PROFILE OF THE BIOLOGY EDUCATION STUDY PROGRAMME

2024

BIOLOGY ECUDATION STUDY PROGRAMME
FACULTY OF ISLAMIC EDUCATION AND TEACHING
UIN SYARIF HIDAYATULLAH JAKARTA

Foreword

We proudly present the profile book of the Biology Education Study Program at Syarif Hidayatullah State Islamic University of Jakarta. This book is prepared as part of our accreditation process with the Accreditation, Certification, and Quality Assurance Institute (ACQUIN), which is committed to international standards in higher education.

The Biology Education Study Program at UIN Jakarta aims to provide high-quality education by meeting the stringent criteria set by ACQUIN. Through continuous innovation in teaching methods, integrating research into learning, and developing scientific and contextual approaches, we are dedicated to producing highly skilled and competent future educators in their fields.

We hope this book provides a comprehensive overview of the quality of education we offer, as well as the various achievements and activities accomplished by our study program. This book also serves as evidence of our commitment to developing graduates who are ready to compete in the global job market and contribute actively to the advancement of education and science.

Thank you to everyone who has contributed to the preparation of this book, including academics, students, and the entire academic community of UIN Jakarta. May this profile book be a valuable reference for readers and provide inspiration for the future development of biology education.

Jakarta, October 2024

Head of Biology Education Study Programme

Syarif Hidayatullah State Islamic University of Jakarta

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Vision

Biology education (Tadris Biologi) as a center of excellence competitiveness, and professionalism in integrating science, Islamic principles and Indonesian values.

Mission

As one of the units in higher education institutions, the Biology Education Study programme (Prodi Tadris Biologi) develops the Tri Dharma of Higher Education which includes education, research, and community service, by optimizing all potentials to provide the best contribution to the progress of the nation through competent graduates and the development and application of innovation in biology education. The mission of the UIN Jakarta Biology Education Study programme is:

1. Organizing biology education and teaching that combines pedagogical science, biology, and Islamic science to produce knowledgeable and virtuous biology educators.
2. Educating students to be able to work together and independently in developing biology and pedagogical science within the framework of local wisdom and Indonesian values.
3. Conducting research in the context of developing science and innovation in biology education.
4. Conducting scientific and innovative work in biology education for community service.
5. Providing excellent service to the academic community and stakeholders.

Aims

The Biology Education Study programme aims to produce professional graduates who are able to integrate the concepts of biology and Islamic education, so that they have comprehensive competencies and are able to compete on a local and global scale. The detailed objectives are as follows:

1. Producing biology education graduates who are professional, faithful, and have noble character.
2. Producing innovations in the field of biology education.
3. Improving the quality of biology learning, especially in madrasas, so that the quality of educators and biology education in madrasas develops in a better direction.

Student Profile

New student admissions for the Biology Education Study programme follow the procedures set by the Syarif Hidayatullah State Islamic University (UIN) Jakarta. In general, for undergraduate level, UIN Jakarta provides five admission pathways. The following are the four pathways available: UMPTKIN, SPAN PTKIN, MANDIRI PRESTASI, and PMB MANDIRI. With the various admission pathways provided, UIN Jakarta provides opportunities for prospective students to pursue higher education by following the selection process according to their needs and qualifications (https://spmb.uinjkt.ac.id/spmbv2/home.zul).

Table 1. Active students on 2023 by Gender

Students	Total	Female	Male	Percentage
2018	13	13	0	4.0625
2019	28	24	4	8.75
2020	53	48	5	16.5625
2021	90	81	9	28.125
2022	74	63	11	23.125
2023	62	52	10	19.375
Total	320	281	39	
Percentage		87.8125	13.879	100

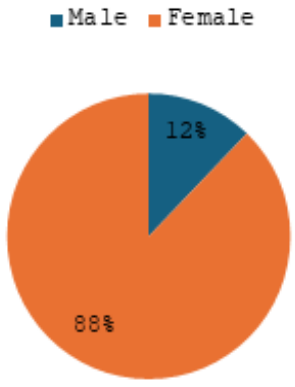

Figure 1. Percentage of gender students

In 2023, there are 320 students still actively studying from grades 1 to 6. The highest percentage is in grade 3, with students divided into three groups. The lowest percentage is in the final grade, where the remaining students are completing their final assignments. The gender ratio shows that there are more female students than male students. All students are from within the country, although the study programme is open to international students through scholarships (https://www.uinjkt.ac.id/en/international-student).

