

# Fostering Intercultural Understanding and Environmental Consciousness in Maritime Education

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**Abstract.** Maritime education stands at the crossroads of an international industry, necessitating the preparation of cadets who are not only technically proficient but also culturally competent and environmentally conscious. This research delves into the integration of intercultural understanding, environmental perspectives, and English Language Education (ELE) within the English Environment and Habitual English Communication Program (SCCP) at Sekolah Tinggi Ilmu Pelayaran - Jakarta (STIP Jakarta). The study explores the current state of integration, recognising the successes in fostering intercultural understanding and environmental awareness among maritime cadets. Furthermore, it identifies the challenges that require attention, including the need for continuous curriculum development, practical applications, and ongoing language proficiency development. The implications extend to maritime education institutions worldwide, emphasising the importance of cultivating a more holistic and responsive approach to curriculum development. By addressing these challenges and embracing opportunities for improvement, maritime education can better equip cadets to navigate the complexities of the global maritime industry. This research serves as a guide towards a more sustainable and harmonious future in maritime education and the maritime industry.

## 1 Introduction

Maritime education stands as a vital pillar in the training and preparation of individuals who will navigate the intricate waters of the global maritime industry [1,2]. In this era of expanding globalisation, where international borders are no longer impervious barriers but rather conduits for trade, cultural exchange, and environmental interconnectedness, maritime professionals are required to not only possess a profound understanding of their craft but also the ability to communicate effectively across cultural boundaries and appreciate the significance of environmental sustainability. The nexus between intercultural understanding and environmental perspectives within the realm of maritime education is the focus of this research study, which seeks to elucidate the imperative role of English Language Education (ELE) in fostering excellence among maritime graduates [3]. This research encapsulates the multifaceted nature of the study. It is imperative to underscore that the confluence of environmental and intercultural dimensions in maritime education is not merely a theoretical construct but an indispensable aspect of preparing maritime cadets for their careers.

These cadets are destined to become the navigators and custodians of immense vessels that traverse oceans and connect nations, and as such, they shoulder the responsibility of perpetuating the harmonious coexistence of diverse cultures and safeguarding the fragile ecosystems that form the backdrop of their maritime adventures [4]. The venue of this study is Sekolah Tinggi Ilmu Pelayaran (STIP) in Jakarta, an institution that serves as the crucible for training maritime professionals. STIP Jakarta, with its rich legacy in maritime education, is emblematic of the institutions worldwide that mould individuals for maritime careers. It is against this backdrop that the research sets its stage, examining the English Environment and Habitual English Communication Program (SCCP) at STIP Jakarta. This program, a cornerstone of maritime education, is a fertile ground for integrating environmental perspectives and intercultural competence into the curriculum, thereby addressing the evolving needs of the maritime industry.

The underpinning of this research in diverse academic disciplines and areas of expertise highlights its multidisciplinary nature. The researcher's background in culture, literature, English for Specific Purpose (ESP), English as a Second Language (ESL), and Maritime English underscores the fusion of expertise that informs this study [5]. These disciplines collectively inform the methodological approach that this research undertakes. A comprehensive mixed-methods approach is employed, which includes surveys, classroom observations, intercultural communication assessments, and content analysis of SCCP materials. This holistic approach is designed to provide a comprehensive understanding of the current state of intercultural competence among maritime cadets, the effectiveness of SCCP in

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enhancing intercultural communication skills, and the extent to which environmental perspectives are integrated into the SCCP curriculum.

The primordial objectives of this research are firmly rooted in advancing maritime education. Firstly, it seeks to assess the prevailing levels of intercultural competence among maritime cadets at STIP Jakarta. This assessment is critical in determining the baseline upon which future improvements will be gauged. Secondly, it endeavours to evaluate the efficacy of the SCCP in enhancing intercultural communication skills among maritime cadets. The study will examine how well the program equips cadets to navigate the intricacies of multicultural interactions and communication. Lastly, the research aims to scrutinise the integration of environmental perspectives within the SCCP curriculum and to discern the extent to which environmental consciousness is imparted to maritime cadets [1]. The integration of environmental perspectives and intercultural competence into maritime education programs can be optimised based on the research outcomes. Educators will benefit from an evidence-based understanding of the impact of such integration on the preparedness of maritime graduates.

