



**Universitas Negeri Surabaya  
Faculty of Economics and Business  
Bachelor of Accounting Education Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Science phylosophy	8720902095		T=2 P=0 ECTS=3.18	2	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Rochmawati, S.Pd., M.Ak.																																		
<b>Learning model</b>	<b>Case Studies</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 30px;">P.O</td></tr> </table>					P.O																															
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</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> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Understand the important value of the philosophy of Islamic economics in the learning process in higher education, understand the ontological, epistemological and axiological foundations of Islamic economics, be able to explain the philosophy of Islamic economics in terms of implications and implementation for scientific and educational development with an emphasis on issues of logic and scientific methodology, as well as understanding the material, formal and moral responsibilities of science with an interpretation of the reality of contemporary scientific issues.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Muhammad Adib. 2010. Filsafat Ilmu. Yogyakarta: Pusaka Pelajar.</li> <li>2. Stefanus Suprianto. 2013. Filsafat Ilmu. Jakarta: Prestasi Pustaka .</li> <li>3. Made Pramono, dkk. 2005. Filsafat Ilmu (Kajian Ontologi, Epistemologi, dan Aksiologi). Surabaya: Unesa Unipress.</li> <li>4. The Liang Gie. 2004. Pengantar Filsafat Ilmu. Yogyakarta: Liberty.</li> <li>5. Yuri Balashov dan Alex Rosenberg. 2002. Philosophy of Science. Newyork: Routledge.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Luqman Hakim, S.Pd., S.E., M.SA. Dr. A'rasy Fahrullah, S.Sos., M.Si. Dr. Prayudi Setiawan Prabowo, S.E., M.E.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																															

1	Students are able to understand the meaning, scope of discussion, history, and position of the philosophy of science	<ol style="list-style-type: none"> <li>1.Explain the meaning of philosophy of science</li> <li>2.Explain the scope of the discussion of the philosophy of science</li> <li>3.Explain the position of the philosophy of science in the systematics of philosophy and science</li> <li>4.Describes a brief scientific history of periodization</li> </ol>	<b>Criteria:</b> maximum value 100	Group assignment 2 X 50			0%
2	Students are able to understand the meaning, scope of discussion, history, and position of the philosophy of science	<ol style="list-style-type: none"> <li>1.Explain the meaning of philosophy of science</li> <li>2.Explain the scope of the discussion of the philosophy of science</li> <li>3.Explain the position of the philosophy of science in the systematics of philosophy and science</li> <li>4.Describes a brief scientific history of periodization</li> </ol>	<b>Criteria:</b> maximum value 100	Group assignment 2 X 50			0%
3	Students are able to understand the meaning, scope of discussion, history, and position of the philosophy of science	<ol style="list-style-type: none"> <li>1.Explain the meaning of philosophy of science</li> <li>2.Explain the scope of the discussion of the philosophy of science</li> <li>3.Explain the position of the philosophy of science in the systematics of philosophy and science</li> <li>4.Describes a brief scientific history of periodization</li> </ol>	<b>Criteria:</b> maximum value 100	Group assignment 2 X 50			0%
4	Students are able to understand general scientific conceptions	<ol style="list-style-type: none"> <li>1.Explain the nature of science</li> <li>2.Describe the characteristics and nature of science</li> </ol>	<b>Criteria:</b> maximum value 100	Independent and group assignments 2 X 50			0%
5	Students are able to understand the position of science in the scientific world	<ol style="list-style-type: none"> <li>1.Explain science as a research activity</li> <li>2.Explains science as systematic knowledge</li> <li>3.Explaining science as a scientific method</li> </ol>	<b>Criteria:</b> maximum value 100	Independent assignment 2 X 50			0%
6	Ability to understand the dimensions and structure of science	<ol style="list-style-type: none"> <li>1.Detailing the scientific structure</li> <li>2.Explain the scientific dimensions</li> </ol>	<b>Criteria:</b> maximum value 100	Independent Assignment 2 X 50			0%
7	Students are able to understand the differences between philosophy and other sciences	<ol style="list-style-type: none"> <li>1.Comparing philosophy with religion</li> <li>2.Distinguish between philosophy, science and other types of knowledge</li> </ol>	<b>Criteria:</b> maximum value 100	independent task 2 X 50			0%

8	Midterm exam			2 X 50			0%
9	Students are able to understand and describe the ontological foundations of scientific disciplines	<ol style="list-style-type: none"> <li>1. Discuss assumptions, study directions, and paradigms</li> <li>2. Explaining material objects and formal objects of science</li> </ol>	<b>Criteria:</b> maximum value 100	Independent and group assignments 2 X 50			0%
10	Students are able to understand and describe the ontological foundations of the economics discipline	<ol style="list-style-type: none"> <li>1. Explain the objects of economic study</li> <li>2. Explaining economics as a science</li> </ol>	<b>Criteria:</b> maximum value 100	Group assignment 2 X 50			0%
11	Students are able to understand and describe the epistemological foundations of scientific disciplines	<ol style="list-style-type: none"> <li>1. Explains the specialization and scientific tree of related study programs</li> <li>2. Describe the various criteria of truth</li> <li>3. Explain the role of inductive and deductive logic in the discovery of scientific theories/knowledge</li> <li>4. Explains the basics of research methodology</li> <li>5. Describes the various sources of knowledge: reason, senses, intuition, revelation</li> </ol>	<b>Criteria:</b> maximum value 100	Independent and group assignments 2 X 50			0%
12	Students are able to understand and explain the epistemological foundations of the economics discipline	<ol style="list-style-type: none"> <li>1. Explains economic research methods</li> <li>2. Explain the scientific approach to economics</li> </ol>	<b>Criteria:</b> maximum value 100	Group assignment 2 X 50			0%
13	Students are able to understand and explain the axiological foundations of scientific disciplines	<ol style="list-style-type: none"> <li>1. Explain the importance of scientific ethics, as well as the relationship between science/technology and culture and ideology</li> <li>2. Explain the benefits and impacts of science</li> <li>3. Explaining the spirituality of Eastern science and wisdom</li> </ol>	<b>Criteria:</b> maximum value 100	Independent and group assignments 2 X 50			0%
14	Students are able to understand and explain the axiological basis of the discipline of economics	<ol style="list-style-type: none"> <li>1. Explain the transfer from economic theory to practice</li> <li>2. Explain values and morals in economics</li> </ol>	<b>Criteria:</b> maximum value 100	group assignment 2 X 50			0%

15	Students are able to integrate theoretical themes of the philosophy of science with contemporary scientific issues	1. Discusses contemporary scientific issues (AIDS, cloning, environment, emancipation, euthanasia, etc.). 2. Discuss the influence of religious and state power on science 3. Discuss cultural strategies from a scientific aspect 4. Discuss the importance of information, especially from the world of science	Criteria: maximum value 100	group assignment 2 X 50			0%
16	Final exams			2 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.