



Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Philosophy of Education	8620302028	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	March 17, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Atan Pramana, M.Pd. & Hirnanda Dimas Pradana, S.Pd., M.Pd		Prof. Dr. Rusijono, M.Pd			Dr. Utari Dewi, S.Sn., M.Pd.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																				
	PLO-6 Able to design, implement, evaluate learning in visual communication design, animation, broadcasting and informatics																																																																																																				
	PLO-7 Able to apply scientific principles to produce designs, media, technology, as well as evaluation of learning and training programs based on information and communication technology																																																																																																				
	PLO-9 Able to produce creative products in the field of educational technology that are educational and market them to the user community																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Students are able to embody character																																																																																																				
	PO - 2 Students master the concepts, structures and materials in educational technology science as Learning Technology Developers, Education and Training Analysts, and Multimedia/Animation/Broadcast Teachers according to educational figures in Indonesia and the development of philosophy.																																																																																																				
	PO - 3 Students are able to solve educational problems based on the case study method or team-based project learning in the field of educational technology, by prioritizing digital literacy through educational philosophy.																																																																																																				
	PO - 4 Students are able to utilize technology and information in solving problems in the field of educational technology and inclusive education based on digital technology and local wisdom through educational philosophy.																																																																																																				
	PLO-PO Matrix																																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description This course discusses insights into the philosophy of education, the national educational philosophy of Pancasila, and is able to carry out ontological, epistemological and axiological studies of the Pancasila educational philosophy, as well as being able to reflect and think critically about the implementation of education in accordance with ontological, epistemological and axiological reviews through humanistic learning. . Lectures are carried out using blended learning. The assessment is carried out by means of question and answer and in writing.

References **Main :**

1. Gandhi, Teguh Wangsa. 2011. Filsafat Pendidikan. Jogjakarta: Ar-Ruzzmedia
2. Jalaluddin & Abdullah Idi. 2009. Filsafat Pendidikan: Manusia, filsafat dan pendidikan. Ar-Ruzz Media. Yogyakarta.
3. Muis, Tamsil & Soegiono. 2012. Filasafat Pendidikan: teori dan Praktik. PT. Remaja Rosda. Bandung
4. Rusijono. 2020. Handout Filsafat Pendidikan. Surabaya: Teknologi Pendidikan FIP Unesa
5. Rusijono & Fendi Krisna Rusdiana. 2021. Pengantar Filsafat Pendidikan. Scopindo Media Pustaka: Surabaya

		Supporters:					
		<ol style="list-style-type: none"> 1. Ali Maksum. 2008. Pengantar Filsafat. Ar-RuzzMedia. Yogyakarta. 2. Ishak Abdulhak. 2008. Filsafat Ilmu Pendidikan: Suatu pengantar. PT. Remaja Rosdakarya: Bandung. 3. Knight, George. 2007 Filsafat Pendidikan. Yogyakarta: Gama Media. 4. Suhartono, Suparlan. 2006. Filsafat Pendidikan. Jogjakarta: Ar-Ruzzmedia. 					
Supporting lecturer		Prof. Dr. Rusijono, M.Pd. Dr. Atan Pramana, M.Pd. Hirnanda Dimas Pradana, 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	Identify the meaning, scope of discussion, history and position of educational philosophy in the orientation of the Philosophy of Education course	Introduction to the Philosophy of Education Course	Criteria: Full marks are obtained if you do all the questions correctly and argumentatively Form of Assessment : Participatory Activities, Practice/Performance	Approach: Persuasive Sceience, Method: Lecture, question and answer, Dialogue, Learning Model: Cooperative varied. Learning strategy: Constructivist Motivation. Case Studies. 2 X 50		Material: similarities and differences between science, philosophy and religion Reader: <i>Ali Maksum. 2008. Introduction to Philosophy. Ar-RuzzMedia. Yogyakarta</i>	34%
2	identify the meaning, scope of discussion, history and position of the philosophy of science, as well as understand the essence of the meaning of philosophical terms and formulations along with the object of study and methods.	Can explain the basic concepts of philosophy and the history of the birth of philosophy.	Criteria: Full marks are obtained if you do all the questions correctly and complete the assignments given. Form of Assessment : Participatory Activities	The approach; 1. Pulpit lectures and questions and answers, discussions and dialogues 2. Slide and film screenings 3. Online lectures and interactions 2 X 50		Material: characteristics of philosophical thought or philosophical thinking Reader: <i>Gandhi, Teguh Wangsa. 2011. Philosophy of Education. Jogjakarta : Ar-Ruzzmedia</i>	2%