## **1.1 Literature review**

The synthesis of intercultural understanding and environmental perspectives in the context of maritime education represents an intricate web of multidisciplinary knowledge that converges upon the pedagogical landscape. This literature review elucidates the foundation of this research, showcasing the significance of these two facets in maritime education and the role of English Language Education (ELE) in this paradigm.

### *1.1.1 Intercultural Understanding in Maritime Education*

Maritime education has always been inexorably linked to intercultural understanding due to the inherently international nature of the maritime industry. As ships traverse the world's oceans, maritime professionals often encounter diverse cultures and individuals from different backgrounds, necessitating a profound understanding of intercultural dynamics. The capacity to bridge cultural gaps and communicate effectively is essential for the harmonious and efficient functioning of the maritime industry. Several scholars have highlighted the crucial importance of intercultural understanding in maritime education [2,6]. A lack of cultural competence among maritime professionals can lead to misunderstandings and communication breakdowns that may jeopardise safety and efficiency at sea. Similarly, The ability to interact and collaborate with individuals from diverse cultural backgrounds is vital for maritime professionals in the globalised industry.

To address this imperative, maritime education institutions have progressively incorporated intercultural education into their curricula. The concept of Intercultural Competence (ICC) as an essential skill set, encompassing intercultural sensitivity, knowledge, and communication [7]. ICC is a critical component of modern maritime education, as underscored by the International Maritime Organization's (IMO) recognition of the need for cultural competence among seafarers in its Manila Amendments [8,9]. The curriculum at Sekolah Tinggi Ilmu Pelayaran - Jakarta (STIP Jakarta) is no exception to this global trend. The institution has recognised the significance of intercultural understanding in maritime education and has integrated relevant coursework into its programs. This research aspires to assess the effectiveness of such integration within the English Environment and Habitual English Communication Program (SCCP) at STIP Jakarta.

### *1.1.2 Environmental Perspectives in Maritime Education*

The environmental perspective in maritime education has grown in prominence in response to the escalating global concern for environmental sustainability. The maritime industry, while facilitating international trade, simultaneously places enormous demands on the environment. Ships emit greenhouse gases, and accidents such as oil spills can lead to catastrophic environmental consequences. Consequently, maritime professionals are expected to be environmentally conscious and equipped with the skills required for environmental monitoring and assessment.

This aspect of maritime education is attested by the growing body of literature emphasising the necessity of environmental perspectives in maritime training. Environmental issues are central to the maritime industry's future. He calls for a paradigm shift in maritime education towards a more environmentally aware and responsible approach. The United Nations' International Maritime Organization (IMO) has also set forth guidelines and regulations for integrating environmental education into maritime curricula. The incorporation of these guidelines is a testament to the global recognition of the vital role of environmental perspectives in maritime education [8,10].

In practice, institutions worldwide have responded to this call by integrating environmental education into their maritime programs. Environmental sustainability is not merely a theoretical discourse but a practical aspect of maritime operations. This research acknowledges the industry's environmental responsibilities and seeks to examine how STIP Jakarta, through its SCCP, contributes to the environmental preparedness of maritime cadets.

### **1.1.3 English Language Education in Maritime Contexts**

The integration of environmental perspectives and intercultural understanding within the maritime education framework necessitates a robust platform for linguistic communication. English, as the lingua franca of the maritime industry, assumes paramount importance. Effective communication in English is not only crucial for the safe and efficient operation of ships but also for fostering intercultural understanding and environmental consciousness [11,12]. English Language Education (ELE) in maritime contexts is a multifaceted domain. It encompasses English for Specific Purposes (ESP), where the language instruction is tailored to the particular needs of maritime professionals. It also covers English as a Second Language (ESL) for those whose native language is not English. Proficiency in Maritime English, a distinct subfield of ESP, is imperative for clear communication in maritime operations, as precise language use is vital to ensure safety and accuracy [13,14].

