can grasp how their personal actions can impact ocean health. To introduce ocean sustainability to students, it's important to integrate this topic into the education curriculum. Aligning with Beane (1996), it's emphasized that introducing concepts about sustainability, such as marine life cycles and ecosystem balance, can be integrated into various subjects including natural science, geography, and social studies. Thus, students can develop a holistic understanding of the importance of marine conservation. Education about ocean sustainability can also help students understand the significance of maintaining a balanced marine ecosystem. According to Krebs (2007), a balanced marine ecosystem has positive impacts on human life, such as sustainable fishing and global climate regulation. Through understanding the complex interactions within the ecosystem, students can realize the vital importance of maintaining ocean sustainability for our survival.

Implementing the introduction of ocean sustainability can also embrace local wisdom and maritime culture. In Berkes (2000), it's explained that local wisdom in sustainable marine resource utilization has existed since ancient times. By studying these traditional practices, students can appreciate and utilize marine resources wisely. The significance of introducing ocean sustainability lies in motivating real actions and student participation in conservation efforts. Sobel (2007) explains that

effective environmental education encourages students to engage in concrete actions, such as beach cleanups or reducing single-use plastics. Through these tangible actions, students can experience the positive impact of their behaviour changes. The implementation of ocean sustainability introduction also contributes to the development of a more sustainable society. Aligning with Sterling (2010), it's stated that sustainability education involves students in designing solutions for environmental and social issues. With an understanding of ocean sustainability, students can contribute to broader sustainable development. According to Abalansa et al. (2020), it's emphasized that future generations must be prepared to face pressing environmental challenges, including climate change and the plastic waste crisis. Introducing ocean sustainability in education is an important initial step in preparing this generation to become environmentally conscious future leaders. Introducing ocean sustainability in education has broad and profound implications. Through education about conservation, marine ecosystems, and human impacts, students can develop a holistic understanding of the importance of maintaining a sustainable ocean. Moreover, they'll be able to link these concepts with local wisdom and maritime culture, as well as promote concrete actions and participation in conservation efforts. In the face of urgent environmental challenges, this implementation is key in shaping a generation that cares for ocean sustainability and the Earth's future.

Reviving Cultural Heritage

Research findings about stories and myths related to the sea can also be used to revive cultural heritage. In Harianja and Kartono (2018), it's explained that these stories can be adapted into documentary films or short dramas that capture students' interest. Maritime cultural heritage is an integral part of Indonesia's identity as an archipelagic nation. In ancient times, Indonesian society had close ties with the sea, relying on maritime activities like sailing, trade, and exploration for their daily lives. In this context, introducing maritime cultural heritage in education plays a vital role in preserving and passing down knowledge and values that have existed for centuries. This article discusses how this approach can bring maritime cultural heritage to life in education and have a profound positive impact on students. The introduction of maritime cultural heritage in education aims to acquaint students with important aspects of traditional maritime life, such as sailing, maritime trade, and exploration. In the article by Utami et al. (2018), it's explained that the goal of this education is to embrace cultural values and appreciate the contributions of maritime heritage to Indonesia's societal development. Through education about maritime cultural heritage, students can understand how the sea has shaped Indonesian society and how values like cooperation, courage, and nature knowledge have been passed down from generation to generation. According to Bellwood, (2008), maritime cultural heritage encompasses various aspects, ranging from navigation techniques to cultural traditions related to the sea. Implementing maritime cultural heritage in education can also revive traditions and practices that are nearly extinct.

