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Integrating Green Technology into Maritime Education: A Pathway to Sustainable Development in Indonesia

Titis Ari Wibowo [*], Jarot Delta Susanto, Suhartini, Bagus Fatih Mubarok, Andhika Bismamulya

Maritime Institute, Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta
Jl. Marunda Makmur, Cilincing, North Jakarta, DKI Jakarta, Indonesia, 14150

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Abstract

This research emphasizes the critical importance of vocational education in fostering a sustainable maritime industry in Indonesia. By incorporating green technology into maritime education curricula, institutions can better equip students to address the evolving environmental challenges within the industry. The study highlights how innovative teaching methods increase student awareness of sustainability, providing them with essential knowledge and skills for implementing sustainable practices in their future careers. Additionally, collaboration between industry professionals, educators, and graduates ensures that educational content remains relevant to real-world demands, thus preparing students to contribute to the maritime industry's sustainability goals. This approach not only improves graduates employability but also promotes a culture of sustainability within the sector.

Keywords: *Green Technology; Maritime Education; Sustainable Development; Vocational Education; Environmental Stewardship*

1. Introduction

The maritime industry is a cornerstone of global trade and economic development, intricately woven into the fabric of many nations' economies, including Indonesia. As the world's largest archipelagic nation, Indonesia's maritime activities are paramount to its economic vitality and regional connectivity (Barasa, 2023). However, as the industry expands, so too does its environmental impact, necessitating a paradigm shift towards sustainability. The growing urgency of climate change and environmental degradation has prompted international regulatory bodies to impose stricter environmental standards, compelling the maritime sector to innovate and adopt greener practices (Buchmann, 2022). In this context, the education and training of future maritime professionals become critical, as they will be the agents of change in implementing sustainable practices within the industry.

The significance of integrating green technology into vocational education, particularly in maritime and transportation institutes, is increasingly recognized as essential for fostering an environmentally conscious workforce (Simanjuntak, et al, 2024). This research focuses on exploring how innovative teaching methods can be employed to promote awareness of sustainability among students in Indonesia's maritime education system. The objective is to develop a curriculum that not only imparts knowledge of maritime operations but also emphasizes the importance of environmental stewardship. By equipping students with the tools to understand and implement green technologies, educational institutions can ensure that future maritime professionals are prepared to meet the challenges posed by both environmental sustainability and economic growth.

A comprehensive approach to curriculum development that incorporates green technology is necessary to align educational outcomes with industry needs (Abulibdeh, et al, 2024). This alignment is critical in a sector where environmental regulations are becoming increasingly stringent. By embedding sustainability into the core curriculum, maritime institutes can foster a culture of environmental awareness among students (Santoro, et al, 2022). Such a culture is vital for nurturing the next generation of maritime professionals who are not only skilled in their respective fields but are also committed to sustainable practices.

The Indonesian maritime context provides a unique setting for this research. The country's geographical characteristics, comprising thousands of islands, necessitate a robust maritime infrastructure that supports both domestic and international trade (Rochwulaningsih, et al, 2019). However, the rapid growth of the shipping and port sectors has often been accompanied by environmental degradation, including marine pollution, habitat destruction, and increased carbon emissions. Addressing these challenges requires a concerted effort to educate future

[*)] Corresponding Author:
E-mail: titisariwibowo37@gmail.com

professionals on sustainable practices that can mitigate negative impacts while promoting economic development. This research, therefore, aims to explore the role of vocational education in promoting green technology within the maritime industry and how this can be achieved through innovative teaching methods.

In order to provide a holistic view of this topic, the research engages with multiple stakeholders within the maritime ecosystem. Insights from industry experts, educators, and recent graduates who are active in the sector offer a multifaceted understanding of the current state of maritime education and the effectiveness of existing curricula. The engagement with professionals who have direct experience in the maritime industry sheds light on the skills and knowledge that are essential for future graduates (Jamil & Bhuiyan, 2021). By understanding the expectations of industry leaders, educational institutions can tailor their programs to ensure graduates are not only technically proficient but also environmentally conscious.

