



## UTILIZATION OF MARINE RESOURCES AS INDONESIAN LANGUAGE LEARNING MATERIAL: TEACHERS' PERSPECTIVES

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### ABSTRACT

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The urgency of this research lies in the fact that the utilization of the marine ecosystem in the Sreseh area is still not optimal in supporting SDG number 14, which is life below water (marine ecosystems), emphasizing the protection and sustainable use of marine resources. One solution that can be implemented is to integrate the potential of the local marine resources in Sreseh into Indonesian language learning materials. This research aims to describe teachers' perspective regarding the utilization of marine resources as Indonesian language learning material. The research location is Sreseh District, Sampang Regency. The research subjects are Indonesian language teachers at SMAN 1 Sreseh. The data collection technique used was a teacher response questionnaire. The data obtained were analyzed using interactive analysis techniques including data collection, data condensation, data display, and conclusion drawing or verification. The research results indicate that the application of marine resources as learning material is still limited and has not been implemented systematically, and text containing the potential of marine resources is needed for contextual learning

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### INTRODUCTION

Indonesia is an archipelagic country with a total water area—including territorial seas, the Exclusive Economic Zone (EEZ), and the continental shelf—reaching approximately 12,457,357 km<sup>2</sup> (Central Bureau of Statistics, 2024). This means that two-thirds of Indonesia's total area consists of oceans. As a nation with vast marine territory, Indonesia possesses abundant marine resources. The volume of marine fish catches and national fish consumption has increased annually (Akbar, 2022; Anugrah, 2021). In addition to its fisheries and biodiversity potential, marine resources can also be utilized to support the coastal economy, for example, by developing marine tourism. However, major challenges such as marine ecosystem degradation, overfishing, pollution, climate

change, and the exploitation of marine resources continue to threaten the balance of this ecosystem (Badan Pusat Statistik, 2024; Simatupang et al., 2024).

Issues related to marine resources are not only important but also urgent in ensuring economic sustainability and the welfare of coastal communities. To prevent further damage and ensure that future generations can continue to benefit from marine resources, education can serve as a key solution by fostering awareness among young people regarding the importance of marine sustainability. Through education, teachers can design learning experiences that emphasize the utilization of marine resources—either through teaching materials or school-based activities. By incorporating maritime-oriented learning, students can develop an understanding of the causes of marine ecosystem degradation, marine biodiversity, and ocean pollution (Rohmah, 2024). The content of reading materials within learning texts not only provides knowledge about environmental topics but also encourages students to develop empathy and take action in response to current environmental issues (Farahiba et al., 2025).

Indonesian language learning can accommodate the utilization of marine resources within school teaching materials. The characteristics of Indonesian language instruction emphasize reading texts that reflect social contexts or realities (Saragih, 2020), thereby serving as an effective medium for conveying information about marine resources. By incorporating contextual topics, learning becomes more meaningful and enables students to describe objects and phenomena closely related to their environment (Suhartoyo et al., 2020). Students can also connect the knowledge gained from contextual materials with real-life applications (Nababan, 2023).

Contextual learning that relates to students' surroundings fosters meaningful educational experiences. However, classroom instruction often focuses merely on memorizing concepts without connecting them to students' real-life experiences. Widiastuti (2022) argument that many school teaching materials primarily emphasize the transmission of concepts to be memorized, without encouraging students to construct knowledge or relate those concepts to their environment and lived experiences. Presenting contextual topics can thus facilitate students' comprehension of textual materials. Therefore, contextual learning that integrates the utilization of marine resources into teaching materials is expected to serve as a solution to address challenges within the blue economy sector.

The focus of this study is the *blue economy*, aimed at supporting the government's Sustainable Development Goal (SDG) No. 14, *Life Below Water*, which emphasizes the protection and sustainable use of marine resources through education. Teachers can design lessons that incorporate the utilization of marine resources, particularly for high school students in coastal areas. Integrating marine resources into the learning process can foster awareness and concern for the marine environment and encourage students to adopt proactive attitudes toward preserving marine ecosystems (Lestari et al., 2024).

Through the findings of this study on teachers' perspectives, it is expected that the

integration of marine resource topics into Indonesian language learning materials can better accommodate the educational needs of students living in coastal regions.

## METHODS

### Research Design

The research method employed in this study is qualitative, using an interpretative phenomenological approach. This approach was chosen to address research questions related to the detailed experiences of Indonesian language teachers regarding learning activities that incorporate marine resource content (Leavy, 2023). It emphasizes the interpretation of narratives and the lived experiences of Indonesian language teachers in contextual learning settings.

