



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences,**  
**Bachelor of Physical Education, Health & Recreation 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	8520102222		T=2 P=0 ECTS=3.18	3	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....			Dr. Mochamad Ridwan, 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>																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> </tr> </table>					P.O																															
	P.O																																					
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	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																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Pramono, Made. Dkk. 2005.Filsafat Ilmu (Kajian Ontologi, Epistemologi, dan Aksiologi).Surabaya: Unesa Unipress.</li> <li>2. Endraswara, Suwardi. 2012.Filsafat Ilmu: Konsep, Sejarah, dan Pengembangan Metode Ilmiah.Yogyakarta: CAPS.</li> <li>3. 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: <a href="http://www.jstor.org/stable/10.1086/682940">http://www.jstor.org/stable/10.1086/682940</a> .Accessed: 11/09/2015 14:13.</li> <li>4. Rosenberg, Alex. 2005. The Philosophy of Science : A Contemporary Introduction 13 2nd ed. New York: Routledge.</li> <li>5. Kuipers, Theo A.F. (ed.). 2007. Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues. Netherlands: Elsevier BV</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Made Pramono, S.S., M.Hum.																																					
<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	Able to identify the meaning, scope of discussion, history and position of philosophy of science	<ol style="list-style-type: none"> <li>1. Identify several definitions of the philosophy of science</li> <li>2. Identify the scope of discussion of the philosophy of science</li> <li>3. Describes the history of the philosophy of science</li> <li>4. Explain the position of the philosophy of science</li> </ol>	<b>Criteria:</b> Question 1: 30 Question 2: 30 Question 3: 40	Pulpit lectures, presentations, (slides) and questions and answers 4 X 50			0%
2	Able to identify the meaning, scope of discussion, history and position of philosophy of science	<ol style="list-style-type: none"> <li>1. Identify several definitions of the philosophy of science</li> <li>2. Identify the scope of discussion of the philosophy of science</li> <li>3. Describes the history of the philosophy of science</li> <li>4. Explain the position of the philosophy of science</li> </ol>	<b>Criteria:</b> Question 1: 30 Question 2: 30 Question 3: 40	Pulpit lectures, presentations, (slides) and questions and answers 4 X 50			0%
3	Able to explain general scientific conceptions	<ol style="list-style-type: none"> <li>1. Identify different types and sources of knowledge</li> <li>2. Defining science based on its characteristics, nature and essence</li> <li>3. Outlining the history of science</li> <li>4. Explain the differences between science and philosophy, religion and art</li> </ol>	<b>Criteria:</b> Question 1: 20 Question 2: 20 Question 3: 30 Question 3: 30	Pulpit lectures and questions and answers Slide and film screenings Online lectures and interactions 4 X 50			0%
4	Able to explain general scientific conceptions	<ol style="list-style-type: none"> <li>1. Identify different types and sources of knowledge</li> <li>2. Defining science based on its characteristics, nature and essence</li> <li>3. Outlining the history of science</li> <li>4. Explain the differences between science and philosophy, religion and art</li> </ol>	<b>Criteria:</b> Question 1: 20 Question 2: 20 Question 3: 30 Question 3: 30	Pulpit lectures and questions and answers Slide and film screenings Online lectures and interactions 4 X 50			0%

5	Able to examine scientific problems on the basis of scientific ontology	<ol style="list-style-type: none"> <li>1. Defining ontology and scientific ontology</li> <li>2. Explain the streams of scientific ontology</li> <li>3. Explains the character's thoughts about scientific ontology</li> </ol>	<b>Criteria:</b> Question 1: 50 Question 2: 50	Pulpit lectures (slides) and questions and answers Group discussions on ontology themes Online lectures and interactions 4 X 50			0%
6	Able to examine scientific problems on the basis of scientific ontology	<ol style="list-style-type: none"> <li>1. Defining ontology and scientific ontology</li> <li>2. Explain the streams of scientific ontology</li> <li>3. Explains the character's thoughts about scientific ontology</li> </ol>	<b>Criteria:</b> Question 1: 50 Question 2: 50	Pulpit lectures (slides) and questions and answers Group discussions on ontology themes Online lectures and interactions 4 X 50			0%
7	Able to examine scientific problems on the basis of scientific epistemology	<ol style="list-style-type: none"> <li>1. Defining epistemology and scientific epistemology</li> <li>2. Explain the schools of scientific epistemology</li> <li>3. Explains the character's thoughts about scientific epistemology</li> </ol>	<b>Criteria:</b> Question 1: 50 Question 2: 50	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Online lectures and interactions 6 X 50			0%
8	Able to examine scientific problems on the basis of scientific epistemology	<ol style="list-style-type: none"> <li>1. Defining epistemology and scientific epistemology</li> <li>2. Explain the schools of scientific epistemology</li> <li>3. Explains the character's thoughts about scientific epistemology</li> </ol>	<b>Criteria:</b> Question 1: 50 Question 2: 50	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Online lectures and interactions 6 X 50			0%
9	Able to examine scientific problems on the basis of scientific epistemology	<ol style="list-style-type: none"> <li>1. Defining epistemology and scientific epistemology</li> <li>2. Explain the schools of scientific epistemology</li> <li>3. Explains the character's thoughts about scientific epistemology</li> </ol>	<b>Criteria:</b> Question 1: 50 Question 2: 50	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Online lectures and interactions 6 X 50			0%
10	Able to examine scientific problems on the basis of scientific axiology	<ol style="list-style-type: none"> <li>1. Define axiology and scientific axiology</li> <li>2. Explain the schools of scientific axiology</li> <li>3. Explains the character's thoughts about scientific axiology</li> </ol>	<b>Criteria:</b> Question 1: 45 Question 2: 10 Question 3: 45	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 6 X 50			0%

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	<b>Criteria:</b> Question 1: 45 Question 2: 10 Question 3: 45	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 6 X 50			0%
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	<b>Criteria:</b> Question 1: 45 Question 2: 10 Question 3: 45	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 6 X 50			0%
13	MIDTERM EXAM			2 X 50			0%
14	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	<b>Criteria:</b> Question 1: 45 Question 2: 55	Group discussion Submission of general conclusions Online interaction 2 X 50			0%
15	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	<b>Criteria:</b> Question 1: 45 Question 2: 55	Group discussion Submission of general conclusions Online interaction 2 X 50			0%
16	FINAL EXAMS			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.

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.