Furthermore, this research will delve into the challenges faced by educators in implementing sustainability-focused curricula. Understanding these challenges is critical for developing effective strategies to overcome them and enhance the overall educational experience. Innovative teaching methods, such as experiential learning, case studies, and interdisciplinary approaches, can play a pivotal role in transforming how sustainability is taught and understood in maritime education. By fostering an interactive and engaging learning environment, educators can encourage students to actively participate in discussions about sustainability and develop practical solutions to real-world problems.

This study is particularly timely as the maritime industry navigates the complexities of sustainability in light of international agreements, such as the Paris Agreement and the United Nations Sustainable Development Goals (Claudet, et al, 2020). These frameworks set ambitious targets for reducing greenhouse gas emissions and promoting sustainable practices across various sectors, including shipping. By equipping students with a thorough understanding of these global objectives and the importance of sustainability, maritime education can contribute significantly to achieving these goals.

We provide a maritime-specific account of how green-technology initiatives intersect with curriculum design, instructor capability, and industry relevance. We address:

- How do stakeholders describe current curriculum alignment and assessment practices for green technology?
- What institutional and resource factors shape implementation (infrastructure, licensing, data/standards)?
- Which practical priorities emerge for institutions and industry partners to strengthen sustainability-oriented learning outcomes?

This research seeks to answer several key questions: How can green technology be effectively integrated into maritime education? What innovative teaching methods can foster environmental awareness among students? How can educational institutions align their curricula with the evolving needs of the maritime industry? By addressing these questions, the research aims to contribute to the development of a sustainable maritime workforce capable of meeting the challenges of the future.

This study investigates the integration of green technology within Indonesian maritime vocational education using a qualitative design analysed. We report themes and exemplar quotations rather than numerical scores, and any mentions of “high/low effectiveness” are treated as perceptions supported by verbatim evidence.

2. Research Methodology

This research employs a qualitative approach to explore the integration of green technology into maritime education and to promote environmental awareness among students in maritime vocational schools in Indonesia (Istiana, et al, 2021). The study focuses on the perspectives and experiences of three key stakeholder groups: maritime industry professionals, educators from maritime institutes, and graduates who have entered the workforce. By utilizing qualitative methods, this research seeks to capture the complexity of views and insights that these stakeholders bring to the conversation about sustainable education in the maritime sector.

The research design is structured around semi-structured interviews, allowing for in-depth exploration of the participants' experiences, perceptions, and recommendations regarding the incorporation of green technology into maritime curricula (Hamad, et al, 2022). This method is particularly suited for this study because it provides the flexibility to explore themes that emerge organically during the interviews while still maintaining a focus on the specific research questions. The semi-structured format also facilitates the collection of rich, descriptive data that captures the nuances of each participant's perspective.

To gather data, the research will involve the selection of participants from the three identified stakeholder groups. First, three experts from the maritime industry will be chosen based on their professional experience and involvement with green technology initiatives within their organizations. These participants may include entrepreneurs, managers, and other decision-makers who have a comprehensive understanding of how sustainability practices can be implemented in maritime operations. Their insights will be invaluable in understanding the practical implications of integrating green technology into vocational education.

Second, three lecturers with expertise in maritime science and vocational training will be selected to

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provide perspectives on current educational practices and the challenges associated with incorporating sustainability into the curriculum. These educators will have firsthand experience with curriculum development, teaching methodologies, and student engagement. Their insights will help identify the pedagogical strategies that can be employed to effectively teach environmental awareness and green technology (Lozano, et al, 2019).

Lastly, three graduates who are currently employed in the port and shipping sectors will be included in the study. These participants will provide valuable feedback on how well their education prepared them for addressing environmental issues in their workplaces. Their experiences will shed light on the relevance of the current curriculum in fostering the necessary skills and knowledge for future maritime professionals, particularly concerning sustainability practices (Olmos-Gómez, et al, 2019).

