SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy		8620302144		**T=2**	**P=0**	**ECTS=3.18**	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Utari Dewi, S.Sn., 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	Students have insight into the philosophy of education, the national education philosophy of Pancasila, and are able to carry out ontological, epistemological and axiological studies of the Pancasila educational philosophy, and are able to reflect and think critically about the implementation of education in accordance with ontological, epistemological and axiological reviews through humanistic learning.

References	**Main :**

1. Imam Barnadib 1988. Ke arah perspektif baru pendidikan . Jakarta: P2LPTK, Ditjen Dikti, Departemen Pendidikan dan Kebudayaan.
2. Jalaludin dan Abdullah Idi 1997. Filsafat Pendidikan: manusia, filsafat, dan pendidikan . Jakarta: Gaya Media Pratama.
3. Madjid Noor, dkk. 1987. Filsafat dan teori pendidikan, Jilid 1, filsafat pendidikan . Bandung: Fakultas Ilmu Pendidikan, IKIP Bandung.
4. Madjid Noor, dkk. 1987. Filsafat dan teori pendidikan, Jilid 2, filsafat pendidikan . Bandung: Fakultas Ilmu Pendidikan, IKIP Bandung
5. Sunarjo Wreksosuhardjo. 1976. Pembimbing ke dalam filsafat pendidikan nasional Pancasila. Surakarta: Fakultas Ilmu Pendidikan Universitas Sebelas Surakarta

Supporters:

Supporting lecturer	SUTRISNO WIDODO Prof. Dr. Rusijono, 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 and philosophy of science	Students can explain the meaning, objectives, problems and scope of philosophy and philosophy of science	**Criteria:** Full marks are obtained if you can answer the questions above correctly.	Contextual instruction Discussion 2 X 50			0%
2	Mastering the basic concepts of philosophy and philosophy of science	Students can explain the meaning, objectives, problems and scope of philosophy and philosophy of science	**Criteria:** Full marks are obtained if you can answer the questions above correctly.	Contextual instruction Discussion 2 X 50			0%
3	Ability to explain general scientific conceptions	Students can explain the difference between science and knowledge, and the conditions for knowledge to be called science.	**Criteria:** 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.Scores in the range 1-4 are assigned to measure activity and accuracy of understanding, low (1), fair (2), good (3), very good (4).	direct learning, 2 X 50 group discussions			0%
4	Understand the meaning and aspects of scientific ontology	Students can explain aspects of scientific ontology	**Criteria:** 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.scores in the range 1-4 are assigned to measure 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%
5	Understand the meaning and aspects of scientific ontology	Students can explain aspects of scientific ontology		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.scores in the range 1-4 are assigned to measure 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. scores in the range 1-4 are assigned to measure 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	UTS			2 X 50			0%
9	Understand the main points of epistemology in the philosophy of science: the boundaries of science and scientific methods	Can explain the main points of epistemology in the philosophy of science, especially regarding the boundaries of science and scientific methods	**Criteria:** 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. scores in the range 1-4 are assigned to measure 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%
10	Understand the main points of epistemology in the philosophy of science: the boundaries of science and scientific methods	Can explain the main points of epistemology in the philosophy of science, especially regarding the boundaries of science and scientific methods	**Criteria:** 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. scores in the range 1-4 are assigned to measure 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%
11	Understanding the main points of epistemology in the philosophy of science: the nature of truth and the theory of truth	the main points of epistemology in the philosophy of science, especially regarding the nature of truth and the theory of truth	**Criteria:** 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. scores in the range 1-4 are assigned to measure 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%

12	Understand axiology as an integral part of the philosophy of science	Can explain axiology as an integral part of the philosophy of science, including ethics and aesthetics	**Criteria:** 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.scores in the range 1-4 are assigned to measure 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8.Description: low (1), fair (2), good (3), very good (4).	ontextual instruction Cooperative learning 2 X 50			0%
13	Understand axiology as an integral part of the philosophy of science	Can explain axiology as an integral part of the philosophy of science, including ethics and aesthetics	**Criteria:** 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.scores in the range 1-4 are assigned to measure 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8.Description: low (1), fair (2), good (3), very good (4).	ontextual instruction Cooperative learning 2 X 50			0%
14	Understand the impact of the development and use of knowledge	Can explain the ethical impact of the development and use of knowledge and the social and professional responsibilities of a scientist	**Criteria:** 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.scores in the range 1-4 are assigned to measure 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%
15	Understand the impact of the development and use of knowledge	Can explain the ethical impact of the development and use of knowledge and the social and professional responsibilities of a scientist	**Criteria:** 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.scores in the range 1-4 are assigned to measure 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%
16	UAS			WRITING TEST 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.