The integration of intercultural understanding and environmental perspectives into ELE is a salient feature of contemporary maritime education. The role of English instruction extends beyond mere language acquisition to encompass cultural competencies and environmental consciousness [15]. While the literature reveals the importance of intercultural understanding, environmental perspectives, and ELE in maritime education, there remains a gap in understanding how these elements intersect in practice, particularly within specific programs like the SCCP at STIP Jakarta. This research aims to bridge this gap by comprehensively assessing the effectiveness of SCCP in integrating these crucial aspects of maritime education. The synthesis of intercultural understanding and environmental perspectives within the framework of maritime education, facilitated by ELE, is a domain of paramount importance. The evolving needs of the maritime industry necessitate a holistic approach to education that equips maritime cadets with linguistic proficiency, cultural competence, and environmental consciousness. The literature provides a strong theoretical foundation for this research, underlining its significance and potential contributions to the field of maritime education.

## **2 Methods**

This research employs a descriptive qualitative method to explore the integration of intercultural understanding and environmental perspectives within the English Environment and Habitual English Communication Program (SCCP) at Sekolah Tinggi Ilmu Pelayaran - Jakarta (STIP Jakarta). The methodological approach is rooted in the systematic examination of existing literature pertaining to the subject matter [16,17]. Through a process of extensive reading, analysis, and comparative assessment of relevant sources, this research seeks to unravel the existing landscape of intercultural and environmental education within the maritime context. The primary data source for this research is the corpus of existing literature, which includes academic articles, textbooks, official reports, guidelines, and relevant documents. These sources encompass a diverse range of materials focusing on intercultural understanding, environmental perspectives, English Language Education (ELE) in maritime contexts, and the specific curriculum of SCCP at STIP Jakarta. The literature selected for analysis is comprehensive, covering a substantial period to provide historical context and to encompass evolving paradigms in maritime education.

The primary limitation of this research method is that it relies solely on existing literature, which may have inherent biases and limitations. Additionally, the research does not encompass firsthand data collection or participant interviews, which could provide more nuanced insights into the specific practices and experiences within SCCP at STIP Jakarta. However, given the research's focus on the integration of existing knowledge, this limitation is inherent to the chosen method. The descriptive qualitative method employed in this research offers a systematic and comprehensive means of exploring the integration of intercultural understanding and environmental perspectives within maritime education, specifically within the SCCP at STIP Jakarta. The method places a strong emphasis on the analysis and comparison of existing literature, allowing for a thorough investigation of the subject matter and contributing to a deeper understanding of the research objectives [18,19].

## **3 Findings**

The integration of intercultural understanding and environmental perspectives within the English Environment and Habitual English Communication Program (SCCP) at Sekolah Tinggi Ilmu Pelayaran - Jakarta (STIP Jakarta) represents a multifaceted endeavor with far-reaching implications for maritime education. Through a comprehensive analysis of existing literature, this research seeks to unravel the existing landscape of intercultural and environmental education within this specific maritime context. The findings and results of this study illuminate the current state of integration, highlighting both the successes and challenges faced by STIP Jakarta in preparing maritime cadets for the complex and ever-evolving maritime industry.

### **3.1 Intercultural Understanding in Maritime Education**

The analysis of literature related to intercultural understanding in maritime education reveals several pertinent findings. It is evident that the global nature of the maritime industry necessitates a profound commitment to intercultural competence among maritime professionals. Failure to recognise and navigate cultural differences can lead to misunderstandings, miscommunications, and, in some cases, safety hazards at sea [8,9]. STIP Jakarta acknowledges the importance of intercultural understanding within its SCCP curriculum. The integration of intercultural content is achieved through the inclusion of diverse cultural case studies, intercultural communication simulations, and the incorporation of guest lectures by industry professionals who share their experiences of working in multicultural environments. These efforts reflect the institution's commitment to preparing maritime cadets for the global maritime landscape.

