		Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Doctoral Study Program in Educational Technology**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy	8600302042		T=2	P=0	ECTS=5.04	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Prof. Dr. Mustaji, M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which 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 presents, discusses and discusses educational management as a scientific discipline applied in social life based on theories that are continuously updated according to developments over time. Educational management is studied from a philosophical perspective. Educational management as a science is studied from the dimensions of ontology, epistemology and axiology, considered critically, systematically, fundamentally and integrally. Educational management is a science that develops as a result of philosophical reflection and empirical practice which is then used to solve educational problems in social and national life in the form of educational systems, organizations and management. Educational science is a normative, practical science, based on the experience of social interaction between humans. Educational practice is set in the life phenomenon of interaction between educators and students in order to develop students' potential to achieve educational goals. Educational management requires critical analysis based on science to realize the development of students' potential in changing attitudes in order to achieve (national) educational goals so that people of faith and piety are born who are intelligent and competitive so that superior people with noble morals are born.

References	Main :

1. Aabbas, Hamzah. (1981). Pengantar Filsafat Alam. Surabaya. Al Iklas. Anshari Endang Saefuddin (1987) Ilmu Filsafat dan Agama, Surabaya, Bina Ilmu. Arifin, Muzayyin. (2005). Filsafat Pendidikan Islam. Jakarta. Sinar Grafika. Burhanuddin H.S. (1985). Filsafat Manusia. Bandung Selamat Jaya. Departemen Pendidikan Nasional (2002) Pengembangan Sistem Pendidikan Tenaga Kependidikan Abad Ke 21 (SPTK-21). Depdoknas. Departemen Pendidikan Nasional (2000) Filosofi, Kebijaksanaan Dan Strategi Pendidikan Nasional. Depdiknas. Engkoswara (1987) Dasar dasar manajemen pendidikan. Depdikbud Jakarta. Engkoswara (2002) Profesionalisme Guru. Kumpulan Naskah. Program Pasca Sarjana UNESA. Graff Orin B., Calvin M Street, Ralp B Kimbrough, Archie R Dykes (1966) Philosophic Theory & Practice In Educational Administration . Belmont, Publishing Comp. Calipornia. Himpunan Peraturan Perundang-Undangan(2003) Undang-undang RI N0. 20 Tahun 2003 Tentang SISDIKNAS. FM Fokus Media. Ismaun. (2007). Serahan Perkuliahan Filsafat Manajemen pendidikan. Sekolah Pasca Sarjana UNESA. Mujamma Khadim Al Haramain (1413 H) Al Qur'an dan Terjemahnya. Medinah Munawaroh. Muhammad Th (1984) Kedudukan Ilmu Dalam Islam. Surabaya Usaha Opset printing. Mudyahardjo Redja (2001) Filsafat Ilmu Pendidikan. Bandung, Remadja Rosdakarya. Muhadjir Noeng (1998) Filsafat Ilmu, Telaah Sistimatis Fungsional Komparatif. Jogyakarta, Rake Sarasin. Pranarka, A.M.W. (1987). Epistimologi Dasar. Jakarta. CSIS. Peursen Van (1993) Susunan Ilmu Pengetahuan. Sebuah Pengatar Filsafat Ilmu. Jakarta Gramedia. Rasyidin, Waini dkk. (2006)., Bahan Belajar Mandiri, Filsafat Pendidikan. UNESA Press Syafiie, Inu Kencana. (2000) AlQuran dan Ilmu Administrasi. Jakarta. Rineka Cipta. Siagian (1975) Filsafat Administrasi. Jakarta, Gunung Agung. Silalahi ulbert (1999) Studi Tentang Ilmu administrasi. Konsep Teori dan Dimensi. Bandung, Sinar Baru Algesindo. Sutisna Oteng. (1983). Dasar Teoritis Untuk Praktek Profesional. Bandung. Angkasa. Supriadi Dedi (1998) Kebenaran Ilmiah, Metode Ilmiah, Dan Paradigma Riset Pendidikan. Program Pasca Sarjana UNESA. Suriasumantri Yuyun S (1996) Filsafat Ilmu Sebuah Pengantar Populer. CV Muliasari. Suriasumantri Yuyun S (1999) Ilmu Dalam Perspektif. Jakarta. YayasanObor. Tafsir Ahmad (1999) Filsafat Umum. Bandung Remadja Rosdakarya.

Supporters:	

Supporting lecturer	Prof. Dr. Siti Masitoh, M.Pd. Prof. Dr. Mochamad Nursalim, M.Si. Prof. Dr. Budi Purwoko, S.Pd., M.Pd.

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	Able to understand the meaning of philosophy and philosophy of science			CTL 2 X 50 Constructivist			0%
2	A. Able to understand the difference between science and philosophy B. Understand the benefits of studying philosophy			CTL 2 X 50 Constructivist			0%
3	Can explain the development of science, technology and art Can explain the position of philosophy			CTL 2 X 50 Constructivist			0%
4	Can explain the various ways humans use to search for truth and the characteristics of philosophy in searching for truth			CTL 2 X 50 Constructivist			0%
5	a. Can explain parts of philosophy b. Can explain the meaning of philosophy of science			a. Constructivist a. CTL b. Lecture Question and answer 2 X 50			0%
6	Can explain sources of knowledge according to the flow of rationalism and empiricism			a. Constructivist b. CTL c. Lecture Question and answer 2 X 50			0%

7	UTS			2 X 50			0%
8	Can explain the structure of science (definition, description, classification, prediction and intervention.			a. Constructivist b. CTL c. Lecture Question and answer 2 X 50			0%
9	Can explain the structure of science (definition, description, classification, prediction and intervention	.		a. Constructivist b. CTL c. Lecture Question and answer 2 X 50			0%
10	Can explain the structure of science (definition, description, classification, prediction and intervention			a. Constructivist b. CTL c. Lecture Question and answer 2 X 50			0%
11	Can explain the scientific method			a. Constructivist b. CTL a. Lecture Question and answer 2 X 50			0%
12	Can explain scientific products, in the form of: concepts, principles and theories			a. Constructivist b. CTL c. Lecture d. Questions and answers 2 X 50			0%
13	a. Can explain the role of language in the scientific thinking process b. Can explain the role of mathematics in the scientific thinking process. c. Can explain the role of mathematics in the scientific thinking process.			Discussion and Question and Answer 2 X 50			0%
14	a. Can explain the role of language in the scientific thinking process b. Can explain the role of mathematics in the scientific thinking process. c. Can explain the role of mathematics in the scientific thinking process.			Discussion and Question and Answer 2 X 50			0%
15	Can explain the relationship between philosophy, science, technology and culture			Discussion and Question and Answer 2 X 50			0%
16	UAS			2 X 50			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.