Integrating maritime culture into elementary school social studies provides students with the opportunity to delve deeper into maritime cultural values and incorporate them into their daily learning. By combining historical and maritime cultural aspects, students can grasp the importance of the sea's role in shaping human civilization and preserving existing cultural heritage. (Mardiyana, 2021)

In Lazaro (2022), it's explained that many traditional cultural practices related to the sea have been overlooked due to modern developments. Through this education, students can understand the values embedded in these practices and may contribute to preservation efforts. Introducing maritime cultural heritage in education not only enriches students' knowledge but also contributes to character formation. Aligned with VanSledright (2008), it's stated that education about maritime cultural heritage can shape students' sense of identity and pride in their nation's history. By understanding their cultural roots, students can develop a deeper understanding of their identity as part of a maritime society. Moreover, education about maritime cultural heritage can stimulate students' interest in the fields of science and technology. In Santoro et al. (2017), it's explained that introducing scientific concepts in the maritime context can inspire students to explore deeper into the science and technology related to the ocean. The significance of introducing maritime cultural heritage in education also lies in its contribution to the preservation and revitalization of cultural practices. Aligned with Gordon et al. (2021), it's explained that education about maritime culture can rekindle society's interest in traditional practices like wooden boat making or sea dances. Students inspired by this knowledge might become advocates in the efforts to preserve and maintain these cultural practices. Introducing maritime cultural heritage in education is an important step in preserving cultural values and longstanding maritime knowledge. Through this education, students can appreciate the contribution of maritime cultural heritage to the development of Indonesian society and foster a strong sense of identity. Moreover, this implementation also has the potential to stimulate students' interest in science and technology fields and encourage the revitalization of traditional cultural practices. In the face of global challenges and modernization, introducing maritime cultural heritage in education is a meaningful step in safeguarding valuable cultural heritage for future generations.

Introduction of Local Wisdom

The results of research on maritime history and culture can also provide a deep understanding of local wisdom related to the sea. Examples of such research can be found in the work of Baskoro and Wijaya (2019), which explores how traditional games related to the sea can serve as an entry point to understanding local maritime culture. Maritime local wisdom is a treasure trove of knowledge accumulated by coastal communities in Indonesia over centuries of interacting with the sea. The introduction of maritime local wisdom in education aims primarily to acquaint students with traditional knowledge related to navigation, sea exploration, and

sustainable marine resource management. In this article, we will discuss how this approach can provide a profound understanding of local values and respect for Indonesia's cultural diversity. Introducing maritime local wisdom in education is an important step in enriching students' insight into the traditional knowledge held by Indonesia's coastal communities. According to Berkes (2000), it's explained that local wisdom encompasses various aspects, ranging from navigation based on stars to sustainable fishing methods. The goal of this education is to make students understand that this traditional knowledge holds invaluable worth. Through the introduction of maritime local wisdom, students can comprehend that traditional practices in sailing and marine resource management have proven effective in maintaining ecosystem balance. In the Haq et al. article (2023), it's explained that local wisdom can offer unique insights into the interaction between humans and nature. Students can learn how local communities sustainably utilize marine resources without harming the ecosystem. Introducing maritime local wisdom in education has a profound impact on students' understanding of conservation and sustainability.



Figure 1. Ship Relief at Borobudur Temple

The walls of Borobudur Temple have sparked speculation that the Sailendra dynasty from the ancient Mataram Kingdom were skilled sailors. Traces of this dynasty span from Sumatra to Malaysia and Thailand. Maritime history has a relatively strong correlation with the history of the archipelago (Nusantara) as a whole. This is because the Nusantara region developed primarily through maritime activities. The majority of maritime-themed kingdoms in Nusantara indicate that our ancestors' lives were highly dependent on maritime activities, including inter-island voyages, the utilization of marine resources, and trade routes through the seas with merchants from other regions and foreign countries. The significance of maritime aspects within Indonesian society, as reflected in maritime history, is fundamentally relevant to history lessons in schools. Several dominant aspects of maritime studies integrated into the curriculum structure are mainly related to (1) trade and

commerce, (2) navigation and exploration, (3) cultural crossroads and the incorporation of ideas, (4) warfare and resistance, and (5) maritime territory control and politics (Ahmad, 2017).

