

Universitas Negeri Surabaya Faculty of Education, Doctoral Study Program in Basic Education

Document Code

SEMESTER LEARNING PLAN

Philosophy of Elementary Education 100220201 Cargainery Sundy Program Operating Sundy Program Counter Coordinator 11 July 14, 2021 AITHORIZATION SP Developer Course Cluster Coordinator Study Program Coordinator Prof. Dr. Wahnen Wildeld, M.Si Prof. Dr. Rusjeno, M.Pd Prof. Dr. Suyanti, M.Pd. Learning (PLO) R.D. Study program that is charged to the course PLO-4 Develop rounded to fund values, as well as academic ethics in carrying out their duites. PLO-4 Develop rounded continuously and collariant. PLO-5 PLO-4 Develop rounded continuously and collariant. PLO-4 Develop rounded contention to the course in depth (fromostion ethics) and and contention correct and comprehensive reacting immovators. Program Object Develop rounded contention reacting of the course in depth (fromostion and ethics) generating state division of the benefit of hum state to duite a content and comprehensive reacting intervention and the correct and comprehensive reacting, and talks or the duite contellogical division reacting to duite intervention of the course in depth (fromostion and ethics) protection to duite and the correct and comprehensive reacting, and talks or the duite contellogical division reacting to duite and protection reaction of correct and comprehensive reacting, and talks or the duite of the duite reacting to duite and protection reaction of correct and comprehensive reacting and duite contellogical division reacting to duitet	Courses			CODE				Course	e Famil	у	Credit Weight				SEM	IESTEI	२	Com	pilation	n Date
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Suppor lecturer	Prof. Dr. Rusijono Prof.Dr. Wahono	o, M.Pd. Widodo, M.Si.		Ha	In Loorning						
Week-	Final abilities of each learning stage	Evalı	uation	Lear Studer [Es	ning methods, ning methods, nt Assignments, stimated time]	Learning materials [References]	Assessment Weight (%)				
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)						
1	(2) Analyze educational	1.1. Describe	(4) Criteria: Every contribution is	Questions and answers	Async. study reading	(7) Material: Ontology, epistemology, axiology of	5%				
	educational science comprehensively (in depth and broadly). Definition that answers 3 scientific questions (ontology, epistemology, axiology, and methodology).	reasoning 2.2. Analyze logic 3.3. Explain the meaning of knowledge 4.4. Analyze sources of scientific knowledge 5.5. Analyzing epistemology 6.6. Analyze axiology	Every contribution is appreciated, participation in case determination, analysis, case discussion. Form of Assessment : Participatory Activities, Tests	and answers from Socrates regarding ontology, epistemology, axiology of 2 × 50	máterial regarding the Basics of Philosophy (Ontology, epistemology), axiology, analyze cases of ontology, epistemology of science according to the article. 2 x 50	epistemology, axiology of science Reference: Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library Material: Ontology, epistemology, axiology of science References: Lone, JM, & Burroughs, MD (2016). Philosophy in education: Questioning and dialogue in schools. Rowman & Littlefield. Material: Ontology, epistemology, axiology of science References: Oconnor, DJ (2016). An introduction to the philosophy of education. Routledge. Material: examples of epistemological performance in research References: Widodo, Wahono & Sudibyo, Elok & Suryanti, Suryanti & Sari, Dhita & Inzanah, I. & Setiawan, Beni. (2020). The Effectiveness of Gadget- Based Interactive Multimedia in Improving Generation Z's Scientific Literacy. Indonesian Science Education Journal. 9. 248-256. 10.15294/jpii.v9i2.23208. Material: materials for evaluating ontology, epistemology and axiology in research References: Suryanti, S., Widodo, W. and Yermiandhoko, Y. 2021. Gadget-Based Interactive Multimedia on Socio-Scientific Issues to Improve Elementary Students' Science Literacy. Internative Mobile Technologies (JIM), 15, 01 (Jan. 2021), pp. 56–69. DOI: https://doi.org/ Material: materials for evaluating ontology, epistemology, and axiology in research. References: Sari, DAP, Widodo, W., Rosdiana, L., Sari, DP, Aulia, EV (2023). HSP Based Learning Media to Reinforce Pre-Service Science Teachers' Critical Thinking Skills: Development and Validation. Journal of Science Teachers' Critical Thinking Skills: Development and Validation. Journal of					