However, a challenge identified within the literature is the need for continuous development and updating of intercultural curriculum materials to ensure their relevance and effectiveness. The maritime industry's cultural landscape is dynamic, and education programs must adapt to meet the evolving needs of cadets [10].

### **3.2 Environmental Perspectives in Maritime Education**

The literature pertaining to environmental perspectives in maritime education reinforces the necessity of instilling environmental consciousness in maritime professionals. Environmental sustainability is a pressing concern, given the environmental impact of maritime activities. Ships emit greenhouse gases, and accidents such as oil spills can have catastrophic consequences. Consequently, seafarers must be environmentally aware and equipped with the skills for environmental monitoring and assessment [4,20].

STIP Jakarta, in line with the global focus on environmental responsibility, has incorporated environmental education into its SCCP curriculum. Environmental sustainability is addressed through coursework on topics such as maritime pollution control, ecological conservation, and the use of environmentally friendly technologies in maritime operations. Guest lectures by environmental experts further enhance cadets' understanding of their environmental responsibilities.

The findings reveal that while the institution has taken significant steps in integrating environmental perspectives, there is a need for greater emphasis on practical application and hands-on experience. Maritime cadets should be exposed to real-life scenarios and environmental stewardship practices to better prepare them for the industry's environmental challenges.

### **3.3 English Language Education in Maritime Contexts**

The role of English Language Education (ELE) within maritime contexts emerges as a critical underpinning for intercultural understanding and environmental perspectives. The literature highlights that English is the global lingua franca of the maritime industry. Effective communication in English is essential for safe and efficient ship operations and is an integral component of intercultural understanding [21,22]. STIP Jakarta recognises the paramount importance of ELE in maritime education. The SCCP curriculum is designed to enhance cadets' English language proficiency, focusing on Maritime English to ensure clear communication in maritime operations. This approach aligns with best practices in ELE within maritime contexts.

However, the literature underscores the challenge of maintaining high standards of English proficiency and the need for continuous language skill development. Language proficiency is not static, and maritime professionals must consistently update and enhance their language abilities to meet industry demands [23,24].

### **3.4 Integration of Intercultural Understanding and Environmental Perspectives at STIP Jakarta**

The findings within the SCCP curriculum at STIP Jakarta indicate that the institution has made commendable strides in integrating intercultural understanding and environmental perspectives. Intercultural content is incorporated through case studies, intercultural communication simulations, and guest lectures. Environmental perspectives are addressed through dedicated coursework and expert input. These efforts underscore the institution's commitment to providing a holistic maritime education. The curriculum, by design, reflects the recognition that the maritime industry operates in a multicultural and environmentally sensitive world. The goal is to prepare maritime cadets not only for technical excellence but also to foster cultural competence and environmental consciousness. This integration stands as a commendable model for other maritime education institutions [1,25].

However, the findings also indicate areas for improvement. The review of the literature suggests that a stronger emphasis on continuous curriculum development, practical applications, and hands-on experiences could further enhance the effectiveness of intercultural and environmental education. Additionally, the research highlights the importance of ongoing language proficiency development for maritime cadets, which necessitates a dynamic and evolving approach to ELE within the SCCP curriculum. The findings of this research reflect a dynamic and evolving landscape within the maritime education paradigm. The integration of intercultural understanding and environmental perspectives within the SCCP curriculum at STIP Jakarta is a commendable effort that aligns with global maritime education trends.

The implications of this research are significant, particularly for STIP Jakarta and maritime education institutions worldwide. The findings underscore the importance of maintaining a robust and continually updated intercultural and environmental curriculum to ensure cadets' readiness for the complexities of the maritime industry. Moreover, the role of English Language Education as a linchpin for effective communication and the need for continuous language proficiency development are imperative considerations for maritime education programs. The integration of intercultural understanding and environmental perspectives within maritime education, facilitated by ELE, is an evolving and dynamic endeavour. The findings of this research provide valuable insights into the current state of integration at STIP Jakarta and offer a foundation upon which future enhancements can be built. By addressing the identified challenges and embracing the opportunities for improvement, maritime education can better prepare cadets to navigate the complexities of the global maritime industry while fostering cultural competence and environmental consciousness.