3	<p>1. Discusses various approaches to conducting educational studies.</p> <p>2. The philosophical approach (fissafati) gives rise to educational philosophy, type-A educational theory (b) the scientific approach produces educational science, pedagogy, type-B educational theory, and (c) the comparative approach produces educational comparisons, international education and the history of education, and (d) a historical approach produces a history (history) of education in various practices in the past and in other countries/places.</p> <p>3. Discusses various philosophical approaches in conducting educational studies (idealism and naturalism).</p>	<p>1. Discusses various approaches to conducting educational studies.</p> <p>2. Explains various philosophical approaches in conducting educational studies (idealism and naturalism).</p>	<p>Criteria: Scale 0 -100</p> <p>Form of Assessment : Participatory Activities</p>	<p>cooperative discussion scene, question and answer, 2 X 50</p>		<p>Material: educational philosophy and discussion of educational philosophy Reader: <i>Ishak Abdulhak. 2008. Philosophy of Education: An introduction. PT. Rosdakarya Teenager. Bandung.</i></p>	2%
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4	<p>1. Discusses various approaches to conducting educational studies.</p> <p>2. The philosophical approach (fissafati) gives rise to educational philosophy, type-A educational theory (b) the scientific approach produces educational science, pedagogy, type-B educational theory, and (c) the comparative approach produces educational comparisons, international education and the history of education, and (d) a historical approach produces a history (history) of education in various practices in the past and in other countries/places.</p> <p>3. Discusses various philosophical approaches in conducting educational studies (idealism and naturalism)</p>	<p>1. Discusses various approaches to conducting educational studies.</p> <p>2. Explain various philosophical approaches in conducting educational studies (idealism and naturalism)</p>	<p>Criteria: Scale 0 -100</p> <p>Form of Assessment : Participatory Activities</p>	<p>cooperative discussion scene, question and answer, 2 X 50</p>		<p>Material: educational philosophy before Socrates Reader: <i>Jalaluddin & Abdullah Idi. 2009. Philosophy of Education: Humans, philosophy and education. Ar-Ruzz Media. Yogyakarta.</i></p>	2%
5	<p>Able to master philosophical systems and educational philosophy.</p>	<p>1. Can explain the Philosophical system.</p> <p>2. The relationship between modern philosophical schools and education.</p> <p>3. Culture and Education.</p> <p>4. Philosophical concepts regarding Education.</p>	<p>Criteria: in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns.</p> <p>Form of Assessment : Participatory Activities</p>	<p>- Cooperative, persuasive, - Discussion and dialogue, question and answer - Looking for problems with various concrete examples. - Conveying reality discourses to the universe. 2 X 50</p>		<p>Material: Socrates' educational philosophy Reader: <i>Knight, George. 2007 Philosophy of Education. Yogyakarta : Gama Media</i></p>	2%

6	Able to study the arguments for dualistic thinking in educational philosophy.	<ol style="list-style-type: none"> 1.Explain the broad meaning of spiritual education. 2.Explain the narrow meaning of spiritual education. 3.Shows the important relationship between education and humans. 4.Explain the important relationship between education and philosophy. 5.Understanding a paradigm of philosophical problems in education. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. If an individual student can report more than 3 pages according to the provisions, they will be given a score of 80 2.2. If individual students can report according to the provisions of only 2 pages, they will be given a score of 75 3.3. If an individual student can report according to the provisions with only 1 page they will be given a score of 60.4. If an individual student can report according to the provisions with only 1 page they will be given a score of 0 <p>Form of Assessment : Participatory Activities</p>	Problem based approach, Dialogical discussion, Problem Based Learning 2 X 50		<p>Material: Plato's educational philosophy Library: Muis, Tamsil & Soegiono. 2012. <i>Philosophy of Education: theory and practice. PT. Rosda teenager. Bandung</i></p>	2%
7	<ol style="list-style-type: none"> 1.Able to interpret philosophy and the meaning of education on a philosophical basis. 2.Ability to outline the epistemological foundations of scientific disciplines. 	<ol style="list-style-type: none"> 1.Explain the meaning of philosophy and the meaning of education on a philosophical basis. 2.Explaining the epistemological basis of scientific discipline. 	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	1. Pulpit lectures (slides, ppt) and questions and answers 2. Group discussions on the theme of epistemology of science 3. Lectures and online interactions, 4. Complete discussion materials. 10 X 50		<p>Material: Aristotle's educational philosophy Reader: Suhartono, Suparlan. 2006. <i>Philosophy of Education. Jogjakarta : Ar-Ruzzmedia</i></p>	2%
8	UTS	Explain, analyze and elaborate on answers to questions that have been set by the lecturer.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities, Tests</p>	Seriousness in understanding the questions and sincerity in giving answers without any help from other parties. 10 X 50		<p>Material: human resources (HR) theory Reader: Rusijono. 2020. <i>Philosophy of Education Handout. Surabaya: Unesa FIP Educational Technology</i></p>	20%

