	Universitas Negeri Surabaya Faculty of Engineering , Undergraduate Culinary Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy	8321102077		T=2	P=0	ECTS=3.18	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Hj. Sri Handajani, S.Pd., M.Kes.

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

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	This course examines and provides an understanding of the basic concepts of philosophy of science and the benefits of studying them, the direction and function of philosophy of science and the relationship between philosophy and science, the object of study of philosophy of science, the nature of knowledge and science, the relationship between science, culture and civilization, the relationship between philosophy , ideology and religion, the scope of study of the philosophy of science includes ontology, epistemology, axiology, ethical and aesthetic concepts for the welfare of life, critical thinking methods, and scientific moral responsibility. Learning is carried out by applying a constructivist approach. The learning methods used are discussions, lectures, group presentations and project work by conducting interviews, observing and preparing reports.
References	**Main :**

1. Bawengan G.W .1983, Seb uah Studi tentang Filsafat. Jakarta. PT Pradnya Paramita
2. Bagus Lorens. 1996, Kamus Filsafat Jakarta. PT Gramedia
3. Suriasumantri J.S. 2000. Filsafat Ilmu, Sebuah Pengantar Populer. Jakarta. Pustaka Sinar Harapan
4. Kattsoff, L.O. 1986. Pengantar Filsafa t. Alih Bahasa Soejono Soemargono Yogyakart. Tiara Wacana

	Supporters:
Supporting lecturer	Dr. Ir. Asrul Bahar, M.Pd. MEDA WAHINI

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 carry out philosophy of science lectures according to the semester learning plan	1. Explain the learning plan for the philosophy of science course for one semester 2. Carry out a philosophy of science learning contract between lecturers and students according to the semester learning plan 3. explain the basic concepts of the philosophy of science	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) USS: carried out by assessment during the middle of the semester (weight 2)	Lectures and questions and answers 3 X 50			0%
2	Students are able to understand an introduction to philosophy	1. Explain the meaning of philosophy 2. Outlines the scope of philosophical studies 3. Describe the flow of philosophy 4. Identify philosophical thinking styles 5. Describe the history of the emergence of philosophical thought 6. Explain the benefits of philosophy	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) USS: carried out by assessment during the middle of the semester (weight 2)	Paper presentation, group discussion 2 X 50			0%
3	Students are able to understand an introduction to philosophy	1. Explain the meaning of philosophy 2. Outlines the scope of philosophical studies 3. Describe the flow of philosophy 4. Identify philosophical thinking styles 5. Describe the history of the emergence of philosophical thought 6. Explain the benefits of philosophy	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) USS: carried out by assessment during the middle of the semester (weight 2)	Paper presentation, group discussion 2 X 50			0%

4	Students are able to understand an introduction to philosophy	1. Explain the meaning of philosophy 2. Outlines the scope of philosophical studies 3. Describe the flow of philosophy 4. Identify philosophical thinking styles 5. Describe the history of the emergence of philosophical thought 6. Explain the benefits of philosophy	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) USS: carried out by assessment during the middle of the semester (weight 2)	Paper presentation, group discussion 2 X 50			0%
5	Students are able to understand philosophy, science and knowledge	1. Explain science and knowledge 2. describe the nature of truth in science, philosophy, and religion 3. Explains the areas of study of philosophy, science and religion	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) USS: carried out by assessment during the middle of the semester (weight 2)	Paper presentations, group discussions. 2 X 50			0%
6	Students are able to understand philosophy, science and knowledge	1. Explain science and knowledge 2. Describe the nature of truth in science, philosophy, and religion 3. Explains the areas of study of philosophy, science and religion	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) USS: carried out by assessment during the middle of the semester (weight 2)	Paper presentations, group discussions. 2 X 50			0%
7	Students are able to apply philosophical thinking in culinary education	Understanding the philosophical mindset in culinary education	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) USS: carried out by assessment during the middle of the semester (weight 2)	Paper presentation, question and answer group discussion, and assignment: critical review 2 X 50			0%
8	UTS			2 X 50			0%

9	Students are able to understand the branch of philosophical study in the development of science	Explain the branch of philosophical study in the development of science	**Criteria:** 1. The assessment criteria are carried out by looking at aspects: 2. 1. Participation: carried out by observing student activities (weight 2) 3. 2. USS: carried out with an assessment during the middle of the semester (weight 2) 4. USS: carried out every semester to measure all indicators (weight 3) Assignments: carried out on each indicator (weight 3) Student Final Grade: 5. Participation Value (2)%2 Assignment Value (3)%2 USS Value (2)%2 USS Value (3) divided by 10.	Discuss the branch of philosophical study in the development of science 2 X 50			0%
10	Students are able to understand ontology in the philosophy of science	1. Explains the meaning of ontology, what exists, what is real, the essence and substance of everything 2. Describes ontology in the structure of science, its position and important role	**Criteria:** 1. Task: performed on each indicator (weight 3) 2. Student Final Grade 3. Participation Value (2)%2 Assignment Value (3)%2 USS Value (2)%2 USS Value (3) divided by 10.	Discuss the position and important role of the 4 X 50 ontology			0%
11	Students are able to understand epistemology in the philosophy of science	1. Explain the meaning of epistemology 2. Identifying sources of epistemology 3. Describe theories about epistemological truth	**Criteria:** 1. Task: performed on each indicator (weight 3) 2. Student Final Grade 3. Participation Value (2)%2 Assignment Value (3)%2 USS Value (2)%2 USS Value (3) divided by 10.	Paper presentation, group discussion 2 X 50			0%
12	Students are able to understand axiology in the philosophy of science	1. Explain the meaning of axiology 2. Describe axiology according to world philosophy	**Criteria:** 1. Task: performed on each indicator (weight 3) 2. Student Final Grade 3. Participation Value (2)%2 Assignment Value (3)%2 USS Value (2)%2 USS Value (3) divided by 10.	Paper presentation, group discussion 2 X 50			0%

13	Students are able to understand ontology in the essence of culinary education	Describe the relationship between ontology and the essence of culinary education	**Criteria:** 1.Task: performed on each indicator (weight 3) 2.Student Final Grade 3.Participation Value (2)%2 Assignment Value (3)%2 USS Value (2)%2 USS Value (3) divided by 10.	Paper presentation, group discussion 2 X 50			0%
14	Students are able to understand epistemology in the essence of culinary science education	Describe the relationship between epistemology and the essence of culinary education	**Criteria:** 1.Task: performed on each indicator (weight 3) 2.Student Final Grade 3.Participation Value (2)%2 Assignment Value (3)%2 USS Value (2)%2 USS Value (3) divided by 10.	Paper presentation, group discussion 2 X 50			0%
15	Students are able to understand axiology in the essence of culinary education	Describe the relationship between axiology and the essence of culinary education	**Criteria:** 1.Task: performed on each indicator (weight 3) 2.Student Final Grade 3.Participation Value (2)%2 Assignment Value (3)%2 USS Value (2)%2 USS Value (3) divided by 10.	Paper presentation, group discussion 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.