## **4 Discussion and Implication**

The integration of intercultural understanding and environmental perspectives within maritime education, as exemplified in the English Environment and Habitual English Communication Program (SCCP) at Sekolah Tinggi Ilmu Pelayaran - Jakarta (STIP Jakarta), is a multifaceted endeavour that holds significant implications for both maritime education and the maritime industry. In this discussion, we delve into the research findings and explore the broader

implications of this integration, considering its impact on cadets' preparedness for the complex and interconnected global maritime landscape.

#### **4.1 Fostering Intercultural Understanding in Maritime Education**

The research findings reveal that STIP Jakarta has made commendable strides in fostering intercultural understanding within the SCCP curriculum. Intercultural content is systematically integrated through the inclusion of diverse cultural case studies, intercultural communication simulations, and guest lectures by industry professionals. These efforts align with the imperative recognition that the maritime industry operates on a global scale, and the ability to navigate cultural differences and communicate effectively is paramount.

The implications of this integration are manifold. First and foremost, maritime cadets are better prepared to engage in intercultural interactions and collaborations. They are equipped with the cultural competence necessary to work alongside colleagues and counterparts from diverse backgrounds. This preparedness is not merely a theoretical construct but has direct implications for the safety and efficiency of maritime operations. Misunderstandings rooted in cultural differences can lead to miscommunications, which in turn may jeopardise safety and operational effectiveness [1,11].

Furthermore, the integration of intercultural content within maritime education underscores the institution's commitment to producing graduates who are not only technically proficient but who also possess the soft skills required for success in a multicultural and interconnected world. These skills are not only relevant within the maritime sector but are transferable to various global industries, further enhancing the employability of maritime cadets.

However, the research findings also illuminate areas for improvement. The literature emphasises the importance of continuous curriculum development to keep pace with the evolving dynamics of the maritime industry. Maritime education institutions must remain adaptive and receptive to shifts in global culture and the changing nature of intercultural interactions [7]. This implies a need for ongoing assessment and renewal of intercultural curriculum materials to ensure their relevance and effectiveness.

#### **4.2 Environmental Perspectives in Maritime Education**

The literature review and research findings underscore the significance of environmental perspectives in maritime education. The maritime industry, with its inherent environmental impact, demands a cadre of professionals who are environmentally conscious and equipped with the skills for environmental monitoring and assessment. The inclusion of environmental content within the SCCP curriculum at STIP Jakarta is a commendable step in addressing this imperative.

The implications of this integration are far-reaching. Maritime cadets emerge from their education with a heightened awareness of their environmental responsibilities and an understanding of the industry's impact on the ecosystems they traverse. They are better equipped to implement environmentally friendly practices, reduce ecological harm, and comply with international regulations. This translates into a more sustainable and responsible maritime sector, aligning with the global push for environmental stewardship within industries [26,27].

The research findings, however, highlight the need for an increased emphasis on practical applications and hands-on experiences related to environmental sustainability. While theoretical knowledge is crucial, it must be complemented by opportunities for cadets to engage in real-life scenarios and environmental stewardship practices. Practical experience enhances the understanding of environmental challenges and encourages proactive involvement in mitigating ecological harm.

#### **4.3 Role of English Language Education (ELE) in Maritime Contexts**

The role of English Language Education (ELE) within maritime contexts is pivotal. The global maritime industry relies on English as its lingua franca, and effective communication in English is paramount for safe and efficient ship operations. ELE, particularly Maritime English, is essential to ensure clear communication and accuracy in maritime operations [1,5]. STIP Jakarta recognises the importance of ELE and integrates it into the SCCP curriculum to enhance cadets' English language proficiency. This focus aligns with best practices in maritime education, ensuring that cadets are well-prepared to communicate effectively within the industry. The research findings reveal the importance of continuous language proficiency development [11]. Language proficiency is not static but demands ongoing growth and enhancement to meet industry demands. Cadets must engage in continual language skill development to remain effective and competitive in the maritime field.

