



**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
Science phylosophy	7920108147	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	7	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Mulyono, M.Hum.		Prof. Dr. Kisyani Laksono, M.Hum.			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 know the concepts of philosophy of science responsibly																																																	
	PLO-PO Matrix																																																	
	<table border="1"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>	P.O	PLO-6	PLO-14	PO-1																																													
	P.O	PLO-6	PLO-14																																															
	PO-1																																																	
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>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> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																		

Short Course Description Discussion of the basic principles of the philosophy of science which includes ontological, axiological and epistemological studies in understanding, criticizing and reconstructing basic scientific and literary concepts with collaborative, scientific and humanistic strategies.

References	Main :
	<ol style="list-style-type: none"> Popper, K. 2008. Logika Penemuan Ilmiah . Pasaribu, S. & Sastrowardojo, A. (a.b.) Yogyakarta: Pustaka Pelajar. Foucault, M. 2007. Order of Thing: Arkeologi Ilmu-ilmu Kemanusiaan . Priambodo, P. & Boy, P. (a.b.) Yogyakarta: Pustaka Pelajar. Sudarminto, J. 202. Epistemologi Dasar: Pengantar Filsafat Pengetahuan. Yogyakarta: Penerbit Kanisius. Poespowardojo, S. 2015. Filsafat Ilmu Pengetahuan: Hakikat Ilmu Pengetahuan, Kritik terhadap Vusu Positivisme Logis serta Implikasinya. Jakarta: PT Kompas Media Nusantara. Kirkham, Richard L. 2013. Teori-teori Kebenaran: Pengantar Kritis dan Komprehensif. Bandung: Penerbit Nusa Media. Suriasumantri, Jujun S. 2009. Filsafat Ilmu: Sebuah Pengantar Populer. Jakarta: Pustaka Sinar Harapan.
	Supporters:
	<ol style="list-style-type: none"> Beberapa buku tentang filsafat umum

Supporting lecturer Dr. Mulyono, M.Hum.

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	· Understand the competencies, descriptions, sequence of material in the Philosophy of Science course	Mentioning competencies, descriptions, sequences of material in the Philosophy of Science course	<p>Criteria:</p> <p>1.4: mention and explain the 4 CPs correctly</p> <p>2.3: just mention and explain correctly the 3 CPs</p> <p>3.2: name and explain correctly 2 CP</p> <p>4.1: mention and explain 1 CP</p> <p>5.0: did not answer</p> <p>Form of Assessment : Participatory Activities</p>	· Collaborative Scientific 2 X 50		<p>Material: competency, description, sequence of material for the Philosophy of Library Science course</p> <p>: Popper, K. 2008. <i>The Logic of Scientific Discovery</i>. Pasaribu, S. & Sastrowardojo, A. (ab) Yogyakarta: Student Library.</p>	7%
2	· Understand the nature of the Philosophy of Science · Understand the scope of the study of the Philosophy of Science	· Explain the nature of the Philosophy of Science · Outline the scope of the study of the Philosophy of Science	<p>Criteria:</p> <p>1.4: the writing is close to the same or 300 words, and describes the nature and scope of the Philosophy of Science correctly.</p> <p>2.3: the writing is generally correct, only one aspect is incorrectly explained</p> <p>3.2: the writing only contains two correct aspects.</p> <p>4.1: writing in general does not answer commands.</p> <p>Form of Assessment : Participatory Activities</p>	· Collaborative Scientific 2 X 50		<p>Material: scope of study Philosophy of Science</p> <p>Library: Sudarminto, J. 202. <i>Basic Epistemology: Introduction to the Philosophy of Knowledge</i>. Yogyakarta: Kanisius Publishers.</p>	12%
3	· Identify, history, position of Philosophy of Science	· Describe the history of the philosophy of science · Explain the position and function of the philosophy of science	<p>Criteria:</p> <p>1.4: complete and correct content and attractive appearance</p> <p>2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content</p> <p>3.2: the content is partly correct, the appearance is attractive</p> <p>4.1: the content is incorrect and the appearance is not attractive.</p> <p>Form of Assessment : Participatory Activities</p>	· Collaborative Scientific 2 X 50		<p>Material: history, position of Philosophy of Science</p> <p>Library: Suriasumantri, Jujun S. 2009. <i>Philosophy of Science: A Popular Introduction</i>. Jakarta: Sinar Harapan Library.</p>	5%
4	· Explain the general conception of science	· Define the nature and nature of science · Identify various types and sources of knowledge · Compare the differences between science and other knowledge.	<p>Criteria:</p> <p>1.4: correct content and placement;</p> <p>2.3: the content is correct, there is a placement error, OR the content is incorrectly placed</p> <p>3.2: partially correct content, and partially correct placement</p> <p>4.1: partially correct and incorrect placement OR correct placement and incorrect content.</p> <p>Form of Assessment : Participatory Activities</p>	· Collaborative Scientific 2 X 50		<p>Material: general scientific conceptions</p> <p>Reference: Sudarminto, J. 202. <i>Basic Epistemology: Introduction to the Philosophy of Knowledge</i>. Yogyakarta: Kanisius Publishers.</p>	7%

