



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Fine Arts Education Study Program**

Document Code

SEMESTER LEARNING PLAN

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|--|---|---|-----------------------------------|--|----------------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science phylosophy | 8821002216 | | T=2 P=0 ECTS=3.18 | 1 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Fera Ratyaningrum, 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="15"></td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 3%;">1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> </table> | | | | | | | | | | | | | | | P.O | Week | | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | <p>Main :</p> <ol style="list-style-type: none"> 1. Adib, Mohammad. 2015. Filsafat Ilmu: Ontologi, Epistemologi, Aksiologi, dan logika Ilmu Pengetahuan . Yogyakarta: Pustaka Pelajar 2. Bakhtiar Amsal. 2011. Filsafat Ilmu. Kakarta: PT.Rajagrafindo Persada 3. Colingwood, R.G., 1983. The Principles of Art. Oxford Univesity Press. 4. Liang Gie, The. 2012. Pengantar Filsafat Ilmu . Yogyakarta: Liberty 5. Pramono, Made, dkk, 2005. Filsafat Ilmu: Kajian Ontologi, Epistemologi, dan Aksiologi Ilmu . Unesa University Press 6. Graham, Gordon, 2000. Philosophy of the Arts. Routledge 7. Santayana, George. 1896. The Sense of Beauty. Charles Scribners Sons. 8. van Maanen, Hans. 2009. How to Study Art Worlds. Amsterdam University Press. 9. Dewey, John. 1990. Art as Experience. Perige Books. 10. Read, Herbert. 1982. Education through Art. Pinguin Books. <p>Supporters:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | MUHAJIR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Understand the nature & scope of the Philosophy of Science | 1. Explain the nature of the philosophy of science. 2. Explain the usefulness of the philosophy of science | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Lecture, question and answer 2 X 50 | | | 0% |
| 2 | Understanding Philosophy, Science, and the Philosophy of Science | 1. Make a concept map of Philosophy, Science and Philosophy of Science 2. Explain the concept of Philosophy, Science and Philosophy of Science 3. Make a comparison of Philosophy, Science and Philosophy of Science | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Lecture, Question and answer 2 X 50 | | | 0% |
| 3 | Analyzing the objects of study in philosophy and science | 1. Explain the differences in objects of study and points of view between philosophy and science 2. Detail the basics of understanding science | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Lectures, discussions, questions and answers 2 X 50 | | | 0% |
| 4 | Understanding the Foundations of Science Study: Ontology, Epistemology, and Axiology | 1. Explain the ontological basis (the object studied by science) 2. Explain the epistemological basis (the method used to study science) 3. Explain the axiological basis (the benefits/usefulness of the science studied) | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Lectures, questions and answers, assignments 2 X 50 | | | 0% |

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|---|--|--|--|--|--|--|----|
| 5 | Understanding the Foundations of Science Study: Ontology, Epistemology, and Axiology | 1. Explain the ontological basis (the object studied by science) 2. Explain the epistemological basis (the method used to study science) 3. Explain the axiological basis (the benefits/usefulness of the science studied) | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Lectures, questions and answers, assignments 2 X 50 | | | 0% |
| 6 | Understanding the History of Scientific Development | 1. Explain the history of the development of science 2. Explain the development of science after the 17th century 3. Explain the positive aspects of the Renaissance spirit | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Presentation, Question and answer 2 X 50 | | | 0% |
| 7 | Understanding the History of Scientific Development | 1. Explain the history of the development of science 2. Explain the development of science after the 17th century 3. Explain the positive aspects of the Renaissance spirit | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Presentation, Question and answer 2 X 50 | | | 0% |
| 8 | Indicators and study materials refer to meetings 1 to 7 | Indicators and study materials refer to meetings 1 to 7 | | 2 X 50 | | | 0% |
| 9 | Analyzing Science | 1. Explain the definition & types of knowledge. 2. Explain the nature and sources of knowledge. | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Presentation and Question and Answer 2 X 50 | | | 0% |

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| 10 | Analyzing the theory of scientific truth | 1. Explaining the nature of the theory of scientific truth. 2 Detailing the theory of truth. Science consists of: coherence, correspondence, positivistic, pragmatic, essentialistic, constructivist, religiousistic | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Lectures, questions and answers, assignments 2 X 50 | | | 0% |
| 11 | Analyzing the theory of scientific truth | 1. Explaining the nature of the theory of scientific truth. 2 Detailing the theory of truth. Science consists of: coherence, correspondence, positivistic, pragmatic, essentialistic, constructivist, religiousistic | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Lectures, questions and answers, assignments 2 X 50 | | | 0% |
| 12 | Understanding scientific logic and scientific thinking methods | Explaining the logic of science, consisting of (1) the nature of thinking, (2) the meaning and criteria of scientific thinking methods | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Presentation and Question and Answer 2 X 50 | | | 0% |
| 13 | Understanding the Philosophy of Science and Technology | 1. Explain the meaning of philosophy of science and technology. 2. Explain the relationship between philosophy of science and technology | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Presentation and questions and answers 2 X 50 | | | 0% |

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| 14 | Understanding the Morality of Science | Explain: 1. Responsibilities of scientists 2. Principles of science 3. Denial and resistance to ethics | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Presentation and questions and answers 2 X 50 | | | 0% |
| 15 | Understanding Philosophy, Science and Technology and Culture | Explain: 1. The concept of science, technology and culture 2. The relationship between science, technology and culture | Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. | Presentation and questions and answers 2 X 50 | | | 0% |
| 16 | Indicators and study materials refer to the 9 13 16 meeting | Indicators and study materials refer to the 9 13 16 meeting | | 2 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