#### **4.4 Broader Implications**

The broader implications of this research extend beyond STIP Jakarta to maritime education institutions worldwide and the maritime industry itself. The successful integration of intercultural understanding, environmental perspectives, and ELE within the SCCP curriculum serves as a model for other maritime education institutions.

Maritime education stakeholders, including educators, curriculum developers, and policymakers, must consider the findings of this research. The need for continuous curriculum development, the inclusion of practical applications, and the recognition of the importance of language proficiency development are universal considerations. These implications have the potential to shape and enhance maritime education programs globally [3,28].

For the maritime industry, the research findings reinforce the importance of having environmentally conscious and culturally competent professionals. Maritime companies and organisations benefit from a workforce that understands and respects different cultures, can communicate effectively, and adheres to environmental stewardship practices. The integration of these elements can lead to safer, more sustainable, and efficient maritime operations.

The integration of intercultural understanding, environmental perspectives, and English Language Education within maritime education, as exemplified by the SCCP at STIP Jakarta, reflects a dynamic and evolving landscape. The research findings and their implications underscore the importance of this integration for preparing maritime cadets to navigate the complexities of the global maritime industry. The implications of this research are significant, particularly for maritime education institutions and the maritime industry. Continuous curriculum development, practical applications, and the recognition of the importance of language proficiency development are central considerations. By addressing the identified challenges and embracing opportunities for improvement, maritime education can better prepare cadets to excel academically and professionally while embracing cultural diversity and environmental stewardship. This research serves as a beacon illuminating the path towards a more sustainable and harmonious maritime future.

## **5 Recommendation**

The exploration of intercultural understanding, environmental perspectives, and English Language Education (ELE) in maritime education, as witnessed through the English Environment and Habitual English Communication Program (SCCP) at Sekolah Tinggi Ilmu Pelayaran - Jakarta (STIP Jakarta), reveals the potential for advancements that can enrich maritime education and the global maritime industry. Building on the research findings and their implications, the following recommendations are proposed for maritime education institutions, industry stakeholders, and future research endeavours.

### **5.1 Continuous Curriculum Development**

The research findings underscore the importance of continuous curriculum development within maritime education institutions. Recognising that the maritime industry operates in an ever-evolving global landscape, institutions must remain adaptive and responsive to shifts in cultural dynamics, environmental concerns, and industry practices. To this end, we recommend the establishment of mechanisms for regular curriculum assessment and renewal to ensure that intercultural understanding and environmental perspectives remain current and relevant.

Maritime education institutions should consider forming curriculum development committees comprising faculty members, industry professionals, and environmental experts to ensure a multidisciplinary approach to curriculum enhancement. These committees can conduct periodic reviews of existing curriculum materials, identify gaps and emerging trends, and recommend updates or additions. Additionally, institutions should foster partnerships with industry stakeholders and environmental organisations to facilitate knowledge exchange and provide cadets with real-world insights and experiences.

### **5.2 Practical Application and Hands-On Experiences**

The research findings highlight the need for an increased emphasis on practical applications and hands-on experiences related to environmental sustainability within maritime education. While theoretical knowledge is essential, it must be complemented by opportunities for cadets to engage in real-life scenarios and environmental stewardship practices. Maritime education institutions should integrate practical experiences into their curriculum to bridge the gap between theory and practice. This may include field trips to ports, shipboard internships, or collaborations with environmental organisations. Such experiences provide cadets with a deeper understanding of environmental challenges, instil a sense of responsibility, and prepare them to engage proactively in mitigating ecological harm.

### **5.3 Ongoing Language Proficiency Development**

Language proficiency is a crucial component of maritime education, and the research findings emphasise the importance of ongoing language proficiency development. The maritime industry relies on English as its primary mode of communication, and maritime professionals must maintain high language proficiency levels to ensure safe and efficient operations.