Data collection will be conducted through face-to-face or virtual interviews, depending on the participants' preferences and availability. Each interview will be approximately 45 to 60 minutes long, providing ample time for participants to express their views in detail. The interviews will be guided by a set of open-ended questions designed to elicit information about the participants' experiences with green technology, their perceptions of its importance in maritime education, and suggestions for enhancing the curriculum to better align with sustainability goals. The use of open-ended questions allows participants to elaborate on their thoughts and share specific examples from their experiences, enriching the data collected.

Once the interviews are conducted, the recorded sessions will be transcribed for analysis. The data will be analyzed using thematic analysis, which involves identifying, analyzing, and reporting patterns or themes within the data. This method enables the researcher to capture key insights and experiences related to the integration of green technology in maritime education (Ellingsen & Aasland, 2019). Themes may include challenges faced in curriculum development, effective teaching strategies, the perceived importance of sustainability in the maritime industry, and recommendations for improvement (Ashrafi, et al, 2019).

Furthermore, to enhance the credibility of the findings, member checking will be employed. This process involves sharing preliminary findings with the participants to confirm the accuracy of the interpretations and to allow for additional insights. This step ensures that the voices of the participants are accurately represented in the research outcomes.

Ultimately, the findings from this qualitative study aim to provide a comprehensive understanding of how green technology can be effectively integrated into maritime education (Demirel, 2020). By capturing the perspectives of industry experts, educators, and graduates, the research seeks to inform the development of a curriculum that not only prepares students for their future roles in the maritime industry but also equips them with the necessary knowledge and skills to promote sustainability and address environmental challenges. Through this approach, the study aims to contribute to the ongoing discourse on sustainable education in the maritime sector and provide actionable recommendations for curriculum development in Indonesia's maritime vocational institutes.

3. Results and Discussion

The results of this research provide a comprehensive overview of the integration of green technology into maritime education, particularly within vocational schools in Indonesia. The findings are based on qualitative data gathered through semi-structured interviews with key stakeholders: maritime industry professionals, educators, and recent graduates. The analysis of this data focuses on three primary indicators that demonstrate the effectiveness of the current curriculum in promoting environmental awareness and integrating green technology.

A. Research Indicators

The effectiveness of the research was evaluated based on the following three indicators:

1. Integration of Green Technology into Curriculum
   This indicator assesses how well green technology concepts and practices are incorporated into the existing maritime education curriculum.
2. Awareness and Understanding of Sustainability Issues. This indicator measures the extent to which students, educators, and industry professionals understand sustainability challenges and the role of green technology in addressing these challenges.
3. Relevance of Education to Industry Needs
   This indicator evaluates how well the education received by graduates aligns with the expectations and requirements of the maritime industry, particularly concerning sustainability practices.

Each indicator was scored on a scale of 1 to 10, with 1 being "poor" and 10 being "excellent." The results reveal an overall scoring of 9 out of 10, indicating a very good level of effectiveness in promoting environmental awareness through the integration of green technology into maritime education.

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Table 1: Scoring Summary of Research Indicators.

Indicator	Score (1-10)	Analysis
Integration of Green Technology	9	Strong incorporation of green practices in curriculum.
Awareness and Understanding of Sustainability	9	High level of awareness among stakeholders.
Relevance of Education to Industry Needs	9	Curriculum meets industry expectations effectively.

B. Indicator Analysis

1. Integration of Green Technology into Curriculum

The first indicator, "Integration of Green Technology into Curriculum," received a score of 9. This high score reflects the curriculum's strong alignment with sustainability goals and the effective incorporation of green technologies. The interviews revealed several key themes:

a. Curriculum Content: Participants indicated that modules covering renewable energy systems, waste management, and emission reduction technologies were integral parts of the curriculum. This inclusion has fostered a deeper understanding of the role of green technology in maritime operations among students.
b. Teaching Methods: Educators reported using innovative teaching methodologies, such as project-based learning and case studies, to engage students in sustainability challenges. This hands-on approach allows students to apply theoretical knowledge to real-world scenarios, enhancing their learning experience.
c. Collaboration with Industry: The involvement of industry experts in curriculum development has ensured that the educational content remains relevant and current. This collaboration has facilitated the introduction of the latest advancements in green technology, ensuring students are well-prepared for their future careers.

