



**Universitas Negeri Surabaya  
Faculty of Engineering,  
Cosmetology Education Undergraduate 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>																																												
Science phylosophy	8321302004		T=2 P=0 ECTS=3.18	1	July 18, 2024																																												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																												
	.....		.....		Nia Kusstianti, S.Pd., M.Pd.																																												
<b>Learning model</b>	<b>Case Studies</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
		P.O																																															
<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="border: none;">P.O</td> <td colspan="16" style="border: none;">Week</td> </tr> <tr> <td style="border: none;">1</td> <td style="border: none;">2</td> <td style="border: none;">3</td> <td style="border: none;">4</td> <td style="border: none;">5</td> <td style="border: none;">6</td> <td style="border: none;">7</td> <td style="border: none;">8</td> <td style="border: none;">9</td> <td style="border: none;">10</td> <td style="border: none;">11</td> <td style="border: none;">12</td> <td style="border: none;">13</td> <td style="border: none;">14</td> <td style="border: none;">15</td> <td style="border: none;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li> <p>A. Susanto, 2011. <i>Filsafat Ilmu Suatu Kajian Dalam Dimensi Ontologis, Epistemologis, dan Aksiologis</i>. Jakarta: Bumi Aksara</p> <p>Endang Saifuddin Anshari, 1987. <i>Ilmu, Filsafat dan Agama</i>. Surabaya: Bina Ilmu</p> <p>Muhammad Adib, 2010. <i>Filsafat Ilmu, Ontologi, Epistemologi, Aksiologi, dan Logika Ilmu Pengetahuan</i>. Jakarta: Pustaka Pelajar</p> <p>Muhammad Mufid, 2009. <i>Etika dan Filsafat Komunikasi</i>. Jakarta: Kencana</p> <p>Sonny Keraf dan Mikhael, 2005. <i>Ilmu Pengetahuan Sebuah Tinjauan Filosofis</i>. Yogyakarta: Penerbit Kanisius</p> <p>Solatun, 2004. <i>Islam dan Etika Komunikasi</i>. Bandung: Katarsis</p> <p>Surajyo, 2008. <i>Filsafat Ilmu &amp; Perkembangannya di Indonesia</i>. Jakarta</p> <p>Suriasumantri, S. Jujun. 1996. <i>Filsafat Ilmu Sebuah Pengantar Populer</i>, Jakarta, Pustaka Sinar Harapan</p> </li> </ol> <p><b>Supporters:</b></p>																																																
<b>Supporting lecturer</b>	Dr. Ir. Asrul Bahar, M.Pd. Sri Usodoningtyas, S.Pd., M.Pd. Prof.Dr. Mutimmatul Faidah, S.Ag., M.Ag. Amalia Ruhana, S.P., M.P.H.																																																
<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	Students understand the scope, approach, assignments and assessment of learning the philosophy of science and agree on a lecture contract	a. Explain the scope of the philosophy of science course. b. Explains the approach to learning the philosophy of science. c. Explaining the tasks and assessment of the philosophy of science d. Agree on a study contract	<b>Criteria:</b> 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Lecture and Brain Storming 2 X 50			0%
2	Students are able to understand the basic concepts of philosophy of science	a. Explain the meaning of philosophy of science etymologically. b. Summarize expert views on the philosophy of science terminologically. c. Formulate the objectives of studying the philosophy of science. d. Grouping the history of philosophy	<b>Criteria:</b> 1.4: Present the results of the discussion in full, provide sharp analysis, show independence in group thinking and critical response to facts. 2.3: Present the results of the discussion in full, provide a fairly good analysis, show independence in group thinking and critical response to facts 3.2: Presents the results of the discussion in full, provides a fairly good analysis, shows a lack of independence in group thinking and a lack of criticality in responding to facts 4.1: Presenting the results of the discussion incompletely, providing a fairly good analysis, showing a lack of independence in group thinking and a lack of criticality in responding to facts	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
3	Understand the direction, function of the philosophy of science and the relationship between philosophy and science	a. Explain the direction of philosophy b. Formulate the function of the philosophy of science b. Identify the relationship between philosophy and science.	<b>Criteria:</b> 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Library search, lectures and discussions 2 X 50			0%