9	<p>1.Understanding the philosophical approach to education.</p> <p>2.Ability to outline the epistemological foundations of scientific disciplines.</p>	<p>1.Describes the philosophical approach in education.</p> <p>2.Epistemological foundations of Science.</p>	<p>Criteria:</p> <p>1.4: correct description</p> <p>2.3: the description is generally correct, there is one aspect where the explanation is incorrect</p> <p>3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect</p> <p>4.1: the description is wrong</p> <p>Form of Assessment : Participatory Activities</p>	<p>Discussion, question and answer, dialogue and lecturer enlightenment.</p> <p>2 X 50</p>		<p>Material: cultural relativization theory</p> <p>References: <i>Suhartono, Suparlan. 2006. Philosophy of Education. Jogjakarta : Ar-Ruzzmedia</i></p>	2%
10	<p>Explains the development of values for holistic human education</p>	<p>Explains the theoretical & practical usefulness values of educational science.</p>	<p>Criteria: Discuss the results of scientific work based on book references designated as guidelines 1-6</p> <p>Form of Assessment : Participatory Activities</p>	<p>- Discussion, dialogue, question and answer, lecturer enlightenment</p> <p>- Persuasive and cooperative,</p> <p>2 X 50</p>		<p>Material: reconstructivist theory</p> <p>Literature: <i>Muis, Tamsil & Soegiono. 2012. Philosophy of Education: theory and practice. PT. Rosda teenager. Bandung</i></p>	2%
11	<p>Understanding Education as the preservation of values and social change.</p>	<p>Explaining education as a preserver of cultural values and social change.</p>	<p>Criteria: Discuss the work based on the book references set out in lectures on books 1 - 6</p> <p>Form of Assessment : Participatory Activities</p>	<p>- Cooperative and persuasive - Discussion, argumentation, analysis and dialogue - Problem Based Learning</p> <p>10 X 50</p>		<p>Material: the use of philosophy for humans, human nature, the nature of education, the relationship between human philosophy and education.</p> <p>Reader: <i>Knight, George. 2007 Philosophy of Education. Yogyakarta : Gama Media</i></p>	2%
12	<p>Students are able to explain education as a right and obligation of all citizens</p>	<p>1.Students can explain the concept of rights.</p> <p>2.Students can describe the concept of obligation.</p> <p>3.Students can explain educational concepts.</p> <p>4.Students are able to describe education as a right and obligation for all citizens.</p>	<p>Criteria: Assignment and guidance: formulating ideas about critical reading based on references and events that occur.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Problem Based Learning, Cooperative, discussion, question and answer, presentation, and analysis.</p> <p>10 X 50</p>		<p>Material: Pancasila as the nation's philosophy of life</p> <p>Reader: <i>Jalaluddin & Abdullah Idi. 2009. Philosophy of Education: Humans, philosophy and education. Ar-Ruzz Media. Yogyakarta.</i></p>	2%
13	<p>1.Able to explain the quality of education.</p> <p>2.Able to increase opportunities and fair quality of education for all citizens.</p> <p>3.Able to explain the future of Indonesian education.</p>	<p>1.Explain the quality of education.</p> <p>2.Explaining increasing opportunities and fair quality of education for all citizens.</p> <p>3.Explaining Indonesian education in the future.</p>	<p>Criteria: Method of delivery, grammatical system.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Problem Based Learning</p> <p>10 X 50</p>		<p>Material: Pancasila as the nation's philosophy of life</p> <p>Reader: <i>Ishak Abdulhak. 2008. Philosophy of Education: An introduction. PT. Rosdakarya Teenager. Bandung.</i></p>	2%

14	Able to explain individual education and community education.	1. Able to explain the concept of individual education. 2. Able to explain the concept of community education.	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 Form of Assessment : Participatory Activities	cooperative and scientific approach 2 X 50		Material: Pancasila as a national education philosophy Reader: <i>Gandhi, Teguh Wangsa. 2011. Philosophy of Education. Jogjakarta : Ar-Ruzzmedia</i>	2%
15	Able to explain the relationship between philosophy, education and Pancasila.	1. Explains educational philosophy comprehensively. 2. Explain the relationship between education and Pancasila and the Pancasila education 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 Form of Assessment : Participatory Activities	Cooperative, persuasive, elementary and community observations, group discussions, dialogic question and answer 2 X 50		Material: Pancasila as a national education philosophy Reader: <i>Gandhi, Teguh Wangsa. 2011. Philosophy of Education. Jogjakarta : Ar-Ruzzmedia</i>	2%
16	UAS	Students are able to explain the ontology, epistemology and axiology of the Pancasila educational philosophy.	Criteria: Grading Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99) Form of Assessment : Participatory Activities, Tests	Answering UAS 2 X 50 questions		Material: ontology, epistemology and axiology of Pancasila educational philosophy. Bibliography: <i>Ali Maksum. 2008. Introduction to Philosophy. Ar-RuzzMedia. Yogyakarta</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	63%
2.	Practice / Performance	17%
3.	Test	20%
		100%

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.

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.