

ABSTRAK

Wahyuni, Sri. 2026. Profil Literasi Biodiversitas Mahasiswa Program Studi Pendidikan Biologi FKIP Universitas Maritim Raja Ali Haji. Skripsi. Tanjungpinang: Program Studi Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Dr. Trisna Amelia, S.Pd., M.Pd. Pembimbing II: Elfa Oprasmani, S.Pd.

Kata Kunci: Profil Literasi, Biodiversitas

Penelitian ini bertujuan untuk mengetahui profil literasi biodiversitas mahasiswa Program Studi Pendidikan Biologi Fakultas Keguruan dan Ilmu Pendidikan Universitas Maritim Raja Ali Haji (UMRAH). Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi penelitian berjumlah 309 mahasiswa aktif pada semester genap tahun akademik 2024/2025, sedangkan sampel penelitian sebanyak 64 mahasiswa angkatan 2023 yang dipilih menggunakan teknik *purposive sampling*. Instrumen penelitian berupa angket yang mengukur enam aspek literasi biodiversitas, yaitu Konservasi dan Pentingnya Keanekaragaman Hayati (CIB), Etika terhadap Keanekaragaman Hayati (EB), Keberlanjutan dan Keanekaragaman Hayati (SB), Tindakan untuk Melindungi Keanekaragaman Hayati (TAPB), Keanekaragaman Hayati dan Kemanfaatannya (BU), serta Konservasi dan Pentingnya Spesies (CIS). Data dianalisis menggunakan statistik deskriptif dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa profil literasi biodiversitas mahasiswa Program Studi Pendidikan Biologi FKIP UMRAH secara umum berada pada kategori sangat baik. Aspek Konservasi dan Pentingnya Keanekaragaman Hayati (CIB) memperoleh capaian tertinggi yang menunjukkan tingginya kepedulian mahasiswa terhadap pentingnya keanekaragaman hayati. Aspek Etika terhadap Keanekaragaman Hayati (EB), Keberlanjutan dan Keanekaragaman Hayati (SB), Tindakan untuk Melindungi Keanekaragaman Hayati (TAPB), Keanekaragaman Hayati dan Kemanfaatannya (BU), serta Konservasi dan Pentingnya Spesies (CIS) juga berada pada kategori baik hingga sangat baik. Hasil tersebut menunjukkan bahwa mahasiswa memiliki pemahaman, kepedulian, serta kecenderungan perilaku yang positif terhadap pelestarian keanekaragaman hayati. Meskipun demikian, pengalaman belajar yang berbasis praktik dan keterlibatan mahasiswa dalam kegiatan konservasi masih perlu ditingkatkan agar literasi biodiversitas dapat diterapkan secara lebih optimal dalam kehidupan sehari-hari.

ABSTRACT

Wahyuni, Sri. 2026. Biodiversity Literacy Profile of Biology Education Study Program Students at the Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Undergraduate Thesis. Tanjungpinang: Biology Education Study Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Supervisor I: Dr. Trisna Amelia, S.Pd., M.Pd. Supervisor II: Elfa Oprasmani, S.Pd.

Keywords: Biodiversity Literacy Profile, Biodiversity

This study aimed to determine the biodiversity literacy profile of students in the Biology Education Study Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University (UMRAH). The study employed a quantitative approach using a descriptive research method. The population consisted of 309 active students enrolled in the even semester of the 2024/2025 academic year. The sample comprised 64 students from the 2023 cohort selected through purposive sampling. The research instrument was a questionnaire measuring six aspects of biodiversity literacy: Conservation and the Importance of Biodiversity (CIB), Ethics toward Biodiversity (EB), Sustainability and Biodiversity (SB), Actions to Protect Biodiversity (TAPB), Biodiversity and Its Benefits (BU), and Conservation and the Importance of Species (CIS). The data were analyzed using descriptive statistics with the assistance of SPSS software. The results showed that the overall biodiversity literacy profile of Biology Education students at UMRAH was categorized as very good. The Conservation and the Importance of Biodiversity (CIB) aspect obtained the highest score, indicating that students have a high level of awareness regarding the importance of biodiversity. The Ethics toward Biodiversity (EB), Sustainability and Biodiversity (SB), Actions to Protect Biodiversity (TAPB), Biodiversity and Its Benefits (BU), and Conservation and the Importance of Species (CIS) aspects were also categorized as good to very good. These findings indicate that students possess a strong understanding, awareness, and positive attitudes toward biodiversity conservation. Nevertheless, practice-based learning experiences and students' participation in biodiversity conservation activities should be further enhanced to strengthen the application of biodiversity literacy in everyday life.