Maritime Curriculum Policy for Early Childhood in North Maluku

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Abstract

The research focused on the implementation of maritime curriculum policy for early childhood in North Maluku. Maritime curriculum policy is one effort to develop the spirit of sportsmanship because the aim is to re-create an agrarian country and also to support its cultural potential. This study was conducted in one preschool as a pilot school for marine education since 2019. The qualitative methodology was applied to explore the implementation of maritime curriculum policy in early childhood. Data are collected through observation, interviews, and documentation. It was analyzed using taxonomic analysis. Findings indicate that based on the indicator issued by the Coordinator Ministry of Maritime Affairs of the Republic of Indonesia, PAUD Pembina 1 has successfully implemented this program, although it was not optimal. There is still a lack of maritime subject teachers owned by the school, knowledge and abilities of kindergarten students, and also inadequate facilities. Therefore, it is necessary to link all parties from the central government, local government, and schools in implementing the maritime curriculum program for the success of maritime-based early childhood education.

Key words: Early Childhood, Implementation, Maritime Curriculum, Policy.

Introduction

Indonesia has a coastline of 95,181 km and is the second longest coastline in the world, with a marine area of 5.8 million square kilometers, which constitutes 71% of the entire territory of Indonesia. As the largest archipelago in the world with 17,504 islands, the sea is the life support of the Indonesian people. There are eight archipelagic provinces (23.5%, namely Southeast Sulawesi, North Sulawesi, Riau Islands, Bangka Belitung, Maluku, North Maluku, West Nusa Tenggara, and East Nusa Tenggara, 327 coastal districts/cities (63.6%) and 140 million of Indonesia's 250 million population live on the coast (https://kkp.go.id/). Indonesia as a state of maritime has been recognized by the world through UNCLOS 1982. It was then ratified by Law Number 17 of 1985. Unfortunately, as a maritime country, the community has not been able to gain a good impact from this because the community itself does not know the potential of their country. (Ryacudu & Sumintaatmadja, 2018; Sampono, 2015; Wasino, 2017).

History has proven that Indonesia had maritime glory in the past with strong sailors and maritime-based archipelago kingdoms. The Srivijaya and Majapahit kingdoms as the glory of the maritime-based archipelago kingdoms that the territory reach the Malay Peninsula and Champa. (Asra, n.d.) For this reason, if Indonesia wants to become a maritime country, what must be done is how to revive the maritime culture of the past and build it into a
modern maritime culture or a modern culture that is full of technology. Considering that there is a lot of diversity and problems in the lives of coastal communities, of course, it is necessary to provide appropriate education so that people are able to face the dynamics of maritime community life and have competitiveness and an innovative spirit, namely maritime-based education (Fauad & Musa, 2017; Hapidin et al., 2022; Nurisshobakh et al., 2018).

Indonesia’s history, it is clearly shown that the sea is a medium for transportation and economic as well as political domination, as commodities are taken from the mainland or islands and transported to their destination. The island’s commodities will not provide more profit without commercialization by the sea in interisland and international trade. Sea power is capable of exploiting potential sectors on the mainland (Rochwulaningsih et al., 2019).

One of the efforts in restoring Indonesia’s maritime glory is through a systematic and sustainable education process from an early age (Fauville et al., 2019; Şentürk, 2017; Suharti et al., 2021). At the national level, the ECE Directorate continues to refine and align each program with the current conditions related to the effective and significant implementation of early childhood education throughout Indonesia. One of the main programs is the guidance on strengthening competencies and managing the implementation of basic literacy in preparing the 21st-century generation through various approaches and diversification of the ongoing early childhood curriculum. Among the priority coaching programs is the integration of maritime education in institutions spread throughout Indonesia (Farøh & Muhtadi, 2019; Sampono, 2015; Soni, n.d.; Wirantho et al., 2018).

