

**PENGEMBANGAN *FRAMEWORK OCEAN LITERACY* DI SEKOLAH
MENENGAH KEJURUAN PARIWISATA DALAM PERSPEKTIF
*BLUE CURRICULUM***

TESIS

*Dibuat untuk memenuhi syarat memperoleh gelar Magister Pendidikan (M.Pd.)
pada program studi Pendidikan Teknologi dan Kejuruan*



Disusun Oleh:
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**PROGRAM STUDI PENDIDIKAN TEKNOLOGI DAN KEJURUAN
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*BLUE CURRICULUM***

Oleh
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Sekolah Pascasarjana

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LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul “Pengembangan *Framework Ocean Literacy* Di Sekolah Menengah Kejuruan Pariwisata Dalam Perspektif *Blue Curriculum*” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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Bandung, Januari 2024

Penulis

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ABSTRAK

Industri pariwisata laut di Indonesia memiliki potensi yang diperkaya dengan warisan budaya. Aktivitas manusia dalam pemanfaatan potensi pariwisata laut bisa merusak keseimbangan ekosistem laut. *Ocean literacy* adalah pemahaman hubungan manusia dengan laut untuk pengambilan keputusan berkelanjutan dalam pemanfaatan laut yang perlu diintegrasikan ke dalam pendidikan dalam konteks *blue curriculum*. Penelitian ini bertujuan untuk menghasilkan *framework ocean literacy* di SMK pariwisata dalam perspektif *blue curriculum* berdasarkan analisis kebutuhan kompetensi *ocean literacy* dan komponen kunci kompetensi *ocean literacy*. Penelitian ini menggunakan pendekatan kualitatif yaitu analisis dokumen berupa dua buku *ocean literacy guide* untuk pendidikan dan *focus group discussion* (FGD) dengan ahli dari perguruan tinggi, SMK, dan industri. Hasil penelitian menunjukkan *framework ocean literacy* terdiri dari beberapa elemen penting yaitu visi, tujuan, sasaran, kebijakan, strategi, dan dokumen, nilai dan prinsip, *stakeholder*, tantangan, dan kompetensi dengan tujuan mempromosikan dan melestarikan wisata budaya laut berkelanjutan.

Kata kunci: Pariwisata Laut, *Blue Curriculum*, *Ocean Literacy*, Sekolah Menengah Kejuruan, Kompetensi.

**DEVELOPMENT OF OCEAN LITERACY FRAMEWORK IN TOURISM
VOCATIONAL HIGH SCHOOLS IN THE PERSPECTIVE OF
BLUE CURRICULUM**

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ABSTRACT

Indonesia's marine tourism industry has potential enriched by cultural heritage. Human activities in utilizing the potential of marine tourism can damage the balance of marine ecosystems. Ocean literacy is an understanding of the relationship between humans and the ocean for sustainable decision-making in ocean utilization that needs to be integrated into education in the context of the blue curriculum. This research aims to produce a framework for ocean literacy in tourism vocational high schools in the perspective of the blue curriculum based on the analysis of ocean literacy competencies requirements and key components of ocean literacy competencies. This research used a qualitative approach, namely document analysis in the form of two ocean literacy guidebooks for education and focus group discussion (FGD) with experts from universities, vocational schools, and industry. The results showed that the ocean literacy framework consists of several important elements, namely vision, goals, objectives, policies, strategies, and documents, values and principles, stakeholders, challenges, and competencies to promote and preserve sustainable marine cultural tourism.

Keywords: *Marine Tourism, Blue Curriculum, Ocean Literacy, Vocational High School, Competencies.*

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