5	· Understand scientific concepts from an ontological perspective	· Identify ontological perspectives · Explain ontological streams	<p>Criteria:</p> <p>1.4: correct content, coherent/coherent, maximum length 300-350 words.</p> <p>2.3: correct content, not coherent/coherent, less than 300 words,</p> <p>3.2: partially incorrect content, not coherent/coherent, less than 300 words long,</p> <p>4.1: wrong content</p> <p>Form of Assessment : Participatory Activities</p>	· Collaborative Scientific 2 X 50		<p>Material: scientific concepts from an ontological perspective.</p> <p>Reference: Sudarminto, J. 202. <i>Basic Epistemology: Introduction to the Philosophy of Knowledge.</i> Yogyakarta: Kanisius Publishers.</p>	5%
6	· Reconstruct concepts/theories in the field of linguistics and literature ontologically	· Presenting linguistic and/or literary theory · Exploring the background of thinking of language and/or literary theoretical figures · Concluding the flow of scientific ontology	<p>Criteria:</p> <p>1.4: describe the four correctly and adequately</p> <p>2.3: describes three that are correct, or all four that are inadequate</p> <p>3.2: describes 2 correct and inadequate</p> <p>4.1: describes all four inadequately</p> <p>Form of Assessment : Participatory Activities</p>	· Scientific Humanistic 2 X 50		<p>Material: ontological concepts/theories in the field of language and literature.</p> <p>Reference: Popper, K. 2008. <i>The Logic of Scientific Discovery.</i> Pasaribu, S. & Sastrowardoyo, A. (ab) Yogyakarta: Student Library.</p>	5%
7	· Understand scientific concepts from an axiological perspective	· Identify the axiological perspective · Explain the schools of axiology	<p>Criteria:</p> <p>1.4: correct content, coherent/coherent, maximum length 300-350 words.</p> <p>2.3: correct content, not coherent/coherent, less than 300 words,</p> <p>3.2: partially incorrect content, not coherent/coherent, less than 300 words long,</p> <p>4.1: wrong content</p> <p>Form of Assessment : Test</p>	· Collaborative Scientific 2 X 50		<p>Material: scientific concepts from an axiological perspective</p> <p>Reference: Sudarminto, J. 202. <i>Basic Epistemology: Introduction to the Philosophy of Knowledge.</i> Yogyakarta: Kanisius Publishers.</p>	5%
8	SUBSUMATIVE EXAMINATION	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Participatory Activities, Tests</p>	UTS 2 X 50	UTS	<p>Material: UTS</p> <p>Library: Suriasumantri, Jujun S. 2009. <i>Philosophy of Science: A Popular Introduction.</i> Jakarta: Sinar Harapan Library.</p>	9%
9	· Reconstruct concepts/theories in the field of language and literature axiologically	· Presenting linguistic and/or literary theory · Exploring the background of thoughts of language and/or literary theoretical figures · Concluding scientific axiological understanding	<p>Criteria:</p> <p>1.4: describe the four correctly and adequately</p> <p>2.3: describes three that are correct, or all four that are inadequate</p> <p>3.2: describes 2 correct and inadequate</p> <p>4.1: describes all four inadequately</p> <p>Form of Assessment : Participatory Activities</p>	· Scientific Humanistic 2 X 50		<p>Material: concepts/theories in the field of linguistics and literature axiologically.</p> <p>Reference: Poespowardoyo, S. 2015. <i>Philosophy of Science: The Nature of Science, Criticism of Logical Positivism and its Implications.</i> Jakarta: PT Kompas Media Nusantara.</p>	5%

