



**Universitas Negeri Surabaya**  
**Faculty of Social Sciences and Law**  
**Sociology Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Philosophy of Education	6920102025		T=2	P=0	ECTS=3.18	2	July 17, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	.....		.....			Dr. Agus Machfud Fauzi, M.Si.																																											
<b>Learning model</b>	Case Studies																																																
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O																																									
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	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	Able to master and implement the basic concepts of educational philosophy, a flashback of philosophy, the essence of educational philosophy, the object of educational philosophy, the relationship between philosophy and education, human-culture and educational philosophy, human nature and educational philosophy, the theory of truth in educational practice, the function and tasks of educational philosophy, schools of educational philosophy, psychological orientation and philosophy of education, implications of schools of educational philosophy, and educational philosophy and the national curriculum in everyday life as students and members of society in their environment.																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Jalaluddin dan Abdullah Idi. Filsafat Pendidikan (manusia, filsafat, dan pendidikan). Jakarta: Gaya Media Pratama. Mumidayeli. Filsafat Pendidikan . Yogyakarta: Kanisius</li> <li>2. Osborne, Richard.2001. Filsafat untuk Pemula . Yogyakarta: Kanisius</li> <li>3. Susanto, A. 2011. Filsafat Ilmu (suatu kajian dalam dimensi Ontologis, Epistemologis, dan Aksiologis). Jakarta: Bumi Aksara</li> <li>4. Yoh, A.Y. Soegeng. Filsafat Pendidikan. Jakarta: Beta</li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	Moh. Mudzakkir, S.Sos., M.A., Ph.D. Farid Pribadi, S.Sos., M.Sosio.																																																
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	Mastering a flashback of the division of philosophy, what gave birth to philosophy, and the basic nature of philosophy	Explains a flashback of the division of philosophy, what gave birth to philosophy, and the basic nature of philosophy	<b>Criteria:</b> Able to explain the division of philosophy, the things that give rise to philosophy, and the basic nature of philosophy accurately  <b>Form of Assessment :</b> Participatory Activities	Expository/Classical/ Lecture variety/internet search 2 X 50			5%																																										
2	Mastering a flashback of the division of philosophy, what gave birth to philosophy, and the basic nature of philosophy	Explains a flashback of the division of philosophy, what gave birth to philosophy, and the basic nature of philosophy	<b>Criteria:</b> Review accuracy  <b>Form of Assessment :</b> Participatory Activities	Expository/Classical/ Lecture variety/internet search 2 X 50			5%																																										

3	Able to examine the nature of educational philosophy	Explain the nature of educational philosophy	<b>Criteria:</b> Able to explain the essence of educational philosophy in a coherent and clear manner  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving/discussion/class group 2 X 50		5%
4	Able to explore the objects of educational philosophy	Reviewing literature regarding educational philosophy objects	<b>Criteria:</b> The description is coherent and clear according to the indicators  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Discovery/experiment/individual literature review 2 X 50		5%
5	Able to examine the relationship between philosophy and education	Discuss the relationship between philosophy and education	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving 2 X 50		5%
6	Able to master human relations, culture and educational philosophy	Discusses human relations, culture, and educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Inquiry/Problem solving 2 X 50		6%
7	Able to explore human nature in educational philosophy.	Discussing human nature in educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving 2 X 50		5%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	<b>Criteria:</b> Questions answered correctly according to the grid  <b>Form of Assessment :</b> Participatory Activities, Tests	Written Test 2 X 50	<b>Material:</b> UTS <b>Library:</b>	10%
9	Able to explore the functions and tasks of educational philosophy	Discuss the functions and tasks of educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Inquiry/Discovery/experiment/review of discussion results 2 X 50		5%
10	Able to deepen the flow of educational philosophy	Discuss the flow of educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Discovery/experiment/review of discussion results 2 X 50		5%
11	Able to deepen the flow of educational philosophy	Discuss the flow of educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Inquiry/Discovery/experiment/review of discussion results 2 X 50		7%
12	Able to explore psychological orientation and educational philosophy	Discusses psychological orientation and educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Discovery/experiment 2 X 50		5%
13	Able to explore the implications of educational philosophy	Discuss the implications of schools of educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Discovery/experiment 2 X 50		5%
14	Able to explore the implications of educational philosophy	Discuss the implications of schools of educational philosophy	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Inquiry/Discovery/experiment 2 X 50		7%
15	Able to explore the relationship between educational philosophy and the national curriculum	Discuss the relationship between educational philosophy and the national curriculum	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving/discussion/class group 2 X 50		5%

16			<b>Form of Assessment :</b> Test				15%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Practice / Performance	12.5%
3.	Test	20%
		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.