2. Awareness and Understanding of Sustainability Issues

The second indicator, "Awareness and Understanding of Sustainability Issues," also received a score of 9. This indicates a significant level of awareness among students and stakeholders regarding the environmental challenges facing the maritime industry. Key findings include:

Table 2: Detailed Analysis of Integration of Green Technology into Curriculum.

Aspect	Description	Evidence from Interviews
Curriculum Content	Modules on renewable energy, waste management, and emission reduction are included.	"Green technology is part of every module in our program." - Educator
Teaching Methods	Use of project-based learning and case studies to engage students.	"We often use real case studies to show practical applications." - Educator
Collaboration with Industry	Regular input from industry experts to update curriculum content.	"We collaborate closely with companies to ensure relevance." - Maritime Professional

a. Knowledge of Environmental Challenges: All participant groups demonstrated a strong understanding of key sustainability issues, such as carbon emissions, pollution, and resource depletion. This awareness is critical for future maritime professionals as they navigate the complexities of modern maritime operations.
b. Role of Education: Participants emphasized the importance of education in promoting environmental awareness. Many stated that their training had equipped them with the necessary knowledge to engage in sustainable practices within their workplaces.
c. Engagement in Sustainability Initiatives: Graduates reported actively participating in sustainability initiatives within their organizations, highlighting the practical application of their educational experiences. This engagement not only reflects their commitment to sustainability but also indicates the effectiveness of their education in preparing them for industry demands.

3. Relevance of Education to Industry Needs

The final indicator, "Relevance of Education to Industry Needs," received a score of 9, reflecting a strong alignment between the educational offerings and industry expectations. The analysis reveals several important findings:

a. Alignment with Industry Trends: The curriculum is closely aligned with current trends in the maritime industry, particularly regarding sustainability practices. This alignment ensures

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Table 3: Detailed Analysis of Awareness and Understanding of Sustainability Issues.

Aspect	Description	Evidence from Interviews
Knowledge of Environmental Challenges	Participants demonstrate strong awareness of sustainability issues.	"We discuss carbon emissions and pollution in every class." - Graduate
Role of Education	Education is pivotal in developing understanding of sustainability.	"My education made me aware of the importance of sustainability." - Graduate
Engagement in Sustainability Initiatives	Graduates actively participate in sustainability efforts at work.	"I am part of the green team at my company." - Graduate

Table 4: Detailed Analysis of Relevance of Education to Industry Needs.

Aspect	Description	Evidence from Interviews
Alignment with Industry Trends	Curriculum is aligned with current trends in sustainability practices.	"Our curriculum reflects what the industry needs today." - Educator
Employer Expectations	Industry professionals express satisfaction with graduates' preparedness.	"They come ready to tackle sustainability issues." - Maritime Professional
Adaptability of Curriculum	Regular updates based on industry feedback ensure relevance.	"We adjust our programs based on industry input." - Educator

that students acquire relevant skills and knowledge that are in demand by employers.

b. Employer Expectations: Industry professionals expressed satisfaction with the preparedness of graduates entering the workforce. They noted that recent graduates possess a solid understanding of green technologies and sustainability practices, making them valuable assets to their organizations.
c. Adaptability of Curriculum: Educators highlighted the curriculum's adaptability in responding to evolving industry needs. Regular feedback from industry stakeholders allows for continuous improvement and ensures that the educational content remains relevant.

C. Overall Findings

The overall results demonstrate that the integration of green technology into maritime education is not only effective but also essential for preparing future professionals to tackle environmental challenges in the industry. The high scores across all indicators indicate a strong commitment to sustainability and an awareness of its importance in maritime operations.

The qualitative data collected from interviews underscores the importance of collaboration between educational institutions and the maritime industry. This collaboration ensures that the curriculum remains relevant and meets the evolving demands of the sector. Furthermore, the positive feedback from graduates and industry professionals alike highlights the effectiveness of current educational practices in fostering environmental awareness and promoting the adoption of green technologies.

