



**Universitas Negeri Surabaya  
Faculty of Education,  
Undergraduate Study Program in Out-of-School Education**

Document  
Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>
Philosophy of Education	8620502047		T=2 P=0 ECTS=3.18	3	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>
	.....		.....		Rivo Nugroho, S.Pd., M.Pd.
<b>Learning model</b>	Case Studies				
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course				
	Program Objectives (PO)				
	PLO-PO Matrix				
		P.O			
<b>Short Course Description</b>	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.				
	References				
<b>References</b>	<b>Main :</b>				
	<ol style="list-style-type: none"> <li>1. Buku Wajib (BW) Jalaludin dan Abdullah Idi. 1997. Filsafat Pendidikan: manusia, filsafat, dan pendidikan. Jakarta: Gaya Media Pratama.</li> <li>2. Imam Barnadib.1988. Ke arah perspektif baru pendidikan. Jakarta: P2LPTK, Ditjen Dikti, Departemen Pendidikan dan Kebudayaan.</li> <li>3. Sunarjo Wreksosuhardjo. 1976. Pembimbing ke dalam filsafat pendidikan nasional Pancasila. Surakarta: Fakultas Ilmu Pendidikan Universitas Sebelas Surakarta.</li> <li>4. Buku Anjuran (BA) Madjid Noor, dkk. 1987. Filsafat dan teori pendidikan, Jilid 1, filsafat pendidikan. Bandung: Fakultas Ilmu Pendidikan, IKIP Bandung.</li> <li>5. Madjid Noor, dkk. 1987. Filsafat dan teori pendidikan, Jilid 2, filsafat pendidikan. Bandung: Fakultas Ilmu Pendidikan, IKIP Bandung.</li> <li>6. Imam Barnadib. 1988. Ke arah perspektif baru pendidikan. Jakarta: P2LPTK, Ditjen Dikti, Departemen Pendidikan dan Kebudayaan.</li> <li>7. Jalaludin dan Abdullah Idi. 1997. Filsafat Pendidikan: manusia, filsafat, dan pendidikan. Jakarta: Gaya Media Pratama.</li> <li>8. Madjid Noor, dkk. 1987. Filsafat dan teori pendidikan, Jilid 1, filsafat pendidikan. Bandung: Fakultas Ilmu Pendidikan, IKIP Bandung.</li> <li>9. Madjid Noor, dkk. 1987. Filsafat dan teori pendidikan, Jilid 2, filsafat pendidikan. Bandung: Fakultas Ilmu Pendidikan, IKIP Bandung</li> <li>10. Sunarjo Wreksosuhardjo 1976. Pembimbing ke dalam filsafat pendidikan nasional Pancasila. Surakarta: Fakultas Ilmu Pendidikan</li> </ol>				
	<b>Supporters:</b>				
<b>Supporting lecturer</b>	SUHANADJI Dr. Heryanto Susilo, S.Pd., M.Pd.				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>	<b>Learning materials [ References]</b>	<b>Assessment Weight (%)</b>

		Indicator	Criteria & Form	Offline ( offline )	Online ( online )	J	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the meaning of science, philosophy and religion. Characteristics of philosophical thought. Understand the meaning of educational philosophy, the scope of discussion of philosophy & educational philosophy. Understand the development of educational philosophical thought from ancient Greece to the Middle Ages. Understand theoretical thinking and modern educational philosophy.	Can explain: The similarities between science, philosophy and religion The differences between science, philosophy and religion Can explain the characteristics of philosophical thinking or philosophical thinking Can explain: Understanding educational philosophy Discussion of educational philosophy Can explain: Educational philosophical thinking before Socrates Socratic educational philosophical thinking Plato's educational philosophical thinking Aristotle's educational philosophical thinking Can explain :Human resource theoryCultural relativization theoryReconstructionism theoryCan explain:The use of philosophy for humansThe nature of educationThe relationship between philosophy, humans and educationCan explain:Pancasila as the nation's philosophy of lifePancasila as a national education philosophyOverview of the ontology, epistemology and axiology of the Pancasila educational philosophy	<b>Criteria:</b> 1.Can explain: 2.Similarities between science, philosophy and religion 3.Differences between science, philosophy and religion	Lectures, discussions and questions and answers 2 X 50			0%
2	Understand the meaning of science, philosophy and religion. Characteristics of philosophical thought. Understand the meaning of educational philosophy, the scope of discussion of philosophy & educational philosophy. Understand the development of educational philosophical thought from ancient Greece to the Middle Ages. Understand theoretical thinking and modern educational philosophy.	Can explain: The similarities between science, philosophy and religion The differences between science, philosophy and religion Can explain the characteristics of philosophical thinking or philosophical thinking Can explain: Understanding educational philosophy Discussion of educational philosophy Can explain: Educational philosophical thinking before Socrates Socratic educational philosophical thinking Plato's educational philosophical thinking Aristotle's educational philosophical thinking Can explain :Human resource theoryCultural relativization theoryReconstructionism theoryCan explain:The use of philosophy for humansThe nature of educationThe relationship between philosophy, humans and educationCan explain:Pancasila as the nation's philosophy of lifePancasila as a national education philosophyOverview of the ontology, epistemology and axiology of the Pancasila educational philosophy	<b>Criteria:</b> 1.Can explain: 2.Similarities between science, philosophy and religion 3.Differences between science, philosophy and religion	Lectures, discussions and questions and answers 2 X 50			0%

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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.