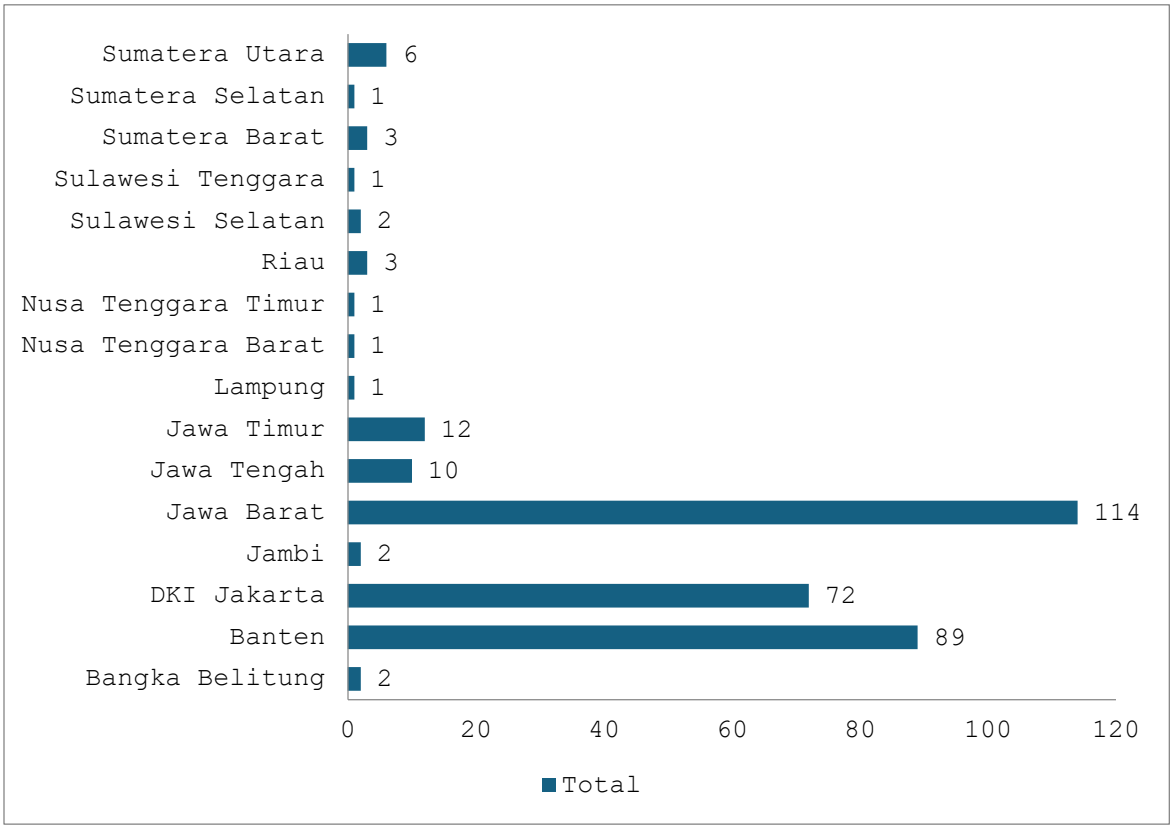

Figure 2. Student's province of residence

Biology education students come from Indonesia representing 12 provinces throughout Indonesia. The majority of students come from West Java, followed by Banten and Jakarta. This shows that the Biology Education study programme continues to be in demand by students from various provinces.

Lecture profile 2024

In 2023, the Biology Education study programme received its first professor. In the same year, several lecturers were promoted from assistant lecturer to lecturer, and from lecturer to senior lecturer. Out of the 13 lecturers in the biology education program, there are 4 assistant professors, 3 lecturers, 2 senior lecturers, 3 associate professors, and 1 professor.

Name	Prof. Dr. Zulfiani, M.Pd
Gender	Female
Functional Position	Professor
Education	S3 Science Education (Biology) Indonesia University Education
Field Expertise	Biology Education
email	zulfiani@uinjkt.ac.id

Name	Dr. Yanti Herlanti, M.Pd
Gender	Female
Functional Position	Associate Professor
Education	S3 Science Education (Biology) Indonesia University Education
Field Expertise	Biology Education
Email	yantiherlanti@uinjkt.ac.id

Name	Dr. Nengsih Juanenegs ih, M.Pd
Gender	Female
Functional Position	Associate Professor
Education	S3 Science Education (Biology) Indonesia University Education
Field Expertise	Biology Education
Email	nengsih.juanengsih@uinjkt.ac.id

Name	Dr. Ahmad Sofyan, M.Pd
Gender	Male
Functional Position	Associate Professor
Education	S3 Educational Evaluation State University of Jakarta
Field Expertise	Educational Evaluation
Email	ahmadsofyan@uinjkt.ac.id

Name	Dr. Sujiyo Miranto, M.Pd
Gender	Male
Functional Position	Senior Lecturer
Education	S3 Enviromental Education State University of Jakarta
Field Expertise	Enviromental Education
Email	sujiyo@uinjkt.ac.id