In Rindarjono et al. (2018), it's explained that local wisdom often stems from generations of observations and experiences. Through education, students can witness real-life examples of how local communities have successfully preserved marine environments for centuries. Additionally, the introduction of maritime local wisdom can enrich students' culture and respect Indonesia's diversity. Drawing from Langfield et al (2018), it's stated that appreciation for cultural diversity is a human right. By learning local wisdom from various regions in Indonesia, students can understand the richness and diversity of their nation's culture. The importance of introducing maritime local wisdom also lies in its contribution to innovation and adaptation in the face of environmental changes. In Berkes et al. (2000), it's explained that traditional knowledge can serve as a foundation for developing sustainable solutions to climate change. Students who grasp the principles of local wisdom can contribute to finding locally relevant solutions for their communities. Introducing maritime local wisdom in education is an effective way to acquaint students with rich and diverse traditional knowledge. Through this learning, students can grasp how local values are reflected in maritime practices, marine resource management, and maritime culture. Furthermore, this introduction honors Indonesia's cultural diversity and encourages students to contribute to preserving the environment and the centuries-old local wisdom.

Introducing maritime local wisdom into daily life aims to bring the traditional values inherent in maritime practices into a modern context. This enables students to understand that local wisdom isn't just cultural heritage but also holds strong relevance in addressing contemporary issues, such as marine resource management and climate change. In this article, we will discuss how the introduction of maritime local wisdom can be applied in daily life and the benefits it offers for fostering sustainable behaviors. The application of maritime local wisdom in daily life can have a significant impact on preserving marine environments. In the Turner, et al (2000), it's explained that traditional practices can help prevent overexploitation of marine resources. Students who understand these values can take small steps to contribute to maritime sustainability. Similarly, Aminullah (2015) emphasizes that "active community participation is crucial in preserving the sustainability of maritime cultural heritage and involving the younger generation in its preservation. Introducing maritime local wisdom into daily life holds broad implications for shaping sustainable behaviour. Langtong, et al (2005) highlights that students learning about local wisdom tend to have a heightened awareness of the importance of conserving biodiversity and natural resources. This encourages students to make wiser decisions in utilizing marine resources. Furthermore, the application of maritime local wisdom in daily life can stimulate creativity and innovation. Drahos (2012) explains that traditional practices can inspire the development of sustainable solutions. Students accustomed to applying these values in their daily lives can become change agents in finding solutions to environmental issues. The importance of

introducing maritime local wisdom into daily life also lies in the role of students as agents of social change. Schild, R (2016) notes that environmental education can motivate students to become dedicated environmental advocates. Students who understand the values of maritime local wisdom can lead efforts to garner support for sustainable practices. Ibrahim (2019) stresses that "comprehensive policy development and effective coordination between the government and stakeholders are key to preserving maritime cultural heritage.

Maritime local wisdom integrated into daily life is a vital step in bringing traditional values into modern contexts. By applying these values in everyday activities, students internalize sustainable principles and become agents of change in marine conservation. Moreover, the application of maritime local wisdom also fosters creativity, innovation, and active student participation in ensuring maritime sustainability for a better future. Hidayat (2012) suggests that "education and training related to maritime culture need enhancement, and connecting social studies to government, communities, and the private sector are needed to preserve maritime cultural heritage. Research results on Indonesia's achievements and contributions in maritime navigation and trade can evoke national pride among students. Through research on maritime figures like Admiral Cheng Ho or the Mother of Pinisi Boat Fighters, students can appreciate the maritime legacy that has elevated the nation's name internationally. Students can be engaged in simple research projects related to maritime history and culture. Harianja and Kartono (2018), suggest that students can interview their parents or family members who have stories related to the sea, or collect old photos related to maritime life in their region. The outcomes of such research can be visualized in forms that support social studies learning. Trade route maps, images of traditional social studies, and visual reconstructions of past maritime activities can help students better understand the context and significance of research results. Integrating maritime history into elementary school social studies education provides students with a comprehensive understanding of how the sea has been a crucial trade and communication route throughout history. This enables students to grasp how maritime trade influenced culture and the development of human civilization (Widiastuti & Wasis, 2020).

