

Developing Pro-Maritime Behaviour in the Indonesian Young Generation Based on Pancasila's Character

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Abstract

This hermeneutic research focuses primarily on developing pro-maritime behavior in the young generation through education and some methods that can help to foster the behavior. As a maritime country, Indonesia should develop a maritime character on the basis of the Pancasila ideology in its young generation. This research used a qualitative research approach with a hermeneutic design (Hanurawan, 2016). The data collection instrument was a document. The documents were texts relevant to pro-environmental behavior. These texts are included in a variation of texts in the areas of philosophy, social education, environmental psychology, social psychology, and positive psychology. The collected data was analyzed using the hermeneutic analysis technique. The results of the research were validated by using data and a triangulation method. The maritime character can be developed through the development of pro-maritime behavior based on value education, environmental education, and social psychology. Results showed that pro-maritime behavior education is a transformation of pro-maritime behavior (cognitive, affective, and psychomotor) from the older generation to the young generation. Pro-maritime behavior education should be implemented in schools and the community.

Keywords: pro-maritime behavior, Indonesia, young generation, Pancasila's character

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Abstrak

Penelitian hermeneutik ini berfokus pada pengembangan perilaku pro-maritim pada generasi muda melalui pendidikan dan beberapa metode yang dapat membantu menumbuhkan perilaku tersebut. Sebagai negara maritim, Indonesia seharusnya mengembangkan karakter maritim berdasarkan ideologi Pancasila pada generasi mudanya. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan desain hermeneutik (Hanurawan, 2016). Alat pengumpulan data adalah dokumen. Dokumen-dokumen tersebut berupa teks yang relevan dengan perilaku pro-lingkungan. Teks-teks tersebut mencakup berbagai teks di bidang filsafat, pendidikan sosial, psikologi lingkungan, psikologi sosial, dan psikologi positif. Data yang dikumpulkan dianalisis menggunakan teknik analisis hermeneutik. Hasil penelitian diverifikasi menggunakan metode triangulasi data. Karakter maritim dapat dikembangkan melalui pengembangan perilaku pro-maritim berdasarkan pendidikan nilai, pendidikan lingkungan, dan psikologi sosial. Hasil menunjukkan: pendidikan perilaku pro-maritim merupakan transformasi perilaku pro-maritim (kognitif, afektif, dan psikomotorik) dari generasi tua ke generasi muda. Pendidikan perilaku pro-maritim seharusnya diterapkan di sekolah dan masyarakat.

Kata Kunci: Perilaku pro-maritim, Indonesia, generasi muda, karakter Pancasila

INTRODUCTION

Indonesia, a nation with the world's largest archipelago, possesses significant economic potential in various fields, including fisheries, tourism, energy, and defense, within its expansive maritime area. It cannot be denied that Indonesia is a maritime country. Given that Indonesia is a maritime country, it is essential for the country to develop a maritime character in its young generation. The character can help the young generation to live in a maritime country such as Indonesia. The character can be developed through the development of pro-maritime behavior based on value education, environmental education, and social psychology.

Indonesia has an important geographic position as an archipelagic nation, making a pro-maritime behavior crucial for its national development and identity, especially for its young generation. Developing maritime cognitive, attitude, and psycho-motor skills helps secure economic interests through maritime trade, supports sustainable use of maritime resources, promotes regional wealth, and builds national pride centered on Indonesia's vast maritime area. The pro-maritime behavior is very important for Indonesian citizens, especially for the young generation. This hermeneutic research focuses primarily on developing pro-maritime behavior in the young generation through education and some methods that can help to foster the behavior.

METHOD

This research used a qualitative research approach with a hermeneutic text research design (Hanurawan, 2016). Hermeneutic text research is a qualitative method for interpreting the meaning of texts. The data collection instrument was a document. The

documents were texts relevant to pro-environmental behavior. These texts are included in a variation of texts in the areas of philosophy, social education, environmental psychology, social psychology, and positive psychology. The collected data were analysed using a hermeneutic content analysis technique. The hermeneutic content analysis goes beyond the description of qualitative content analysis. Hermeneutic content analysis involves description, but also considers the understanding and reflection of the data material (Vieira & de Queiroz, 2017). The research results were validated using a data triangulation method.