Name	Dr. Baiq Hana Susanti, M.Sc
Gender	Female
Functional Position	Lecturer
Education	S3 Science Education (Biology) Indonesia University Education
Field Expertise	Media for Biology Education
Email	baiq.hana@uinjkt.ac.id

Name	Meiry Fadilah Noor, M.Si
Gender	Female
Functional Position	Senior Lecturer
Education	S2 Biology IPB University
Field Expertise	Biology
Emai	meiry.fadilah@uinjkt.ac.id

Name	Eny S.Rosyidatun, M.A.
Gender	Female
Functional Position	Senior Lecturer
Education	S2 Science Education, Mc Grill University-
Field Expertise	Biology Education
Email	eny.rosyidatun@uinjkt.ac.id

Name	Yuke Mardiati, M.Si
Gender	Female
Functional Position	Senior Lecturer
Education	S2 Biology IPB University
Field Expertise	Biology
Email	yuke.mardiati@uinjkt.ac.id

Name	Dina Rahma Fadilah, M.Si
Gender	Female
Functional Position	Assistant Professor
Education	S2 Bioteknology University of Indonesia
Field Expertise	Bioteknology
Email	dina.rahma@uinjkt.ac.id

Name	Eva Fadilah, M.Pd
Gender	Female
Functional Position	Assistant Professor
Education	S2 Science Education (Biology) Indonesia University Education
Field Expertise	Biology Education
Email	evafadilah@uinjkt.ac.id

Name	Evi Muliyah, M.Si
Gender	Female
Functional Position	Assistant Professor
Education	S2 Biology IPB University
Field Expertise	Biology
Email	evimuliyah@uinjkt.ac.id

Name	Solihin, M.Pd
Gender	Male
Functional Position	Assistant Professor
Education	S2 Biology Education State University of Jakarta
Field Expertise	Biology Education
Email	solihin@uinjkt.ac.id

Teaching and Learning

The characteristics of Tadris Biology lectures are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. Here is a detailed explanation:

Figure 3. Interactive learning process involving lecturers, students, and media. Students explain the results of discussions and use demonstration mtehods to visualize biological processes.

Interactive. Lectures are conducted interactively. Lecturers use PowerPoint to explain the material, and students are given the opportunity to ask questions and express their opinions. In addition to lectures and question and answer sessions, discussion methods are widely used in class. This method encourages student participation, not only in interactions between lecturers and students but also between students. Commonly used learning models include the jigsaw group learning method, two stay two stray, and the inquiry method.

Effective. Most lectures in the Biology Education study programme use a flipped classroom model with independent assignments for students before class, followed by presentations in class, and further

expansion of the material through structured additional assignments. The effectiveness of lectures can be seen from the average student grades, with an average GPA of more than three indicating effective lectures.

Figure 4. Holistic. Learning Process enhancing communication, scientific process skills, and critical thinking through cooperative and collaborative learning

Holistic. Lectures not only emphasize knowledge, fostering mastery of biology, education, and Islamic sciences, but also the achievement of skills and attitudes both general and specific. Group learning

methods, discussions, inquiry information, and practical exercises are widely used. The inquiry method fosters logical thinking and curiosity, group learning encourages cooperation and tolerance, practical exercises improve scientific skills and process skills, and discussions sharpen analytical and critical thinking, communication skills, and self-confidence.

Contextual Lectures. Contextual empowers the surrounding environment, with current issues discussed in discussions of socio-scientific issues. Even in the final assignment, the current context is closely monitored, such as during the pandemic where research topics are often directed at COVID-19.

Collaborative Learning is carried out collaboratively, starting from group assignments in class, group activities in community service, introduction to the school field, to other off-campus activities. Student-Centered Lectures are student-centered, with students building knowledge through discussions and information-seeking activities. Research and mini projects also show that the lectures are student-centered.