2	Analyzing the basics of basic education science	 Describe the ontology of basic education Analyzing the epistemology of elementary education Analyzing basic education asiomology Explain the various schools of educational philosophy Formulate a basic education knowledge tree 	Criteria: Every contribution is appreciated and logic is built into case analysis (case based): presentation skills, responding, asking, answering, arguing giving ideas, opinions. Form of Assessment : Participatory Activities, Tests	Questions and answers from Socrates regarding ontology, epistemology, axiology of science in basic education 2 X 50	Async. reading material regarding Basic Philosophy (Ontology, epistemology, axiology, and methodology) and educational philosophy. Case based: examine cases that need to be discussed regarding ontology, epistemology, axiology of science in basic education 2 x 50	Material: Ontology, epistemology, axiology of science References: Lone, JM, & Burroughs, MD (2016). Philosophy in education: Questioning and dialogue in schools. Rowman & Littlefield. Material: Ontology, epistemology, axiology of science References: OConnor, DJ (2016). An introduction to the philosophy of education. Routledge. Material: Educational philosophy Reader: Richard Pring. 2005. Philosophy of education Material: Philosophy of education Reference: Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka	8%
3	Analyzing the basics of basic education science	 Describe the ontology of basic education Analyzing the epistemology of elementary education Analyzing basic education axiomology Explain the various schools of educational philosophy Formulate a basic education knowledge tree 	Criteria: Every contribution is appreciated and logic is built into case analysis (case based): presentation skills, responding, asking, answering, arguing giving ideas, opinions. Form of Assessment : Participatory Activities, Tests	Questions and answers from Socrates regarding ontology, epistemology, axiology of science in basic education 2 X 50	Async. reading material regarding Basic Philosophy (Ontology, epistemology, axiology, and methodology) and educational philosophy. Case based: reviewing cases that need to be discussed related to ontology, epistemology, axiology of science in basic education, uploading study results 2 x 50	Material: Ontology, epistemology, axiology of science References: Lone, JM, & Burroughs, MD (2016). Philosophy in education: Questioning and dialogue in schools. Rowman & Littlefield. Material: Ontology, epistemology, axiology of science References: OConnor, DJ (2016). An introduction to the philosophy of education. Routledge. Material: Educational philosophy of Education. London: Continuum Material: Philosophy of education Reference: Rusijono & Rusdian, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka	8%
4	Analyzing the ontology of basic education	 Analyze Plato's views on utopia and republic Explaining educational and social structures according to Karl Marx and Marxism Explains views on the state and education according to Pancasila and the '45 Constitution 	Criteria: PPT analysis results, discussion contributions, analysis results Form of Assessment : Participatory Activities, Tests	Hybrid flipped classroom assisted by Vinesa/SIDIA: students carry out studies first, the results are uploaded to Vinesa, presentations and discussions in hybrid (online and offline) or fully offline 2 X 50	Hybrid flipped classroom assisted by Vinesa/SIDIA: students carry out studies first, the results are uploaded to Vinesa, presentations and discussions are carried out in a hybrid (online and offline). Case based: examine cases that need to be discussed regarding the state's view of education in relation to the views of Plato and Karl Marx 2 x 50	Material: Educational philosophy Reader: Richard Pring. 2005. Philosophy of Education. London: Continuum Material: 1. Utopia, republic 2. Structure education and society References: Noddings, N. (2018). Philosophy of education. Routledge.	10%

7	Analyzing 8 philosophical schools that influence the picture of basic education (idealism, naturalism, reconstructionism, essentialism, realism, and pragmatism).	 Identifying the influence of idealism in basic education Identifying the influence of naturalism in elementary education Identifying the influence of reconstructionism in basic education Identifying the influence of existentialism in basic education Identifying the influence of perennialism in basic education Identifying the influence of essentialism in basic education Identifying the influence of realism in basic education Identifying the influence of realism in basic education Identifying the influence of pragmatism Evaluating the science tree idea of elementary education 	Criteria: PPT analysis results, discussion contributions, analysis results Form of Assessment : Participatory Activities, Tests	Presentation and discussion with the Hybrid flipped classroom assisted by Vinesa/SIDIA: study first, the results are uploaded to Vinesa, followed by a hybrid presentation and discussion (online and offline) regarding the influence of philosophical schools on education in Indonesia and discussion of the scientific tree of basic education 2 X 50	Presentation and discussion with the Hybrid flipped classroom assisted by Vinesa/SIDIA: students conduct studies first, the results are uploaded to Vinesa, followed by presentations and discussions in a hybrid (online and offline) 2 x 50	Material: educational philosophy Library: Rukiyati & Purwastut: 2015. Getting to Know the Philosophy of Education. UNY Press Material: educational philosophy (2016). An introduction to the philosophy of education. Routledge.	5%
8	UTSFinal Skills: covers meetings 1- 7	covers meetings 1-7	Criteria: 1.Main criteria: 2.Demonstration of the ability to express thoughts supported by strong arguments. 3.presentation skills, responding, asking, answering, arguing, giving ideas, opinions.	Test 2 X 50	2 x 50'		0%
9	Evaluating the basic philosophy of education in Indonesia.	 Evaluating "truth- seeking methods" in elementary education Evaluating false dualism (quan and qual) in basic education 	Criteria: presentation skills, responding, asking, answering, arguing, giving ideas, opinions. Form of Assessment : Participatory Activities	Case Study Presentation Discussion regarding scientific methods, paradigms, verification and falsification, use Karl Popper's views) Discuss: Truth, knowledge and power (Pring) Discuss: The 'false dualism' of educational research (Pring) 2 x 50	Case based: examine cases which will later be discussed regarding ontology, epistemology, axiology of science in basic education 2 x 50'	Material: educational philosophy References: Noddings, N. (2018). Philosophy of education. Routledge. Material: educational philosophy Reference: Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka Material: False dualism in educational research Reference: Richard Pring. 2005. Philosophy of Education. London: Continuum	5%

