



## Development of Social Studies Learning Content in Coastal Communities with the Education for Peace and Sustainable Development (EPSD) Approach

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### ABSTRACT

This study aims to develop social studies learning content based on Education for Peace and Sustainable Development (EPSD) that is relevant to the conditions, challenges, and potential of coastal communities. The research design uses a qualitative approach with a case study method. The social setting was carried out in coastal communities in the Cirebon area with informants from teachers and local cultural figures. The data collection techniques used were in-depth interviews, participant observation, and literature studies analyzed using thematic analysis. The results of the study indicate that the EPSD approach in coastal communities can be an important foundation for increasing awareness of sustainability, peace education, and disaster risk mitigation in coastal environments. The Nadran tradition as the local wisdom of the Cirebon community is one concrete example of the integration of EPSD values in social studies learning that reflects a harmonious relationship between humans and nature. The implications of the research are that local wisdom, namely the Nadran Tradition, can be raised as learning material to instill sustainability values that can be linked to the concept of marine ecosystem conservation, resource management, and the importance of community-based cooperation.

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## 1. INTRODUCTION

Indonesia is historically the largest archipelagic country in the world, with a long history as a maritime nation. Since ancient times, the existence of this archipelago has been a key factor for Indonesia in shaping its maritime characteristics. In prehistoric times, various ethnic groups such as the Kutai Kingdom in Borneo and the Tarumanagara Kingdom in West Java had developed a maritime trading system that had become a vital network in economic and cultural relations (Rohman, 2021). Indonesian civilization reached its golden peak as a maritime nation during the era of kingdoms such as Srivijaya and Majapahit, which became the main trading centers on the spice route (Sapitri, 2022). In the colonial era, the development of Indonesia as a maritime country was introduced with new dynamics in Indonesian maritime history, in the form of the arrival of the Dutch who controlled the spice trade route (Darmawansyah et al., 2023). The policy of Indonesia's first president, Soekarno, issued a maritime policy known as "Maritime Nationalism". This maritime nationalism policy is an effort to integrate the role of the sea in economic development and national defense (Fadli, 2021). Investment in the maritime sector in infrastructure and policies that support inter-island connectivity, international trade, and marine resource management.

The Indonesian Ocean has the potential to target the global maritime axis based on the philosophy of "Jalesveva Jayamahe" which means our ocean is victorious. The global maritime axis policy was designed by President Joko Widodo in order to realize Indonesia as a country that has a cultural identity as a great, strong and prosperous nation through the maritime aspect. The concept of the global maritime axis in its development through various maritime potential sectors ranging from politics, economy, culture and education (Notohamijoyo, 2023). In order to achieve the goal of becoming a global maritime axis, five pillars were created, including (1) Rebuilding Indonesia's maritime culture; (2) Committing to protecting and managing marine resources with a focus on building maritime food sovereignty through the development of the fisheries industry by placing fishermen as the main pillar; (3) Commitment to encouraging the development of maritime infrastructure and connectivity by building sea toll roads, ports, logistics and the shipping and marine tourism industry; (4) Indonesian maritime diplomacy inviting all partners to work together in the maritime sector, and (5) Building maritime defense strength. The five pillars reflect the orientation of national development based on the ocean which also supports Indonesia's mission as a strategic, sovereign, and sustainable world maritime axis (Pulungan, 2024).

The current problems in coastal communities are undeniably a challenge in achieving the goals of the global maritime axis. Currently, the younger generation tends not to have the interest and competence related to the profession of Fisherman (Heliani et al., 2023). The loss or decline in understanding and values of maritime culture among the younger generation indicates a lack of awareness of marine potential and the sustainability of marine resources. Economic inequality and the lack of policies that support the economic empowerment of coastal communities. According to Susilo (2023) data in 2021 showed that around 12% of the extreme poor in Indonesia come from households living in coastal areas. Although there is abundant marine resource potential, it has not been able to overcome the problems of socio-economic vulnerability faced by coastal village communities.

Other problems relate to the vulnerability of coastal communities to the risk of natural disasters and the lack of emergency response capacity. According to Pratama et al., (2023) there are several factors that cause a lack of community capacity in dealing with disasters, including knowledge, attitudes, emergency response plans, disaster warning systems, resource mobilization, policies and guidelines, which are factors that influence disaster preparedness, so that coastal areas are also vulnerable to conflict. One of the problems that

occurs in coastal areas is the vulnerability to conflict due to community dependence on marine resources as their main source of life. The potential for conflict due to climate change and human activities that harm the coastal environment can exacerbate inequality and increase tensions (Darmawan & Ikaputra, 2021).

