



**Universitas Negeri Surabaya  
Faculty of Education  
Undergraduate Guidance and Counseling Study Program**

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	8620102058		T=2 P=0 ECTS=3.18	4	July 17, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Evi Winingsih, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	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: 100px; height: 20px;">P.O</td></tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	This course discusses the meaning, scope of educational philosophy, understanding the nature of the human-philosophy and education relationship, schools of educational philosophy, studies of the ideas of foreign educational philosophy and Ki Hajar Dewantoro, Pancasila educational philosophy and philosophical studies of theory and practice. education in Indonesia. Lectures are carried out using direct learning, dialogue, independent assignments, group discussions and field studies																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Ali Maksum. 2015. Pengantar Filsafat . Ar-Ruzz Media. Yogyakarta.Gandhi,</li> <li>2. Teguh Wangsa. 2016. Filsafat Pendidikan . Jogjakarta : Ar-Ruzzmedia</li> <li>3. Ishak Abdulhak. 2018. Filsafat Ilmu Pendidikan: Suatu pengantar. PT. Remaja Rosdakarya. Bandung.</li> <li>4. Jalaluddin &amp; Abdullah Idi. 2009. Filsafat Pendidikan: Manusia, filsafat dan pendidikan . Ar-Ruzz Media. Yogyakarta.</li> <li>5. Knight, George. 2017 Filsafat Pendidikan. Yogyakarta : Gama Media</li> <li>6. Muis, Tamsil &amp; Soegiono. 2012. Filasafat Pendidikan : teori dan Praktik. PT. Remaja Rosda. Bandung.</li> <li>7. Suhartono, Suparlan. 2016. Filsafat Pendidikan. Jogjakarta : Ar-Ruzzmedia</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Eko Darminto, M.Si. Dr. Wiryo Nuryono, 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>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Basic orientation of educational philosophy	Able to understand the initial orientation of educational philosophy courses	<b>Criteria:</b> Rubric	Dialogue and Question and Answer 2 X 50			0%
2	Mastering the Understanding of Educational Philosophy	<ol style="list-style-type: none"> <li>1. Understanding Philosophy in terms of the Origin of the Word</li> <li>2. Definition of Philosophy according to Philosophers</li> <li>3. Studies in the philosophy of education</li> </ol>	<b>Criteria:</b> Rubric	Dialogue and Question and Answer 2 X 50			0%
3	Understanding educational epistemology.	Can explain formal objects & material objects of education.		dialogue and questions and answers 2 X 50			0%
4	Able to understand the relationship between philosophy, humans, & education.	<ol style="list-style-type: none"> <li>1. Can explain the theory of Truth</li> <li>2. Can explain human nature</li> <li>3. Can explain the nature of education</li> <li>4. Value systems and philosophical views on education</li> </ol>		Dialogue and Question and Answer 2 X 50			0%
5	Philosophy, education, and philosophy of education and philosophy of education	Can compare the education science tree and the philosophy science tree	<b>Criteria:</b> Rubric	dialogue, question and answer 6 X 50			0%
6	Understanding the Schools of Indonesian Educational Philosophy	Can compare schools of educational philosophy	<b>Criteria:</b> Rubric	dialogue, question and answer 6 X 50			0%
7	Able to compare 20th century educational philosophy thinking	<ol style="list-style-type: none"> <li>1. Examining the educational philosophy of Socrates and Plato</li> <li>2. Examining Aristotle's educational philosophy</li> </ol>	<b>Criteria:</b> Rubik's	dialogue, question and answer 6 X 50			0%
8	U.S.S	U.S.S	<b>Criteria:</b> U.S.S	USS 2X50			0%
9	Able to compare the philosophical thoughts of the 20th century	<ol style="list-style-type: none"> <li>1. able to examine Rousau's thoughts on education</li> <li>2. able to examine Pestalozzi's thoughts on education</li> </ol>	<b>Criteria:</b> Rubric	Dialogue, cooperative 2 X 50			0%
10	Understanding John Dewey's educational philosophy	Examining Joh Dewey's educational philosophy	<b>Criteria:</b> Rubric	question and answer dialogue 6 X 50			0%

11	Understanding the thoughts of Indonesian educational philosophical figures	1.examine the educational philosophy of Ki Hajar Dewantoro 2.Comparing Ki Hajar Dewantoro's educational philosophy	Criteria: Rubric	question and answer dialogue 2 X 50			0%
12	Understanding Ki Hajar Dewantoro's thoughts	Can compare Ki Hajar Dewantoro's educational thoughts with other educational philosophers	Criteria: Rubric	2 X 50 visits			0%
13	Able to understand the Pancasila education philosophy.	Can explain the Pancasila education philosophy.		dialogue and questions and answers 2 X 50			0%
14	Philosophical study of educational theory and practice in Indonesia	Can summarize material on the philosophy of educational science comprehensively	Criteria: Rubik's	dialogue and questions and answers 2 X 50			0%
15	Philosophical study of educational theory and practice in Indonesia	Can summarize material on the philosophy of educational science comprehensively		dialogue and questions and answers 2 X 50			0%
16	US			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.

