



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Philosophy of Education	7320102012		T=2	P=0	ECTS=3.18	1	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Yohana Wuri Satwika, S.Psi., M.Psi.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	The "Philosophy of Education" lecture discusses philosophical and theoretical issues regarding education, both the basis of thought and its application in practice as well as solving micro and macro educational problems, by placing educational problems in practical and theoretical philosophical thinking. So, this lecture also highlights various educational foundations, as well as education in practice with science including pedagogy, with educational philosophy and also with philosophy in general and various other scientific disciplines. In this study, philosophical, theoretical-systematic, historical, comparative and universal approaches are used.						
	References						
Supporting lecturer	Main :						
	1. Ali Maksum. 2008. Pengantar Filsafat . Ar-RuzzMedia. Yogyakarta 2. Gandhi, Teguh Wangsa. 2011. Filsafat Pendidikan . Jogjakarta : Ar-Ruzzmedia 3. Ishak Abdulhak. 2008. Filsafat Ilmu Pendidikan: Suatu pengantar. PT. Remaja Rosdakarya. Bandung. 4. Jalaluddin & Abdullah Idi. 2009. Filsafat Pendidikan: Manusia, filsafat dan pendidikan . Ar-Ruzz Media. Yogyakarta. 5. Knight, George. 2007 Filsafat Pendidikan. Yogyakarta : Gama Media 6. Muis, Tamsil & Soegiono. 2012. Filasafat Pendidikan : teori dan Praktik. PT. Remaja Rosda. Bandung 7. Suhartono, Suparlan. 2006. Filsafat Pendidikan. Jogjakarta : Ar-Ruzzmedia						
	Supporters:						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Identify the meaning, scope of discussion, history and position of educational philosophy in the orientation of the Philosophy of Education course	Introduction to the Philosophy of Education Course	Criteria: Full marks are obtained if you do all the questions correctly and argumentatively and complete the assignments given	Approach: Persuasive Science, Method: Lecture, question and answer, Dialogue, Learning Model: Cooperative varied. Learning strategy: Constructivist Motivation: 2 X 50			0%
2	identify the meaning, scope of discussion, history and position of the philosophy of science, as well as understand the nature of the meaning of philosophical terms and formulations along with the object of study and methods.	Can explain the basic concepts of philosophy and the history of the birth of philosophy.	Criteria: Full marks are obtained if you do all the questions correctly and argumentatively and complete the assignments given	The approach; 1. Pulpit lectures and questions and answers, discussions and dialogues 2. Slide and film screenings 3. Online lectures and interactions 2 X 50			0%
3	Discusses various approaches in conducting educational studies. - The philosophical approach (fissafati) gives rise to educational philosophy, type-A educational theory (b) the scientific approach produces educational science, pedagogy, type-B educational theory, and (c) the comparative approach produces educational comparisons, international education and history of education, and (d) the historical approach produces a history (history) of education in various practices in the past and in other countries/places. - Discusses various philosophical approaches in conducting educational studies (idealism and naturalism)	- Discusses various approaches in conducting educational studies. - Explains various philosophical approaches in conducting educational studies (idealism and naturalism)	Criteria: 1.1) Written, 2.2) Lesan, 3.3) Making Papers, 4.4) Making Journals, 5.5) Article Creation.	cooperative discussion scene, question and answer, 2 X 50			0%