Based on the description of the problems above, this study focuses on the educational aspect which plays a central role in realizing the goals of the global maritime axis. Education is a humanization process that has a very important role in preparing resources that have values and norms of personality towards a superior generation (Sukma et al., 2024). The education aspect is not only faced with inequality of access and quality of education, but also with the complexity of natural resource conflicts, the impacts of climate change, and socio-economic problems that can hinder the progress and welfare of society. Through appropriate and quality education, society can better understand and apply the principles of sustainability, sustainable management of marine resources, management of internal and external conflicts, and optimal utilization of marine potential. Without adequate education, efforts to develop an effective and inclusive global maritime axis may face significant obstacles.

Education has a strategic role in shaping a society that has a deep understanding of the concept of peace and sustainable development. Therefore, this research is motivated by the need to understand the role of education in responding to challenges and optimizing opportunities amidst the dynamics of coastal communities. Education for Peace and Sustainable Development (EPSD) is one of the strategies that will be the educational approach that will be developed by researchers. The existence of this approach is the main foundation in developing community capacity to contribute to sustainable development and create sustainable peace. In the perspective of the framework for developing social studies learning content with the EPSD approach in coastal communities, it is important to study. In new social studies learning that can be taught in schools, in line with the concept of social studies according to the National Council for the Social Studies in the National Curriculum Standards for Social Studies document (Chapter 2: The Themes of Social Studies) "Social studies programs should include experiences that provide for the study of people, places, and environments".

Research on coastal communities that is emphasized includes experiences that allow for the study of humans, places, and the environment. One of the coastal areas that has historical value is Cirebon. As one of the important port cities in the past, Cirebon has a unique historical and cultural wealth, especially in the context of intercultural interaction. Cirebon's local wisdom, one of which is the Nadran tradition, is one of the social science learning contents that will be studied using the EPSD approach. The Nadran tradition, which is a traditional ceremony of fishermen as a form of gratitude for the results of the sea as well as a prayer for safety, reflects a harmonious relationship between humans, the environment, and beliefs. This tradition not only describes the cultural aspects of the Cirebon coastal community, but also contains values of peace, cooperation, and preservation of natural resources that are in line with the principles of EPSD.

In the research of Sarifudin et al., (2022), the Nadran tradition is one of the traditions considered as a source of social value formation in Cirebon society. The value of *gotong royong* is one of them which is closely related to the value of cooperation which is built as a manifestation of how the value of peace can be created through harmonious relationships between individuals and communities. The research study of Faramita et al., (2022) also revealed that the Nadran tradition has a level of conflict control. The values of the Nadran tradition that are inherent in people's lives include the value of solidarity, one of which is

*gotong royong* activities which are implemented by respecting ancestors. This study focuses on how the Nadran tradition can be integrated into EPSD-based social studies learning content to enrich students' understanding of the values of peace and sustainability, while increasing their involvement in preserving the coastal environment and local cultural heritage. Thus, this study aims to analyze the development of social studies learning content through the Nadran tradition with the EPSD approach.

## 2. METHOD

In this study, the type of research approach used is a qualitative approach with a case study method. The use of case studies is based on this study seeing one of the developments of social studies learning content that will be studied in the Nadran tradition as a representation of social and cultural values. Through the case study method, this study focuses on a detailed understanding of the process, meaning, and values contained in the Nadran tradition. According to Calvo & Cova (2023) a qualitative approach with a case study method basically describes the social phenomenon of problems that analyze, interpret a meaning, so that it focuses on things that are humanistic.

The social setting of this research is located in the coastal community in the Cirebon area. The selection of the research location that focuses on the coastal community in the Cirebon area, in addition to seeing how the Nadran tradition is still preserved, is also based on historical considerations and the diversity of maritime ecosystems on the north coast of Java. Cirebon has an important role as a maritime source in its history, thus creating a close connection between local communities and the sea. This area is not only rich in marine biodiversity, but also a center of trade and social life. By exploring these historical roots, research can investigate how maritime history and Nadran traditions can shape the culture and sustainability of the Cirebon coastal community. This provides a strong foundation for understanding the important role of this area in the context of ecological and social sustainability.

Cirebon as a strategic coastal zone, faces challenges related to marine resource management, territorial claims, and competition between maritime interests. These potential conflicts involve complex economic, environmental, and social aspects. Learning social studies content that emphasizes aspects of cultural diversity and natural resource management can provide insight into how coastal communities in Cirebon manage their traditions amidst the dynamics of social and environmental change. Social studies is a disciplinary learning that combines historical, geographical, and sociological content (Benton & Craib, 2023). Thus, this study aims to explore how the development of social studies learning content with an EPSD approach makes coastal communities through the Nadran tradition.

