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The Urgency of Blue Economy-Based Sustainable Development Education in Higher Education (Study Blue Economy Education in Probolinggo)

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Abstract: This study aims to explain the urgency of blue economy education at the University of Probolinggo so that there are special materials related to the blue economy, both theory, practice, cooperation programs, and others to support the implementation of the blue economy. This research method uses a descriptive method with a qualitative approach. Informants are obtained from literature studies, namely research that uses various literatures, journals, books, research reports, and other references to answer and discuss topics. Other instruments in research use observation, interviews and documentation. The data analysis technique of this research is narrative analysis. The results of this study indicate that universities in Probolinggo as one of the educational institutions are currently faced with the challenge of how to prepare resources, namely equipping students with the ability to analyze, understand, and understand aspects of - multidimensional aspects of sustainable development issues, especially the blue economy program in Probolinggo. Educational reorientation can be considered as an effort to produce new generations of professionals in facing the transition period towards blue economy goals. So that it can be seen that it is important for universities to include blue economy education with various elements of knowledge, issues, skills, perspectives, and values that can be given to students at universities in Probolinggo.

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Introduction

The current global issue is the implementation of sustainable development. The sustainable development movement is not only vigorous and popular internationally, Indonesia is also actively engaged in sustainable development programs (Ginting et al., 2019). Indonesia, which has a geographical condition of marine, mountainous, and lowlands that are rich in natural resources emphasizes sustainable development that orients economic growth along with the preservation of natural ecosystems. The concept of sustainable development has been implemented by Indonesia since 2015 with the concept of the Millennium Development Goals (MDGs). Furthermore, the MDGs concept was developed with the SDGs agreement which contains 17 country development targets. There are 5 basic principles that harmonize social, economic, and natural ecosystem dimensions. The five principles consist of people (humans), planet (earth), prosperity (prosperity), peace (peace), and partnership (partnership). The concept of sustainable development is optimized with the involvement and participation of the government, the community, academia, the private sector as investors, and institutions or community groups (Abady, 2013) (Saefuddin, 2015).

Indonesia implements sustainable development with a green economy program (Prasetyo, 2021). The green economy is a policy based on objectives with pro-growth, pro-poor, pro-job, and pro-environment. The green economy is an activity that harmonizes human



activities, human needs, and the use of natural resources as raw materials for production. So that human activities are realized, especially production activities for human needs that use raw materials from nature without damaging the natural ecosystem so that resources remain available for the future.

Green economy activities tend to process natural products on land, both forest products, gardens, and others. This creates a new principle, namely the blue economy. The blue economy is oriented towards economic activity by preserving the aquatic, marine and coastal ecosystems (Wenhai et al., 2019). The concept of the blue economy is to control and manage marine products, aquatic products, and maintain ecosystems in waters, seas, and coastal areas (Ghalidza, 2020). The blue economy program is a program that is expected to solve various problems such as environmental sustainability problems and the energy crisis (Sitorus, 2018). Even the blue economy can deal with economic problems and waste problems.

The government will be the guideline in the implementation of marine spatial planning by applying the blue economy principle for the regions and the center in order to improve the investment climate and provide certainty of doing business in marine space in a sustainable manner, maintaining marine health, and to avoid conflicts in the use of marine space and marine resources. The marine spatial planning itself has been stated in the Minister of Maritime Affairs and Fisheries Regulation (Permen KP) Number 28 of 2021 concerning the Implementation of Marine Spatial Planning where in the Ministerial Regulation, the state provides protection. The first protection is intended for the benefit of local communities, traditional communities, and coastal communities. The second protection is intended to ensure legal certainty, spatial certainty, and certainty of trying to invest for marine space users. The third protection is intended to be a strategy to implement the blue economy. The fourth protection is intended to be a control tool for realizing sustainable development. Infrastructure management on land and at sea can be utilized in a blue economy approach to reduce waste (Ervianto, 2018).

The implementation of the blue economy is in accordance with the geographical conditions in Indonesia where the dominant area is surrounded by the sea, even Indonesia is a maritime country (Sutardjo, 2014). Including the Probolinggo area, both the City and the Regency have maritime territories. The marine sector in the City and District of Probolinggo is used for tourism, food security, and even the production of marine and fishery products (Probolinggo City PPID Public Relations, 2021). Even the port of Probolinggo City is the second major port in East Java (Prasetyowati et al., 2017) (Prameswari, 2017) (Suprpto, 2008).