4	Discusses various approaches in conducting educational studies. - The philosophical approach (fissafati) gives rise to educational philosophy, type-A educational theory (b) the scientific approach produces educational science, pedagogy, type-B educational theory, and (c) the comparative approach produces educational comparisons, international education and history of education, and (d) the historical approach produces a history (history) of education in various practices in the past and in other countries/places. - Discusses various philosophical approaches in conducting educational studies (idealism and naturalism)	- Discusses various approaches in conducting educational studies. - Explains various philosophical approaches in conducting educational studies (idealism and naturalism)	Criteria: 0 - 100	cooperative discussion scene, question and answer, dialogue. 2 X 50			0%
5	Able to master philosophical systems and educational philosophy.	Can explain the philosophical system, - The relationship between modern philosophical schools and education. - Culture and education - Philosophical concepts regarding education.	Criteria: in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns.	Cooperative, persuasive, - Discussion and dialogue, question and answer - Looking for problems with various concrete examples. - Conveying reality discourses to the universe. 2 X 50			0%
6	Able to study the arguments for dualistic thinking in educational philosophy.	explaining the broad meaning of spiritual education, - explaining the narrow meaning of spiritual education, - showing the important relationship between education and humans, - explaining the important relationship between education and philosophy, - understanding a paradigm of philosophical problems in education.	Criteria: 1.1. If an individual student can report more than 3 pages according to the provisions, they will be given a score of 80 2.2. If individual students can report according to the provisions of only 2 pages, they will be given a score of 75 3.3. If an individual student can report according to the provisions with only 1 page they will be given a score of 60.4. If an individual student can report according to the provisions with only 1 page they will be given a score of 0	Problem-based approach, Dialogical discussion, 2 X 50			0%

7	Able to interpret philosophy and the meaning of education on a philosophical basis. - Ability to outline the epistemological basis of scientific disciplines.	Explaining the meaning of philosophy and the meaning of education on a philosophical basis. Explaining the epistemological basis on a scientific discipline,	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Pulpit lecture (slides, ppt) and questions and answers. Group discussion on the theme of epistemology of science 3. Online lectures and interactions, 4. Complete discussion material. 2 X 50			0%
8	Answering UTS questions	Explain, analyze and elaborate on answers to questions that have been set by the lecturer.	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Seriousness in understanding the questions and sincerity in giving answers without any help from other parties. 2 X 50			0%
9	Understanding of philosophical approaches in education. - Ability to outline the epistemological foundations of scientific disciplines	- Outlines the philosophical approach in education - Epistemological foundations of Science	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Discussion, question and answer, dialogue and lecturer enlightenment. 2 X 50			0%
10	Explaining the development of values for holistic human education	Explains the theoretical & practical usefulness values of educational science.	Criteria: Discuss the results of scientific work based on book references designated as guidelines 1-6	Discussion, dialogue, question and answer, lecturer enlightenment - Persuasive and cooperative, 2 X 50			0%
11	Understanding Education as the preservation of values and social change.	Explaining education as a preserver of cultural values and social change	Criteria: Discuss the work based on the book references set out in lectures on books 1 - 6	Cooperative and persuasive - Discussion, argumentation, analysis and dialogue - Problem solving 2 X 50			0%

12	Students are able to explain education as a right and obligation of all citizens	Students can explain the concept of rights. Students can describe the concept of obligation 3. Students can explain educational concepts 4. Students are able to describe education as a right and obligation for all citizens	Criteria: Assignment and guidance: formulating ideas about critical reading based on references and events that occur.	Cooperative, discussion, question and answer, presentation, and analysis. 2 X 50			0%
13	Able to explain the quality of education. Able to increase opportunities and fair quality of education for all citizens. Able to explain the future of Indonesian education.	Explaining the quality of education Explaining Increasing opportunities and quality of fair education for all citizens Explaining Indonesian education in the future	Criteria: Method of delivery, grammatical system.	same 2 X 50			0%
14	Able to explain individual education and community education	Able to explain the concept of individual education 2. Able to explain the concept of community education	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	cooperative and scientific approach 2 X 50			0%
15	Able to explain the relationship between philosophy, education and Pancasila	Explaining the philosophy of education comprehensively- Explaining the philosophy of education comprehensively- explaining the relationship between education and Pancasila as well as the Pancasila philosophy of education	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Cooperative, persuasive, elementary and community observations, group discussions, dialogic question and answer 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.

4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.