



Universitas Negeri Surabaya
Faculty of Economics and Business,
Master of Economics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Foundations of Education	8710302011		T=2	P=0	ECTS=4.48	1	May 15, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Drs. Yoyok Soesatyo, S.H., M.M., ph.D		Prof. Drs. Yoyok Soesatyo, S.H., M.M., ph.D			Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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	Program Objectives (PO)
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PO - 1	Students can: formulate educational foundations, identify types of educational foundations, explain the function of educational foundations in educational practice and studies, explain the usefulness of educational foundations for educators.
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PO - 2	Students can: explain human nature, identify anthropo-philosophical principles of educational necessity, and identify anthropo-philosophical principles of educational possibility
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PO - 3	Students can: compare the concept of education in a broad and narrow sense, identify the definition of education according to a review of four scientific disciplines, understand the concept of education based on a phenomenological approach, explain the implications of the concept of human nature on the concept of education
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PO - 4	Students can: differentiate between educational studies and educational practice, explain the definition of educational science, explain the assumptions of education as an art, explain the meaning of education as a combination of science and art National Education Standards, and identify the contents of Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers
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PO - 5	Students can: explain the assumption of the need for a philosophical foundation for education of idealism, realism and pragmatism, explain the foundation of national education (Pancasila)
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PO - 6	Students can: Explain individual development stages, explain individual development tasks, explain factors that influence individual development, explain the implications of individual development stages and tasks for education, identify various learning theories, compare learning theories and their implications for education
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PO - 7	Students can: Identify assumptions about the importance of socialization and enculturation in a society, explain education as a social structure, explain the functions of education in the context of society and its culture, compare the characteristics of informal, formal and non-formal educational institutions, explain the concept of education based on orientation patterns social activities, identifying types of teachers based on their attitude patterns towards students
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PO - 8	Students can: Explain the social and cultural conditions of society in ancient times up to the Dutch colonial era, explain the implications of the social and cultural conditions of society in ancient times up to the Dutch colonial era on education, explain the education of the national movement as a means of the struggle for independence and the implementation of national education, explain the state of education era of Japanese militaristic occupation, explaining Indonesian education for the period 1945-1969, explaining Indonesian education during the PJP I period
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PO - 9	Students can: Identify the types of juridical foundations of the national education system, identify the contents of the 1945 Constitution regarding education, identify the contents of Republic of Indonesia Law no. 20 concerning the National Education system, identifies PP RI No. 19 of 2005 Concerning
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	PLO-PO Matrix
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Short Course Description	This course explains various educational assumptions. Lecture material includes the basic concepts of education, the implications of human nature for education, the meaning of education, education as a science and art, the philosophical foundations of education, the psychological foundations of education, the sociological and anthropological foundations of education, the historical foundations of education and the juridical foundations of education. In accordance with Unesa's vision and mission, this course is one of the basic professional courses, educational foundation courses are important and relevant in order to realize teacher competency in prospective teachers. References 1. Pidarta, Made. (tt). Educational foundations. Jakarta: Rineca Cipt																																																																																																																																																																																											