Data collection techniques used in-depth interviews and participant observation as primary data. In-depth interview data collection was conducted by interviewing social studies teachers and cultural figures to examine how the Nadran tradition can be implemented as social studies learning content using the EPSD approach. Meanwhile, participant observation was also conducted to observe how the implementation of the Nadran tradition in daily community activities and their interactions with the surrounding environment, especially related to marine resource management and cultural preservation efforts. The use of literature studies was used as secondary data by looking at various data sources, both journals, books, and other relevant documents.

The data analysis used is thematic analysis to explore the development of social studies learning content in coastal communities with the EPSD approach. Thematic analysis allows

researchers to understand more deeply about the social, cultural, or experiential context of individuals involved in the study, as well as to identify dynamics that may not be immediately visible (Lochmiller, 2021). Thematic analysis was carried out by identifying key themes that emerged from in-depth interviews with social studies teachers and cultural figures, as well as the results of participant observations regarding the implementation of the Nadran tradition in the daily lives of coastal communities. The main focus of this analysis is to understand how the values of peace, cultural diversity, and ecosystem sustainability can be integrated into the social studies curriculum. The data obtained will be grouped into main themes, such as natural resource management, local cultural preservation, socio-economic challenges, and implementation of sustainability-based education. Each theme will be analyzed to identify the relationship between aspects of traditional culture and contemporary educational needs that lead to sustainable development.

### 3. RESULTS AND DISCUSSION

#### 3.1. Relevance of the Nadran Tradition as Social Studies Learning Content

The Nadran Tradition is an integral part of the lives of coastal communities in Cirebon. The Nadran Tradition is one of the local wisdoms which is an annual ritual ceremony involving sea thanksgiving, a manifestation of the close relationship between coastal communities and nature, especially the sea. This tradition not only illustrates local wisdom in managing natural resources, but also shows social values that prioritize mutual cooperation, diversity, and respect for nature. The Nadran Tradition is one of the traditions that can be used as social studies learning content, which can equip students with an understanding of social, cultural, economic, and geographical life that is connected to the real world. Social studies learning is closely related to constructivism theory which emphasizes learning based on real experiences in every learning process (Chuang, 2021).

Students build their knowledge through interactions with their surroundings and experiences relevant to their lives. Integration of social studies learning in the Nadran tradition provides an opportunity for students to understand and experience firsthand the relationship between local culture, nature, and social life. Thus, social studies learning is not only theoretical, but also applicable, helping students connect concepts learned in class with situations in society. Social studies learning in the Nadran tradition content enables students to explore various themes related to the lives of coastal communities, such as natural resource management, social cooperation, and cultural preservation. The goal of social studies education is to provide students with an understanding of not only knowledge about society but also values that are influenced by cultural, environmental and economic factors so that students can later play a role in creating a just and sustainable life (Jumriani et al., 2022).

The Nadran tradition is part of a cultural heritage that is not only of historical value, but also has relevance in everyday life, especially in maintaining the sustainability of marine resources that are vital to the lives of coastal communities. Social studies learning is in line with Bandura's understanding of social learning concepts which emphasize the importance of observation, imitation, and modeling in the learning process. Bandura argues that individuals can learn not only through direct experience, but also through observation of the behavior of others and the results of that behavior (Firmansyah & Saepuloh, 2022). Social studies learning that integrates the Nadran tradition allows students to learn the social, cultural, and environmental values contained in this tradition through observation of real practices carried out by coastal communities. By seeing firsthand how communities manage marine resources



and preserve their traditions, students can imitate and adopt the principles of sustainability and social cooperation that they observe. The value of mutual cooperation as an essential value in the Nadran tradition is one of the important lessons that can be internalized by students through social studies learning. *Gotong royong* is not only reflected in the implementation of traditional ceremonies, but also in various activities that support the success of this tradition, such as event preparation, division of responsibilities, and implementation of rituals at sea.

Social studies learning in the Nadran tradition provides opportunities for students to learn vicariously or learn through the experiences of others and strengthen their understanding of the importance of collaboration in natural resource management. Conceptually, vicarious learning is defined as a learning process that occurs through observing the behavior of others and the consequences of that behavior, without having to directly experience the situation being observed (Shi et al., 2021). When individuals can internalize certain knowledge, attitudes, or values by observing the actions of others and the results of those actions. For example, by seeing how coastal communities work together to organize the Nadran ceremony, students can learn about the values of *gotong royong* that underlie social relations in the community. In addition, students can observe how the Nadran tradition teaches the importance of balance between humans and nature, as well as how the community involves the younger generation in preserving their culture and natural resources.

