



**Universitas Negeri Surabaya
Faculty of Engineering,
Mechanical Engineering Education Undergraduate Study
Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																												
Philosophy of Education	8320303033		T=3 P=0 ECTS=4.77	2	July 18, 2024																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																													
	Ir. Wahyu Dwi Kurniawan, S.Pd., M.Pd.																																													
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
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PO Matrix at the end of each learning stage (Sub-PO)																																																	
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Short Course Description	This course discusses the existence and nature of humans as natural and social creatures, patterns of human interaction as educational individuals, the understanding and meaning of educational philosophy, philosophical approaches to education, theories of knowledge and values, development of values to produce complete humans, education as the preservation of values and social changes and problems in reform and the concept of future Indonesian education. After studying this course, it is hoped that students will be able to understand the concept of educational philosophy so that it becomes the basis for self-development in carrying out the educational process in line with the foundations of educational philosophy.																																																
References	Main :																																																
	1. The Liang Gie. Pengantar Filsafat Ilmu. Yogyakarta: Liberty, 2010. Jujun S. Suriasumantri. Filsafat Ilmu: Sebuah Pengantar Populer. Jakarta: Pustaka Sinar Harapan, 2007. Jalaluddin dan Abdullah. Filsafat Pendidikan. Jakarta: Gaya Media Pratama. 2010. Redja Mudyahardjo (2008). <i>Filsafat Ilmu Pendidikan</i> . Bandung: Rosda. Muhmidayeli (2011). <i>Filsafat Pendidikan</i> . Bandung: Refika Aditama. Rakhmat Hidayat (2013). <i>Pedagogi Kritis</i> . Jakarta: Raja Grafindo Persada. John Dewey (2008). <i>Pengalaman dan Pendidikan</i> . Yogyakarta: Kepel Press Wowo Sunaryo Kuswana (2013). <i>Filsafat Pendidikan Teknologi, Vokasi dan Kejuruan</i> . Bandung: Alfabeta. I																																																
	Supporters:																																																
Supporting lecturer	Dr. Soeryanto, M.Pd. Dr. Dewanto, M.Pd. Dr. Djoko Suwito, M.Pd.																																																
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	Students are able to understand the educational philosophy learning objectives, scope and learning strategies	a. Explain the objectives of learning Educational Philosophy b. Know educational philosophy learning strategiesc. Know the scope and ethics of learning educational philosophy	Criteria: 1.4 : Very Good 2.3 : OK 3.2 : Enough 4.1 : Less	Lectures, Brain Storming and discussions 3 X 50			0%
2	Students are able to understand their existence as natural and social creatures	1.Explain the meaning of the nature of the self as a natural creature 2.Explain the meaning of the nature of oneself as a social creature	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Cooperative learning, searching for library sources, group discussions and reflection 3 X 50			0%
3	Students understand human needs and interactions as educational people	a. Explain the meaning of humans as educational people. Providing the role of humans as educational people. Identifying patterns of human interaction as educational people	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Library search, lectures and discussions 3 X 50			0%
4	Students understand the meaning of philosophy, the meaning of education and approaches to educational philosophy	a. Explain the meaning of philosophy and education b. Explaining the meaning of education and giving examples in education in Indonesia. Mention and describe philosophical approaches in education	Criteria: 4 : Good 3 : Good 2 : Fair 1 : Not enough	Presentation and discussion 3 X 50			0%
5	Students understand the meaning of philosophy, the meaning of education and approaches to educational philosophy	a. Explain the meaning of philosophy and education b. Explaining the meaning of education and giving examples in education in Indonesia. Mention and describe philosophical approaches in education	Criteria: 4 : Good 3 : Good 2 : Fair 1 : Not enough	Presentation and discussion 3 X 50			0%

6	Students are able to understand the theory of knowledge and values	a. Explain the theory of knowledge b. Explain the scope of philosophical studies. Distinguish between the areas of discussion of ontology, epistemology and axiology. Make examples of the scope of ontology, epistemology and axiology in the field of education	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Library search, discussion and reflection 3 X 50			0%
7	Students are able to understand the theory of knowledge and values	a. Explain the theory of knowledge b. Explain the scope of philosophical studies. Distinguish between the areas of discussion of ontology, epistemology and axiology. Make examples of the scope of ontology, epistemology and axiology in the field of education	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Library search, discussion and reflection 3 X 50			0%
8	Able to master material 1 - 7			Individual, covered 3 X 50			0%
9	Students are able to understand the development of values to produce complete humans and the role of education as preserving values and social change	a. Explain the role of education in developing values b. Create examples of value development in education at every level of education. Identify the role of education in bringing about social change. d. Create examples of forms of social change as a result of education	Criteria: 1.4 : OK 2.4 : Very good 3.3: OK 4.2 : Enough 5.1 : Less	Library search, discussion and reflection 3 X 50			0%
10	Students are able to understand the development of values to produce complete humans and the role of education as preserving values and social change	a. Explain the role of education in developing values b. Create examples of value development in education at every level of education. Identify the role of education in bringing about social change. d. Create examples of forms of social change as a result of education	Criteria: 1.4 : OK 2.4 : Very good 3.3: OK 4.2 : Enough 5.1 : Less	Library search, discussion and reflection 3 X 50			0%

11	Students understand the concepts of individual education and community education	<ol style="list-style-type: none"> 1.Explain the concept of individual education 2.Explain the concept of community education 3.Explain the concept of applied education 4.Distinguish applied education and 	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Library search, discussion and reflection 3 X 50			0%
12	Students understand the concepts of individual education and community education	<ol style="list-style-type: none"> 1.Explain the concept of individual education 2.Explain the concept of community education 3.Explain the concept of applied education 4.Distinguish applied education and 	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Library search, discussion and reflection 3 X 50			0%
13	Understanding educational problems in reform and the conception of future Indonesian education	<ol style="list-style-type: none"> 1.Students are able to explain the problems of education in the reform era 2.Students are able to explain the future of Indonesian education. 	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Project work, project work report presentations, and 3 X 50 discussions			0%
14	Understanding educational problems in reform and the conception of future Indonesian education	<ol style="list-style-type: none"> 1.Students are able to explain the problems of education in the reform era 2.Students are able to explain the future of Indonesian education. 	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Project work, project work report presentations, and 3 X 50 discussions			0%

15	Understanding educational problems in reform and the conception of future Indonesian education	1. Students are able to explain the problems of education in the reform era 2. Students are able to explain the future of Indonesian education.	Criteria: 1.4 : OK 2.3 : OK 3.2 : Enough 4.1 : Less	Project work, project work report presentations, and 3 X 50 discussions			0%
16							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.