	Universitas Negeri Surabaya **Faculty of Sports and Health Sciences** **S1 Sports Coaching Education Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy	8520202313		T=2	P=0	ECTS=3.18	7	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Or. Muhammad, 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

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course aims to provide students with an understanding of (1) understanding various ways of acquiring scientific knowledge, abilities and skills by applying philosophical and critical-logical reasoning; (2) not ignoring the limitations of science and scientific methods and their moral and social limitations in acquire and utilize knowledge. The Philosophy of Science course includes discussions on the ontology, epistemology and axiology of science in the constellation of various other knowledge, as well as the development of scientific knowledge. Discussions about the ontology of science are focused on elements of empirical reality (empiricism) such as facts, data and information without separating them from rational reality (rationalism), as well as their position in scientific activities. The epistemology of science is focused on the scientific method and its operationalization in research methodology. Axiology of science discusses the values related to scientific activities both internally, externally and socially
References	**Main :**

1. Bagir, Haidar. 2005. Buku Saku Filsafat Islam. Penerbit Arasy, PT Mizan Pustaka, Bandung.
2. Marimba, Ahmad. 1964. Pengantar Filsafat Pendidikan. Bandung: Al-Ma'arif.
3. Golshani, Mehdi. 2003. Filsafat Sains Menurut Al Qur'an. Penerbit Mizan, Bandung.
4. Haeruddin. 2003. Sumbangan Peradaban Islam Terhadap Perkembangan Filsafat dan Ilmu Pengetahuan. Makalah Pengantar Filsafat
5. Magnis-Suseno, Frans. 1992. Berfilsafat dari Konteks. PT Gramedia Pustaka Utama
6. Mehra, P. S. 1968. Pengantar Logika Tradisional. Binacipta. Bandung.
7. Poespowardojo, Soerjanto. 1991. Filsafat Pancasila: Sebuah Pendekatan.
8. Soedjono, Dirdosisworo. 1995. Pengantar Epistimologi dan Logika. Penerbit Remaja Karya. CV. Bandung
9. Takwin, Bagus. 2001. Filsafat Timur. Penerbit Jalasutra: Yogyakarta.
10. Verhaak, C dan R. Haryono Imam. 1991. Filsafat Ilmu Pengetahuan: Telaah Atas Cara Kerja Ilmu-Ilmu. PT Gramedia Pustaka Utama. Jakarta

	Supporters:
Supporting lecturer	Dr. Made Pramono, S.S., M.Hum. Nanang Indriarsa, S.Pd., M.Psi.T. Mohammad Faruk, S.Pd., M.Kes.

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 use philosophy as a method of thinking to understand something.	The accuracy of students' understanding of the scope of course subjects		· Form: Lecture · Method: Discovery learning 2 X 50			0%
2	Students are able to compare science and philosophy of science.	Students are able to explain the differences between science, philosophy and religion		lecture, question and answer 2 X 50			0%
3	Students are able to explain science in the dynamics of history and civilization	Students' accuracy in explaining material regarding scientific methods in each period and Islam and answering questions given by other students well and correctly		lecture and question and answer 2 X 50			0%
4	Students are able to link the nature of existence with knowledge	The accuracy of students explaining the ontological basis of science and answering questions given by other students well and correctly		lecture, question and answer, assignment 2 X 50			0%
5	students Relate epistemology to science.	The accuracy of students explaining material regarding the epistemology of science and answering questions given by other students well and correctly		Collaborative and group discussion 2 X 50			0%
6	students contextualize axiology as a basis for scientific development.	The accuracy of students explaining material regarding the axiology of science and answering questions given by other students well		Collaborative and group discussion 2 X 50			0%
7	Students can relate epistemological dimensions to scientific work	The accuracy of students explaining material about science as a research activity and answering questions given by other students well and correctly		Presentation 2 X 50			0%
8	Midterm exam			2 X 50			0%

9	Students can differentiate between science and knowledge.	Accuracy in explaining the difference between science and knowledge and answering questions given by other students well and correctly		Presentation 2 X 50			0%
10	Students can explain the products of scientific activities	Accuracy in explaining the products of scientific activities and answering questions given by other students well and correctly		Presentation 2 X 50			0%
11							0%
12	Students explain their knowledge and philosophical foundations in the Islamic world.	The accuracy of students being able to explain ma'rifatulloh science and answer questions given by other students well and correctly	**Criteria:** Grading criteria rubric	presentation 2 X 50			0%
13	Students can explain sports science and its philosophical basis.	Accuracy in answering questions well and correctly	**Criteria:** Accuracy, suitability and systematicity	Presentation 2 X 50			0%
14	Students can explain sports science and its philosophical basis.	Accuracy in answering questions well and correctly	**Criteria:** Accuracy, suitability and systematicity	Presentation 2 X 50			0%
15	Students can explain sports science and its philosophical basis.	Accuracy in answering questions well and correctly	**Criteria:** Accuracy, suitability and systematicity	Presentation 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **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.