10	<ul style="list-style-type: none"> Understand scientific concepts from an epistemological perspective 	<ul style="list-style-type: none"> Identify epistemological perspectives Explain the schools of epistemology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: correct content, coherent/coherent, maximum length 300-350 words. 2.3: correct content, not coherent/coherent, less than 300 words, 3.2: partially incorrect content, not coherent/coherent, less than 300 words long, 4.1: wrong content <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> Collaborative Scientific 2 X 50 		<p>Material: scientific concepts from an epistemological perspective</p> <p>References: <i>Kirkham, Richard L. 2013. Theories of Truth: A Critical and Comprehensive Introduction. Bandung: Nusa Media Publishers.</i></p>	5%
11	<ul style="list-style-type: none"> Reconstruct concepts/theories in the field of linguistics and literature epistemologically 	<ul style="list-style-type: none"> Presenting linguistic and/or literary theory Exploring the background of thinking of language and/or literary theoretical figures Concluding scientific epistemological understanding 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: describe the four correctly and adequately 2.3: describes three that are correct, or all four that are inadequate 3.2: describes 2 correct and inadequate 4.1: describes all four inadequately <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> Scientific Humanistic 2 X 50 		<p>Material: epistemological concepts/theories in the field of linguistics and literature.</p> <p>Reference: <i>Sudarminto, J. 202. Basic Epistemology: Introduction to the Philosophy of Knowledge. Yogyakarta: Kanisius Publishers.</i></p>	5%
12	<ul style="list-style-type: none"> Organize similarities and differences objectively 	<ul style="list-style-type: none"> Finding the truth of linguistic/literary theory Arguing the truth of linguistic/literary theory 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: complete and correct content, coherent/coherent arguments 2.3: the content is incomplete, the explanation is correct, the arguments are not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, the argumentation is not coherent/coherent 4.1: content, explanation, sequence is wrong <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> Scientific Humanistic 2 X 50 		<p>Material: objective similarities and differences</p> <p>Reference: <i>Sudarminto, J. 202. Basic Epistemology: Introduction to the Philosophy of Knowledge. Yogyakarta: Kanisius Publishers.</i></p>	5%
13	<ul style="list-style-type: none"> Organize similarities and differences objectively 	<ul style="list-style-type: none"> Finding untruths in linguistic/literary theories Arguing untruths in linguistic/literary theories 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: complete and correct content, coherent/coherent arguments 2.3: the content is incomplete, the explanation is correct, the arguments are not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, the argumentation is not coherent/coherent 4.1: content, explanation, sequence is wrong <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> Scientific Humanistic 2 X 50 		<p>Material: objective similarities and differences</p> <p>Reference: <i>Popper, K. 2008. Logic of Scientific Discovery. Pasaribu, S. & Sastrowardoyo, A. (ab) Yogyakarta: Student Library.</i></p>	5%

14	· Formulate new concepts on certain linguistic/literary theories	· Combining various scientific perspectives · Choosing a falsification attitude · Arguing about the choice of attitude	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong Form of Assessment : Participatory Activities, Portfolio Assessment	· Scientific Humanistic 2 X 50		Material: new concepts on certain linguistic/literary theories Reference: Sudarminto, J. 202. <i>Basic Epistemology: Introduction to the Philosophy of Knowledge</i> . Yogyakarta: Kanisius Publishers.	5%
15	· Formulate new concepts on certain linguistic/literary theories	· Formulate new concepts based on findings of untruths · Demonstrate consistent attitudes towards new formulations	Criteria: 1.4: correct content, coherent/coherent, maximum length 300-350 words. 2.3: correct content, not coherent/coherent, less than 300 words, 3.2: partially incorrect content, not coherent/coherent, less than 300 words long, 4.1: wrong content Form of Assessment : Practice / Performance	· Scientific Humanistic 2 X 50		Material: new concept of certain linguistic/literary theories Reference: Popper, K. 2008. <i>The Logic of Scientific Discovery</i> . Pasaribu, S. & Sastrowardojo, A. (ab) Yogyakarta: Student Library.	5%
16			Criteria: UAS Form of Assessment : Project Results Assessment / Product Assessment, Test	UAS	UAS	Material: UAS Library: Suriasumantri, Jujun S. 2009. <i>Philosophy of Science: A Popular Introduction</i> . Jakarta: Sinar Harapan Library.	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	73%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	2.5%
4.	Practice / Performance	5%
5.	Test	14.5%
		100%

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.

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.