



**Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of Laws Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Science phylosophy	7420102199	Study Program Elective Courses	T=2 P=0 ECTS=3.18	4	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
		Emmilia Rusdiana, S.H.M.H.		Vita Mahardhika, S.H., M.H.

Learning model	Case Studies
-----------------------	---------------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	PLO-11	Able to understand legal research methods																																																	
	Program Objectives (PO)																																																		
	PO - 1	understand the scope of the philosophy of science, the challenges and future of science, the nature of knowledge, scientific truth, ontology: the nature of science, epistemology: how to obtain knowledge, axiology: the value of the use of science, the structure of science, scientific means, the morality of science, and the history of the development of science .																																																	
	PLO-PO Matrix																																																		
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-11</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>		P.O	PLO-11	PO-1																																														
P.O	PLO-11																																																		
PO-1																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																			
<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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																
P.O	Week																																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
PO-1																																																			

Short Course Description	This course will lead students to understand the scope of philosophy of science, the challenges and future of science, the nature of knowledge, scientific truth, ontology: the nature of science, epistemology: how to obtain knowledge, axiology: the useful value of science, the structure of science, scientific tools, the morality of science, and the history of the development of science.
---------------------------------	--

References	Main :	
		<ol style="list-style-type: none"> 1. Keraf, A. Sonny dan Mikhael Dua . 2001. Ilmu Pengetahuan: Sebuah Tinjauan Filosofis. Yogyakarta: Penerbit Kanisius, . 2. Kleiden, Ignas, 1987. Sikap Ilmiah dan Kritik Kebudayaan. Jakarta: Penerbit LP3ES.
	Supporters:	

Supporting lecturer	Emmilia Rusdiana, S.H., M.H. Nurul Hikmah, Lc., M.HI. Irfa Ronaboyd, S.H., M.H.
----------------------------	---

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)
-------	----------------------------------	------------	---	--------------------	-----------------------

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	explain again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge	understand knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth	Criteria: good, moderate and poor Form of Assessment : Participatory Activities	lectures, discussions and questions and answers, student learning 2 X 50		Material: understanding the scope of the philosophy of science, challenges and future of science, the nature of knowledge, scientific truth, ontology: the nature of science, epistemology: how to obtain knowledge, axiology: the value of the use of science, the structure of science, scientific means, the morality of science, and history development of science. References: <i>Kleiden, Ignas, 1987. Scientific Attitude and Cultural Criticism. Jakarta: LP3ES Publisher.</i>	5%

2	explain again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge	understand knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities</p>	lectures, discussions and questions and answers, student learning 2 X 50 lectures	<p>Material: understanding the scope of the philosophy of science, challenges and future of science, the nature of knowledge, scientific truth, ontology: the nature of science, epistemology: how to obtain knowledge, axiology: the value of the use of science, the structure of science, scientific means, the morality of science, and history development of science.</p> <p>References: <i>Keraf, A. Sonny and Mikhael Dua . 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i></p>	5%
3	explain again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge	understand knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth	<p>Criteria: OK, enough, not enough</p> <p>Form of Assessment : Participatory Activities</p>	lectures, discussions and questions and answers, student learning 2 X 50	<p>Material: understanding the scope of the philosophy of science, challenges and future of science, the nature of knowledge, scientific truth, ontology: the nature of science, epistemology: how to obtain knowledge, axiology: the value of the use of science, the structure of science, scientific means, the morality of science, and history development of science.</p> <p>References: <i>Keraf, A. Sonny and Mikhael Dua . 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i></p>	5%

4	explain again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge	understand knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	lectures, discussions and questions and answers, student learning 2 X 50	<p>Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge.</p> <p>Reference: <i>Kleiden, Ignas, 1987. Scientific Attitude and Cultural Criticism. Jakarta: LP3ES Publisher.</i></p>	5%
5	students understand the problem of certainty, moderate fallibilism, scientific methods in the form of induction and deduction methods as well as scientific laws and theories	students can explain again the discussion about the problem of certainty, moderate fallibilism, scientific methods in the form of induction and deduction methods as well as scientific laws and theories	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities</p>	student learning, discussion and question and answer 2 X 50	<p>Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and differences between science and knowledge.</p> <p>Reference: <i>Keraf, A. Sonny and Mikhael Dua. 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i></p>	5%
6	students understand the problem of certainty, moderate fallibilism, scientific methods in the form of induction and deduction methods as well as scientific laws and theories	students can explain again the discussion about the problem of certainty, moderate fallibilism, scientific methods in the form of induction and deduction methods as well as scientific laws and theories	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities</p>	student learning, discussion and question and answer 2 X 50	<p>Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge.</p> <p>Reference: <i>Kleiden, Ignas, 1987. Scientific Attitude and Cultural Criticism. Jakarta: LP3ES Publisher.</i></p>	5%

7	students understand the problem of certainty, moderate fallibilism, scientific methods in the form of induction and deduction methods as well as scientific laws and theories	students can explain again the discussion about the problem of certainty, moderate fallibilism, scientific methods in the form of induction and deduction methods as well as scientific laws and theories	Criteria: Good, medium and poor Form of Assessment : Participatory Activities	student learning, discussion and question and answer 2 X 50	Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and differences between science and knowledge. Reference: <i>Keraf, A. Sonny and Mikhael Dua. 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i>	5%
8	U.S.S	explain again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge	Criteria: Good, medium and poor Form of Assessment : Test	2 X 50	Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge. Reference: <i>Kleiden, Ignas, 1987. Scientific Attitude and Cultural Criticism. Jakarta: LP3ES Publisher.</i>	15%