References	Main : <ol style="list-style-type: none"> Noddings, Nel. Philosophy of Education. 4th ed. New York and London: Routledge, 2018. Jackson, Philip W. What Is Education? Chicago: University of Chicago Press, 2011. Supporters: <ol style="list-style-type: none"> Burbules, Nicolas C., and Nathan Raybeck. "Philosophy of Education: Current Trends." In Encyclopedia of Education. 2d ed. Vol. 5. Edited by James W. Guthrie, 1880–1885. New York: Macmillan, 2003. Frankena, William K. "Philosophy of Education: Historical Overview." In Encyclopedia of Education. 2d ed. Vol. 5. Edited by James W. Guthrie, 1877–1880. New York: Macmillan, 2003 Harti. 2021. Efektivitas Pembelajaran Daring pada Mata Kuliah Media Pembelajaran di Masa Pandemi Covid 19 (Penelitian Kebijakan FEB Unesa Dana PNBPN 2021) Wulandari S.S. 2019. Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Administrasi Perkantoran, Sarana dan Prasarana Sekolah dan Prestasi Siswa SMK Administrasi Perkantoran di Surabaya (Penelitian Dana UKT FE 2019) 																																																																																																																																																																																											
Supporting lecturer	Prof. Drs. Yoyok Soesatyo, S.H., M.M., Ph.D. Dr. Norida Canda Sakti, 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 (%)																																																																																																																																																																																							
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1	Students are able to understand and analyze basic concepts of education	1.Lecture material orientation 2.Describe the basic concepts of education	Criteria: non-test: Students are able to understand and analyze basic concepts of education Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Lectures, Cooperative Learning, Analyzing case studies related to 2X50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2X50 study materials	Material: Students are able to understand and analyze the Basic Concepts of Education. Library: Frankena, William K. "Philosophy of Education: Historical Overview." In <i>Encyclopedia of Education</i> . 2d ed. Vol. 5. Edited by James W. Guthrie, 1877–1880. New York: Macmillan, 2003	3%
2	Students are able to understand and analyze Human Nature and Development	1.Describe the essential nature of humans 2.Describe the dimensions of human nature 3.Describes the development of human dimensions 4.Describes the Indonesian human figure as a whole	Criteria: non-test: Students are able to understand and analyze Human Nature and Development Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Lectures, Cooperative Learning, Analyzing case studies related to 2X50 study material	Lectures, Cooperative Learning, Analyzing case studies related to 2X50 study material	Material: Students are able to understand and analyze human nature and its development. References: Burbules, Nicolas C., and Nathan Raybeck. "Philosophy of Education: Current Trends." In <i>Encyclopedia of Education</i> . 2d ed. Vol. 5. Edited by James W. Guthrie, 1880–1885. New York: Macmillan, 2003.	3%
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4	Students are able to understand and analyze the nature of education	<ol style="list-style-type: none"> 1.meaning of education 2.educational process 3.educational function 	<p>Criteria: non-test: Students are able to understand and analyze the nature of education</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze the nature of education.</p> <p>References: <i>Burbules, Nicolas C., and Nathan Raybeck. "Philosophy of Education: Current Trends." In Encyclopedia of Education. 2d ed. Vol. 5. Edited by James W. Guthrie, 1880–1885. New York: Macmillan, 2003.</i></p>	3%
5	Students are able to understand and analyze education as a system	<ol style="list-style-type: none"> 1.system understanding 2.various systems 3.education as a system 	<p>Criteria: non-test: Students are able to understand and analyze education as a system</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze education as a system</p> <p>References: <i>Jackson, Philip W. What Is Education? Chicago: University of Chicago Press, 2011.</i></p>	3%
6	Students are able to understand and analyze the national education system	<ol style="list-style-type: none"> 1.Describe the basis, objectives and functions of national education 2.Describe educational institutions 3.Describe the education management program 	<p>Criteria: non-test: Students are able to understand and analyze the national education system</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze the national education system</p> <p>Reader: <i>Harti. 2021. Effectiveness of Online Learning in Learning Media Courses during the Covid 19 Pandemic (2021 FEB Unesa PNB Fund Policy Research)</i></p>	3%

7	Students are able to understand and analyze the foundations of education	<ol style="list-style-type: none"> 1. Describe the foundations of education 2. Describe the historical basis 3. Describe the philosophical basis 4. Describe the psychological foundations 5. Describe the sociological basis 6. Describe the cultural foundations of Tut Wuri Handayani 7. Describe the basis of science and technology 	<p>Criteria: non-test: Students are able to understand and analyze the foundations of education</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze the foundations of education.</p> <p>Reference: Frankena, William K. "Philosophy of Education: Historical Overview." In <i>Encyclopedia of Education</i>. 2d ed. Vol. 5. Edited by James W. Guthrie, 1877–1880. New York: Macmillan, 2003</p>	3%
8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Test</p>	UTS 2 X 50	UTS 2 X 50	<p>Material: - Library:</p>	20%
