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## **Educational Phylosophy**

Thinking as a learning university, Universitas Negeri Malang has two functions in carrying out its mission as a higher education institution that must continue to transform according to the demands of stakeholders' needs. First, the internal orientation embodies UM as a learning organization. This means that the involvement of all elements (human) in the organizational system prioritizes their aspirations, caring and developing their capabilities together, so that the university's organizational system and its elements can teach each other. Second, the external orientation embodies UM as a learning resources center. This implies that UM opens wide access as a place and reference for learning for all layers of society.

The principles underlying the learning university at UM are: (1) religious principles, which means education and learning are inspired by the development of insights, practices, and religious nuances, so that the education system and system learning becomes peaceful and prosperous; (2) academic principles, which are education and learning that have scientific principles in developing the *tridharma* of Higher Education, so as to create a cooperative and competitive atmosphere in the development of various scientific fields; (3) innovative principles, encouraging UM to develop updates in the field of learning, for both lecturers and students to bring up scientific products in various fields; and (4) humanist principles means that UM develops a system of education and learning based on human values in Indonesia.

The Learning University is a philosophical foundation of education at the University level. UM as The Learning University implements educational philosophy in the higher education system by emphasizing the following aspects:

### **1. Build a positive attitude towards learning**

A positive attitude must be applied to all aspects of education. The educational process accommodates all user needs so that learning can run well. The shortcomings in learning are opportunities for development. Through structured evaluation, shortcomings and errors are viewed positively and try to be improved. In addition, learning principles and rewards for those who excel in learning.

### **2. Recognize obstacles in learning**

Learning constraints will always occur, so it is necessary to implement structured monitoring and evaluation in identifying these constraints. Procedure standards in monitoring and evaluation are conducted so that deficiencies in various aspects of learning can be immediately corrected. Learning development must also involve in the community so that the learning process has a broad impact.

### **3. Manage organizational learning**

All components in educational institutions must work together to administer the main tasks in learning. Every individual included academic staffs, support staffs, and students must be involved in the learning process, strive to meet learning needs, and actualize themselves in the learning process.

### **4. Determine the right type of learning activities**

Learning activities will be preceded by basic science, then reinforced by character learning, and enhanced by advanced science/applied. Learning activities must take advantage of technological developments. How to determine the right type of activity can also be administered with a monitoring and an evaluation process and follow-up to correct errors and errors in learning.

### **5. Make yourself a lifelong learner**

Learning is conducted throughout life and becomes a habit in everyday life. The learning process is not only administered formally but also learns from daily experiences and from various sources, especially in society.

### **6. Be open in learning**

It is important to learn to know what has not been achieved. The evaluation mechanism in the learning process must always be done in order to find out the shortcomings. The drawback of learning must be accepted openly and have the intention to improve.

### **7. Dare to face the consequences arising from the learning process and learning outcomes**

Persist in learning will increase insight and self-confidence. Learning outcomes that are appropriate will be implemented in everyday life. Furthermore, learning outcomes that are not in accordance with the learning target will be the focus for improvement. Errors in understanding or learning processes must be faced as a consequence of the learning process.

### **8. View learning as personal responsibility**

Every individual is a learning person, they must be able to taking responsibility for the process and results of learning.

### **9. More creative**

Develop an effective and creative learning system by using all potential. This potential can be in the form of teaching materials, natural resources, and the application of relevant technology.

As part of UM, BIO was inspired by the noble philosophical values of The Learning University. BIO develops educational programs that are based on realism values. Knowledge of biological science is derived from direct experiences (observation and practice) and indirect knowledge (reading literature). Idealism in learning must be translated into real action that helps increase the motivation in learning. The aim of BIO is to help individuals reach the highest level possible as Biologists who develop their minds and hold social norms. This goal can be achieved through practice, learning, maintaining morals and always express themselves positively in learning.

The educational foundation is formulated into Vision, Mission and Objectives of BIO which will facilitate implementation in the learning process. Vision BIO becomes a superior study program and becomes a reference in the Tri Dharma of Higher Education in the field of Biology. Therefore, BIO Mission are: 1) Organizing Biology education and learning that is student-centered using effective learning and optimizing the use of technology. 2) Conducting research in the field of Biology that is beneficial for the development of science and public welfare. 3) Organizing community service through the application of Biology oriented to community empowerment. 4) Organizing autonomous, accountable and transparent administrative procedures that guarantee continuous quality improvement.

The future development of BIO must be based on comprehensive insight. In a narrow scope, individual and institutional insights will become the basic foundation for strengthening BIO. Then, BIO must develop attention to broader aspects of insight at national, regional and global levels. With this level of insight, the development of BIO pays attention to the principle of balance between global (broad) insights with national (local), between universal and individual, between traditional and modern values, between short-term and long-term developments, between the need for competition and equality of opportunities, and between material and spiritual orientation. Thus, BIO is able to make a meaningful contribution in socio-cultural transformation and human resources, namely smart and competitive HR.

In the end, the philosophical value of education will be formulated into the vision, mission and objectives of BIO. Some goals are arranged to realize the values of philosophical foundations into learning achievement. BIO has the aim of producing Biologists who have intelligent, religious, noble, independent and capable of developing professionally. In addition, BIO aims to produce superior scientific, research and creative products in order to become a reference in the field of biology. In addition, producing community service work through the application of biological sciences to create an independent, productive and prosperous society. BIO also has a relationship with the Biology Consortium (KOBBI) which is a source of study material for BIO. All BIO study materials are the result of collaboration from KOBBI, Vision, Mission, BIO objectives and input of stakeholders formed into curricula and subjects.