		Universitas Negeri Surabaya Faculty of Languages and Arts, Indonesian Literature Undergraduate Study Program	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
History of modern thought	7920102113	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Setya Yuwana, M.A.; Dr. Anas Ahmadi; Drs. Parmin, M.Hum.	Prof. Dr. Setya Yuwana, M.A.	Drs. Parmin, M.Hum.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Mastering the basic knowledge to be creative in the field of Indonesian language and literature; as well as research methods in Indonesian language and literature
	PLO-14	Able to document, store, secure and recover data to ensure validity and prevent plagiarism, as well as compiling descriptions of scientific study results in the form of a thesis, and uploading them on the Unesa page
	Program Objectives (PO)	
	PO - 1	Students are able to describe the process of changing thought from pre-modern to modern.
	PLO-PO Matrix	

P.O	PLO-6	PLO-14
PO-1		

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
PO-1																

Short Course Description	Describes the process of changing thought from pre-modern to modern.

References	**Main :**	
	1. Jalaludin dan Abdullah Idi . 1997. Filsafat Pendidikan: manusia, filsafat, dan pendidikan. Jakarta: Gaya Media Pratama. 2. Bachtiar, Harsja W. 1986. Percakapan dengan Sidney Hook. Jakarta: Djambatan. 3. Hamersna, Harry. 1992. Tokoh-tokoh Filsafat Barat Modern. Jakarta: Gramedia. 4. Pitono, Djoko. Ed. 2007. Bahasa, Sastra, dan Budi Dharma. Surabaya: JP Books. 5. Suzuki, Shunryu. 2003. Not always so. New York: Harper Collins Publisher.	
	Supporters:	
	1. Beberpa buku tentang sejarah pemikiran modern	

Supporting lecturer	Prof. Dr. H. Setya Yuwana, M.A.

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	1. Students are able to differentiate types of thinking 2. Students are able to realize changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Participatory Activities	discussion, question and answer, lecture, assignment, presentation 2 X 50	discussions, questions and answers, lectures, assignments, presentations	**Material:** types of thinking **Reader:** *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style. Bachtiar, Harsja W. 1986. Conversation with Sidney Hook . Jakarta: Bridge. Hamersna, Harry. 1992. Figures of Modern Western Philosophy. Jakarta: Gramedia. Pitono, Djoko. Ed. 2007. Language, Literature, and Budi Dharma . Surabaya: JP Books. Suzuki, Shunryu. 2003. Not always so. New York: Harper Collins Publishers.*	5%
2	1. Students are able to differentiate between types of thinking. 2. Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Participatory Activities	discussion, question and answer, lecture, assignment, presentation 2 X 50	discussions, questions and answers, lectures, assignments, presentations	**Material:** types of thinking **Reader:** *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.*	5%

| 3 | 1.Students can differentiate between types of thinking. 2.Students can become aware of changes in thinking and behavior in their immediate environment. | Students are able to differentiate types of thinking and behavior in their environment. | **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 unclear and wrong

Form of Assessment : Project Results Assessment / Product Assessment | discussion, question and answer, lecture, assignment, presentation 2 X 50 | wab, lectures, assignments, presentations | **Material:** different types of thinking **Reference:** *Hamersna, Harry. 1992. Figures of Modern Western Philosophy. Jakarta: Gramedia.* | 10% |
| 4 | 1.Students are able to differentiate types of thinking. 2.Students can become aware of changes in thinking and behavior in their immediate environment. | Students are able to differentiate types of thinking and behavior in their environment. | **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 unclear and wrong

Form of Assessment : Participatory Activities | discussion, question and answer, lecture, assignment, presentation 2 X 50 | discussions, questions and answers, lectures, assignments, presentations | **Material:** different types of thinking **Reference:** *Hamersna, Harry. 1992. Figures of Modern Western Philosophy. Jakarta: Gramedia.* | 5% |