The magnitude of the impact of the blue economy program in Probolinggo on aspects of the life of the people of Probolinggo, the welfare of the people of Probolinggo, and food security encourages and motivates the need for literacy and strengthening of adaptation and mitigation as well as the need for technology and innovation systems in implementing blue economy principles in Probolinggo (Probolinggo City PPID Public Relations, 2021). Adaptation to marine conditions is an effort to adapt to the availability and sustainability of marine ecosystems in order to anticipate the impact of changes in marine conditions (Indrawasih, 2012). The aim is to minimize the exploitation of nature on a large scale by destroying the sustainability of waters, marine and coastal areas. Meanwhile, mitigation is based on the blue economy principle as an effort to minimize natural damage and the extinction of marine biota by using fishing techniques, waste treatment, controlling marine waste disposal, and others. The *Blue Economy* is one of the coastal management options that are expected to be able to ensure the health of coastal ecosystems, increase community



economic activity and welfare, and preserve local wisdom (Indonesian Marine Council KKP, 2012). In its implementation, the community must be guaranteed economic activities based on the preservation of coastal areas.

This strategic step is carried out by involving education as an important basis for the community. Education becomes a guide to teach all things related to policy issues, phenomena, adaptation, and mitigation. The form of involvement of all parties, including the government, the community, academics, and the private sector is very important (Saefuddin, 2015). Mainly to provide education to the younger generation. In the field conditions, blue economy education in higher education is still limited to several courses such as *sustainable development courses*, entrepreneurship, public policy, and courses that intersect with community empowerment on the coast.

In Law No. 20 of 2003 concerning the National Education System, chapter IV part one Article 5 Paragraph 1, it is stated that every citizen has the same right to obtain quality education. Meanwhile, education for sustainable development is stated in the Strategic Plan (Renstra) of the Ministry of National Education 2010 – 2014. Until now there has been no special concentration on blue economy education which is focused on the development of the marine and fisheries sector. The goal of blue economy education is to provide information and motivation to anyone who needs to act for sustainable development. Education for sustainable development with blue economy principles includes all processes that create knowledge, skills, values and attitudes that support individual, higher education and community efforts to promote fair thinking and justice, economic security, sustain ecology and democracy, especially in the marine sector. . There is still a lot of potential for Marine and Fisheries that has not been optimized (Hakim, 2013).

The people of Probolinggo, universities and government stakeholders can make the concept of *Education for Sustainable Development* with an orientation to the blue economy / ESD for *Blue Economy* , an approach that is formed in all subjects, together we can take broad steps towards a sustainable future. ecological, social and economic. Education in general and Education for Sustainable Development in particular in the blue economy by ensuring that all students acquire the necessary knowledge and skills to promote sustainable development with blue economy principles, including through education for sustainable development and lifestyles, human rights, a gender equality, promote a culture of peace and non-violence, global citizenship and respect for cultural diversity and the contribution of culture to sustainable development on the basis of the marine economy.

The role of universities in Probolinggo is emphasized on the management of change towards sustainable development with blue economy principles and various other components for practice. Local content subjects can be included in environmental education materials using the monolithic method. As for all courses, environmental education materials can be integrated using the integration method. The purpose of having blue economy material is important to include in the course in order to increase the role of academics in processing the marine and water sector in Probolinggo. Probolinggo City and Regency have coastal and water geographical conditions. The processing of the marine, waters and coastal sectors in Probolinggo will be better with the participation of academics from the evaluation and implementation of policies, appropriate and environmentally friendly technology, the application of the creative economy and food security. The importance of the idea of blue economy-based education at the University of Probolinggo so that the local community can play a direct role in the progress of the region and the welfare of the local community. This research is interesting to study because Indonesia's development programs are directed at the



green economy and blue economy. This research is expected to explain the urgency and mapping of the concept of blue economy education.

