



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Physical Education, Health & Recreation Undergraduate Study
Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Philosophy of Education	8520102235	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	May 1, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
		Dr. Made Pramono, M.Hum	Dr. Made Pramono, M.Hum	Dr. Mochamad Ridwan, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																				
	Program Objectives (PO)																																																				
	PO - 1	Able to analyze various educational problems with the basis and subject of educational ontological, epistemological and axiological studies independently, including reflection and implementation in educational development, as well as the material, formal and moral responsibilities of education.																																																			
	PLO-PO Matrix																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> </tr> <tr> <td style="text-align: center;">PO-1</td> </tr> </table>		P.O	PO-1																																																	
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	PO Matrix at the end of each learning stage (Sub-PO)																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td><td style="text-align: center;">13</td><td style="text-align: center;">14</td><td style="text-align: center;">15</td><td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">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><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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																					
PO-1																																																					

Short Course Description	This course will study the explanation of scientific ontological, epistemological and axiological studies in terms of their implementation for scientific and educational development with an emphasis on issues of scientific logic and methodology, as well as the material, formal and moral responsibilities of science through pulpit lectures, questions and answers, observations/ video reviews, online interactions, and group discussions.
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References	Main :	<ol style="list-style-type: none"> 1. Pramono, Made. Dkk. 2005. Filsafat Ilmu (Kajian Ontologi, Epistemologi, dan Aksiologi) . Surabaya: Unesa Unipress. 2. Pramono, Made, E-learning Filsafat Ilmu : http://7in1.spada.ristekdikti.go.id/course/41c6030c-13a9-3d42-adbc-da70725c9c8d/filsafat-ilmu 3. Kuipers, Theo A.F. (ed.). 2007. Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues. Netherlands: Elsevier BV. 4. Endraswara, Suwardi. 2012. Filsafat Ilmu: Konsep, Sejarah, dan Pengembangan Metode Ilmiah. Yogyakarta: CAPS. 5. Prawironegoro, Darsono. 2010. Filsafat Ilmu: Kajian tentang Pengetahuan yang Disusun Secara Sistematis dan Sistemik dalam Membangun Ilmu Pengetahuan. Jakarta: Nusantara Consulting. 6. Thomas Boyer-Kassem and Cyrille Imbert. 2015. Scientific Collaboration: Do Two Heads Need to Be More than Twice Better than One? Source: Philosophy of Science, Vol. 82, No. 4 (October 2015), pp. 667-688 Published by: The University of Chicago Press on behalf of the Philosophy of Science Association Stable URL: http://www.jstor.org/stable/10.1086/682940 .Accessed: 11/09/2015 14:13. 7. Rosenberg, Alex. 2005. The Philosophy of Science : A Contemporary Introduction – 2nd ed . New York: Routledge 8. Risjord, Mark W. 2014. Philosophy of social science: a contemporary introduction . New York. Routledge
	Supporters:	<ol style="list-style-type: none"> 1. Abidin, Nata. 1999. Filsafat Pendidikan Islam. Jakarta: Logos Wacana Ilmu. 2. Ahmad. 2006. Tafsir, Filsafat Pendidikan Islami Integrasi Jasmani, Rohani dan Kalbu Memanusiakan Manusia. Bandung: Remaja Rosdakarya.
	Supporting lecturer	Dr. Made Pramono, S.S., 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	Able to identify the meaning, scope of discussion, history and position of educational philosophy	<ol style="list-style-type: none"> 1. Identify several definitions of educational philosophy 2. Identify the scope of discussion of educational philosophy 3. Outlining the history of educational philosophy 4. Explain the position of educational philosophy 	<p>Criteria: Get points for answering questions</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures, presentations, (slides) and questions and answers 2 X 50		<p>Material: definition, scope of discussion, history and position of educational philosophy. Reader: <i>Pramono, Made. et al. 2005. Philosophy of Science (Study of Ontology, Epistemology and Axiology). Surabaya: Unesa Unipress.</i></p>	5%
2	Able to identify the meaning, scope of discussion, history and position of educational philosophy	<ol style="list-style-type: none"> 1. Identify several definitions of educational philosophy 2. Identify the scope of discussion of educational philosophy 3. Outlining the history of educational philosophy 4. Explain the position of educational philosophy 	<p>Criteria: Get points for answering questions</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures, presentations, (slides) and questions and answers 2 X 50		<p>Material: definition, scope of discussion, history and position of educational philosophy. Reader: <i>Pramono, Made. et al. 2005. Philosophy of Science (Study of Ontology, Epistemology and Axiology). Surabaya: Unesa Unipress.</i></p>	10%
3	Able to explain general scientific conceptions	<ol style="list-style-type: none"> 1. Identify different types and sources of knowledge 2. Defining science based on its characteristics, nature and essence 3. Outlining the history of science 4. Explain the differences between science and philosophy, religion and art 	<p>Criteria: Get points for answering questions</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Slide and film screenings Online lectures and interactions 2 X 50		<p>Material: general conception of science Library: <i>Pramono, Made, E-learning Philosophy of Science: http://7in1.spada.ristekdikti.go.id/...</i></p>	10%
4	Able to explain general scientific conceptions	<ol style="list-style-type: none"> 1. Identify different types and sources of knowledge 2. Defining science based on its characteristics, nature and essence 3. Outlining the history of science 4. Explain the differences between science and philosophy, religion and art 	<p>Criteria: Get points for answering questions</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Slide and film screenings Online lectures and interactions 2 X 50		<p>Material: general scientific conceptions Reader: <i>Endraswara, Suwardi. 2012. Philosophy of Science: Concepts, History and Development of Scientific Methods. Yogyakarta: CAPS.</i></p>	5%
5	Able to examine scientific problems on the basis of scientific ontology	Define ontology and scientific ontology Explain the schools of scientific ontology Explain the thoughts of figures about scientific ontology	<p>Criteria: Get points for answering questions</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures (slides) and questions and answers Group discussions on ontology themes Online lectures and interactions 2 X 50		<p>Material: Able to examine scientific problems on the basis of scientific ontology. Library: <i>Pramono, Made. et al. 2005. Philosophy of Science (Study of Ontology, Epistemology and Axiology). Surabaya: Unesa Unipress.</i></p>	5%