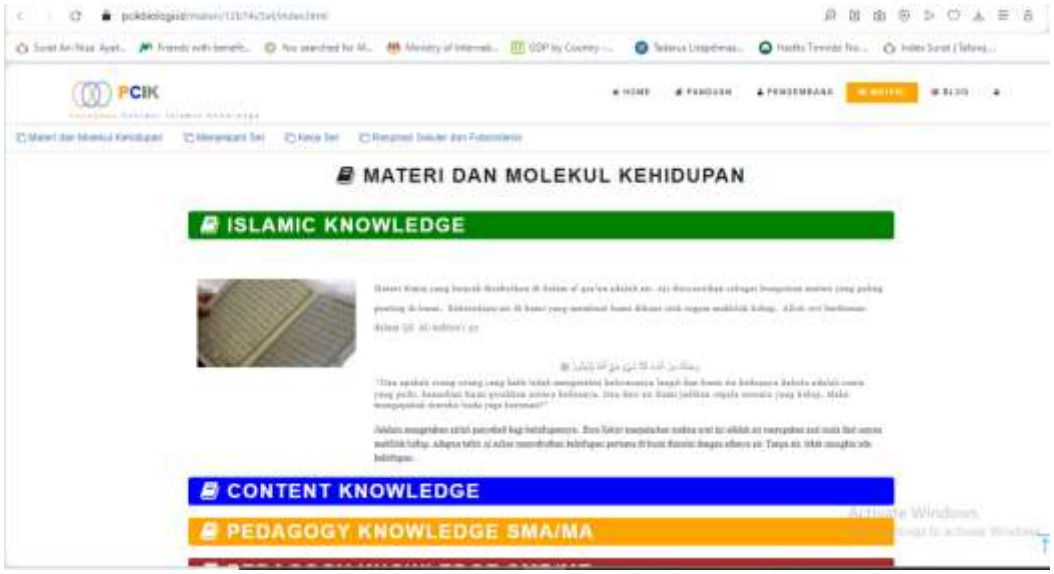

Figure 5. Independent assignments TPCIK

Figure 5. Independent assignments via the web developed by lecturers to train students in thinking by integrating technology, pedagogy, content, Islamic values, and knowledge https://pcikbiologi.id/materi/12b74i/Sel/index.html

Integration. Lectures are also conducted by integrating Technology, Pedagogy, Content, Islamic Knowledge (TPIC). For example, in basic biology lectures, in addition to teaching biological content, integration with verses of the Qur'an is carried out to highlight Islamic values from tauhid (monotheism), morality, to Sharia. During the teaching of high school content, the main focus is given to providing students with a detailed understanding needed for their future as teachers.

Figure 6. Field Trip to TAHURA Ciater Banten for Practicum of animal and plant systematic and Ecology

Scientific and Thematic . The scientific approach emphasizes the scientific method of identifying problems, collecting data, conducting experiments, drawing conclusions, and presenting reports both orally and in writing. This approach is widely used in Biology Education, especially in practical work and mini-research reports carried out in groups. Thematic. Thematic lectures are held every semester with a project approach. For example, systematic zoology and systematic botany, and ecology courses carried out projects in the Seribu Islands in the previous year and this year it was carried out in the Banten Forest Park. This activity aims to identify invertebrates and lower plants there. Mini research in Baluran National Park involves several courses such as biodiversity conservation, research methodology, statistics, and basic ecology, with the research theme of animal behavior and ecological conditions emerging from this mini research project.

Figure 7. Research project by collecting data and identification data on laboratory

Porject activity is conducted in the field by collecting a number of samples to measure their diversity. Subsequently, it is carried out in the laboratory by sorting, counting, observing, and identifying the samples using an identification guidebook. This project is part of a compulsory course in the third year to applied all experience on class and laboratorium.

Figure 8. The online learning process introduces pedagogy, content, and knowledge through TPACK-based (Technological Pedagogical Content Knowledge) learning

https://sites.google.com/view/zulfianiedusite/beranda?authuser=0

The learning process is adjusted to the curriculum that follows the progress of science and technology. The application of the use of science and technology is one of the benchmarks in the learning achievements of prospective educators, who must have the ability to integrate Technology, Pedagogy, Content (Biology) Knowledge (TPACK). Learning related to TPACK as a foundation is applied to biology courses and education courses. These abilities are assessed during student microteaching sessions.

The learning process in the classroom is also supported by practical activities in the laboratory. The Biology Education Study programme has three main laboratories, namely the Basic Laboratory, the Microbiology Laboratory, and the Ecology Laboratory. In addition to laboratory activities, practical activities in the field are also carried out to support certain courses, such as Animal and Plant Systematics, Demographic and Environmental Education, Biodiversity and Conservation of Indonesia, Ecology, and so on. To support students' readiness in mastering classes at school, a laboratory is prepared in the form of a microteaching room equipped with a camera.

Extracurricular Academic Activities

Academic activities are conducted both on-campus and off-campus. The purpose of these activities is to enhance students' skills in solving community-related problems by applying the biological knowledge and teaching methods acquired during the first and second years of college. Off-campus activities are detailed in the table below.

Table 2. Off-campus Academic Activities

No	Activities	Lecture	Frequence	Purpose
1	Volunteer IEPF	Dr. Yanti Herlanti, M.Pd	Annual	Supporting the dissemination of environmental education in schools across Indonesia
2	Volunteer Social Trust Fund	Meiry Fadilah Noor, M.Si	Annual	Participating in empowering community activities in health, education, and economy
3	Studium General	Meiry Fadilah Noor, M.Si	Annual	Enhancing educational and scientific knowledge
4	Green Campus Project	Eny S. Rosyidatun, MA	Annual	Project activities for achieving UI Green Metric targets
5	Artificial Intelegence Center Indonesia	Dr. Baiq Hana Susanti, M.Sc.	Annual	Acquiring knowledge in artificial intelligence and disseminating it through training.