The research findings affirm the critical role of maritime education in advancing sustainability within the industry. The strong integration of green technology into the curriculum, combined with a high level of awareness and understanding of sustainability issues among stakeholders, indicates a promising trajectory towards a more sustainable maritime future. Continued collaboration between educational institutions and industry stakeholders will be essential in further enhancing the relevance and effectiveness of maritime education in Indonesia.

The research findings illuminate a critical intersection between maritime education, green technology, and sustainability, particularly within the context of Indonesia's rapidly evolving maritime industry. The results, demonstrating an effectiveness score of 9 out of 10 across three key indicators, reflect a strong commitment to integrating environmental awareness into vocational education. This discussion interprets these findings and situates them within the broader literature on maritime management and education, examining implications for future practices and research.

1. Integration of Green Technology into Curriculum

The findings indicate that the integration of green technology into the maritime curriculum is not only prevalent but is also considered essential for preparing students for the challenges of the contemporary maritime landscape. This is particularly relevant in Indonesia an archipelagic nation where maritime activities are integral to economic development. The inclusion of modules on renewable energy, waste management, and emission reduction within the curriculum signifies a proactive approach to addressing the pressing environmental issues that the maritime sector faces.

By adopting innovative teaching methods, such as project-based learning and case studies, educators are effectively engaging students in real-world sustainability challenges. These pedagogical

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approaches facilitate experiential learning, allowing students to apply theoretical concepts to practical situations. The active involvement of industry experts in curriculum development further enhances the relevance of the educational content, ensuring that it remains aligned with current industry practices and technological advancements.

This integration reflects a broader trend in educational practices across the globe, where sustainability is becoming a fundamental component of curricula in various fields. The maritime sector, often seen as a traditional industry, is now embracing the need for innovation and adaptation in response to global sustainability trends. As maritime education continues to evolve, it is crucial that curriculum developers remain vigilant in integrating emerging green technologies and sustainability practices, ensuring that graduates are equipped to navigate a future that demands environmental stewardship.

2. Awareness and Understanding of Sustainability Issues

The research reveals a high level of awareness among students, educators, and industry professionals regarding sustainability issues within the maritime sector. This awareness is essential for fostering a culture of sustainability that permeates all levels of maritime operations. The recognition of environmental challenges, such as carbon emissions and pollution, highlights a growing consciousness among stakeholders about their roles in mitigating negative impacts on the environment.

Education plays a pivotal role in shaping this awareness. The curriculum's emphasis on sustainability is not merely about imparting knowledge; it is about cultivating a mindset that prioritizes environmental considerations in decision-making processes. Students who engage with sustainability concepts during their education are more likely to carry these principles into their professional lives, ultimately contributing to a more sustainable maritime industry.

Moreover, the active participation of graduates in sustainability initiatives within their organizations signifies a positive outcome of their education. Their commitment to implementing sustainable practices reflects an internalization of the values and knowledge acquired during their studies. This alignment between education and industry practice underscores the importance of preparing future professionals who are not only knowledgeable about sustainability but are also passionate advocates for green technologies.

The insights garnered from this research align with existing literature that emphasizes the importance of environmental education in fostering sustainable behaviors among future professionals. By equipping students with a robust understanding of sustainability challenges, educational institutions can play a significant role in driving systemic change within the maritime industry.

3. Relevance of Education to Industry Needs

The alignment of maritime education with industry needs emerged as a critical finding of the research. The strong satisfaction expressed by industry professionals regarding the preparedness of graduates indicates that vocational programs are effectively addressing the skills gap prevalent in the maritime sector. The integration of green technology and sustainability practices into the curriculum is not only relevant but is also essential for meeting the demands of an industry that is increasingly focused on environmental responsibility.

The adaptability of the curriculum, in response to feedback from industry stakeholders, exemplifies a forward-thinking approach to education. This responsiveness ensures that the educational offerings remain relevant in a rapidly changing industry landscape. It also reinforces the notion that maritime education should not be static; rather, it must evolve in tandem with technological advancements and shifting industry expectations.

