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|  | Universitas Negeri Surabaya Fakultas Ilmu Pendidikan Program Studi S3 Manajemen Pendidikan | | | | | Kode Dokumen |
| | RENCANA PEMBELAJARAN SEMESTER | | | | | |
| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER |
| FILSAFAT ILMU MANAJEMEN PENDIDIKAN | 8603103952 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=7.56 | 1 |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | Koordinator Program Studi | |
| | | | Prof. Dr. Mochamad Nursalim, M.Si. | | NUNUK HARIYATI | |
| Model Pembelajaran | Case Study | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | |
| | CPL-1 | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya | | | | |
| | CPL-2 | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan | | | | |
| | CPL-3 | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan | | | | |
| | CPL-4 | Mengembangkan diri secara berkelanjutan dan berkolaborasi. | | | | |
| | CPL-5 | Mengembangkan teori/konsepsi/gagasan baru substansi Manajemen Pendidikan melalui pemikiran logis, kritis, sistematis, dan kreatif berdasarkan kaidah, tata cara, dan etika ilmiah. | | | | |
| | CPL-6 | Mampu memecahkan permasalahan dalam kepemimpinan pendidikan pada pengembangan inovasi satuan/lembaga pendidikan maupun organisasi, dan mengembangkan supervisi dengan pemikiran logis, kritis, sistematis, kreatif dan inovatif (pemimpin) | | | | |
| | CPL-7 | Mampu melakukan advokasi kepada masyarakat dengan ide dan argumen teknis dan mampu merancang program dan strategi transformasi organisasi pendidikan melalui perencanaan strategik yang futuristik, visible, flexible, dan relevan dengan dinamika perkembangan pendidikan (konsultan) | | | | |
| | CPL-8 | Menghasilkan novelty pengembangan substansi manajemen pendidikan yang terkognisi dan/terpublikasi, baik nasional maupun internasional melalui pengembangan peta jalan penelitian dengan pendekatan interdisiplin, multidisiplin, atau transdisiplin (peneliti); | | | | |
| | CPL-9 | Mampu merancang, melaksanakan, dan mengevaluasi pembelajaran dengan menjabarkan konsep pembelajaran (pedagogik, andragogik, paragogik, heutagogik) pada manajemen pendidikan serta mampu melakukan validasi akademik bidang manajemen pendidikan secara efektif (Pendidik/dosen) | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | |
| | CPMK - 1 | Menerapkan konsep-konsep filsafat ilmu (ontologi, epistemologi, aksiologi) untuk menganalisis landasan teoritis dan praktis dalam Manajemen Pendidikan. (C3) | | | | |
| | CPMK - 2 | Menganalisis berbagai aliran filsafat (positivisme, interpretivisme, kritik, postmodernisme) dan relevansinya dengan perkembangan teori dan praktik Manajemen Pendidikan. (C4) | | | | |
| | CPMK - 3 | Mengevaluasi etika ilmiah dan nilai-nilai (agama, kebangsaan, budaya) dalam proses penelitian dan pengembangan substansi Manajemen Pendidikan. (C5) | | | | |
| | CPMK - 4 | Menciptakan kerangka filosofis yang inovatif untuk memecahkan permasalahan kompleks dalam kepemimpinan dan supervisi pendidikan. (C6) | | | | |
| | CPMK - 5 | Menganalisis landasan filosofis dari berbagai pendekatan pembelajaran (pedagogik, andragogik, paragogik, heutagogik) dalam konteks Manajemen Pendidikan. (C4) | | | | |
| | CPMK - 6 | Mengevaluasi peta jalan penelitian inter/multi/transdisiplin dalam Manajemen Pendidikan berdasarkan paradigma dan tradisi keilmuan filsafat. (C5) | | | | |
| | CPMK - 7 | Menerapkan pemikiran filosofis untuk merancang strategi transformasi dan advokasi organisasi pendidikan yang futuristik dan relevan. (C3) | | | | |
| | CPMK - 8 | Menciptakan sintesis atau model konseptual baru yang memadukan elemen filsafat ilmu dengan kebutuhan pengembangan novelty dalam Manajemen Pendidikan. (C6) | | | | |
| | CPMK - 9 | Menganalisis kontribusi pemikiran logis, kritis, sistematis, dan kreatif berbasis filsafat terhadap validasi akademik dalam bidang Manajemen Pendidikan. (C4) | | | | |