No	Activities	Lecture	Frequence	Purpose
6	Biologi Education Expo	Yuke Mardiati, M.Si	Annual	Competition activities among university students and high school students in the field of biology
7	Biology students in Teaching and Educating	Yuke Mardiati, M.Si	Semester	"Student volunteer teaching and social service activities in the scavenger village around UIN Jakarta
8	Bird Watching Event	Yuke Mardiati, M.Si	Annual	Observing bird species and populations around the UIN Jakarta campus
9	Teaching Patner (Sobat Mengajar)	Dr. Ahmad Sofyan, M.Pd	Annual	Helping to educate communities in remote areas of Banten province
10	International Conference Education of Moslems	Dina Rahma Fadlilah, M.Si	Annual	Enhancing educational and scientific knowledge
11	Faculty discussion Forum	Eva Fadilah, M.Pd	semester	Enhancing educational and scientific knowledge
12	Seminar Nasional Pendidikan	Evi Muliyah, M.Si	Annual	Enhancing educational and scientific knowledge

In addition, improving student skills is carried out by participating in the independent learning program which is carried out outside the campus has collaborated with other company that consentration on education such as AICI UI (Artificial Intelligence Center Indonesia) in AI education volunteer activities in schools, as well as internships; Sobat Mengajar; and IEPF (Indonesian Education Promoting Foundation).

Figure 9. community service activities involving students and lecturers in the Green Campus Program

Knowledge and insight are also enhanced by inviting guests from both domestic and international sources. Dosemstic gusest come form research institutions, education practitioners, and entrepreneurs (Table 3). For example, to support the UI Mactric Green Campus program, the biology education study programme and faculty collaborate organize waste bank activities.

Figure 10. Freedom of Learning-Independent Campus by Structured Internship at AICI

A structured internship at AICI trains students to use AI-based learning media with robots. After being trained, the students then teach at primary and secondary schools, introducing various engaging learning technologies using AI.

Figure 11. . Freedom of Learning-Independent Campus by Structured Internship at Cirompang Lebak Banten, cooperative with Teaching Patner

The Teaching Patner with Sobat Mengajar is part of the Freedom of Learning-Independent Campus. The Teaching Assistance activity aims to carry out student service in the traditional community of Olot Amir Cirompang Banten. The Community Service conducted over three months covers three areas: Literacy, Agriculture, and Fisheries.

Table 3. Guest Lecturer and practitice

No	Guest Lecture	Institution	Expert	date	Evidence
1	Drs. Zulfikri Anas, M.Ed	Universitas Negeri makasar	Curriculum	15 April 2023	http://www.youtube.com/watch?v=CLIhGVASxhY
2	Prof Dr. Mohammad Ali, M.Pd., M.A	Universitas Pendidikan Indonesia	Curriculum Development	25 May 2022	Menit ke 1.43.26 Menit ke 1.43.26,. https://www.youtube.com/watch?v=_Qb3wYUNRuY
3	Yusuke Takahashi	Embassy of Japan in Indonesia	Education	25 March 2022	https://www.youtube.com/watch?v=IhM0QQjLpmQ https://fitk.uinjkt.ac.id/?s=kuliah+umum
4	Agus Widiyanto, M.Pd	Head of the Adiwiyata program on MtsN 1 Bogor	Education	26 February 2022	https://drive.google.com/drive/folders/1leaDg-T66_MLk7i7yO1jgPMGac50H9lS
5	Dr. Agus Saefudin, M.Si	Enviromental Practitioner on Cibinong Bogor	Enviromental practitioner	26 February 2022	https://drive.google.com/drive/folders/1leaDg-T66_MLk7i7yO1jgPMGac50H9lS
6	Mus'ad Al Habib, S.Pd	Teaching Patner	Pendidikan	20 Desember 2021	https://www.youtube.com/watch?v=cYZU-63Aaw4
7	Ayu Putri Lestari	Indonesian Education	Pendidikan	20 Desember 2021	https://www.youtube.com/watch?v=cYZU-63Aaw4

