



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy	8620402123		T=2	P=0	ECTS=3.18	1	July 18, 2024

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

Learning model	Case Studies
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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)																																	
	<table border="1" style="width: 100%;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	- Basic and deep-rooted understanding of the conception of science, mapping of science, knowledge and truth, neutrality, benefits and impact of science on life. It also examines the meaning, implications and implementation of philosophy of science for scientific and educational development with an emphasis on issues of logic and scientific methodology.
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References	Main :	
		<ol style="list-style-type: none"> 1. Pramono, Made, dkk, 2005, Filsafat Ilmu (Kajian Ontologi, Epistemologi, dan Aksiologi) , Unesa Unipress, Surabaya. 2. Pramono, Made, E-learning Filsafat Ilmu : http://elearning.unesa.ac.id Kuipers, Theo A.F., (ed.), 2007, Handbook o f The Philosophy o f Science: General Philosophy o f Science - Focal Issues , Elsevier BV, Netherlands. Endraswara, 3. Suwardi, 2012, Filsafat Ilmu: Konsep, Sejarah, dan Pengembangan Metode Ilmiah , Yogyakarta: CAPS. 4. Prawironegoro, Darsono, 2010, Filsafat Ilmu: Kajian tentang Pengetahuan yang Disusun Secara Sistematis dan Sistemik dalam Membangun Ilmu Pengetahuan , Jakarta: Nusantara Consulting. 5. Kebung, Kohnard. 2011. Filsafat Ilmu Suatu Pengntar. Surajiyo, 2013. Filsafat Ilmu dan perkembangannya di Indonesia. Bumi Aksara, Jakarta.
	Supporters:	

Supporting lecturer	SUTRISNO WIDODO MAS SUBAGIO Dr. Soedjarwo, M.S.
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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	Ability to identify the meaning, scope of discussion, history and position of philosophy of science	- orientation of the philosophy of science, - Explain the importance of philosophy, science, and the philosophy of science - Explain the history, position and function of the philosophy of science, - identify the levels of philosophy.	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	1. Pulpit lectures and questions and answers 2. Slide and film screenings 3. Online lectures and interactions 2 X 50			0%
2	Ability to identify the meaning, scope of discussion, history and position of philosophy of science	- orientation of the philosophy of science, - Explain the importance of philosophy, science, and the philosophy of science - Explain the history, position and function of the philosophy of science, - identify the levels of philosophy.	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	1. Pulpit lectures and questions and answers 2. Slide and film screenings 3. Online lectures and interactions 2 X 50			0%
3	Ability to explain the characteristics of the philosophy of science and problems in the philosophy of science.	- explain the characteristics of the philosophy of science - identify problems in the philosophy of science.	Criteria: 1.4: description with good and correct sentences 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: general description with good and correct sentences, there is more than one aspect where the explanation is incorrect	1. Pulpit lectures and questions and answers 2. Search for facts in the community. 3. Online lectures and interactions 4. Search for material sources using the internet. 2 X 50			0%
4	Ability to outline the Basics of Knowledge	- 1. Determine the characteristics of philosophy, philosophy of science and good science. - 2, explain the definition and characteristics of science. 3. shows reasoning and logic, 4. explains the criteria and ways of discovering truth, 5. explains philosophy, religion, technology and art.		2 X 50			0%

5	Ability to outline the Basics of Knowledge	- 1. Determine the characteristics of philosophy, philosophy of science and good science. - 2, explain the definition and characteristics of science. 3. shows reasoning and logic, 4. explains the criteria and ways of discovering truth, 5. explains philosophy, religion, technology and art.	Criteria: 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8.Description: low (1), fair (2), good (3), very good (4).	Contextual instruction Cooperative learning 2 X 50			0%
6	Understanding the main points of epistemology in the philosophy of science: basic concepts of science and sources of knowledge	Can explain the main points of epistemology in the philosophy of science, especially regarding the basic concepts of science and sources of knowledge	Criteria: 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8.Description: low (1), fair (2), good (3), very good (4).	Contextual instruction Cooperative learning 2 X 50			0%
7	Understanding the main points of epistemology in the philosophy of science: basic concepts of science and sources of knowledge	Can explain the main points of epistemology in the philosophy of science, especially regarding the basic concepts of science and sources of knowledge	Criteria: 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8.Description: low (1), fair (2), good (3), very good (4).	Contextual instruction Cooperative learning 2 X 50			0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							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.