### Data Collection

Data were collected through a teacher perspective questionnaire distributed to three Indonesian language teachers at SMAN 1 Sreseh. The research site was SMAN 1 Sreseh, located in Sreseh District, Sampang Regency. This school serves as the main educational institution for the Sreseh community and is situated in a coastal area.

The data obtained were analyzed using an interactive analysis technique, which includes:

1. Data collection, conducted by distributing the teacher perspective questionnaires and gathering the responses;
2. Data condensation, where the collected data were categorized according to relevant topics;
3. Data display, carried out by narratively presenting the teachers’ perspectives; and
4. Conclusion drawing or verification, which involves deriving deeper meanings and interpretations from the teachers’ perspectives.

The questionnaire distributed to teachers consisted of eight questions divided into four main topics: (1) the potential of marine resources around the school, (2) the implementation of marine resource utilization in Indonesian language learning, (3) teachers’ attitudes and awareness toward marine resources, and (4) the relevance of such integration to the curriculum. The following section elaborates on the list of questions used to explore teachers’ perspectives.

**Table 1. List of Teacher Perspective Questions**

TOPIC	QUESTIONS
Potential Of Marine Resources Around The School	1. How would you describe the condition or characteristics of marine resources found in Sreseh? 2. What types of marine resources in Sreseh can be used as examples or topics in Indonesian language learning texts?
Implementation Of Marine Resource Utilization In	3. Can the utilization of marine resources be applied in Indonesian language learning? 4. Have you ever used

Indonesian Language Learning	marine resources as teaching materials in Indonesian language instruction at school?
Attitude Of Concern Toward The Marine Environment	5. How urgent or important is the utilization of marine resources in Indonesian language learning? 6. From your perspective, can the utilization of marine resources in Indonesian language learning influence students' mindset or attitudes toward marine conservation?
Relevance To The Curriculum	7. Is the utilization of marine resources in Indonesian language learning relevant to the characteristics of the current curriculum? 8. Can the utilization of marine resources in Indonesian language learning serve as contextual and meaningful learning for students?

## FINDINGS AND DISCUSSION

The findings of this study present a narrative of teachers' perspectives on the utilization of marine resources as instructional materials for Indonesian language learning among tenth-grade high school students in Sampang, based on the conclusions drawn from three teachers (Teacher A, Teacher B, and Teacher C). The following section outlines the teachers' perspectives.

### Potential of Marine Resources Around the School

The livelihoods of the people in Sreseh District are divided into two main sectors. In the northern area, the community primarily engages in agriculture and livestock farming, such as individual cattle raising and broiler chicken farming in collaboration with fertilizer and feed producers. Meanwhile, in the southern coastal area, most residents work as fishermen and shrimp pond farmers. The coastal region of Sreseh is categorized as an area with an "advanced but pressured" fisheries sector, meaning that while it possesses significant potential, it requires special attention and management to optimize its development (Mufarrohah et al., 2023).

The only public senior high school in the Sreseh area is SMAN 1 Sreseh, which is located along the coastline and serves as the primary educational institution for the coastal community. Teachers need to understand the potential of marine resources surrounding the school so that these can be incorporated as contextual content in reading texts presented to students. The following section presents the results of the Indonesian language teachers' questionnaire.

#### **What is the description or condition of the marine resources found in Sreseh? (Data Question 1)**

Sreseh possesses considerable marine resource potential, including extensive mangrove areas, community traditions and activities that support marine utilization, and suitable land for aquaculture, such as shrimp farming. However, several issues require attention, particularly concerning low water quality. (T. A, B, & C)

Based on the response to Data 1 above, the marine potentials of Sreseh that can be incorporated into Indonesian language learning materials include the extensive mangrove forests and salt ponds scattered along the coastline. The mangrove areas in Sreseh are utilized by the local community as educational tourism sites, serving not only as objects of observation but also as learning spaces for students. However, the development of this mangrove tourism initiative has not yet been effectively implemented (Kholili, 2024). This phenomenon can be used by teachers as classroom discussion material to foster students' environmental awareness.

In this context, the textual content presented becomes closely related to students' everyday experiences. On a daily basis, students directly interact with marine resource utilization—observing fishermen at sea, witnessing shrimp aquaculture, and consuming seafood products. Given this potential, the use of marine resources as content in Indonesian language learning materials is highly relevant and contextually appropriate.