No	Guest Lecture	Institution	Expert	date	Evidence
		Promoting Foundation			
8	Dr, Bambang Supriatno, M.Si	Indonesia University of Education	Educational Media	27 October 2021	Video kegiatan https://www.youtube.com/watch?v=53ADPK0_eY8
9	Dr. Philip Hendry	University of Derby, UK	Intelligence, Security & Disaster Management	6 October 2021	https://fitk.uinjkt.ac.id/?s=icems+2021
10	Prof Dr. Ismi Ismail	Faculty of Educational Science Universiti Putra Malaysia, Malaysia	Extension and Continuing Education, Impacts of Disasters	6 Oktober 2021	https://fitk.uinjkt.ac.id/?s=icems+2021
11	Robin Ersing, Ph.D	University of South Florida, USA	Assistance-Based Community Development, Main Structural Factors of Urban Neighborhoods	6 October 2021	https://fitk.uinjkt.ac.id/?s=icems+2021
12	Prof. Simon Bedford	Western Sydney University of Australia	Teaching and Curriculum	6 October 2021	Menit ke 5.05.52 https://www.youtube.com/watch?v=O0_gvc2JEoQ
13	Dr. Ali Adan	Umma University	environmental, climate change, waste management	6 October 2021	Menit ke 5.30.29 https://www.youtube.com/watch?v=O0_gvc2JEoQ
14	Prof Ting Wang	University of Canberra	Higher education in a globalized context	7 October 2021	Menit ke 16. 10 https://www.youtube.com/watch?v=Y1pH0VTSqSY
15	Zulfikar Davito S.Pd	Waste for Change	Enviromental Education	7 Januari 2021	https://www.youtube.com/watch?v=iJLaOMOAvEA

Facility

Policies regarding educational facilities, research, and community service are outlined in the SK UIN Syarif Hidayatullah Jakarta number 522 of 2017 concerning guidelines for the management of learning, research, and community service facilities and infrastructure. This SK is implemented in the 2015 faculty and unit room map book at UIN Syarif Hidayatullah Jakarta. In this book, FITK UIN Syarif Hidayatullah Jakarta occupies a seven-story building on campus I, with a building area of approximately 9,828 m². This building area is allocated for facilities that support the implementation of the Three Pillars of Higher Education, which includes office space, lecture halls, a lobby, a prayer room, laboratories, a mathematics workshop, meeting rooms, a theater room, and so on. All facilities available in the FITK UIN Syarif Hidayatullah Jakarta building can be used by all departments/study programmes, and for practical learning and the formation of teaching competence and professionalism.

Data on educational facilities that can be accessed and used by the study programme to conduct educational activities.

Table 4. Data on educational facilities

No	Facilities	Unit	square meters
1	Lecture Office	1	56
2	Clasrooms	15	56
3	FITK Librarys	2	250
4	Theather room	2	400
5	Basic Biology Laboratorium	3	56
6	Aplied Biology Laboratorium	4	120
7	Chemistry Laboratorium	3	56

No	Facilities	Unit	square meters
8	Physic Laboratorium	3	56
9	Computer Laboratorium	2	56
10	Microteaching	2	56

Figure 12. Above : Lecture office; below : meeting room

The Biology Education faculty consists of 13 lecturers. One professor has an office in the professor's room, while the other 10 lecturers have offices in the lecturers' office. Among the lecturers' offices, there are partitioned meeting rooms and rooms for the head of the study programme and the study programme secretary.

Figure 13. The theater room is used for guest lectures and general studies

The theater room is used for lectures that invite experts from both national and international nation. This room facilitates supplementary activities that enhance students knowledge in education and science. Additionally, it supports student organization activities, such as the biology education expo.

Figure 14. Biology Laboratory. (Above : laboratory for Microbiology and Biotechnology; Below : Laboratory for basic biology and Ecology, etc)

The biology, chemistry, and physics laboratories are managed by the faculty. The implementation process is prepared by the laboratory staff. The equipment and laboratory tools are available to practice the concepts learned during classroom. The availability of laboratories improved students for scientific skills.

Student activity

This study programme, in collaboration with the faculty, facilitates the implementation of student service and development programs. These initiatives aim to enhance students' interests, talents, reasoning, well-being, and professional skills.

Figure 15. Event bird watching

Bird watching activities are carried out by a group of students who have an interest in exploring the diversity of birds in Indonesia. The final result of the bird watching activity is a magazine containing various types of birds observed. This activity is usually carried out in locations that are interesting topics in the magazine, which reflect local wisdom. The following is a magazine in flipbook format https://bit.ly/AcerosMagazinebyKPBAceros .

Figure 16. Laboratory training includes dissecting frogs to observe their morphology and anatomy, as well as creating an insectarium. (Skill of Biologi-SOB)

Student activities aimed at improving skills in biology are carried out through laboratory training. This training takes place outside the laboratory to make it more interesting and enjoyable for new students. Upper-level students accompany this activity to foster cooperative relationships with new students and improve their laboratory skills.