5	1.Students are able to differentiate types of thinking. 2.Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Portfolio Assessment	discussion, question and answer, lecture, assignment, presentation 2 X 50	discussions, questions and answers, lectures, assignments, presentations	**Material:** distinguishing types of thinking and behavior in the environment. **Reference:** *Hamersna, Harry. 1992. Figures of Modern Western Philosophy. Jakarta: Gramedia.*	5%
6	1.Students are able to differentiate types of thinking. 2.Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Portfolio Assessment	PjBL 2 X 50	PjBL	**Material:** distinguishing types of thinking and behavior in the environment. **Reference:** *Hamersna, Harry. 1992. Figures of Modern Western Philosophy. Jakarta: Gramedia.*	10%
7	1.Students are able to differentiate types of thinking. 2.Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Participatory Activities	discussion, question and answer, lecture, assignment, presentation 2 X 50	discussions, questions and answers, lectures, assignments, presentations	**Material:** distinguishing types of thinking and behavior in the environment. **Reference:** *Pitono, Djoko. Ed. 2007. Language, Literature and Budi Dharma. Surabaya: JP Books.*	10%

8	UTS	UTS	**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 unclear and wrong **Form of Assessment** : Test	UTS 2 X 50	UTS	**Material:** UTS **Reader:** *Jalaludin and Abdullah Idi . 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.*	10%
9	1. Can differentiate between types of thinking 2. Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Participatory Activities	discussion, question and answer, lecture, assignment, presentation 2 X 50		**Material:** distinguishing types of thinking and behavior in their environment. **Reference:** *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.*	5%

| 10 | 1. Can differentiate between types of thinking 2. Students can become aware of changes in thinking and behavior in their immediate environment. | Students are able to differentiate types of thinking and behavior in their environment. | **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 unclear and wrong

Form of Assessment : Participatory Activities | discussion, question and answer, lecture, assignment, presentation 2 X 50 | | **Material:** distinguishing types of thinking and behavior in their environment.
Reference: *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.* | 5% |
| 11 | 1. Can differentiate between types of thinking 2. Students can become aware of changes in thinking and behavior in their immediate environment. | Students are able to differentiate types of thinking and behavior in their environment. | **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 unclear and wrong

Form of Assessment : Participatory Activities | discussion, question and answer, lecture, assignment, presentation 2 X 50 | | **Material:** distinguishing types of thinking and behavior in their environment.
Reference: *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.* | 5% |

12	1. Can differentiate between types of thinking 2. Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Participatory Activities	discussion, question and answer, lecture, assignment, presentation 2 X 50		**Material:** distinguishing types of thinking and behavior in their environment. **Reference:** *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.*	5%
13	1. Can differentiate between types of thinking 2. Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong **Form of Assessment** : Participatory Activities	discussion, question and answer, lecture, assignment, presentation 2 X 50		**Material:** distinguishing types of thinking and behavior in their environment. **Reference:** *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.*	5%
14	1. Can differentiate between types of thinking 2. Students can become aware of changes in thinking and behavior in their immediate environment.	Students are able to differentiate types of thinking and behavior in their environment.	**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 unclear and wrong	discussion, question and answer, lecture, assignment, presentation 2 X 50		**Material:** distinguishing types of thinking and behavior in their environment. **Reference:** *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.*	5%

| 15 | 1. Can differentiate between types of thinking 2. Students can become aware of changes in thinking and behavior in their immediate environment. | Students are able to differentiate types of thinking and behavior in their environment. | **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 unclear and wrong

Form of Assessment : Portfolio Assessment | discussion, question and answer, lecture, assignment, presentation 2 X 50 | | **Material:** distinguishing types of thinking and behavior in their environment. **Reference:** *Jalaludin and Abdullah Idi. 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.* | 5% |
| 16 | UAS | UAS | **Criteria:** according to the criteria

Form of Assessment : Test | UAS | UAS | **Material:** UAS **Literature:** *Jalaludin and Abdullah Idi . 1997. Philosophy of Education: humans, philosophy, and education. Jakarta: Pratama Media Style.* | 10% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	10%
3.	Portfolio Assessment	20%
4.	Test	20%
		100%

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.