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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Philosophy of Elementary Education	8602202001	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	1	July 14, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Wahono Widodo, M.Si	Prof. Dr. Rusijono, M.Pd	Prof. Dr. Suryanti, M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course	
PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
PLO-4	Develop yourself continuously and collaborate.
PLO-5	Mastering the philosophy and learning methodology of basic education to produce learning innovations.

Program Objectives (PO)	
PO - 1	Develop knowledge to answer three scientific questions (ontology, epistemology, axiology and methodology) regarding Basic Education so as to obtain a comprehensive understanding.
PO - 2	Changing the existing paradigm of thinking to help solve in depth (through an inter or multidisciplinary approach) every problem faced in everyday life, especially problems related to basic education in Indonesia.
PO - 3	Manage and develop research methodology based on correct and comprehensive reasoning, and utilize ontological logic regarding basic educational science in obtaining scientific understanding (epistemology) with the ultimate target of wisdom or the benefit of humanity (axiological values).

PLO-PO Matrix

P.O	PLO-1	PLO-4	PLO-5
PO-1	✔		✔
PO-2		✔	✔
PO-3	✔	✔	✔

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
PO-1	✔		✔													
PO-2		✔		✔	✔	✔	✔		✔		✔					
PO-3										✔		✔	✔	✔	✔	✔

Short Course Description	This course deepens understanding of general approaches to educational philosophy, basic educational philosophy, and deeper and broader conceptualizations and issues involving science, technology, and society. In addition, this course is designed to evaluate in depth the ontology, epistemology, axiology and methodology of education, the characteristics and nature of basic education as a vehicle for broadening the vision of doctoral candidates so that it can trigger the ability to think reflectively and think critically in developing and applying educational science. and its relationship with technology and society.

References

Main :

1. Lone, J. M., & Burroughs, M. D. (2016). Philosophy in education: Questioning and dialogue in schools . Rowman & Littlefield.
2. Noddings, N. (2018). Philosophy of education . Routledge.
3. OConnor, D. J. (2016). An introduction to the philosophy of education . Routledge.
4. Smeyers, P. (Ed.). (2018). International handbook of philosophy of education . Springer.
5. Richard Pring. 2005. Phylosophy of Education. London: Continuum
6. Dearden, R. F. (2011). The philosophy of primary education: An introduction (Vol. 11). Routledge
7. Rusijono & Rusdiana, F.K. (2020). Pengantar Filsafat Pendidikan. Surabaya: Scopindo Media Pustaka
8. Popper, Karl R. (1963). Science as Falsification. The following excerpt was originally published in Conjectures and Refutations. Tersedia: https://staff.washington.edu/lynnhank/Popper-1.pdf .
9. Kuhn, T.S. (1997). The structure of scientific revolutions (3rd ed.). Chicago, IL: University of Chicago Press.
10. Ki Hadjar Dewantara (1977). Pendidikan. Persatuan Taman Siswa.
11. Ki Hadjar Dewantara (1977). Kebudayaan. Persatuan Taman Siswa.
12. R.A. Kartini. (2009). Habis Gelap Terbitlah Terang RA Kartini Terjemahan Armijn Pane. Jakarta: Balai Pustaka.

Supporters:

1. Moser, P. K. (Ed.). (2002). The Oxford handbook of epistemology. Oxford university press.
2. Suriasumantri, J. S. 2000. Filsafat Ilmu. Sebuah Pengantar Populer. Jakarta: Pustaka Sinar Harapan
3. Rukiyati & Purwastuti. 2015. Mengenal Filsafat Pendidikan. UNY Press
4. 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. Jurnal Pendidikan IPA Indonesia. 9. 248-256. 10.15294/jpii.v9i2.23208.
5. 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 (iJIM). 15, 01 (Jan. 2021), pp. 56–69. DOI:https://doi.org/10.3991/ijim.v15i01.13675.
6. Sari, D.A.P, Widodo, W., Rosdiana, L., Sari, D.P, Aulia, E.V. (2023). H5P Based Learning Media to Reinforce Pre-Service Science Teachers' Critical Thinking Skills: Development and Validation. Jurnal Penelitian Pendidikan IPA, 9(12), 10689–10697. https://doi.org/10.29303/jppipa.v9i12.5452.
7. Berbagai produk hukum terkait kebijakan pendidikan di Indonesia (UU Sisdiknas, UU Guru dan Dosen, PP ttg SNPT, Peraturan terkait kurikulum

Supporting lecturer	Prof. Dr. Rusijono, M.Pd. Prof.Dr. Wahono Widodo, M.Si.