Figure 17. Students contribute and share by teaching and educating

Students carry out learning activities in the scavenger community. This activity aims to motivate poor children who do not attend school, so that they are more active in learning. In addition to being a form of social service, this activity also improves students' skills for their future profession as educators.

Figure 18. Student activities combine biology with Islamic values

Students are also involved in activities that enhance their understanding of academic content and Islamic values. These activities are held monthly, namely Islamic Biology Study (KALIN-B) and Biology Tilawah. Both activities are in line with the program's vision. Further activities are listed in Table 5 and published in the following link. https://www.instagram.com/hmps_tbio/profilecard/?igsh=MXV2ODg2aWZwOXU0eQ==.

Table 5. Types of Mentoring Programs to Improve Student Skills

Interest	Talent	academic	social	Pedagogic
(2)	(3)	(4)	(5)	(6)
1. *Event bird watching* 2. (*Biology Laboratory Knowledge)* 3. *Art*	1. Outstanding students 2. Commitee *Upgrading* 3. *Biology Education Leader* 4. Biology Social Media	1.Biology student saintific group 2.Bio-Fact on social media 3.Islamic Biology Study 4.Biology Tilawah	1. Community waste bank 2. Social service to the Scavenger Community 3. entrepreneur	1. Biology students in Teaching and Educating 2. Introduction to Saintific Writing 3. Biology Education Expo (BEE)

Tracer Study

The implementation of graduate tracking has been coordinated centrally at the university level with the establishment of the UIN Jakarta Career Development Center. Services provided by this career center include tracer study, career counseling, job absorption acceleration through job fairs, campus recruitment, online job fairs, and internship information. In addition, this center also provides services to students to improve their skills, such as soft skills training and workshops.

Trace studies of graduates and users are managed by the UIN Jakarta Career Center. The tracking system is carried out by the UIN Jakarta Career Center. The Career Center functions as a tracer study manager, while the Study Program acts as a partner that utilizes data and service programs provided by the Career Center. The Career Center provides access to the Study Program to process data available in the alumni tracking system. The filling of the instrument is monitored by the study program every three months to be reported through the Study Program e-performance system. The results of alumni tracking monitoring are used to optimize alumni absorption in the job market. Examples of activities can be seen in Figure 19.

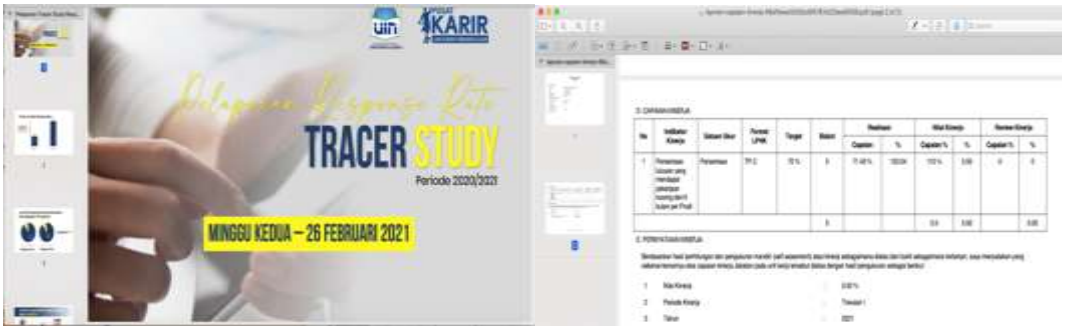

Figure 19. (Left) Example of a bi-weekly report of tracer study results from the UIN Jakarta Career Center to the Study Program. (Right) Example of a quarterly report of alumni tracking achievements on the Biology Education Study Program e-performance system.

The tracer study instrument is used to assess the achievements of UIN Jakarta graduates according to the needs of the job market. Tracer study activities are carried out routinely every three months after students graduate from UIN Jakarta. The Study Program collects data on students who graduated in the last three months and asks them to fill out the tracer study instrument available on the UIN Jakarta Career Center website. The Career Center provides bi-weekly reports on the response rate of the tracer study instrument, while the Study Program prepares quarterly reports on the results of the tracer study achievements. The following are the survey results.

