		Document Code
Universitas Negeri Surabaya **Faculty of Educational Sciences** **Bachelor of Education Management Study Program**		

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Philosophy of Education	8620402035		**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Syunu Trihantoyo, S.Pd., M.Pd.

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	Study of the basic concepts of educational philosophy, schools, philosophy of science, as well as the relationship between philosophy, humans and education. Lectures are carried out using a system of presentation and discussion, observation, practice and reflection.

References	Main :
	1. Soegiono & Tamsil Muis. 2012. Filsafat Pendidikan: Teori & Praktek. PT Remaja RosdaKarya. Bandung. 2. Ali Maksum. 2008. Pengantar Filsafat. Ar-Ruzz Media. Yogyakarta. 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.
	Supporters:

Supporting lecturer	Dr. Amrozi Khamidi, S.Pd., M.Pd. Neni Mariana, S.Pd., M.Sc., Ph.D. Ainur Rifqi, S.Pd., M.Pd.

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	Mastering the basic concepts of philosophy		**Criteria:** Active in discussion/presentation activities	Lectures and questions and answers 2 X 50			0%

			Criteria				
2	Mastering the basic concepts of philosophy		**Criteria:** Active in discussion/presentation activities	Lectures and questions and answers 2 X 50			0%
3	Mastering the basic concepts of philosophy		**Criteria:** Active in discussion/presentation activities	Lectures, discussions and questions and answers 2 X 50			0%
4	Mastering the basic concepts of philosophy		**Criteria:** Active in discussion/presentation activities	Lectures, discussions and questions and answers 2 X 50			0%
5	Understanding the epistemology of educational science.		**Criteria:** Active in discussion/presentation activities	Lectures, discussions and questions and answers 2 X 50			0%
6	Understand the methodology of educational science.		**Criteria:** Active in discussion/presentation activities	Lectures, discussions and questions and answers 2 X 50			0%
7	Understand the methodology of educational science.		**Criteria:** Active in discussion/presentation activities	Lectures, questions and answers, and assignments 2 X 50			0%
8			**Criteria:** Full marks are obtained if you do all the questions correctly. Full marks if students are able to answer questions with descriptive, clear and systematic explanations and in accordance with the theory and policies used	2 X 50			0%
9	Understand the methodology of educational science.		**Criteria:** Active in discussion/presentation activities	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
10	Able to understand the axiology of educational science.		**Criteria:** Active in discussion/presentation activities	Lectures, discussions and questions and answers 2 X 50			0%
11	Understand the schools of educational philosophy.		**Criteria:** Active in discussion/presentation activities	Lectures, questions and answers, and assignments 2 X 50			0%
12	Able to understand the relationship between philosophy, humans, & education.		**Criteria:** Active in discussion/presentation activities	Assignment and observation 2 X 50			0%

13	Able to understand the Pancasila education philosophy.		**Criteria:** Active in discussion/presentation activities	Discussion and questions and answers 2 X 50			0%
14	Able to understand the philosophy of educational science comprehensively		**Criteria:** Active in discussion/presentation activities	Discussion and questions and answers 2 X 50			0%
15	Able to understand the philosophy of educational science comprehensively		**Criteria:** Active in discussion/presentation activities	Discussion and questions and answers 2 X 50			0%
16			**Criteria:** Full marks are obtained if you do all the questions correctly. Full marks if students are able to answer questions with descriptive, clear and systematic explanations and in accordance with the theory and policies used	2 X 50			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.