	Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Chinese Language Education Study Program			Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PHILOSOPHY OF EDUCATION		8820802156	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	5	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Yogi Bagus Adhimas, S.Pd., M.A.		Yogi Bagus Adhimas, S.Pd., M.A.			Miftachul Amri, M.Pd., M.Ed., Ph.D.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)
	P.O / Week: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Short Course Description	The Philosophy of Education course is a general basic course that is fundamental in an effort to build a paradigm and awareness of educational praxis. The main contents of this course include: (1) Philosophical Concepts; (2) Educational Philosophy; (3) Humans and Education; (4) Schools in educational philosophy; (5) Schools in educational philosophy; (6) Pre-colonial educational philosophy: A Historical review; (7) Colonial educational philosophy; (8) Pancasila: National Education Philosophy; (9) Education in the era of mental revolution; (10) Intellectualism and spiritualism; (11) Philosophy of future education: A universal movement; (12) Dialogue between sects on the problems and dilemmas of multidimensional life; (13) Conceptual Design of Philosophy Learning in Schools
References	**Main :**
	1. Ali M (2014) Pendidikan untuk Pembangunan Nasional. Bandung: Imtima. Dewantara, H, (2011). Kebudayaan. Yogyakarta: Yayasan persatuan Taman Siswa. Dewantara, H, (2011). Pendidikan. Yogyakarta: Yayasan persatuan Taman Siswa. Brameld, Theodore., (1957), Cultural Foundations of Education, New York Harper & Brothers Publishers, Henderson, Stell van Petter., (1959) Introduction to Philosphy of Education, Chicago.The University of Chicago Press Langeveld, M.J., (1970), Pedagogik Teoritis Sistematis, Penerjemah Simanjuntak, Bandung, CV. Jemmars, Marsh, Colin,.(2008), Becoming A Teacher, (Knowledge, skills and Issues), Australia, Pearson Education Australia, 4th Edition. Novak, Joseph D., (1979) A Theory of Education, Jthaca, Carnell University Press Ornstein, Levine, Gultek, (2011), Foundation of Education, USA, Wadsworth
	Supporters:
Supporting lecturer	Prof. Dr. Subandi, S.Pd., M.A. Yogi Bagus Adhimas, S.Pd., M.A.

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	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Direct learning 2 X 50			5%
2	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Direct learning 2 X 50			5%

3	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Direct learning 2 X 50			6%
4	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Direct learning 2 X 50			5%
5	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Direct learning 2 X 50			5%

6	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Direct learning 2 X 50			6%
7	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Direct learning 2 X 50			5%
8	UTS	UTS	**Criteria:** UTS **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance, Tests	UTS 2 X 50			12%

9	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Direct learning 2 X 50			5%
10	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Direct learning 2 X 50			5%
11	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Direct learning 2 X 50			7%

12	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Direct learning 2 X 50			5%
13	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Direct learning 2 X 50			5%
14	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Direct learning 2 X 50			5%

15	Students are able to identify and analyze Philosophical Concepts	Students are able to identify and analyze Philosophical Concepts	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Direct learning 2 X 50			5%
16	UAS	UAS	**Criteria:** UAS **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	UAS 2 X 50			14%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	16.55%
2.	Project Results Assessment / Product Assessment	22.45%
3.	Portfolio Assessment	22.45%
4.	Practical Assessment	10.2%
5.	Practice / Performance	22.45%
6.	Test	5.9%
		100%

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.