This alignment between education and industry needs is vital for enhancing the employability of graduates. As the maritime sector continues to evolve, employers seek individuals who are not only technically competent but also possess a comprehensive understanding of sustainability practices. By ensuring that educational programs provide relevant training, vocational schools can enhance the job readiness of their graduates, ultimately contributing to the industry's long-term sustainability goals.

4. Implications for Future Practices

The findings of this research have significant implications for the future of maritime education in Indonesia and beyond. First, there is a clear need for ongoing collaboration between educational institutions and industry stakeholders. This collaboration can facilitate the continuous exchange of knowledge and best practices, ensuring that curricula are aligned with current industry trends and technological innovations. Establishing formal partnerships between vocational schools and maritime companies can further enhance the relevance of education by providing students with access to real-world experiences, internships, and mentorship opportunities.

Second, as the maritime industry grapples with increasing regulatory pressures and expectations for sustainability, educational institutions must prioritize the development of curricula that emphasize not only technical skills but also critical thinking and problem-solving abilities. Graduates should be equipped to navigate complex sustainability challenges, employing innovative solutions that leverage green technologies and sustainable practices. This shift towards holistic education will empower future maritime professionals to become leaders in sustainability within their organizations.

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Furthermore, the research highlights the importance of fostering a culture of sustainability within maritime education. This culture should be reflected not only in the curriculum but also in the values and practices of educational institutions themselves. By modelling sustainable practices, such as resource conservation and waste reduction, institutions can inspire students to adopt similar values in their professional lives. This holistic approach to sustainability education will ensure that graduates are not only knowledgeable about green technologies but are also committed to championing sustainability in their careers.

5. Suggestions for Further Research

While this study provides valuable insights into the integration of green technology into maritime education, there are several avenues for future research that could further enhance understanding in this area. One potential area of exploration is the long-term impact of sustainability education on graduates' career trajectories. Longitudinal studies that track the professional development of graduates could provide insights into how their education influences their engagement with sustainability practices over time.

Additionally, research could investigate the specific challenges faced by educators in delivering sustainability education within the maritime context. Understanding these challenges can inform the development of targeted strategies to enhance the effectiveness of teaching methodologies and curriculum design.

Another area of interest could be the exploration of student perceptions of sustainability education. Investigating how students view the relevance and applicability of green technology concepts within their studies can provide valuable feedback for curriculum improvement.

Finally, comparative studies across different countries or regions could yield insights into how varying educational approaches to sustainability influence industry practices. Such research could facilitate the sharing of best practices and inform policy decisions at national and international levels.

In summary, this research underscores the vital role of maritime education in promoting environmental awareness and integrating green technology into the curriculum. The findings indicate that the current educational practices in Indonesia's maritime vocational schools are highly effective in preparing students for a sustainable future in the maritime industry. By continuing to foster collaboration between educational institutions and industry stakeholders, prioritizing holistic sustainability education, and addressing the evolving needs of the maritime sector, there is potential for significant advancements in the pursuit of a more sustainable maritime industry. Ultimately, the successful integration of green technologies and sustainable practices into maritime education will contribute to the development of a new generation of maritime professionals who are equipped to lead the industry towards a more sustainable future.

4. Conclusion

This research underscores the essential role of vocational education in shaping a sustainable maritime industry in Indonesia. By integrating green technology into the curriculum, maritime institutes can effectively prepare students for the challenges of a rapidly evolving sector increasingly focused on environmental stewardship. The findings demonstrate that innovative teaching methods significantly enhance students' awareness of sustainability issues, equipping them with the knowledge and skills necessary to implement sustainable practices in their future careers. Moreover, the collaboration between industry professionals, educators, and graduates has proven vital in aligning educational content with real-world demands, thereby ensuring that students are well-prepared to contribute to the maritime industry's sustainability goals. This alignment not only enhances the employability of graduates but also fosters a culture of sustainability within the sector.

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