Indonesia is an archipelagic country rich in cultural diversity. Research findings about maritime culture from various regions can provide an understanding of this diversity. For instance, research on the differences in traditional boat-making techniques across different areas can initiate discussions about the unique maritime culture and technology. Stories derived from research about sea voyages, trade, or sailor tales can touch students' emotional aspects. As mentioned in Peters and Özel (2015), these stories can stimulate students' interest in understanding and appreciating maritime heritage. Well-documented research findings can facilitate information exchange and collaboration among schools. UNESCO (2019) states that inter-school collaboration can enhance students' understanding of various aspects of maritime history and culture. Utilizing research outcomes in social studies education can also be an opportunity to introduce students to research skills. In Suseno (2015), it's explained that students can be engaged in formulating research questions,

collecting data, and analyzing information. Research findings on maritime history and culture can be applied in the form of direct experiences for students. Visits to maritime museums or historical maritime sites can provide authentic experiences of Indonesia's maritime heritage. In the UNESCO (2019) literature, it's explained that such hands-on experiences can have a strong impact on learning. Research findings can also be used to train students' problem-solving skills. Historical case studies on how societies faced challenges or crises in navigation and trade can be used as examples to develop students' analytical and problem-solving abilities. Research on various maritime aspects, such as navigation, seamanship, or traditional boat technology, can also give students insights into diverse careers in the maritime field. Baskoro and Wijaya (2019) express that introducing these career paths can inspire students. Studying maritime history and culture can also teach students about maritime diplomacy. In Kim and Kim, (2020), it's explained that students can understand how cross-country relations social studies through trade and navigation routes have shaped maritime diplomacy in the past. These research findings can also be used to encourage critical thinking about maritime sustainability. Students can be prompted to consider the impact of past maritime activities on marine ecosystems and how lessons from history can be applied to conserve marine resources. Stories and myths related to the sea found in research findings can inspire students to develop their creativity. Students can be asked to write fictional stories or create art related to maritime themes drawn from research results. Research findings on Indonesia's maritime history and culture can also be connected to global issues, such as climate change and marine conservation. Through analyzing the historical impact on marine environments, students can contemplate the implications of human actions on the sea in the past and the future. Implementing research findings on maritime history and culture in social studies education can also develop students' historical thinking abilities. Students can be engaged in analyzing historical sources, understanding the context of different eras, and identifying social changes over time. Well-presented and relevant research findings can stimulate students' learning interest. As mentioned in Subijanto (2015), using research findings as teaching materials can make students more engaged and enthusiastic in the learning process. Students can be involved in searching for and analyzing relevant research findings. In Subroto and Suparno (2018), it's explained that students can learn about source validity, data collection methods, and presenting research findings. Stories of traders, sailors, and explorers from the past can teach students entrepreneurship values like persistence, managed risk, and adaptability to change. As stated in Yudono (2017), researching these figures can provide inspiration to students.

Through implementing research findings on maritime history and culture, students can feel connected to the past and previous generations. Researching maritime traditions preserved from ancestors can be a way to conserve cultural heritage and honor history. These research findings can inspire students to produce art and literature related to maritime themes. Baskoro and Wijaya (2019) state that students can create poetry, short stories, or paintings inspired by research results.