**What types of marine resources in Sreseh can be used as examples in Indonesian language learning texts? (Data Question 2)**

The marine resources of Sreseh can be applied in various types of texts such as observation reports, descriptive texts, explanatory texts, expository texts, argumentative texts, short stories, and poems. (T. A, B, & C)

Based on the response to Data 2, the marine potentials of Sreseh can be developed into a variety of text genres that incorporate marine-related content. For instance, students can observe fishermen's activities for *observation report texts* (LHO), describe the Sreseh mangrove forest for *descriptive texts*, explain coastal abrasion phenomena for *explanatory texts*, present information about shrimp farming for *expository texts*, express opinions or critiques concerning marine environmental degradation for *argumentative texts*, and use marine environments as inspiration for *poetry writing*.

Connecting everyday contextual realities with learning materials provides students with meaningful experiences that help them internalize knowledge and skills, allowing for flexible application in real-life situations (Muhartini et al., 2023). The various marine potentials of Sreseh can thus be utilized by teachers to design contextual learning experiences that align with students' lived experiences.

### **Implementation of Marine Resource Utilization in Indonesian Language Learning**

The utilization of marine resources in Indonesian language learning is not a new concept for teachers in coastal schools. Such utilization is often employed to convey complex concepts through real-life examples that are closely related to students' surroundings. As a result, learning becomes more meaningful since the examples presented are easier for students to understand. The following section presents teachers' responses regarding the use of marine resources in Indonesian language instruction.

**Can the utilization of marine resources be applied in Indonesian language learning? (Data Question 3)**

Yes, the utilization of marine resources can certainly be applied in Indonesian language learning, particularly within the framework of text-based and locally contextual learning as promoted in the Merdeka Curriculum. Examples of its application include observation report texts, descriptive texts, explanatory texts, expository texts, argumentative texts, short stories, and poems. (T. A, B, & C)

Based on the response to Data 3, integrating marine resources into Indonesian language learning can be achieved by presenting text content that reflects marine-related themes. This approach aligns with the text-based nature of Indonesian language learning. Through text-centered instruction, students are trained to think critically and reason analytically in relation to the topic (Syam et al., 2024).

**Have teachers ever utilized marine resources as teaching materials in Indonesian language instruction at school? (Data Question 4)**

In general, not many Indonesian language teachers have directly incorporated marine resources into teaching materials, particularly in schools located far from coastal areas. However, in coastal regions such as Sreseh, Sampang, and other coastal areas of Madura, several teachers have begun implementing contextual learning that integrates marine environments. (T. A, B, & C)

Based on the response to Data 4, the implementation of marine resource utilization can be applied in coastal schools by using local marine-related themes or topics drawn from the surrounding environment. Teaching materials that incorporate marine resources can serve as an educational effort to promote the sustainability of marine resources within the academic domain (Putri et al., 2018). By integrating marine resource content into learning materials, students can develop *marine literacy*—a form of literacy that not only enhances understanding of marine environments but also fosters students' awareness and sense of responsibility in preserving them (Kautsari et al., 2022).

**Attitudes of Concern Toward the Marine Environment**

The utilization of marine resources as instructional material in Indonesian language learning represents an innovative form of contextual learning that teachers can employ to convey key concepts. Beyond serving as material to assess students' comprehension, marine resources can also be used to design activities that promote student participation. This participatory and contextual approach is highly effective in enhancing students' awareness and sense of responsibility toward the marine environment (Pradilia et al., 2024).

**How urgent or important is the utilization of marine resources in Indonesian language learning? (Data Question 5)**

Students in coastal areas such as Sreseh live in close proximity to the sea; they observe fishermen's activities, shrimp farms, and mangrove ecosystems daily. When teachers incorporate these contexts into learning, students can more easily understand the

content of texts because it is closely related to their real-life experiences. They also become more motivated to write, read, or discuss topics that they personally relate to. For example, students can write observation report texts about fishermen's activities on Sreseh Beach or compose poems themed around waves and hope. (T. A, B, & C)

Based on the response to Data 5, the integration of marine resources into Indonesian language learning materials is essential for schools in coastal areas. Students can better comprehend texts when they are grounded in real-life experiences. Teachers can use the marine environment surrounding the school as a learning stimulus to foster engagement and understanding.