Learning that focuses on traditions such as Nadran can support the development of students' social and emotional competencies. Students are invited to appreciate cultural diversity and understand the importance of maintaining social harmony and environmental sustainability. Contextually, social studies learning makes students agents of change who care about cultural diversity and environmental sustainability in the future. Through the application of constructivism theory in social studies learning, the Nadran tradition becomes an effective medium to increase students' understanding of the importance of local traditions in a broader context, as well as provide insight into how education can contribute to achieving sustainable development goals holistically. The Nadran tradition concretely explains concepts related to cultural diversity, social traditions, and human interaction with the environment. This learning provides an opportunity for students to understand how coastal communities manage marine resources sustainably, which is in line with the concepts of ecology and sustainable development taught in social studies (Cheng et al., 2021).

The integration of the Nadran tradition into social studies content not only enriches learning materials with local and contextual cultural values but also provides a broader perspective. The Nadran tradition, with its various social and ecological values, reflects principles that prioritize sustainability in the relationship between humans and nature and the development of social capacity to create a peaceful and harmonious society. Nadran teaches about the importance of maintaining ecosystem balance, as well as how local communities adapt to the challenges of environmental and social change without losing their cultural roots (Sarifudin et al., 2022). By utilizing the Nadran tradition as social studies learning content, students can be encouraged to better appreciate Indonesia's rich cultural diversity and learn how traditional methods can contribute to solutions to global challenges, such as climate change and environmental degradation. The Nadran tradition can provide insight into how local communities use their traditional knowledge in managing natural resources, which can be a valuable lesson for the younger generation in efforts to preserve the environment.

Teaching about the Nadran tradition can also help students understand the importance of natural resource management based on local wisdom and strong social values. Through this understanding, students not only learn about geography or history, but also about ways

to share responsibility for maintaining the sustainability of nature and social life. For example, in the Nadran practice, people not only celebrate marine products, but also hold joint prayers for the safety and sustainability of their lives, which reflects the principles of balance in living together. Therefore, the Nadran tradition as social studies learning content is very relevant to teach students about how culture and tradition can play a role in creating a more sustainable, harmonious, and cultured society.

### **3.2. Coastal Community Social Studies Learning Content with the Education for Peace and Sustainable Development Approach**

Social studies learning is an integral part of the educational curriculum in various countries, and has an important role in shaping the character and understanding of students about various social, political, economic, and cultural aspects. The concept of EPSD refers to an educational approach that not only emphasizes the transfer of knowledge, but also includes the development of values, attitudes, and skills that support peace and sustainable development (Malihah & Maftuh, 2024). Education has a very important role in shaping the character and outlook on life of a society. One of the main goals of education is to create peace and sustainable development. Social studies learning has a responsibility to align itself with the principles of EPSD in order to create students who are not only academically intelligent, but also care about peace and sustainable development.

The importance of social studies learning in the context of EPSD is also reflected in the ability of students to analyze global issues and their impact on sustainability. The concept of EPSD is not just a series of lesson materials, but a holistic approach that includes aspects of everyday life. The concept is interpreted by the Mahatma Gandhi Institute of Education for Peace and Sustainable Development that EPSD aims to form individuals who are not only academically intelligent, but also have a deep understanding of peace, sustainability, and social responsibility (Malihah & Maftuh, 2024). Through social studies learning, students can understand the relationship between aspects of several social, economic, and political contents in the context of global issues such as climate change, poverty, and inequality. With this understanding, students can develop an awareness of their responsibilities in supporting sustainable development efforts (Afrian et al., 2021).

One of the critical aspects in the concept of EPSD as a form of developing environmental awareness. By providing a deep understanding of the impact of human activities on the environment, this education can help change people's attitudes and behavior towards sustainability (Vasconcelos & Orion, 2021). In facing global challenges such as climate change and the sustainability of natural resources, this concept of EPSD is becoming increasingly important. Social studies learning content has a strategic role in implementing this concept, considering the special context of coastal communities whose lives are closely related to the sea and other natural resources. By supporting sustainable character formation, environmental awareness, community empowerment, and promotion of cross-cultural cooperation, social studies learning can be an effective tool for creating peace and sustainable development.