| CPMK - 10 | Mengevaluasi implikasi etis dan tanggung jawab sosial dari inovasi dan kewirausahaan dalam Manajemen Pendidikan dari perspektif filsafat. (C5) | | | | | |
| Matrik CPL - CPMK | | | | | | |

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| CPMK | CPL-1 | CPL-2 | CPL-3 | CPL-4 | CPL-5 | CPL-6 | CPL-7 | CPL-8 | CPL-9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CPMK-6 | | | | ✓ | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-7 | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CPMK-9 | | | ✓ | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-10 | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-5</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-6</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-7</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr></table> | CPMK | Minggu Ke | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | | | | | | | | | | | | | | | | CPMK-2 | | ✓ | | | | | | | | | | | | | | | CPMK-3 | | | ✓ | | | | | | | | | | | | | | CPMK-4 | | | | ✓ | | | | | | | | | | | | | CPMK-5 | | | | | ✓ | | | | | | | | | | | | CPMK-6 | | | | | | ✓ | | | | | | | | | | | CPMK-7 | | | | | | | ✓ | | | | | | | | | | CPMK-8 | | | | | | | | ✓ | | | | | | | | | CPMK-9 | | | | | | | | | ✓ | | | | | | | | CPMK-10 | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| CPMK | Minggu Ke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CPMK-1 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-5 | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-6 | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-7 | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-8 | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-9 | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-10 | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deskripsi Singkat MK | Mata kuliah ini menyajikan, membahas dan mendiskusikan manajemen pendidikan sebagai disiplin ilmu pengetahuan yang diterapkan dalam kehidupan bermasyarakat berdasarkan teori yang terus diperbaharui menurut perkembangan jaman. Manajemen pendidikan di pelajari dari dimensi sudut pandang filsafat. Manajemen pendidikan sebagai ilmu pengetahuan dipelajari dari dimensi ontologi, epistimologi dan aksiologi, melakukan refleksi, pemikiran kritis, dan mengembangkan konsep serta penerapan dalam bidang manajemen pendidikan untuk pengembangan ilmu manajemen pendidikan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pustaka | Utama : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Dosen Pengampu | Prof. Dr. Siti Masitoh, M.Pd. Prof. Dr. Rusijono, M.Pd. Prof. Dr. Mochamad Nursalim, M.Si. Dr. Amrozi Khamidi, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] | | | | Materi Pembelajaran [Pustaka] | Bobot Penilaian (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Indikator | Kriteria & Bentuk | Luring (offline) | Daring (online) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (1) | (2) | (3) | (4) | (5) | (6) | | | | (7) | (8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|--|---|--|--|---|---|-----|
| 1 | Mampu memahami pengertian filsafat dan filsafat ilmu | 1. partisipasi kegiatan 2. Membuat pertanyaan dan argumentasi tentang filsafat dan filsafat ilmu | Kriteria: 1. keaktifan menyampaikan pendapat, bertanya, menganalisis sejarah filsafat 2. Kedalaman pertanyaan, pernyataan, argumentasi, logika Bentuk Penilaian : Aktifitas Partisipasif | Model Pembelajaran langsung dengan metode ceramah, tanya jawab, diskusi tentang filsafat dan filsafat ilmu 2 X 50 | Menelusuri bahan ajar terkait filsafat dan filsafat ilmu, mempelajari materi yang ditautkan di VINESA/SIDIA | Materi: sejarah filsafat, pengertian filsafat Ilmu manajemen Pendidikan Pustaka: Mochamad Nursalim, dkk (2024) <i>Filsafat Ilmu, Memahami hakekat ilmu Pengetahuan dan metode Ilmiah</i> , Nganjuk. Dewa Publishing. Materi: pengertian filsafat Ilmu Pustaka: Suriasumantri Yuyun S (1999) <i>Ilmu Dalam Perspektif</i> . Jakarta. Yayasan Obor | 5% |