Research Method

This research method uses a descriptive method with a qualitative approach. Qualitative research involves researchers in analyzing and understanding the phenomenon to be studied (Fadli, 2021). Qualitative research is used in research that produces findings that cannot be tested using procedural statistics (Nugrahani, 2014). The characteristics of qualitative research are data sources related to rational phenomena, research becomes instruments, descriptive, process and product-oriented, inductive analysis, perspective on equality of viewpoints, data is taken in real time, triangulation, contextual, subject is equivalent and oriented to respondents, samples with purposive, audit trail, non-intrusive participation, detailed analysis, research design into a research process, limited focus, openness, mutual agreement research, theory formation according to basic, holistic, and idiographic interpretation (Sidiq & Choiri, 2019).

In particular, this research discusses the phenomenon of the urgency of marine nature conservation education and management of aquatic, marine, and coastal products in higher education. Information is obtained from literature studies, namely research that uses various literatures, journals, books, research reports, and other references to answer and discuss topics. Other instruments in research use observation, interviews and documentation. Therefore, in conducting data analysis, literature analysis was carried out on various data that had been prepared. Meanwhile, in the process of analyzing the literature, descriptive analysis is used to produce accurate data according to the methodology and answer the problems in this study. Thus, the resulting data is valid because the method is in accordance with the research topic.

Results and Discussion

Blue Economy-Based Education is Important for Students in Probolinggo

The term blue economy comes from the growing awareness of globalization and the damage to aquatic, marine and coastal ecosystems (Wenhai et al., 2019). The blue economy is a form of concern for the environment of aquatic, marine and coastal ecosystems. The blue economy concept is part of sustainable development with an orientation to meet needs without compromising the ability, quality, and quantity of future generations to fulfill their needs (Ghalidza, 2020).

Unsustainable practices and damage to aquatic, marine and coastal ecosystems today have an impact on the ability of future generations to meet their needs (Adrianto, 2015). The mindset of the people is still dominated by the belief that humans are a separate part of nature and are the dominant and superpower species; second, resources are things that can be used freely, freely and are considered to be inexhaustible; third, various technologies are available to solve most problems; fourth, nature has an unlimited capacity to assimilate human waste; and fifth, the acquisition and accumulation of materials is the most important determinant of success.

The mindset that can change the human mindset is that the superpower comes from the way of teaching, research, and learning adopted by higher education institutions. As major centers of teaching, research and learning, higher education institutions are significant centers reflecting and informing today's mindsets. Therefore, to capitalize on the influence of higher education's position in pursuing a sustainable future, a significant overhaul in higher education is needed (Sutanto, 2017).



It is very important to involve education in the implementation of sustainable development. So that it will instill the basis of knowledge that can be applied to the environment directly either. In particular, education related to the blue economy needs to be emphasized on the younger generation (Misuari et al., 2015). The role of students can help and support the marine ecosystem sustainability program by empowering it (Septiandika et al., 2022).

According to (Depdiknas, 2009) education must foster an understanding of the importance of sustainable ecosystem balance, namely the understanding that humans are part of the ecosystem. Activities carried out by humans on the ecosystem will inevitably have risks and impacts. When natural resources run out, they can't be obtained from other planets. This issue raises awareness that the earth is a "closed" system. In this regard, learning to live a sustainable life plays a key role in helping us face the challenges of providing for the necessities of life.

A view and belief in the future and holistic thinking with a long-term vision are demands (Setiawan, 2016). This demand, of course, also touches on the human resources provided by universities. In particular, universities in Probolinggo do not only produce students who are successful in their lives, but also individuals who can participate in community building and sustainable development, and professional groups in the community both in the government, industry and other community sectors who are responsive and contribute in a sustainable manner. effective in sustainable development. This need requires higher education to recognize and develop a better understanding of practices that can produce quality and superior outcomes (Syafaruddin et al., 2015). Especially education that is able to strive to move in a sustainable direction.

Therefore, it becomes very important to educate and train students as future professionals and responsible citizens to strive to meet the above needs. If students understand sustainability as an aspect of social, economic and environmental responsibility, they will become citizens who see themselves as part of nature and other creatures. So that they will have the capacity to facilitate the development of activities that are supportive, not destructive. The development and dynamics of the blue economy issues are detailed in the following table:

Table 1. Challenges of the Blue Economy

No.	Blue Economy Challenge
1.	Regulation or policy
2.	Appropriate technology
3.	Zero waste concept
4.	Empowerment of coastal communities
5.	Blue economy tourism
6.	Food security
7.	Ecosystem sustainability

Based on the results of mapping and initial identification of the phenomena and challenges of the blue economy from an academic perspective. Therefore, it is necessary to have an active role for academics in contributing energy, ideas, tools, and others in the management of the marine, waters, and coastal sectors. Academics can play a role in research for the development and implementation of a blue economy, provide tool concepts, and more. Sometimes there is still processing of the marine, water and coastal sectors which are still not environmentally friendly. Processing is still traditional and old.