These research findings have profound implications in providing a solid foundation for understanding the history, culture, and importance of Indonesia's maritime heritage. In the current global context, understanding cultural diversity and the importance of marine conservation is crucial. By applying these research findings, we can provide a strong basis for the younger generation to appreciate and protect our cultural and marine heritage. These research findings offer an in-depth understanding of Indonesia's maritime history. Integrating local maritime wisdom into high school history education aims to enrich students' understanding of a nation's history and culture. Through this approach, students can learn how maritime life has shaped culture and national identity (Kurniawan & Fauziah, 2018). By delving into the history of sea voyages and trade, we can uncover how maritime activities have been an inseparable part of Indonesia's civilization. As explained in Borschberg (2003), maritime voyages and trade have shaped the cultural and social identity of coastal communities. Through understanding maritime history, we can embrace cultural richness. Maritime culture, such as sailing traditions, fishermen's songs, and maritime arts, is an integral part of Indonesia's cultural heritage. As discussed in Paine, L (2014), maritime culture reflects the human connection with the sea and holds historical and symbolic value. Understanding the importance of the sea can also be explained through research on the ecosystem's impact on human life. In Scorse, J. and Kildow, J., (2015), it's explained that marine ecosystems provide crucial ecosystem services for human life, such as food resources and economic income. By understanding the significance of marine ecosystems, we can motivate the younger generation to become stewards of the marine environment. Providing an understanding of the challenges and threats faced by Indonesia's marine environment today. Cohen, J. and Collier, C.W., (2021) it's stated that climate change can lead to rising sea levels and damage to marine ecosystems. By understanding these impacts, we can stimulate protective and conservation actions.

Table 2.

Table of Contents: Maritime History and Culture in the Social Studies Curriculum

Chapter	Title	Maritime History and Culture Content	Core Findings
1	Introduction to Maritime History	Definition of maritime history	Impact on global trade, exploration and discovery, naval warfare and conflicts, cultural exchange, environmental impact, innovation and technology, colonialism and imperialism, cultural heritage, modern, maritime challenges
2	Ancient Maritime History	➤ Ancient Maritime His- Early maritime civilizations (e.g., Egypt, Greece, Rome)	Early seafaring, trade and exchange, cultural exchange, exploration and colonization, naval warfare, key maritime civilizations. seafaring

		<ul style="list-style-type: none"> ➤ Ancient seafaring and trade ➤ Influence of maritime culture on societies ➤ Awareness of the role of maritime history in ancient civilization story 	technologies, impact on societies, archaeological discoveries, environmental impact, navigation and cartography
3	Exploration and Ocean Voyages	<ul style="list-style-type: none"> ➤ Discovery of the world by explorers (e.g., Christopher Columbus, Vasco da Gama) ➤ Impact of exploration on trade and culture ➤ State sponsorship of expeditions ➤ Recognizing the contributions of sea exploration to the modern world 	Discovery of new lands, exchange of goods and ideas, navigation techniques, motivation for exploration, impact on indigenous peoples, cartography and mapping, colonial exchange, technology and maritime advancements, consequences and legacy, international relations, scientific discoveries.
4	Global Maritime Trade	<ul style="list-style-type: none"> ➤ Maritime trade routes and networks (e.g., Silk Road) ➤ Cultural and commodity exchanges across continents ➤ Technological advancements in maritime transportation ➤ Understanding global connectivity through maritime trade 	Trade routes and networks, economic impact, commodities and goods, cultural exchange, merchant networks, technological advancements, monetary systems, impact on societies, colonialism and imperialism, transoceanic interaction, innovation and adaptation, impact on environment.
5	Age of Naval Warfare and Imperialism	<ul style="list-style-type: none"> ➤ The role of naval warfare in power projection ➤ Understanding imperialism and colonialism ➤ Maritime conflicts and naval battles ➤ Recognizing the maritime geopolitical impact on world history 	Naval Arms Race, Geopolitical Expansio, Colonial Territories, Naval Battles and Strategies, Naval Bases and Port Cities, Imperial Rivalries, Trade and Economic Domination, Impact on Indigenous Populations, International Agreements and Treaties, Legacy of Imperialism, Technological Advancements, Cultural Exchange.
6	World Wars and the Seas	<ul style="list-style-type: none"> ➤ The maritime role in World War I and World War II ➤ Modern naval warfare and technology ➤ International maritime treaties ➤ Acknowledging the contribution of 	Naval Warfare Significance, Technology and Naval Innovation, Impact on Trade and Commerce, Amphibious Operations, Naval Strategy and Tactics, Impact on Merchant Shipping, Naval Alliances and Diplomacy, Naval Power Transition, Naval