| 2 | A. Mampu memahami perbedaan ilmu dan filsafat B. Memahami manfaat belajar filsafat | 1. kemampuan menyajikan materi 2. keaktifan menyampaikan pendapat, bertanya, dan menjawab | Kriteria: 1. Ketepatan memperoleh dan memproses informasi 2. Penyelesaian tugas/peran dalam tim Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Konstruktivis CTL, colaborative 2 X 50 | | Materi: perbedaan ilmu dan filsafat, manfaat filsafat Pustaka: Tim Dosen Filsafat Ilmu UGM. 2010. <i>Filsafat Ilmu Sebagai Dasar Pengembangan Ilmu Pengetahuan</i> . Yogyakarta: Liberty. | 5% |
| 3 | Dapat menjelaskan perkembangan ilmu pengetahuan, teknologi, dan seni Dapat menjelaskan kedudukan filsafat | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio | Konstruktivis CTL 2 X 50 | | | 0% |
| 4 | Dapat menjelaskan berbagai cara yang ditempuh manusia dalam mencari kebenaran dan karakteristik filsafat dalam mencari kebenaran | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio | Konstruktivis CTL 2 X 50 | | | 0% |
| 5 | a. Dapat menjelaskan bagian-bagian filsafat b. Dapat menjelaskan pengertian filsafat ilmu | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | a. Konstruktivis a. CTL b. Ceramah Tanya jawab 2 X 50 | | | 0% |
| 6 | Dapat menjelaskan sumber pengetahuan menurut aliran rasionalme dan empirisme | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio | a. Konstruktivis b. CTL c. Ceramah Tanya jawab 2 X 50 | | | 0% |
| 7 | UTS | | Bentuk Penilaian : Aktifitas Partisipasif | 2 X 50 | | | 15% |
| 8 | Dapat menjelaskan struktur ilmu (definisi, descripsi, klasifikasi, prediksi dan intervensi . | | Bentuk Penilaian : Aktifitas Partisipasif | a. Konstruktivis b. CTL c. Ceramah Tanya jawab 2 X 50 | | | 0% |

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|----|---|--|---|--|--------------------|--|-----|
| 9 | Dapat menjelaskan struktur ilmu (definisi, descripsi, klasifikasi, prediksi dan intervensi | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio | a. Konstruktivis b. CTL c. Ceramah Tanya jawab 2 X 50 | | | 5% |
| 10 | Dapat menjelaskan struktur ilmu (definisi, descripsi, klasifikasi, prediksi dan intervensi | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | a. Konstruktivis b. CTL c. Ceramah Tanya jawab 2 X 50 | | | 10% |
| 11 | Dapat menjelaskan metode ilmiah | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | a. Konstruktivis b. CTL a. Ceramah Tanya jawab 2 X 50 | presentasi makalah | | 10% |
| 12 | Dapat menjelaskan produk ilmiah, berupa: konsep, prinsip, dan teori | | Bentuk Penilaian : Aktifitas Partisipasif | a. Konstruktivis b. CTL c. Ceramah d. Tanya jawab 2 X 50 | presentasi | | 0% |
| 13 | a. Dapat menjelaskan peran bahasa dalam proses berpikir ilmiah b. Dapat menjelaskan peran matematika dalam proses berpikir ilmiah. c. Dapat menjelaskan peran matematika dalam proses berpikir ilmiah. | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio | Diskusi dan Tanya jawab 2 X 50 | diskusi | | 5% |
| 14 | a. Dapat menjelaskan peran bahasa dalam proses berpikir ilmiah b. Dapat menjelaskan peran matematika dalam proses berpikir ilmiah. c. Dapat menjelaskan peran matematika dalam proses berpikir ilmiah. | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Diskusi dan Tanya jawab 2 X 50 | | | 10% |
| 15 | Dapat menjelaskan hubungan antara filsafat, ilmu, teknolofi, dan kebudayaan | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio | Diskusi dan Tanya jawab 2 X 50 | | | 5% |
| 16 | UAS | | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | 2 X 50 | | | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif | 55% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 27.5% |
| 3. | Penilaian Portofolio | 17.5% |
| | | 100% |

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.