Competencies provided by the Universities in supporting the blue economy

Education is a reference to achieve sustainable goals. Education for Sustainable Development (PUPB) is expected to support sustainable development programs (Simanjuntak, 2018) (Sutanto, 2017). Education for sustainable development in accordance with the implementation of the blue economy which is a quest to increase awareness and understanding of sustainable development issues with the aim, firstly to help us learn to best participate in community building and economically sustainable development; second, take the most appropriate strategy and reduce risks to the environment; and thirdly seek the skills and attributes that help us contribute to social justice. These complex and interdependent problems transcend disciplinary boundaries so that their solution requires a multidisciplinary approach as well.

Educated human resources will be able to view a problem in various perspectives. Higher education is an institution that can print and shape educated people who are universally managed in the concentration of areas of knowledge (Arwildayanto, 2012). This is a challenge for universities to not only orientate individual learning and competition which in the end produces professionals and experts who are not ready to work together, especially in the interdisciplinary sector.

Universities must be able to produce graduates who have basic competencies in the field of science and have competencies related to abilities and expertise for work interaction efforts with the local and global community and environment in analyzing the challenges, risks, and potential impacts of every human action. Graduates understand the contribution of their work in a variety of cultural, social and political contexts and consider the differences. Graduates can work in multidisciplinary teams to adapt their fields of work to needs related to sustainable lifestyles, resource efficiency, pollution prevention, and waste management. Graduates are able to apply a holistic and systemic approach to solve the problem. Graduates can take part in various available opportunities related to the discussion and determination of economic, social and environmental policies to help society towards sustainability.

Graduates can apply their professional knowledge in relation to deontological principles, universal values, and ethics. More concretely, university graduates must have the ability to apply the field they are engaged in by paying attention to the point of view of other fields. For example, an engineer who has the ability to design systems, components, or processes to meet desired requirements should also pay attention to realistic constraints from other aspects such as economic, environmental, social, political, ethical, and security. Likewise, an understanding of professionalism and responsibility in relation to the impacts that can be caused in a global context from environmental, social, and economic aspects. Meeting this challenge requires a curriculum reorientation, especially at the higher education level by emphasizing one of the graduate competency standards on an understanding of a sustainable way of life.

Higher Education Strategy in Curriculum Reorientation

Education for sustainable development also emphasizes the skills, perspectives, and values that guide and motivate people to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable way. Therefore, the following five points (knowledge, issues, skills, perspectives, and values) must be emphasized in reorienting the formal curriculum to support PUPB (Simanjuntak, 2018).



Knowledge

Identification of a knowledge base to support sustainable goals, it is necessary to determine goals in the implementation of a program. There are three conditions of sustainable society (Zubaedi, 2013). First, the utilization rate of renewable resources does not exceed the rate of regeneration; the second level of utilization of non-renewable resources, does not exceed the rate of sustainability of substitutes for renewable resources being developed; and thirdly the emission level of anthropogenic activity does **not exceed the assimilative capacity of the environment**.

The following basic guidelines for renewing the world system in a sustainable direction: first **minimize the use of non-renewable resources**; secondly prevention of exploitation of **renewable resources**; third, utilization of **all resources in maximum efficiency**; suppress and control the exponential growth of population and physical capital; fifth overseeing the condition of resources, natural environment, and community welfare; and sixth **improve response time to environmental pressures**.

Knowledge in the blue economy is in accordance with the basic guidelines, namely, improving the exploitation system by using marine and water products as well as wisely for sustainability; prevent exploitation of animals and plants in marine and aquatic and coastal ecosystems, efficient use of marine and aquatic and coastal products and prevent wasteful use in this condition can be classified as *zero waste concept* ; regulate the growth of the population living in the coastal and port areas of Probolinggo, carry out routine and periodic supervision in the marine sector of Probolinggo, supervise marine and coastal ecosystems, provide quick response for the marine, waters, and coastal sectors. The above describes the knowledge in the basic education guidelines for the blue economy that can be included in the material at universities in Probolinggo.