9	<p>Students are able to explain the essence of logic as a science or method for researching reasoning. Students are able to create various forms of reasoning knowledge. Students are able to analyze the meaning, arrangement of premises, structure of propositions and deduction relations or syllogisms. Students are able to explain the meaning, nature and factors of inductive reasoning. Students are able to use methods to determine Intrinsic relationships in inductive inference.</p>	<p>Explain the essence of logic as a science or logic as a method correctly. Make examples of deductive or inductive reasoning correctly. Make sentences with the correct arrangement of premises or proposition structure. Explain the meaning of induction correctly. Assess the intrinsic relationship in drawing inductive conclusions correctly.</p>	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities</p>	<p>lecture, question and answer and discussion 2 X 50</p>		<p>Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge. Reference: <i>Kleiden, Ignas, 1987. Scientific Attitude and Cultural Criticism. Jakarta: LP3ES Publisher.</i></p>	5%
10	<p>Students are able to explain the essence of logic as a science or method for researching reasoning. Students are able to create various forms of reasoning knowledge. Students are able to analyze the meaning, arrangement of premises, structure of propositions and deduction relations or syllogisms. Students are able to explain the meaning, nature and factors of inductive reasoning. Students are able to use methods to determine Intrinsic relationships in inductive inference.</p>	<p>Explain the essence of logic as a science or logic as a method correctly. Make examples of deductive or inductive reasoning correctly. Make sentences with the correct arrangement of premises or proposition structure. Explain the meaning of induction correctly. Assess the intrinsic relationship in drawing inductive conclusions correctly.</p>	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities</p>	<p>lecture, question and answer and discussion 2 X 50</p>		<p>Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and the difference between science and knowledge. Reference: <i>Kleiden, Ignas, 1987. Scientific Attitude and Cultural Criticism. Jakarta: LP3ES Publisher.</i></p>	5%

11	<p>Students are able to explain the essence of logic as a science or method for researching reasoning. Students are able to create various forms of reasoning knowledge. Students are able to analyze the meaning, arrangement of premises, structure of propositions and deduction relations or syllogisms. Students are able to explain the meaning, nature and factors of inductive reasoning. Students are able to use methods to determine Intrinsic relationships in inductive inference.</p>	<p>Explain the essence of logic as a science or logic as a method correctly. Make examples of deductive or inductive reasoning correctly. Make sentences with the correct arrangement of premises or proposition structure. Explain the meaning of induction correctly. Assess the intrinsic relationship in drawing inductive conclusions correctly.</p>	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities</p>	<p>lecture, question and answer and discussion 2 X 50</p>		<p>Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and differences between science and knowledge. Reference: <i>Keraf, A. Sonny and Mikhael Dua. 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i></p>	5%
12	<p>Students are able to explain the essence of logic as a science or method for researching reasoning. Students are able to create various forms of reasoning knowledge. Students are able to analyze the meaning, arrangement of premises, structure of propositions and deduction relations or syllogisms. Students are able to explain the meaning, nature and factors of inductive reasoning. Students are able to use methods to determine Intrinsic relationships in inductive inference.</p>	<p>Explain the essence of logic as a science or logic as a method correctly. Make examples of deductive or inductive reasoning correctly. Make sentences with the correct arrangement of premises or proposition structure. Explain the meaning of induction correctly. Assess the intrinsic relationship in drawing inductive conclusions correctly.</p>	<p>Criteria: Good, medium and poor</p> <p>Form of Assessment : Participatory Activities</p>	<p>lecture, question and answer and discussion 2 X 50</p>		<p>Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and differences between science and knowledge. Reference: <i>Keraf, A. Sonny and Mikhael Dua. 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i></p>	5%

13	Students are able to make a resume about mathematics as a means of deductive thinking. Students are able to make a resume about statistics as a means of deductive thinking	Make a resume about mathematics as a means of correct deductive thinking. Make a resume about statistics as a means of correct inductive thinking	Criteria: Good, medium and poor Form of Assessment : Participatory Activities	lecture, question and answer 2 X 50		Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and differences between science and knowledge. Reference: <i>Keraf, A. Sonny and Mikhael Dua. 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i>	5%
14	Students are able to make a resume about mathematics as a means of deductive thinking. Students are able to make a resume about statistics as a means of deductive thinking	Make a resume about mathematics as a means of correct deductive thinking. Make a resume about statistics as a means of correct inductive thinking	Criteria: Good, medium and poor Form of Assessment : Participatory Activities	lecture, question and answer 2 X 50		Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and differences between science and knowledge. Reference: <i>Keraf, A. Sonny and Mikhael Dua. 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i>	5%

15	Students are able to make a resume about mathematics as a means of deductive thinking. Students are able to make a resume about statistics as a means of deductive thinking	Make a resume about mathematics as a means of correct deductive thinking. Make a resume about statistics as a means of correct inductive thinking	Criteria: Good, medium and poor Form of Assessment : Project Results Assessment / Product Assessment	lecture, question and answer 2 X 50		Material: explaining again about knowledge and science, knowledge and belief, sources of knowledge, rationalism and empiricism, scientific truth and differences between science and knowledge. Reference: <i>Keraf, A. Sonny and Mikhael Dua. 2001. Science: A Philosophical Review. Yogyakarta: Kanisius Publishers, .</i>	5%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Project Results Assessment / Product Assessment	7.5%
3.	Test	15%
		85%

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.

