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Hybrid: Discovery Kartika Plaza Hotel & Zoom,
Kuta-Bali, 3 – 4 June 2022

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Book of Abstract

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Parallel Sessions: Class Q
Moderator: Fenny Mentang

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Analysis and Model of Biodiversity Literacy Skills Ecology Lectures

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Abstract. The aims of the study to analyzed the biodiversity literacy skills in ecology lectures and Finding a qualitative model that can accommodate students' biodiversity literacy skills in ecology lectures into a form of life skills (*Life / Soft Skills)*. The data in this study is carried out by observation and provision of tests to capture students' biodiversity literacy skills in ecological lecture activities that use PjBL, PBL and Free Inquiry learning models. There are 6 indicators of biodiversity literacy namely; (1) the ability to define biodiversity and its utilization, (2) the ability to define biodiversity at the level of genes, species level and ecosystem level, (3) the ability to decipher biodiversity loss and its causal factors, (4) the ability to understand the principles of biodiversity conservation, (5) the ability to distinguish biodiversity conservation efforts, (6) the ability to communicate and make solutions to various problems related to biodiversity. Data analysis conducted by descriptively qualitatively with the stages of data reduction, presentation of data and description / verification of conclusions. The result of this study shows the overall biodiversity skills of biology students who attended ecology lectures by applying PjBL, PBL and Free Inquiry learning models were in criteria ranging from moderate, high and very high. The criteria with the most number are on the high criteria. It also found that the biodiversity literacy skills of biology students in ecology lectures, was on high criteria in indicator 2, indicator 6 and indicator 1. Students' biodiversity literacy capabilities, observed specifically lead to the skills to define biodiversity gene level, species level and ecosystem level, communicate and make solutions to various problems related to biodiversity, and the skills to define biodiversity and its utilization. This finding a qualitative model of biodiversity literacy skills. The model found believed to accommodate two views in ecology namely shallow Ecology and deep Ecology by using 3 learning models which studied. The final achievement of biodiversity literacy skills is thought to lead to soft conservation character which boils down to soft biodiversity skills. The end result is to encourage and be useful for biology students to become biodiversity practitioners.