The maritime curriculum directs early childhood to better understand the local potential of the maritime environment by exploring the wealth of the sea. The maritime curriculum is aimed at lifting the image as a maritime nation and rebuilding the nation’s maritime spirit by incorporating maritime conceptions and maritime culture in early childhood education. From an early age, children are instilled with a love of the sea and its contents by creating learning activities that introduce and explore maritime potential in all children’s activities at school. With the inclusion of a maritime curriculum as an integral part of the learning program, it will open the marine insight of students who will become the future successors of the nation. Maritime curriculum in early childhood contains material: (1) Indonesia as a maritime country, (2) understanding the condition of the Indonesian maritime region (3) characteristics of Indonesian waters, (4) the potential and wealth of the Indonesian sea, (5) utilization of the beach environment as a vehicle for early childhood play and (6) Transportation and trade (Dirjen PAUD, Pendidikan Dasar dan Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan, 2014; Iskandar & Hasbi, 2019). The maritime curriculum program started in 2018 with a pilot project in 13 locations those are Aceh, Banten, West Java, DKI Jakarta, Bengkulu, Central Java, East Java, North Kalimantan, South Sulawesi, West Nusa Tenggara, Maluku, East Nusa Tenggara and West Papua. In 2019, this program became 21 target locations as the pilot project for the implementation of maritime curriculum policy, including North Sumatera, Riau, West Sumatra, Riau Islands, Bangka Belitung, Jambi, South Sumatera, Lampung, D.I Yogyakarta, Bali, West Kalimantan, South Kalimantan, Central Kalimantan, West Sulawesi, Gorontalo, North Sulawesi, North Maluku and Papua. (Rinal Khaireunnas, Hasmunir, 2020). Ternate City is one of the 13 target locations of this piloting project in North Maluku, and PAUD Pembina 1 Ternate is the only preschool institution that implemented this policy. In the maritime curriculum, young children must increase their innate capacity to learn from the natural world. This must be considered by giving a positive attitude towards and meeting with the sea and its surrounding. This article describes the implementation of maritime curriculum policy for early childhood in North Maluku

Method

The aim of this study was to explore the implementation of maritime curriculum policy for early childhood in Maluku Utara Province. This research employed the qualitative approach. Data collection techniques included observation, interview, and documentation. A semi-structured interview guide involving three respondents, those are one principal and two preschool teachers for approximately 60 minutes to obtain data on the implementation of maritime curriculum policy in a preschool that implemented the maritime curriculum since 2019. Documentation was performed to obtain data about teachers’ and students’ learning activities related to marine and also school facilities. Data analysis using taxonomic analysis (Flick, 2012; Creswell, 2009; Creswell, W. John & Creswell, 2018)

Results and Discussion

PAUD Pembina 1 Ternate City as the Piloting Project for Maritime Curriculum Program

Concerning the Government Policy through Presidential Regulation No. 16/2017 on Indonesian Maritime Policy as an effort to strengthen maritime areas, especially in the sector of improving the quality of human resources, it should be appreciated as well as Ternate City Regional Regulation No. 36/2011 on Zoning Plan for Coastal Areas and Small Islands of Ternate City. The policies include the development of maritime education, maritime mastery, and the development and utilization of marine technology. This shows that there is serious attention to planning, managing,
North Maluku is one of the most remote provinces of the 33 provinces in Indonesia. The geographical of North Maluku is located at 3° 40’ LS – 3° 0’ LU – 123° 50’ – 129° 50’ East, and is an archipelagic group with a ratio of land and water as much as 24:76. It consists of 805 large and small islands, about 82 inhabited islands, and 723 uninhabited islands. The area of North Maluku Province is 145,801.10 km2, consisting of an ocean area of 113,796.53 km2 (69.08%) and a land area of 32,004.57 km2 (30.92%) (https://malut.bps.go.id/ With 70% of its area covered by ocean, North Maluku has great potential in the maritime sector, especially fisheries, marine tourism, and sea transportation (RPIJM & Ternate, n.d.). It is known as "Moloku Kie Raha" or "The Sultanate of Four Mountains in Maluku" because, in the beginning, this area was the territory of four major Islamic kingdoms in the East of the archipelago, consisting of the Sultanate of Bacan; Sultanate of Jailolo; Sultanate of Tidore; and Sultanate of Ternate.

Furthermore, the island is also a major source of spice and has a rich history and interesting cultural values. Due to the abundance of marine resources and an important iconic aspect of the maritime sector, the Indonesian government has developed the area to be a National Fish Shed (LIN). This condition definitely shows that North Maluku has the potential to become one of Indonesia’s maritime islands.