**From the teachers' perspective, can the utilization of marine resources in Indonesian language learning influence students' mindset or attitudes toward marine conservation? (Data Question 6)**

Most teachers, especially those teaching in coastal regions such as Sreseh, view the use of marine resources in Indonesian language learning as highly relevant and beneficial. Teachers perceive the sea not only as a source of economic livelihood but also as a source of inspiration and moral values. (T. A, B, & C)

The integration of marine resources into teaching materials serves not merely as a means of delivering factual knowledge but also as a vehicle for cultivating environmental awareness and character. Phenomena occurring in the marine environment can be incorporated into instructional content that not only conveys information but also enhances students' sensitivity and concern toward marine-related issues.

## **Relevance to the Curriculum**

The utilization of marine resources as instructional material in Indonesian language learning represents an alternative approach to content development envisioned in the Merdeka Curriculum. The Merdeka Curriculum emphasizes essential learning, such as literacy, which can be applied by integrating marine resources into instruction to provide meaningful and enjoyable learning experiences for students (Nafi'ah et al., 2023). The following presents teachers' perspectives regarding the relevance of utilizing marine resources within the Merdeka Curriculum.

**Is the utilization of marine resources in Indonesian language learning relevant to the characteristics of the current curriculum? (Data Question 7)**

Yes, the use of marine resources is highly relevant to the characteristics of the current Merdeka Curriculum, as it is student-centered and grounded in real-life contexts. (T. A, B, & C)

The focus of implementing the Merdeka Curriculum is to create meaningful learning experiences. Meaningful learning not only emphasizes content delivery but also highlights the connection between new concepts and students' prior learning experiences (Artha et al., 2025). These learning experiences are derived from the real-

world environment surrounding students. By utilizing marine resources as learning material, teachers can introduce new concepts and relate them to students' existing experiences.

**Can the utilization of marine resources in Indonesian language learning serve as contextual and meaningful learning for students? (Data Question 8)**

Yes, because it links instructional material to students' real-life experiences, helping them understand the meaning of the topic studied in direct relation to their own lives. Consequently, students do not merely memorize concepts but can also connect them to daily life. (T. A, B, & C)

Based on teachers' perspectives in Data 8, the use of marine resources in Indonesian language learning can be implemented as contextual learning. Students connect the knowledge acquired during the learning process with real-life situations and learn how to apply this knowledge in their everyday lives (Nababan, 2023). They do not simply memorize concepts but are encouraged to think critically and respond thoughtfully to the topics presented in the texts provided by the teacher.

## CONCLUSION

SMAN 1 Sreseh is a school located on the coastal edge, making the integration of marine resources into Indonesian language learning highly relevant. Students not only learn the concepts of the material but are also able to relate them to their surroundings in the coastal region. The marine potential of Sreseh can be used as content for various text types, such as mangroves and shrimp farms, in observational reports, descriptive texts, explanatory texts, expository texts, argumentative texts, short stories, and poetry. Furthermore, the school has previously integrated marine resource-based learning, although the available texts remain very limited.

Based on the perspectives of three Indonesian language teachers (Teacher A, Teacher B, and Teacher C), marine resources have significant potential to be utilized as instructional materials in Indonesian language learning for tenth-grade high school students in Sampang. The teachers perceive that the integration of marine resources into learning materials is highly relevant to students' real-life contexts, particularly in coastal areas, and aligns with the principles of the Merdeka Curriculum, which emphasizes contextual and meaningful learning. Furthermore, teachers believe that the use of marine-related content can enhance students' engagement, critical thinking skills, and environmental awareness. However, the findings also indicate that the implementation of marine resources as learning materials remains limited and has not yet been carried out systematically. Therefore, further development of marine-based instructional texts is needed to support more effective and contextual Indonesian language learning.

## **SUGGESTIONS**

### 1) Recommendations for Teachers.

Teachers are encouraged to develop Indonesian language teaching materials based on texts that integrate content related to local marine resources, such as mangroves, shrimp farms, and coastal ecosystems. These teaching materials may include various text types, including descriptive texts, observational reports, explanatory texts, argumentative texts, short stories, and poetry, in order to support contextual, relevant, and engaging learning experiences for students.

### 2) Recommendations for Coastal Schools.

Schools are encouraged to support the development and availability of Indonesian language teaching materials that incorporate the potential of local marine resources, such as mangroves, shrimp farms, and coastal ecosystems, to make learning more contextual and relevant. In addition to Indonesian language instruction, schools may promote cross-curricular projects that integrate the study of marine resources with science, environmental education, and social studies, thereby fostering a holistic understanding of sustainable marine resource utilization.

### 3) Recommendations for Future Researchers.

Future researchers are encouraged to evaluate Indonesian language teaching materials based on local marine resources, including content validation and classroom trials, in order to assess their effectiveness in enhancing students' understanding

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