6	Able to examine scientific problems on the basis of scientific ontology	Define ontology and scientific ontology Explain the schools of scientific ontology Explain the thoughts of figures about scientific ontology	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Pulpit lectures (slides) and questions and answers Group discussions on ontology themes Online lectures and interactions 2 X 50		Material: Able to examine scientific problems on the basis of scientific ontology. Library: Prawironegoro, Darsono. 2010. <i>Philosophy of Science: Study of Knowledge Organized Systematically and Systemically in Building Science</i> . Jakarta: Nusantara Consulting.	5%
7	Able to examine scientific problems on the basis of scientific epistemology	1. Defining epistemology and scientific epistemology 2. Explain the schools of scientific epistemology 3. Explains the character's thoughts about scientific epistemology	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Lecture and online interaction 2 X 50		Material: Able to examine scientific problems on the basis of scientific epistemology. Reader: Ahmad. 2006. <i>Tafsir, Philosophy of Islamic Education: Integration of Physical, Spiritual and Heart Humanizes Humans</i> . Bandung: Rosdakarya Youth.	10%
8	UTS	1. Defining epistemology and scientific epistemology 2. Explain the schools of scientific epistemology 3. Explains the character's thoughts about scientific epistemology	Criteria: Understand meetings 1-7 Form of Assessment : Participatory Activities	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Lecture and online interaction 2 X 50		Material: UTS Reader: Pramono, Made. et al. 2005. <i>Philosophy of Science (Study of Ontology, Epistemology and Axiology)</i> . Surabaya: Unesa Unipress.	5%
9	Able to examine scientific problems on the basis of scientific epistemology	1. Defining epistemology and scientific epistemology 2. Explain the schools of scientific epistemology 3. Explains the character's thoughts about scientific epistemology	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Lecture and online interaction 2 X 50		Material: Able to examine scientific problems on the basis of scientific epistemology. Library: Pramono, Made, E-learning <i>Philosophy of Science: http://7in1.spada.ristekdikti.go.id/...</i>	5%
10	Able to examine scientific problems on the basis of scientific axiology	1. Define axiology and scientific axiology 2. Explain the schools of scientific axiology 3. Explains the character's thoughts about scientific axiology	Criteria: Get points for answering questions Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 2 X 50		Material: Able to examine scientific problems on the basis of scientific axiology. Library: Pramono, Made. et al. 2005. <i>Philosophy of Science (Study of Ontology, Epistemology and Axiology)</i> . Surabaya: Unesa Unipress.	5%
11	Able to examine scientific problems on the basis of scientific axiology	1. Define axiology and scientific axiology 2. Explain the schools of scientific axiology 3. Explains the character's thoughts about scientific axiology	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 2 X 50		Material: Able to examine scientific problems based on the axiology of science. Library: Pramono, Made, E-learning <i>Philosophy of Science: http://7in1.spada.ristekdikti.go.id/...</i>	5%
12	Able to examine scientific problems on the basis of scientific axiology	1. Define axiology and scientific axiology 2. Explain the schools of scientific axiology 3. Explains the character's thoughts about scientific axiology	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 2 X 50		Material: Able to examine scientific problems on the basis of scientific axiology. Reference: Kuipers, Theo AF (ed.). 2007. <i>Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues</i> . Netherlands: Elsevier BV.	5%

13	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Group discussion Submission of general conclusions Online interaction 2 X 50		Material: Able to integrate themes of philosophy of science with contemporary humanitarian issues Reader: Endraswara, Suwardi. 2012. <i>Philosophy of Science: Concepts, History and Development of Scientific Methods</i> . Yogyakarta: CAPS.	10%
14	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Group discussion Submission of general conclusions Online interaction 2 X 50		Material: Able to integrate themes of philosophy of science with contemporary humanitarian issues Reader: Endraswara, Suwardi. 2012. <i>Philosophy of Science: Concepts, History and Development of Scientific Methods</i> . Yogyakarta: CAPS.	5%
15	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	Criteria: Get points for answering questions Form of Assessment : Participatory Activities	Group discussion Submission of general conclusions Online interaction 2 X 50		Material: Able to integrate themes of philosophy of science with contemporary humanitarian issues Reader: Prawironegoro, Darsono. 2010. <i>Philosophy of Science: Study of Knowledge Organized Systematically and Systematically in Building Science</i> . Jakarta: Nusantara Consulting.	5%
16	UAS	Can understand meetings 1-15	Criteria: Doing UAS questions Form of Assessment : Participatory Activities	UAS		Material: UAS Literature: Pramono, Made, et al. 2005. <i>Philosophy of Science (Study of Ontology, Epistemology and Axiology)</i> . Surabaya: Unesa Unipress.	5%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	97.5%
2.	Project Results Assessment / Product Assessment	2.5%
		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.
- 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.