The concept of social studies conveyed by Banks (2024) which states that, "the conception of identity is that citizens who have clarified and thoughtful attachments to their community cultures, languages, and values are more likely than citizens who are stripped of

their cultural attachments to develop reflective identifications with their nation-state". The content of social studies learning with the EPSD approach must stimulate a deep understanding of cultural heritage and local values in coastal communities. Thus, students can later connect meaningfully with their local identities and have greater potential to contribute to peace and sustainable development in national and global contexts.

Integration of social studies learning content with the EPSD approach in coastal communities can be realized through integrative means. Social studies learning content as a study of human life in the context of space and time, is important in understanding the complexity of coastal communities. Learning focuses on studying community phenomena in the perspective of social studies education, this makes the community a learning laboratory and supports a learning environment with a constructive approach (Dacholfany et al., 2022). Each learning activity is expected to provide knowledge to students, prepare them to play an active role in overcoming social problems in their living environment, and support efforts towards peace and sustainable development.

Education has instruments that explain the central role in forming a deep understanding of sustainable resource management, facilitating dialogue between parties involved, and creating awareness of the importance of cooperation in preserving the environment and achieving sustainable development. The social studies education curriculum makes learning carried out in an integrated manner, so that students not only understand global challenges, but are able to become agents of solving social and environmental problems in a solution-oriented and collaborative manner (Wattanasettanukul et al., 2025). Directed social studies learning opens up space for students to understand the complexity of the relationship between humans, the environment, and society. This not only includes theoretical understanding, but also encourages the development of critical thinking skills, problem solving, and cooperation. Students can be invited to understand the impact of human activities on the environment and their implications for sustainability (Marlyono & Triyanto, 2023). Coastal communities have unique characteristics that make them rich in cultural, social, and ecological values, making them very relevant to be used as social studies learning content with the EPSD approach. The EPSD approach emphasizes the importance of integrating the values of peace, sustainability, and inclusivity in education, in order to equip students with relevant understanding and skills to create a peaceful and sustainable society. Through the EPSD approach, social studies learning content can be designed to explore various themes related to the lives of coastal communities, such as human interaction with the environment, cultural diversity, and socio-economic challenges.

The achievement of social studies learning in the *Kurikulum Merdeka* emphasizes the achievement of contextual learning in understanding, awareness, and analysis of the surrounding environment. This has strong relevance to education for peace and sustainable development in coastal communities. Students' ability to analyze the relationship between geographical conditions, community characteristics, and the use of natural resources can be a foundation for developing awareness of the importance of sustainability and disaster risk mitigation in coastal environments (Isya et al., 2021). Students are expected to be able to integrate their understanding of environmental dynamics with sustainability values in everyday life.

The learning process is designed to encourage students to think critically about local issues such as natural resource management, climate change, and disaster mitigation, all of



which are highly relevant to coastal communities. Students do not only understand aspects of theoretical knowledge, but they are encouraged to apply their knowledge in real actions, one of which is designing community-based projects aimed at increasing coastal resilience to disaster threats (Edwin et al., 2025). Thus, the learning outcomes of social studies in the *Kurikulum Merdeka* not only include academic understanding but also the formation of character and 21st-century skills. This includes the ability to work together, communicate effectively, and have a high social concern for their community.

#### 4. CONCLUSION

The development of coastal community social studies learning content with the EPSD approach basically allows students to build knowledge through real experiences and observations. By utilizing the constructivist approach, students learn vicariously, namely through observation of the cultural practices of coastal communities. Social studies learning content integrated into the Nadran tradition is not only an important part of the cultural heritage of the Cirebon coastal community, but also reflects social values, such as *gotong royong*, respect for the environment, and cultural preservation. Through the integration of the Nadran tradition into social studies learning, students can understand the relationship between humans, culture, and the environment holistically. The EPSD approach enriches the learning process by linking local aspects of the Nadran tradition with global issues, such as the sustainability of natural resources and environmental management. The values contained in the Nadran tradition, such as social collaboration and ecosystem balance, provide important insights into how to maintain harmony between humans and nature.

The Nadran tradition provides a context for understanding how coastal communities manage socio-economic and ecological challenges, such as climate change and resource conflicts. The EPSD approach in social studies learning also encourages students to think critically, solve problems, and contribute to innovative solutions to local and global issues. By making the Nadran tradition a learning content, social studies education can play a role in forming a generation that cares about peace, sustainability, and inclusive community development. This approach is in line with the objectives of the *Kurikulum Merdeka* to encourage contextual learning that focuses not only on academics, but also on character development and 21st century skills. The integration of the Nadran tradition in social studies learning opens up opportunities for students to become agents of change who are aware of the importance of maintaining cultural diversity and environmental sustainability..

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