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	Analyze educational science comprehensively (in depth and broadly). Definition that answers 3 scientific questions (ontology, epistemology, axiology, and methodology).	1.1. Describe 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	**Criteria:** Every contribution is appreciated, participation in case determination, analysis, case discussion. **Form of Assessment** : Participatory Activities, Tests	Questions and answers from Socrates regarding ontology, epistemology, axiology of science 2 X 50	Async. study reading material regarding the Basics of Philosophy (Ontology, epistemology, axiology, and methodology), analyze cases of ontology, epistemology of science according to the article. 2 x 50	**Material:** Ontology, 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. International Journal of Interactive Mobile Technologies (iJIM). 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). H5P 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/....*	5%

2	Analyzing the basics of basic education science	1. Describe the ontology of basic education 2. Analyzing the epistemology of elementary education 3. Analyzing basic education axiomology 4. Explain the various schools of educational philosophy 5. 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. London: Continuum* **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	1. Describe the ontology of basic education 2. Analyzing the epistemology of elementary education 3. Analyzing basic education axiomology 4. Explain the various schools of educational philosophy 5. 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 **Reader:** *Richard Pring. 2005. Philosophy of Education. London: Continuum* **Material:** Philosophy of education **Reference:** *Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka*	8%
4	Analyzing the ontology of basic education	1. Analyze Plato's views on utopia and republic 2. Explaining educational and social structures according to Karl Marx and Marxism 3. 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%

5	Make a study of the 4 basic principles (philosophical, sociological-anthropological, psychological, and pedagogical) of basic education.	1. Analyze ideas about personal education 2. Analyzing ideas about education: liberal (mindset development) or vocational?	**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, hybrid presentations and discussions (online and offline) or fully offline Educating persons (Pring), linking it to the National Education System Law and others The aim of education: liberal or vocational? (Pring) Link it to the National Education System Law and others 2 X 50	Hybrid flipped classroom assisted by Vinesa/SIDIA case based: students study cases that need to be discussed regarding the construction of knowledge, meaning, identity, practice in basic education, the results are uploaded to Vinesa, hybrid presentations and discussions (online and offline) 2 x 50	**Material:** Educational philosophy **Reader:** *Richard Pring. 2005. Philosophy of Education. London: Continuum* **Material:** 1. Foucault: construction of knowledge, meaning, identity and practice 2. Deleuze: pedagogical potential for creating concepts **References:** *Noddings, N. (2018). Philosophy of education. Routledge.*	5%
6	Analyzing 8 philosophical schools that influence the picture of basic education (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism, and pragmatism).	1. Identifying the influence of idealism in basic education 2. Identifying the influence of naturalism in elementary education 3. Identifying the influence of reconstructionism in basic education 4. Identifying the influence of existentialism in basic education 5. Identifying the influence of perennialism in basic education 6. Identifying the influence of essentialism in basic education 7. Identifying the influence of realism in basic education 8. Identifying the influence of pragmatism 9. Provide ideas about basic education science	**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: students conduct research first, the results are uploaded to Vinesa, followed by hybrid presentations and discussions (online and offline), related to various philosophies that influence education in Indonesia and how the basic education knowledge tree is 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 & Purwastuti. 2015. Getting to Know the Philosophy of Education. UNY Press* **Material:** educational philosophy **References:** *OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.* **Material:** schools and philosophies of education **Reference:** *Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka*	5%

7	Analyzing 8 philosophical schools that influence the picture of basic education (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism, and pragmatism).	1. Identifying the influence of idealism in basic education 2. Identifying the influence of naturalism in elementary education 3. Identifying the influence of reconstructionism in basic education 4. Identifying the influence of existentialism in basic education 5. Identifying the influence of perennialism in basic education 6. Identifying the influence of essentialism in basic education 7. Identifying the influence of realism in basic education 8. Identifying the influence of pragmatism 9. 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: students conduct a 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 & Purwastuti. 2015. Getting to Know the Philosophy of Education. UNY Press* **Material:** educational philosophy **References:** *OConnor, DJ (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.	1. Evaluating “truth-seeking methods” in elementary education 2. 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 (for 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.	1. Explaining Pancasila as the basic philosophy of basic education in Indonesia 2. Analyzing the success of the implementation of Pancasila in the world of basic education in Indonesia 3. 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 4. Examining the juridical and historical foundations of basic education in Indonesia 5. 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, Teacher and Lecturer Law, PP on SNPT, Regulations related to curriculum*	7%
11	Evaluating the basic philosophy of education in Indonesia.	1. Make claims and arguments related to scientific methods 2. Make claims and arguments related to paradigms 3. 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 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.	1. Make an argument about the complexity of human research 2. 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	1. Compile the results of a chapter report about national figures whose contributions have influenced basic education in Indonesia 2. 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 Regulation on SNPT, Regulations related to curriculum*	6%

15	Analyze evidence of the link between basic education, technology and society.	1. Analyzing the synergism between basic education, technology and society. 2. Analyzing the synergism between basic education, technology and society. 3. 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 Lecturer 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 (iJIM). 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). H5P 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/....*	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). H5P 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

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.