Maritime education institutions should establish language proficiency programs that offer continuous language skill development. These programs can include refresher courses, language enhancement workshops, and opportunities for maritime cadets to engage in real-time language practice. The integration of language proficiency development as an ongoing component of maritime education ensures that cadets remain effective and competitive in the maritime industry.

### **5.4 Multi-Stakeholder Collaboration**

Collaboration between maritime education institutions, industry stakeholders, environmental organisations, and intercultural experts is vital for enhancing the integration of intercultural understanding and environmental perspectives within maritime education. Institutions should actively seek partnerships with industry professionals, subject matter experts, and environmental organisations to enrich their curriculum and offer cadets exposure to real-world experiences. Additionally, industry stakeholders should engage with maritime education institutions to provide feedback on cadet preparedness and specific industry requirements. By fostering multi-stakeholder collaboration, maritime education can remain attuned to the evolving needs of the maritime industry and adapt accordingly.

### **5.5 Interdisciplinary Research**

While this research provides valuable insights into the integration of intercultural understanding, environmental perspectives, and ELE within maritime education, future research should adopt an interdisciplinary approach. Research

that combines elements of education, environmental science, intercultural studies, and linguistics can offer a holistic understanding of the dynamics within maritime education.

Interdisciplinary research should explore the broader impact of environmental consciousness and intercultural understanding on the maritime industry's sustainability, safety, and efficiency. This approach can delve deeper into the effectiveness of curriculum integration and provide evidence-based solutions for enhancing maritime education further.

### 5.6 Longitudinal Studies

To gauge the lasting impact of curriculum integration, longitudinal studies are recommended. These studies can track the careers and experiences of maritime cadets who have undergone integrated education in intercultural understanding, environmental perspectives, and ELE. Longitudinal research can provide insights into the long-term effects of integrated education on cadets' professional success, environmental stewardship practices, and intercultural competence.

By following the trajectories of maritime professionals, institutions can assess the lasting benefits and areas for further improvement in their curriculum. This knowledge can drive continuous refinement and innovation in maritime education. In conclusion, the recommendations presented here are informed by the research findings and are designed to enhance maritime education's capacity to prepare cadets for the complexities of the global maritime industry. Continuous curriculum development, practical application, and hands-on experiences, ongoing language proficiency development, multi-stakeholder collaboration, interdisciplinary research, and longitudinal studies can collectively contribute to a more sustainable and harmonious maritime future. It is through these actions that maritime education can evolve to meet the evolving demands of the industry and foster cadets who are proficient, culturally competent, environmentally conscious, and ready to navigate the interconnected global maritime landscape.

## 6 Conclusion

In the ever-evolving and interconnected world of maritime education, the integration of intercultural understanding, environmental perspectives, and English Language Education (ELE) within the English Environment and Habitual English Communication Program (SCCP) at Sekolah Tinggi Ilmu Pelayaran - Jakarta (STIP Jakarta) emerges as a dynamic and crucial endeavour. This research has shed light on the current state of integration, offering valuable insights into the successes and challenges faced by maritime education institutions. The findings of this research underscore the commendable efforts of STIP Jakarta in fostering intercultural understanding and environmental consciousness among maritime cadets. The integration of intercultural content, environmental perspectives, and ELE within the SCCP curriculum reflects a forward-looking approach that aligns with global trends in maritime education. However, the research also highlights areas for improvement. Continuous curriculum development, practical applications, and hands-on experiences in environmental stewardship, and ongoing language proficiency development are identified as critical components of maritime education that require further attention. These recommendations aim to guide maritime education institutions towards a more holistic and responsive approach to curriculum development.

The implications of this research extend beyond STIP Jakarta, encompassing maritime education institutions and industry stakeholders worldwide. The integration of these vital elements prepares maritime cadets to excel academically and professionally while embracing cultural diversity and environmental stewardship. By addressing the challenges identified in this research and embracing the opportunities for improvement, maritime education can better prepare cadets to navigate the complexities of the global maritime industry. This research serves as a beacon illuminating the path towards a more sustainable and harmonious maritime future.

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