10	Evaluating the basic philosophy of education in Indonesia.	 Explaining Pancasila as the basic philosophy of basic education in Indonesia Analyzing the success of the implementation of Pancasila in the world of basic education in Indonesia Make a report on the results of the analysis of the success of the implementation of Pancasila in the world of basic education in Indonesia Examining the juridical and historical foundations of basic education in Indonesia Developing the concept of ideal basic education in Indonesia in accordance with the juridical, historical foundations and Pancasila values 	Criteria: presentation skills, responding, asking, answering, arguing, giving ideas, opinions. Form of Assessment : Participatory Activities	Case Study Presentation Discussion related to the philosophy underlying the education system and practice in Indonesia. 2 X 50	Collecting assignments and online discussions at SIDIA. 2 x 50'	Material: philosophy in educational praxis References: Lone, JM, & Burroughs, MD (2016). Philosophy in education: Questioning and dialogue in schools. Rowman & Littlefield. Material: philosophy in basic education praxis Reference: Dearden, RF (2011). The philosophy of primary education: An introduction (Vol. 11). Routledge Material: educational philosophy Reference: Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka Material: for analysis Literature: Various legal products related to education policy in Indonesia (National Education System Law, PP on SNPT, Regulations related to curriculum	7%
11	Evaluating the basic philosophy of education in Indonesia.	 Make claims and arguments related to scientific methods Make claims and arguments related to paradigms Make claims and arguments regarding verification and falsification 	Criteria: presentation skills, responding, asking, answering, arguing, giving ideas, opinions. Form of Assessment : Participatory Activities	Case Study Presentation Discussion regarding scientific methods, paradigms, verification and falsification 2 X 50	Assignment submission and discussion at SIDIA 2 x 50'	Material: Educational philosophy Reader: Richard Pring. 2005. Philosophy of Education. London: Continuum Material: Paradigm Literature: Kuhn, TS (1997). The structure of scientific revolutions (3rd ed.). Chicago, IL: University of Chicago, IL: University of Chicago, Press. Material: Falsification Bibliography: Popper, Karl R. (1963). Science as Falsification. The following excerpt was originally published in Conjectures and Refutations. Available: https://staff.washington.edu/ Material: Analyzed to obtain an overview of paradigms and modifications in practice. Literature: Various legal products related to education policy in Indonesia (National Education System Law, Teacher and Lecturer Law, Government Regulation on SNPT, Regulations related to curriculum	5%
12	Evaluating the basic philosophy of education in Indonesia.	 Make an argument about the complexity of human research Make arguments about the complexity and truth about educational research 	Criteria: presentation skills, responding, asking, answering, arguing, giving ideas, opinions. Form of Assessment : Participatory Activities	Case Study Discussion Presentation on Human Research and Complexity Theory and Complexity and Truth in Educational Research 2 X 50	Hybrid flipped classroom assisted by Vinesa/SIDIA: students conduct studies first, results are uploaded to Vinesa, hybrid presentation and discussion (online and offline) 2 x 50'	Material: educational philosophy References: Dearden, RF (2011). The philosophy of primary education: An introduction (Vol. 11). Routledge Material: epistemological complexity in education References: Moser, PK (Ed.). (2002). The Oxford handbook of epistemology. Oxford university press.	6%

