	Universitas Negeri Surabaya Faculty of Education, Master of Education Education Management Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PHILOSOPHY OF MANAGEMENT SCIENCE	8610402089		T=2	P=0	ECTS=4.48	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Amrozi Khamidi, 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	Examines the philosophy of science concepts and the interrelation between branches of science relating to the nature, nature and position of science in general and specifically examines ontology, epistemology and axiology in management science. Approach used: contextual, cooperative learning model; Method: lecture, discussion, question and answer, giving assignments.
References	**Main :**

1. Jujun Suriasumantri. 2002. Filsafat ilmu sebuah pengantar populer . Jakarta: Pusaka Harapan.
2. Berling. 1997. Pengantar filsafat ilmu . Yogyakarta: Tiara Wacana.
3. The Liang Gie. 1999. Pengantar filsafat ilmu . Yogyakarta: Liberty.
4. Yuri Balashov dan Alex Rosenberg. 2002. Philosophy of Science . Newyork: Routledge
5. John. S. Brubacher. 1978. Modern philosopies of education . New Delhi: Tata McGraw-Hill.
6. Tim. 2001. Filsafat ilmu . Yogyakarta: Library.
7. Verhak. 1987. Filsafat ilmu pengetahuan . Jakarta: Gramedia.

	Supporters:
Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. TOTOK SUYANTO

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 explain and develop an understanding of philosophy and the philosophy of science as well as the field of study of the philosophy of science	Explain and develop understanding of philosophy and philosophy of science as well as the field of study of philosophy of science correctly		Assignment to read literature and criticize students' explanations about the philosophy of science and the field of study of the philosophy of science 3 X 50			0%
2	Students are able to explain the meaning of ontology, what exists, what is real, the essence and substance of everything	Explain the meaning of ontology, what exists, what is real, essence and substance correctly and completely		Assignment to read literature and criticize students' explanations about Ontology, the existing, the real, the essence correctly and completely 3 X 50			0%
3	Students are able to develop ways of gaining correct and scientific knowledge	Developing a way to gain knowledge using the scientific method along with its advantages compared to other methods appropriately		Resolve and provide solutions to cases related to How to gain knowledge using myths, common sense, empirical, ratios and scientific methods 3 X 50			0%
4	Students are able to take steps to pose problems as a first step to gaining correct knowledge	Formulating the problem is correlative interrogative in several ways		Complete and provide solutions to cases related to Epistemology 3 X 50			0%
5	Students are able to collect theories using various theoretical sources in order to develop theoretical and conceptual frameworks	Develop a theoretical framework using theoretical sources originating from at least 3 different theoretical sources correctly		Resolving and providing solutions to cases related to Epistemology Developing a theoretical framework and theoretical sources 3 X 50			0%
6	Students are able to formulate hypotheses and conclusions according to theoretical and conceptual frameworks to obtain theoretical answers to problems	Formulate hypotheses that contain variables, and make it easier to test and draw conclusions, equipped with problem formulation, theoretical framework and appropriate concepts		Resolving and providing solutions to cases related to Epistemology Formulating hypotheses, testing hypotheses and drawing conclusions 3 X 50			0%

7	Students are able to explain the nature of values and values that apply in the natural and social sciences	Explain the values of natural science and social science and the differences between the two correctly		Assignment to read literature and criticize students' explanations about Axiology: The nature of values; the value of social sciences, the value of natural sciences and the difference between the two is 3 X 50			0%
8	UTS			3 X 50			0%
9	Students are able to explain the nature of logic as a science for gaining knowledge and methods for researching reasoning	Explains the essence of logic as a science and logic as a method, accompanied by correct examples.		Assignment to read literature and criticize students' explanations about Logic: Logic as a science and method 3 X 50			0%
10	Students are able to make reasoning in various forms and use various sources of knowledge	Make examples of direct, deductive and inductive reasoning correctly		Assignment to read literature and criticize students' explanations about Logic: Definition of reasoning, and types of reasoning 3 X 50			0%
11	Students are able to explain the meaning, arrangement of premises, proposition structure and relations in a deduction or syllogism	Make the arrangement of premises, proposition structure and syllogism relations correctly.		Complete and provide solutions to cases related to Deduction: Composition of premises, proposition structure and syllogism relations 3 X 50			0%
12	Students are able to explain the meaning, nature and factors of inductive reasoning	Explain the meaning, nature and probability factors in induction correctly		Resolving and providing solutions to cases related to Induction: Understanding induction, nature and probability factors in induction 3 X 50			0%
13	Students are able to use methods to determine intrinsic relationships in drawing inductive conclusions	Explain all the methods used to determine intrinsic relationships in drawing conclusions correctly inductively		Assignment to read literature and criticize students' explanations about Induction: Intrinsic relationships and methods in induction 3 X 50			0%

14	Students are able to present a resume about mathematics as a means of deductive thinking	Make a resume and present a resume about mathematics as a means of correct and active deductive thinking		Complete and provide solutions to cases related to Deduction: Mathematics as a means of deductive thinking 3 X 50			0%
15	Students are able to present a resume about statistics as a means of deductive thinking	Make a resume and present a resume about statistics as a means of correct and active inductive thinking.		Resolving and providing solutions to cases related to Induction: Statistics as a means of inductive thinking 3 X 50			0%
16	UAS			3 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.