9	Students are able to understand and analyze the concept of teaching as a profession	<ol style="list-style-type: none"> 1. describe the meaning of teaching as a profession 2. describe the teacher's responsibilities 3. describe the teacher's duties 4. describe the role of the teacher 5. describe teacher professionalism competencies 6. describe the teacher's code of ethics 	<p>Criteria: non-test: Students are able to understand and analyze the concept of teaching as a profession</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze the concept of teaching as a profession</p> <p>Reader: Harti. 2021. <i>Effectiveness of Online Learning in Learning Media Courses during the Covid 19 Pandemic (2021 FEB Unesa PNBPFund Policy Research)</i></p>	3%
10	Students are able to understand and analyze educational problems	<ol style="list-style-type: none"> 1. Describe theoretical problems 2. Describe practical problems 3. Describe practical problems in Indonesia 4. Describe efforts to overcome education problems in Indonesia 	<p>Criteria: non-test: Students are able to understand and analyze educational problems</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze educational problems</p> <p>Library: Harti. 2021. <i>Effectiveness of Online Learning in Learning Media Courses during the Covid 19 Pandemic (2021 FEB Unesa PNBPFund Policy Research)</i></p>	3%

11	Students are able to understand and analyze educational problems	<ol style="list-style-type: none"> 1. Describe theoretical problems 2. Describe practical problems 3. Describe practical problems in Indonesia 4. Describe efforts to overcome education problems in Indonesia 	<p>Criteria: non-test: Students are able to understand and analyze educational problems</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze educational problems Library: Harti. 2021. <i>Effectiveness of Online Learning in Learning Media Courses during the Covid 19 Pandemic (2021 FEB Unesa PNBPFund Policy Research)</i></p>	3%
12	Students are able to understand and analyze educational problems	<ol style="list-style-type: none"> 1. Describe theoretical problems 2. Describe practical problems 3. Describe practical problems in Indonesia 4. Describe efforts to overcome education problems in Indonesia 	<p>Criteria: non-test: Students are able to understand and analyze educational problems</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze educational problems Library: Harti. 2021. <i>Effectiveness of Online Learning in Learning Media Courses during the Covid 19 Pandemic (2021 FEB Unesa PNBPFund Policy Research)</i></p>	3%
13	Students are able to understand and analyze educational innovation in Indonesia	<ol style="list-style-type: none"> 1. Describe the concepts of change and innovation 2. Describe the meaning of educational innovation 3. Describe the goals of innovation 4. Describe the innovation cycle 5. Describe the problems that require educational innovation 6. Describe various educational innovation efforts in Indonesia 7. Describe the renewal of the education system for educational staff 	<p>Criteria: non-test: Students are able to understand and analyze educational innovation in Indonesia</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze educational innovation in Indonesia Reference: Wulandari SS 2019. <i>The Influence of Principal Leadership on the Performance of Office Administration Teachers, School Facilities and Infrastructure and the Achievement of Office Administration Vocational School Students in Surabaya (UKT FE Fund Research 2019)</i></p>	7%

14	Students are able to understand and analyze educational innovation in Indonesia	<ol style="list-style-type: none"> 1. Describe the concepts of change and innovation 2. Describe the meaning of educational innovation 3. Describe the goals of innovation 4. Describe the innovation cycle 5. Describe the problems that require educational innovation 6. Describe various educational innovation efforts in Indonesia 7. Describe the renewal of the education system for educational staff 	<p>Criteria: non-test: Students are able to understand and analyze educational innovation in Indonesia</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze educational innovation in Indonesia</p> <p>Reference: <i>Wulandari SS 2019. The Influence of Principal Leadership on the Performance of Office Administration Teachers, School Facilities and Infrastructure and the Achievement of Office Administration Vocational School Students in Surabaya (UKT FE Fund Research 2019)</i></p>	7%
15	Students are able to understand and analyze character education	<ol style="list-style-type: none"> 1. Describe the basic concept of character education 2. Describe the basis of character values 3. Describe the stages of character development 	<p>Criteria: non-test: Students are able to understand and analyze character education</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	Lectures, Cooperative Learning, Analyzing case studies related to 2 X 50 study materials	<p>Material: Students are able to understand and analyze character education.</p> <p>Reference: <i>Frankena, William K. "Philosophy of Education: Historical Overview." In Encyclopedia of Education. 2d ed. Vol. 5. Edited by James W. Guthrie, 1877-1880. New York: Macmillan, 2003</i></p>	3%
16	UAS	UAS	<p>Criteria: UAS</p> <p>Form of Assessment : Test</p>	UAS 2 X 50	UAS 2 X 50	<p>Material: - Library:</p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15.08%
2.	Portfolio Assessment	15.08%
3.	Practical Assessment	6.25%
4.	Practice / Performance	13.58%
5.	Test	50%
		99.99%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.