Issues

Education for sustainability focuses on the main issues of **social, economic, and environmental components that can affect and threaten sustainability**. Understanding and emphasizing these issues is at the heart of PUPB. These issues are grouped into four sections (Ministry of VAT, 2020). The first is **the social and economic dimension**; second, **protection and management of resources**; third, **strengthening the role of key groups**; and the four ways to implement.

The academic community in printing a sustainable education curriculum will certainly experience challenges in teaching issues related to the blue economy. So curriculum experts must sort out issues in each field, namely environmental, economic, and social. The issues selected must have local relevance or in accordance with local conditions. For example, maritime areas could focus on protecting and managing the oceans. Another effort that can be done is to develop courses that are integrated in multidisciplinary knowledge and skills related to education for sustainability, especially the blue economy. In addition, there is a collaboration between lecturers and students in identifying and analyzing the complexity of issues from the perspective of various factors. Academics must apply skills in analyzing issues, analyzing proposed solutions and solutions to these issues, understanding values-oriented opposing positions on issues, analyzing conflicts that arise from these issues and solutions and solutions submitted.

Especially on the concept of the blue economy. Academics can apply all their abilities and skills in analyzing issues in the marine, water and coastal sectors in Probolinggo. In addition, academics can conduct research to find solutions and solutions to existing problems in the marine, waters, and coastal sectors in Probolinggo. Academics must understand the value associated with the blue economy and the opposite of the blue economy. Academics



must understand what conflicts and conflict actors will exist during the implementation of the blue economy. So that settlement techniques and solutions to the conflict can be drawn up when there is a blue economy policy in Probolinggo.

Skills

Development for sustainability must include practical skills that are applied in the learning process on a regular and continuous basis. There are several critical skills needed related to sustainable development (Jumrodah et al., 2021) (Gunamantha, 2010). First, skills in imagination or dreams (envisioning), the rationale for the direction for implementation, concepts, goals, instruments and others to support implementation. Second, critical thinking and reflection skills (critical thinking and reflection), learning concepts to analyze implementation systems and to understand the basic assumptions of individual understanding, views, and opinions that can be used in examining social, environmental, economic, and cultural structures in the context of sustainable development. Third, systemic thinking skills are used to understand complexity and see the interrelationships and synergies in problem solving. Fourth, skills related to partnerships (building partnerships), by prioritizing communication and working together. Fifth, skills to participate in decision making (participatory decision making) or community empowerment.

In addition to these skills, it can be developed in other types of skills that are needed by students related to sustainable development. The existence of education will increase the hard skills and soft skills. Such as the ability to communicate effectively (both oral and written); the ability to think with a systems approach (both natural and social sciences); the ability to manage time to forecast, think ahead, and to plan; the ability to think critically about value issues; the ability to separate quantity, quality and value; the ability to move from awareness to knowledge and pass on to action; and the ability to work cooperatively with others.

Likewise, in the implementation of the blue economy, skills are needed. Student skills are needed in implementing the blue economy concept, such as communication skills to the Probolinggo government, the Probolinggo community, and other parties in the implementation of the economy so that there are no gaps and misunderstandings in information. Skills in thinking and implementing a blue economy system approach so that it is relevant to science and society. Student skills are needed in the management of the implementation of the blue economy in the field, not only in theory but in direct implementation management and field work, especially in the Probolinggo marine area. Student skills are more sensitive to the marine environment of Probolinggo in order to provide solutions to problems and prevent errors. Student skills are also needed in the implementation of theory into action to create results in both quality and quantity without compromising the local values and characteristics of Probolinggo. Students are also required to be able to cooperate with all parties in the implementation of the blue economy.

Perspective

The perspective of an issue and the view of future designs based on concepts related to global issues are important factors in the existence of education for sustainable development (Zulfa et al., 2015). Such as uncontrolled consumption of finished goods products can have an impact on deforestation and global climate change.