		maritime warfare to modern history	Strategies of Neutral Nations, Naval Impact on Geopolitics, Environmental Impact, Legacy and International Relations
7	Environment and the Oceans	<ul style="list-style-type: none"> ➤ Environmental issues and maritime conservation ➤ Coastal region climate change impacts ➤ Marine sustainability ➤ Understanding environmental challenges in maritime regions 	Environmental Challenges, Marine Conservation Efforts, Coastal Erosion and Management, Ocean Acidification, Impact of Plastic Pollution, Conservation of Marine Species, Climate Change and Sea-Level Rise, Marine Biodiversity, Sustainable Fisheries Management, Environmental Impact of Maritime Trade, Marine Protected Areas, Resilience of Coastal Communities
8	Conclusion and Implications	<ul style="list-style-type: none"> ➤ The relevance of maritime history and culture in Social Studies ➤ Recommendations for incorporating more maritime content in the curriculum - Promoting better integration of maritime history into the Social Studies curriculum 	Summary of Key Findings, Relevance to the Research Question, Significance of the Research, Implications for Policy and Practice, Contribution to the Field, Areas for Further Research, Educational Relevance, Social and Cultural Implications, Economic and Environmental Implications, Ethical Considerations, Public Awareness and Engagement, Policy Recommendations.

These research findings and discussions provide a solid foundation for understanding the history, culture, and importance of the sea in Indonesia. Through exploring maritime history, we can respect and understand our rich cultural roots. Moreover, understanding the importance of the sea and its current environmental impacts can encourage the younger generation to contribute to marine and environmental sustainability. In facing future challenges, these research findings serve as a valuable guide in shaping sustainable attitudes, behaviours, and actions.

Conclusion

This research demonstrates that integrating Indonesia's maritime history and culture into Social Studies has significant impacts. The combination of rich maritime heritage and social studies provides an opportunity to develop a deeper understanding of the role of the sea in the development of society and culture. In this era of globalization, understanding maritime history and culture is crucial not only to comprehend the nation's identity but also to drive sustainable development that respects the environment and cultural diversity. Within the context of social studies, the

integration of Indonesia's maritime history and culture has the potential to enrich students' learning experiences. In social studies, introducing maritime history and culture can serve as a bridge to understanding contemporary issues. It can help students comprehend the significance of ocean and natural resource sustainability for the future. Through this understanding, students can recognize the link between the past, present, and future in the context of maritime affairs. Integrating maritime history and culture can also stimulate students' interest in learning, as it focuses on relevant and engaging content. This engagement with meaningful learning material can lead to improved student involvement in the learning process. Hence, integrating maritime topics within social studies can increase student engagement and motivation to learn. The importance of contextual learning can also be observed in the implementation of maritime history and culture integration. This emphasizes the significance of education related to both local and global contexts. By combining Indonesia's maritime history and culture, students can develop a better understanding of national history and the global influences on maritime development. The integration of Indonesia's maritime history and culture into social studies education holds immeasurable value. This integration not only enriches students' learning experiences but also helps them grasp the significance of the sea in history, culture, and social development. In the face of current environmental and global challenges, learning about maritime history and culture can foster students' appreciation for the marine environment and motivate them to contribute to a better and more sustainable future.

Research may face challenges in accessing relevant resources, especially archival resources and maritime historical records. In some cases, access to these resources can be limited. Research may have specific time constraints and focus on a particular historical period. This can exclude relevant aspects of maritime history that fall outside the research's time frame. Future research can delve deeper into the local wisdom of coastal and island communities in Indonesia. This could involve ethnographic studies to understand traditional practices and enduring values. Further exploration of the economic and social aspects of maritime history, such as the impact of maritime trade on the local economy and coastal communities, is recommended. Developing interactive, project-based lesson plans to integrate the concepts of maritime history and Indonesian culture into the Social Studies curriculum would enhance the learning experience for students.

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