RESULT AND DISCUSSION

Core Value of Maritime Character

Character can be defined as a sum of an individual's attributes and personality traits, particularly their characteristic moral, social, and religious attitudes. Character is often used synonymously with the term personality (American Psychological Association, 2018; Baumgardner & Crohers, 2010). The core value of the maritime character in Indonesia should be based on the Indonesian state philosophy, i.e., the Pancasila (Hanurawan & Waterworth, 2004). It can be described as follows:

- The maritime character should be developed based on a religious perspective (first sila).
- The maritime character should be developed based on humanity perspective (second sila).
- The maritime character should be developed based on Indonesia an unity perspective (third sila).
- The maritime character should be developed based on the Indonesian democracy perspective (fourth sila).
- The maritime character should be developed based on a social justice perspective (fifth sila).

Character Education

Education can be defined as the transformation of cognitive, affective, and psychomotor skills from one generation to the next. Character education can be defined as the transformation of cognitive, affective, and psychomotor skills from one generation to the next, based on the core character of a community or nation.

The definition of character education can be applied to pro-maritime behaviour in the young generation. Pro-maritime behaviour education is a transformation of pro-maritime behaviour (cognitive, affective, and psychomotor) from the older generation to the young generation. Pro-maritime behaviour education, as one type of value education, is a process of transforming maritime knowledge, attitudes, and behaviour into the right pro-maritime actions. Pro-maritime behaviour can be seen as an application of a maritime development character in citizens. Developing maritime

character in the young generation can be channeled at schools and communities (Dalton, Elias, & Wandersman, 2007).

Developing Pro-Maritime Behaviour in Schools

Schools have a function to transmit and socialize maritime character in the young generation of Indonesia. In Indonesia, through formal education (primary school, secondary school, and higher education), we can educate children about maritime character through pro-maritime behaviour education. The pro-maritime behavior can be integrated in Indonesia from a perspective. The pro-maritime behaviour perspective can be taught through Indonesia's characteristics as an archipelagic country. By learning about the characteristics of Indonesia as an archipelagic country, students can understand and take pride in developing a maritime character within themselves. Students explore the history of maritime kingdoms in Nusantara, such as the Sriwijaya Kingdom or the Melayu Kingdom.

Also, by learning maritime customs, maritime historical heritages, Indonesia's oceanic geographical characteristics, Indonesia's people with a maritime background, and Indonesia's maritime potentials, Indonesia's students can develop a maritime understanding, a positive attitude towards Indonesia as a maritime nation, and a positive action related to maritime issues in society. From a maritime perspective, students learn to develop skills for living in a maritime society and maritime environment.

To enhance students' understanding, attitude, and action toward pro-maritime behavior in school, three suggestions are proposed for organizing maritime content from a specific perspective.

- The first is to provide a specialized maritime perspective unit within courses. In this plan, students' attention is focused on issues that can provide them with more opportunities to gain a comprehensive understanding of contemporary issues in their maritime society.
- The second is to provide a separate course as an additional subject to the existing curriculum.
- The third way is to provide integrated courses. The integrated perspective, which encompasses all subject areas, would include music, math, social studies, science, and Bahasa Indonesia.

Educational Approaches

Pro-maritime behavior education can be delivered in schools through three approaches: education in the maritime environment, education about the maritime environment, and education for the maritime environment. The three

approaches are a modification of environmental education introduced by Fien & Gough (1996).

Education in the maritime environment. Through experience in the maritime environment, such as on the beach, at sea, or along the coast, students will gain knowledge, understanding, and practical experience in a real-world context, learning about the maritime environment. A deeper understanding of aspects of the maritime environment can be expected from direct and hands-on interactions with it. When students visit the maritime environment, they can also apply the learning skills needed in inquiry-based learning, such as observation, interviewing, planning and designing a project, and engaging in group work and cooperation.

