PENGEMBANGAN *FRAMEWORK OCEAN LITERACY* BERBASIS *BLUE CURRICULUM* DI PENDIDIKAN VOKASIONAL DALAM MEMFASILITASI *OCEAN LITERACY* SISWA SMK

TESIS

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

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**PROGRAM STUDI PENDIDIKAN TEKNOLOGI DAN KEJURUAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA**

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Teknologi dan Kejuruan

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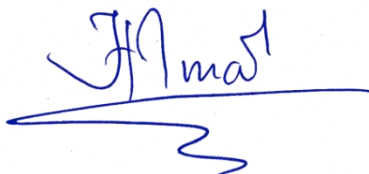Universitas Pendidikan Indonesia
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Pengembangan *Framework Ocean Literacy* di Pendidikan Vokasional Berbasis *Blue Curriculum* dalam Memfasilitasi *Ocean Literacy* Siswa SMK

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ABSTRAK

Perlindungan terhadap lautan telah menjadi agenda lingkungan dunia yang mendesak karena laut memainkan peran vital dalam kehidupan manusia, namun literatur yang ada mencatat kurangnya pengembangan kurikulum berbasis laut (*blue curriculum*) dalam sistem pendidikan formal. Oleh karena itu, penelitian ini bertujuan untuk menghasilkan indikator variabel *ocean literacy* dalam konteks *blue curriculum* di pendidikan vokasional dan mengembangkan *framework ocean literacy* berbasis *blue curriculum* di pendidikan vokasional. Penelitian ini diharapkan dan dapat menjadi kontribusi penting terhadap upaya global membentuk perilaku yang bertanggung jawab terkait aktivitas laut dan dapat memberikan panduan yang dibutuhkan bagi pengembangan pendidikan berkelanjutan yang lebih baik, sesuai dengan tujuan pendidikan vokasional pada masa mendatang. Metode penelitian yang digunakan adalah pendekatan kualitatif melalui *study literatur review* yang dipadukan dengan *content analysis*, serta *focus group discussion* (FGD). Hasil penelitian menghasilkan enam indikator variabel *ocean literacy,* yaitu potensi laut, strategi dan pengelolaan laut, berbagai aktivitas kelautan beserta dampaknya terhadap ekosistem laut, pariwisata dan budaya terkait laut, pembangunan berkelanjutan dalam bidang kelautan, serta kebijakan-kebijakan yang terkait dengan kelautan. Ditemukan juga bahwa pemanfaatan potensi laut dalam pendidikan vokasional tidak hanya bersinggungan dengan penyediaan sumber makanan *seafood* saja, namun juga berkaitan erat dengan layanan pariwisata dan layanan perhotelan, serta bersinggungan juga dengan bidang keahlian pendidikan vokasional yang lain seperti dalam bidang kemaritiman. Pengembangan *blue curriculum* di pendidikan vokasional pun memiliki andil yang sangat besar sebagai salah satu strategi dalam pengelolaan laut. Adapun *framework ocean literacy* yang dikembangkan terdiri dari variabel-variabel *ocean literacy* yang diintegrasikan pada komponen-komponen kurikulum yang telah ditetapkan.

Kata kunci: *Ocean literacy*, *blue curriculum*, pendidikan vokasional.

***Development of Ocean Literacy Framework Based on Blue Curriculum
in Vocational Education in Facilitating Ocean Literacy of Voctional School
Students***

Mutia Hardika
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Abstract

The protection of the oceans has become an urgent global environmental agenda as the ocean plays a vital role in human life, yet the existing literature notes the lack of ocean-based curriculum development (blue curriculum) in the formal education system. Therefore, this research aims to generate indicators of ocean literacy variables in the context of blue curriculum in vocational education and develop a framework for ocean literacy based on blue curriculum in vocational education. This research is expected and can be an important contribution to global efforts to shape responsible behaviour related to ocean activities and can provide the necessary guidance for the development of better sustainable education, in accordance with the objectives of vocational education in the future. The research method used was a qualitative approach through a literature review study combined with content analysis, and focus group discussion (FGD). The results of the study produced six indicators of ocean literacy variables, namely the potential of the ocean, ocean strategy and management, various marine activities and their impacts on marine ecosystems, ocean-related tourism and culture, sustainable development in the marine sector, and policies related to the ocean. It was also found that the utilisation of the ocean's potential in vocational education does not only intersect with the provision of seafood food sources, but is also closely related to tourism and hospitality services, and also intersects with other vocational education areas of expertise such as in maritime affairs. The development of a blue curriculum in vocational education also has a very large share as one of the strategies in ocean management. The ocean literacy framework developed consists of ocean literacy variables that are integrated into the established curriculum components.

Keyword: *Ocean literacy, blue curriculum, vocational education.*

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DAFTAR TABEL

DAFTAR GAMBAR

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