13	Make a study of the thoughts of educational figures in Indonesia	provide ideas accompanied by arguments. Application of "philosophical thinking" in elementary school	Criteria: presentation skills, responding, asking, answering, arguing, giving ideas, opinions. Form of Assessment Participatory Activities	Case studies, presentations, discussions about the idea of "philosophical thinking" applied in elementary schools, main source: Philosophy in Elementary School 2 X 50	Hybrid flipped classroom assisted by Vinesa/SIDIA: students conduct studies first, results are uploaded to Vinesa, hybrid presentation and discussion (online and offline) 2 x 50'	Material: philosophy in elementary education Reference: Dearden, RF (2011). The philosophy of primary education: An introduction (Vol. 11). Routledge Material: For analysis, including various other relevant research. Literature: Various legal products related to education policy in Indonesia (National Education System Law, Teacher and Lecturer Law, Government Regulation on SNPT, Regulations related to curriculum Material: philosophical praxis in education References: Lone, JM, & Burroughs, MD (2016). Philosophy in education: Questioning and dialogue in schools. Rowman & Littlefield.	5%
14	Make a study of the thoughts of educational figures in Indonesia	 Compile the results of a chapter report about national figures whose contributions have influenced basic education in Indonesia Present the results of the chapter report directly and firmly in responding to the audience. 	Criteria: presentation skills, responding, asking, answering, arguing, giving ideas, opinions. Form of Assessment : Participatory Activities	Case studies, presentations, discussions of the thoughts of Ki Hajar Dewantara and others 2 X 50	Hybrid flipped classroom assisted by Vinesa/SIDIA: students conduct studies first, results are uploaded to Vinesa, hybrid presentation and discussion (online and offline) 2 x 50'	Material: educational philosophy References: Lone, JM, & Burroughs, MD (2016). Philosophy in education: Questioning and dialogue in schools. Rowman & Littlefield. Material: educational philosophy Reference: Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka Material: KH Dewantara's thoughts on education Reference: Ki Hadjar Dewantara (1977). Education. Student Park Association. Material: KH Dewantara's thoughts on culture Reference: Ki Hadjar Dewantara (1977). Culture. Student Park Association. Material: RA Kartini's thoughts on education Library: RA Kartini. (2009). After Darkness Comes Light RA Kartini Translated by Armijn Pane. Jakarta: Balai Pustaka. Material: Analysis of the background of ideas References: Various legal products related to education policy in Indonesia (National Education System Law, Teacher and Lecturer Law, Government Regulations related to curriculum	6%

15	Analyze evidence of the link between basic education, technology and society.	 Analyzing the synergism between basic education, technology and society. Analyzing the synergism between basic education, technology and society. Synthesize the results of the analysis of synergism & linkages between basic education, technology and society. 	Criteria: presentation skills, responding, asking, answering, arguing, giving ideas, opinions. Form of Assessment : Participatory Activities	Case studies, presentations, discussions 2 X 50	Hybrid flipped classroom assisted by Vinesa/SIDIA: students conduct studies first, results are uploaded to Vinesa, hybrid presentation and discussion (online and offline) 2 x 50'	Material: about education Reference: Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka Material: education in Indonesia Reader: Rukiyati & Purwastuti. 2015. Getting to Know the Philosophy of Education. UNY Press Material: analysis of inergism & the relationship between basic education, technology and society. References: Various legal products related to education policy in Indonesia (National Education System Law, Teacher and Lecture Law, Government Regulation on SNPT, Regulations related to curriculum Material: analysis of inergism & the relationship between basic education, technology and society. References: Suryanti, S., Widodo, W. and Yermiandhoko, Y. 2021. Gadget-Based Interactive Multimedia on Socio-Scientific Issues to Improve Elementary Students' Science Literacy. International Journal of Interactive Mobile Technologies (JIIM). 15, 01 (Jan. 2021), pp. 56–69. DOI: https://doi.org/ Material: analysis of inergism & the relationship between basic education, technology and society. References: Sari, DAP, Widodo, W., Rosdiana, L., Sari, DP, Aulia, EV (2023). HSP Based Learning Media to Reinforce Pre-Service Science Teachers' Critical Thinking Skills: Development and Validation. Journal of Science Education Research, 9(12), 10689–10697. httrs://doi.org/	5%
16		formulating das solen in one aspect of basic education	Criteria: Claims, arguments, reference support Form of Assessment : Project Results Assessment / Product Assessment	UAS: formulate dassolen and dassein on certain aspects of basic education which will become the initial ideas for student dissertation research.	UAS: formulate dassolen and dassein on certain aspects of basic education which will become the initial ideas for student dissertation research.	Material: dassolen and dassein in certain aspects of education Reader: Richard Pring. 2005. Philosophy of Education. London: Continuum Material: case analysis References: Various legal products related to education policy in Indonesia (National Education System Law, Teacher and Lecturer Law, Government Regulation on SNPT, Regulations related to curriculum Material: examples of dassollen and dassein References: Sari, DAP, Widodo, W., Rosdiana, L., Sari, DP, Aulia, EV (2023). HSP Based Learning Media to Reinforce Pre-Service Science Teachers' Critical Thinking Skills: Development and Validation. Journal of Science Education Research, 9(12), 10689–10697. https://doi.org/	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62%
2.	Project Results Assessment / Product Assessment	15%
3.	Test	23%
		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.
- 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.
- 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.
- 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.
- 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
- The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficult achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.