The potential of the existing cluster of small islands is an opportunity for Ternate in the development of island tourism; Ternate is qualified enough to be appointed as one of 21 other cities in Indonesia to become a pilot project of the maritime content curriculum program in 2019. Based on this strategic position, it becomes an asset to be able to contribute to realizing Indonesia’s ideals by creating human resources to strengthen maritime in facing the challenges and competition of globalization in the maritime era by regenerating knowledge, insights, values, concerns, attitudes, and behaviors regarding maritime as a whole through the world of education, one of which is at the early childhood education (PAUD) level so as to create a generation that understands the sea. The development of Early Childhood Education programs in North Maluku is significant. At present, there are 708 PAUD institutions in North Maluku registered with the Office of Education, namely: Ternate City 102 institutions; East Halmahera District 70 institutions; Tidore Islands 93 institutions; Central Halmahera 56 institutions; Morotai Islands 19 institutions; Sula Islands 80 institutions, West Halmahera 122 institutions, Talabu Island 50 institutions, South Halmahera 41 institutions and North Halmahera District 75 institutions, in detail, can be seen in figure 1 below.

Based on the data revealed that maritime education program policies at the local level, no such policy has been found by the local government of North Maluku, but based on the policy of the Coordinating Ministry for Maritime Affairs of the Republic of Indonesia, one PAUD institution was selected as a pilot project in 2019. The selection of Ternate City as one of the sites for the maritime curriculum program was also the result of coordination and discussion by the Coordinating Ministry for Maritime Affairs of the Republic of Indonesia. PAUD Pembina 1 has integrated maritime education in the school curriculum as stated in the Regulation on the local content of North Maluku, namely the coastal area which is intended to increase knowledge, recognition, preservation and interest in the marine environment to bring out the local advantages of coastal areas, with development principles as stated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 /M / 2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery outlines several principles for developing the 2013 PAUD curriculum, one of which is that education units or groups of education units need to develop a curriculum with the principle of diversification in accordance with the conditions of education units, regional potential and students (Makarim, 2022). In accordance with the concept of curriculum diversification that has a mandate from the law, this policy should be an entry for ECE institutions to deliver curriculum and learning.
that contains a variety of potential needs, challenges, and characteristics of the local environment to produce children who recognize, appreciate and love the local culture. Thus, the existence of PAUD Pembina 1 implemented marine education is expected to be able to realize the concept of marine education from an early age.

The Implementation of Maritime Curriculum Program Policy in PAUD Pembina

PAUD Pembina 1 is a model school for other preschools in Ternate City. Therefore, many training activities are carried out by this school. As a form of participation in preserving the marine environment through education, PAUD Pembina 1 has become a pioneer in instilling natural environmental values in the learning process. The natural environment around the school is a coastal environment. PAUD Pembina 1 is a school with a natural setting that involves the beach as a means of learning. The beach becomes a fun learning place for students. Additionally, the teaching media used for learning are all that is provided in the surrounding area. By studying the marine environment at school, children will love, care for and preserve their marine environment. They are taught to have morals and moral responsibility. It means that children are taught to be responsible for themselves, for the surrounding environment, and of course responsibility for Allah SWT as the creator of the universe. Based on the results of the interview, it was stated that maritime education basically introduces children to the surrounding natural wealth. Awareness of the love of the marine environment in Ternate City must be considered, especially in providing education to children from an early age. Maritime-minded learning can give children an insight into nature in a more real and close-to-nature way. Children can also explore their ideas by playing by the sea and they will participate in conserving the environment. The role of the teacher as the facilitator in the implementation of education for early childhood must be able to provide opportunities for children to learn various things in their surroundings. The role of teachers as facilitators in the implementation of education for early childhood must be able to make it easy for children to learn various things in their environment. Introducing the surroundings is a positive experience to develop early childhood scientific interests. Maritime education learning at PAUD Pembina 1 also includes aspects of cognitive, physical–motor, social–emotional development, moral development and religious values, aspects of language and literacy development. Besides, based on the observations and documentation on the implementation of the Maritima curriculum program reveal that this program has not been well implemented because some obstacles come not only from the school but also from the Coordinating Ministry for Maritime Affairs and Ministry of Education and Culture responsible for this program especially in North Maluku. In addition, budget issues, and miscommunication between a school that implemented the maritime curriculum program, the local government and the central government also caused the process not to go well.

Conclusion

This research concluded that PAUD Pembina 1 Ternate is successfully implemented the maritime curriculum program policy. However, the implementation is still not optimal when viewing complexity factors, which are curriculum development, education and training, school management, government commitment and participation of business actors.

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References