The following are some examples of perspective understanding that can be taught to students in relation to PUPB. First, social and environmental problems always change every time and there are changes from the past and the future; second, contemporary global environmental issues are related and interdependent; third, humans have universal attributes; four local and national organizations are needed to understand local issues in a global



context; fifth, pay attention to all factors to determine the decision; sixth, there is competition between economic values, religious values, and social values in local, national, and international communities; seventh, technology and science cannot solve all problems, there needs to be other elements that have strong power; eight, the individual is a global resident in addition to being a resident of the local community; ninth, individual consumer decisions and other actions related to consumerism will have the effect of resource extraction and fabrication in distant places; and tenth, the principles of prevention by taking action to avoid the possibility of serious or irreversible environmental or social harm if scientific knowledge is not able to achieve good for the community and the environment in the long term.

Students need to have a perspective in implementing the blue economy. Students must be sensitive and responsive to marine, water and coastal sector issues in Probolinggo. There will always be changes in conditions both natural and artificial. Therefore, the role of students is needed in considering and analyzing existing decisions so that the implementation of the blue economy is relevant to programs at the local, national, and international levels. In addition, the role of academics is also needed in the decision and implementation process so that there is no inequality or deviation from economic values, religious values, and social values in Probolinggo. It takes science, technology, and other factors that can be created by academics to optimize the blue economy principles for sustainable development in Probolinggo.

Values

Values are an important integral element of sustainable concept education (Ghany, 2018). Values related to understanding and views of the world and universal points of view. Understanding of values, community values, and values from the world around is a central part of education for a sustainable future. Two techniques that are generally needed are clarification of values and analysis of values against component values of PUPB. A critical effort that is used as a basis for achieving sustainable development is learning to understand. The linkage of values with sustainability is the basic value of PUPB which is a form of respect for others, respect for present and future generations, and respect for the environment from what is provided for human beings such as resources, animals, and plants. Therefore, values and ethics are a central part of teaching in all scientific disciplines.

Values are important because they are needed to be able to give meaning to each material subject to lead the Indonesian nation towards an advanced civilization of the nation. Technological progress will be supported by value education as a filter so that students are able to be critical in reasoning and moral considerations and are able to choose good and correct values based on the basis of religion, ethics, morals and norms and customs that apply in Indonesia (Faiz & Kurniawaty, 2022). Including in Probolinggo, it is important to prioritize values and ethics in every blue economy policy and decision. The role of students is not only for understanding theory but for getting involved and helping the people of Probolinggo.

Conclusion

The conclusions obtained from the results of this study are Universities in Probolinggo as an educational institutions are currently faced with the challenge of how to prepare resources, namely equipping students with the ability to analyze, understand, and understand multidimensional aspects of sustainable development issues, especially the blue economy program in Probolinggo. Educational reorientation can be considered as an effort to produce new generations of professionals in facing the transition period towards sustainable goals. Educational reorientation requires the teaching and learning of knowledge, issues, skills,



perspectives, and values that direct and motivate students to pursue sustainable livelihoods through an orientation to respect for others, both present and future generations, and respect for the environment from what is provided. for mankind in the form of resources, animals, and plants in a sustainable way of life. Elements of knowledge, issues, skills, perspectives, and values can be imparted to students at the College in Probolinggo. It is important to educate and train students as future professionals and responsible citizens to strive to meet the above needs. the active role of academics in contributing energy, ideas, tools and others in the management of the marine, waters, and coastal sectors. Academics can play a role in research for the development and implementation of a blue economy, provide concept tools, and more. Meeting this challenge requires a curriculum reorientation, especially at the higher education level in Probolinggo by emphasizing one of the competency standards of graduates on an understanding of a sustainable way of life, especially the blue economy for the sustainability of the marine, waters, and coastal sectors.

Recommendation

A recommendation is aimed at universities in Probolinggo starting to insert the concept of a blue economy in the implementation of the Tri Dharma of Higher Education, both in the form of education, research, and service. So that students can make an active contribution both theoretically, creating the latest technology, and providing ideas and ideas for the Probolinggo community and environment. Especially for the progress and implementation of the blue economy in Probolinggo. The recommendation is for local governments to support the inclusion of blue economy material in courses in theory, practice, cooperation programs and others. Support is also needed in the form of empowerment funds so that the blue economy concept is optimally optimized.

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