4	Understanding the object of study in the philosophy of science	a. Identifying objects of study in the philosophy of science b. Compile a mind map of material objects and formal objects of philosophy of science c. Create an example of a formal object of philosophy of science in the field of clothing.	<b>Criteria:</b> 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.The portfolio describes and explains all the components according to the assignment, it is incomplete, the analysis given is not good, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.	Cooperative learning, group discussions, and 2 X 50 project work			0%
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5	Understand the nature of knowledge and science	<p>a. Explain the meaning of knowledge and knowledge b. Grouping similarities and differences in knowledge and knowledge c. Summarizes the relationship between philosophy and the development of science</p>	<p><b>Criteria:</b>  1.4: Present the results of the discussion in full, provide sharp analysis, show independence in group thinking and critical response to facts.  2.3: Present the results of the discussion in full, provide a fairly good analysis, show independence in group thinking and critical response to facts  3.2: Presents the results of the discussion in full, provides a fairly good analysis, shows a lack of independence in group thinking and a lack of criticality in responding to facts  4.1: Presenting the results of the discussion incompletely, providing a fairly good analysis, showing a lack of independence in group thinking and a lack of criticality in responding to facts</p>	<p>Cooperative learning, searching for library sources, group discussions and reflection  2 X 50</p>			0%
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6	Understanding the relationship between science, culture and civilization	<p>a. Formulate the meaning of culture  b. Summarize the meaning of civilization based on expert opinion. c. Establishing the relationship between science, culture and civilization</p>	<p><b>Criteria:</b>  1.4: Present the results of the discussion in full, provide sharp analysis, show independence in group thinking and critical response to facts.  2.3: Present the results of the discussion in full, provide a fairly good analysis, show independence in group thinking and critical response to facts  3.2: Presents the results of the discussion in full, provides a fairly good analysis, shows a lack of independence in group thinking and a lack of criticality in responding to facts  4.1: Presenting the results of the discussion incompletely, providing a fairly good analysis, showing a lack of independence in group thinking and a lack of criticality in responding</p>	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
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7	Understand the relationship between philosophy, ideology and religion	a. Explain the meaning of ideology and religion b. Identify the role of ideology and religion in human life c. Analyzing the relationship between philosophy, ideology and religion	<b>Criteria:</b> 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.The portfolio describes and explains all the components according to the assignment, it is incomplete, the analysis given is not good, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.	Discussion and project work 2 X 50			0%
8	Able to do UTS questions well and correctly			2 X 50			0%

9	Understanding the scope of the study of the philosophy of science: ontology	<p>a. Identify the scope of the study of the philosophy of science. b. Explain the meaning of ontology c. Develop a mind mapping of ontology study objects d. Summarizing the streams in ontology i e. Make an example of an ontology study in the field of clothing</p>	<p><b>Criteria:</b>  1.Score  2.Rubric  3.4  4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained.  5.3  6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained.  7.2  8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.  9.1  10.The portfolio describes and explains all the components according to the assignment, it is incomplete, the analysis given is not good, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.</p>	Discussion and group work 2 X 50			0%
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10	Understanding the study of epistemological philosophy	<p>a. Explain the meaning of epistemology b. Identifying the requirements for an epistemological study c. Compile a mind map of the object of epistemological study d. Summarize the streams in ontology e. Make an example of an epistemological study in the field of make-up</p>	<p><b>Criteria:</b>  1.Score  2.Rubric  3.4  4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained.  5.3  6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained.  7.2  8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.  9.1  10.The portfolio describes and explains all the components according to the assignment, it is incomplete, the analysis given is not good, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.</p>	Discussion and group work 4 X 50			0%
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11	Understanding the study of epistemological philosophy	<p>a. Explain the meaning of epistemology b. Identifying the requirements for an epistemological study c. Compile a mind map of the object of epistemological study d. Summarize the streams in ontology e. Make an example of an epistemological study in the field of make-up</p>	<p><b>Criteria:</b>  1.Score  2.Rubric  3.4  4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained.  5.3  6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained.  7.2  8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.  9.1  10.The portfolio describes and explains all the components according to the assignment, it is incomplete, the analysis given is not good, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.</p>	Discussion and group work 2 X 50			0%
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12	Understanding the study of axiological philosophy	<p>a. Explain the meaning of axiology  b. Identifying the requirements for axiological studies  c. Compile a mind mapping of axiological study objects  d. Summarize the currents in axiology  e. Make an example of an axiological study in the field of cosmetology</p>	<p><b>Criteria:</b>  1.Score  2.Rubric  3.4  4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained.  5.3  6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained.  7.2  8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.  9.1  10.The portfolio describes and explains all the components according to the assignment, it is incomplete, the analysis given is not good, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.</p>	Group discussion and group work 2 X 50			0%
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13	Understanding the study of axiological philosophy	<p>a. Explain the meaning of axiology  b. Identifying the requirements for axiological studies  c. Compile a mind mapping of axiological study objects  d. Summarize the currents in axiology  e. Make an example of an axiological study in the field of cosmetology</p>	<p><b>Criteria:</b>  1.Score  2.Rubric  3.4  4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained.  5.3  6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained.  7.2  8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.  9.1  10.The portfolio describes and explains all the components according to the assignment, it is incomplete, the analysis given is not good, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.</p>	Group discussion and group work 2 X 50			0%
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14	Understand ethical and aesthetic concepts for the welfare of human life	a. Explain the meaning of ethics and aesthetics b. Summarize the meaning of human welfare b. Identifying ethics that apply in human life d. Formulate the relationship between ethics and aesthetics e. Set an example of ethics and aesthetics in decorating	<b>Criteria:</b> 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Problem-based learning and group work 2 X 50			0%
15	Understand critical thinking methods and ethical clearance	a. Explain the meaning of scientific thinking and critical thinking b. Summarize critical thinking methods/procedures c. Criticize the Bachelor of Cosmetology education system using a scientific approach. Explain the meaning of ethical clearance. Create an example of implementing ethical clearance in the field of cosmetology	<b>Criteria:</b> 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
16	Able to answer UAS questions			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.