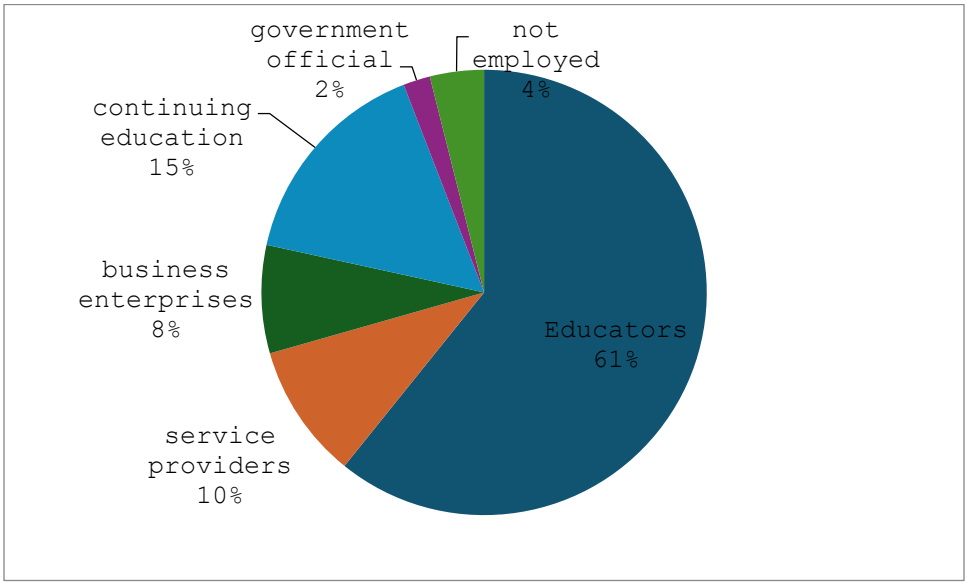

Figure 20. Jobs of Graduates of Biology Education Programme

Biology education alumni who graduated in the last three years have a variety of careers. The majority of graduates (61%) work in the education sector, either as teachers or laboratory assistants in schools. However, many alumni also continue their studies, most of them continuing their education to domestic universities. A small number of graduates work as government employees, entrepreneurs, and business owners. Although only two graduates are unemployed due to their role as housewives, it can be concluded that graduates of the Biology Education Study Program work according to the expected output.

Alumni Testimonial

1. Name : Nurul Hayati

2. Year of Admission : 2016

3. University : National Central University (國立中央大學) - Department Life Science; Collage Health Science and Technology (CHST) - PhD student

4. workplace : National Health Research Institute (國家衛生研究院) Institute of Molecular and Genomic Medicine (Prostate Cancer Early Detection Lab)

5. Career and Further Education Correlation :

My experience studying in the Biology Education programme at UIN Jakarta provided a strong foundation for my career and further studies. There, I learned how to teach and convey knowledge, and I was introduced to the world of experimentation, which requires analytical skills and critical thinking. This experience became a crucial asset in my studies and my current job, where I focus on molecular research for early detection of prostate cancer. The combination of teaching skills and foundational knowledge in Biology Education has helped me adapt to health research, especially when facing challenges in medical and biotechnology research.

1. Name : Syaiful Alim Darwis

2. Year of Admission : 2019

3. University : Master's Program in Biology, Universitas Gadjah Mada

4. workplace : -

5. Career and Further Education Correlation :

My experience during my studies in the Biology Education programme at UIN Jakarta is highly related to my activities as a master's student in biology at Universitas Gadjah Mada. The courses I studied in the Biology Education programme provided a valuable foundational knowledge for my current master's studies. As a result, I find it relatively easy to understand more in-depth Biology material in my postgraduate studies. Additionally, the practical sessions during my undergraduate studies in the Biology Education programme also supported my laboratory skills, making the basic techniques I previously learned helpful for the practical activities I am currently undertaking at the Faculty of Biology, UGM.

1. Name : Hariyanto

2. Year of Admission : 2011

3. University : Master's Program in Biology Education, Science Education (Biology)

   Indonesia University Education

4. Workplace : Biology Teacher at Senior High School Manggar East Belitung Bangka Belitung

5. Career and Further Education Correlation:

   In Biology Education Study Programme provided me with a comprehensive understanding of biological sciences coupled with effective teaching methodologies. The facultys expertise and supportive environment enabled me to develop strong pedagogical skills and deepened my knowledge in Biology. Overall state Islamic University Jakarta's Biology education programme has prepared me well for the challenges of education future generations in biology.


1. Name : Khilda Maulida Nur Hidayah

2. Year of Admission : 2014

3. Workplace : Laboratory assistant on Biology Laboratorium at Islamic High School 4 Jakarta

5. Career and Further Education Correlation:

As an alumni, majoring in biology education has taught me a wide perspective in science field in a specifics outcomes such as critical thinking skills as a tool in educational field and assess my understanding of the content by completing a hands on challenge. These skills are my strenghs in completing my duties as laboratory assistant in my workplace. Our major not just only learning how to teach or prepare the material for practical at laboratory but we are also got skills how to maintenance laboratory equipment and practical science skills to lead a laboratory practical. It would be good if you joined as a laboratory assistant in our major becauses it will give you more experience at the laboratory. An addition, these experiences as a biology education alumni built my new competences to reach the future I dream of.