Education about the maritime environment. It is essential for students to develop knowledge, understanding, and awareness of how the maritime environment system works and the impact of human behavior on the environmental system. In this approach, students will learn about factors that can influence humans and institutions regarding the use and preservation of the maritime environment in a responsible and sustainable manner. The factors include cultural, ecological, social, and political, as well as economic factors.

Education for the maritime environment. The purpose of education for the maritime environment is to develop intentions, actions, and habits that support the use of maritime environmental resources wisely. Education for the maritime environment can benefit from real and direct learning methods, such as action research and social service projects. Education for the maritime environment focuses on students working individually and cooperatively in groups to find real solutions to Indonesia's maritime environmental problems, such as illegal fishing. An example of education for the maritime environment is students' participation in a clean local beach program.

Specific strategies

There are specific strategies that can be applied to promote environmentally responsible maritime behaviour. The strategies can be listed as follows:

- Inquiry learning about the maritime environment issues.
- Cooperative learning in studying the maritime environment.
- Celebration of maritime events.
- Study tour to a maritime environment.
- Students' social service to a maritime environment.

- Controversial maritime issues discussion.
- Forum group discussion about the maritime environment issues.

Developing Pro-Maritime Behavior in the Community

In the context of the community, we can also educate the young generation and society to have a positive understanding of pro-maritime behavior (cognitive), a positive attitude towards pro-maritime behavior (affective), and action towards maritime behavior (psycho-motor). To foster a positive understanding of pro-maritime behavior (cognitive) and a favorable attitude towards it (affective), a community can utilize persuasive communication techniques. Persuasion is an effort to change others' attitudes through the use of various kinds of messages (Baron & Byrne, 2004).

The persuasion technique can be informed through mass communication and electronic media as the best possible way to develop a positive understanding about pro-maritime behaviour (cognitive) and a positive attitude towards pro-maritime behaviour. Veitch & Arkkelin (1995) and Petty & Brinol (2010) state that there are some factors that can influence the effectiveness of persuasion:

- Credibility of communicator (expertness and trustworthiness about maritime knowledge). It suggests that the persuasive appeals to develop positive understanding about pro-maritime behaviour (cognitive) and positive attitude towards pro-maritime behaviour should be delivered by people who are recognized as experts of the issues that Indonesia is a maritime country.
- The message (propositions or facts that Indonesia is a maritime country).
- The audience (target of persuasion: the young generation with their psychological characteristics).

Besides the persuasion strategy, educators and social psychologists can also employ other strategies, such as antecedent and consequence strategies. The antecedent and consequence strategies are developed from an applied behaviour analysis and intervention approach (Hanurawan, 2012).

In the antecedent strategies, educators and social psychologists can use interventions that typically the use of a written message in a poster (such as "love Indonesia as a maritime country") or a verbal proposition (such as a radio or a television spot reminding people to preserve maritime environment resources or keep our beach clean). These techniques are designed to trigger the occurrence of a pro-maritime environmental behaviour response that may not have been performed without the remainder (poster or spot).

Consequence strategies involve presenting a pleasant or unpleasant consequence after a pro-maritime behavior or a non-pro-maritime behavior occurs. These consequences can be categorized as reinforcement (a consequence that can increase the

frequency of pro-maritime behaviour) or punishment (a consequence that can decrease the frequency of non-pro-maritime behaviour).

CONCLUSION

On the basis of the above description, there are some conclusions: first, as a maritime country, Indonesia should develop a maritime character on the basis of Pancasila's ideology in its young generation. The maritime character can be developed through the cultivation of pro-maritime behavior based on value education, environmental education, and social psychology. Second, pro-maritime behaviour education involves transforming pro-maritime behaviour (cognitive, affective, and psychomotor) from the older generation to the younger generation. Lastly, pro-maritime behaviour education can be implemented in schools and the community.

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