



Universitas Negeri Surabaya
Faculty of Education,
Basic Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PHILOSOPHY OF BASIC EDUCATION SCIENCE	8612202624	Education	T=2	P=0	ECTS=4.48	2	June 15, 2020
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Neni Mariana, S.Pd., M.Sc., Ph.D. Dr. Wahono Widodo, M.Si.		Neni Mariana, S.Pd., M.Sc., Ph.D.			Neni Mariana, S.Pd., M.Sc., Ph.D.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	PLO-6 Work together and have social sensitivity and concern for society and the environment																																																																																																				
	PLO-8 Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 CPMK 1 Develop knowledge to answer three scientific questions (ontology, epistemology, axiology and methodology) on Basic Education so as to obtain a comprehensive understanding.																																																																																																				
	PO - 2 CPMK 2 Develop knowledge to answer three scientific questions (ontology, epistemology, axiology and methodology) on Basic Education so as to obtain a comprehensive understanding.																																																																																																				
	PO - 3 CPMK 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).																																																																																																				
	PO - 4 CPMK 4 Create scientific work regarding the philosophical thoughts of educational figures in Indonesia																																																																																																				
	PLO-PO Matrix																																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																	PO-4																
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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 provide an in-depth understanding of ontology, epistemology, axiology and educational methodology, the characteristics and nature of basic education as a vehicle for expanding the vision of doctoral candidates so that it can trigger the ability to think reflectively and think critically in developing and applying knowledge. education and its relationship with technology and society.

References

Main :

- Lone, J. M., & Burroughs, M. D. (2016). Philosophy in education: Questioning and dialogue in schools . Rowman & Littlefield.
- Noddings, N. (2018). Philosophy of education . Routledge.
- OConnor, D. J. (2016). An introduction to the philosophy of education . Routledge.
- Smeyers, P. (Ed.). (2018). International handbook of philosophy of education . Springer.
- Richard Pring. 2005. Phylosophy of Education. London: Continuum

Supporters:

Supporting lecturer Prof. Dr. Maria Veronika Roesminingsih, M.Pd.
 Prof. Dr. Warsono, M.S.
 Neni Mariana, S.Pd., M.Sc., Ph.D.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [References]	Assessment Weight (%)
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	stage (Sub-PO)	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).	<ol style="list-style-type: none"> 1. Defining educational science ontologically 2. Explaining the meaning of education epistemologically 3. Explaining the meaning of education axiologically 4. Analyzing its implementation in educational scientific methodology 	<p>Criteria: Every contribution is appreciated</p> <p>Form of Assessment : Participatory Activities</p>	Questions and Answers Socrates 2 X 50		<p>Material: Ontology of educational science • Epistemology of educational science • Axiology of educational science • Methodology of educational science</p> <p>References: Lone, JM, & Burroughs, MD (2016). <i>Philosophy in education: Questioning and dialogue in schools.</i> Rowman & Littlefield.</p>	0%
2	Evaluate basic education comprehensively (in depth and broadly). Definition that answers 3 scientific questions (ontology, epistemology, axiology, and methodology).	<ol style="list-style-type: none"> 1. Defining basic education ontologically 2. Describe the meaning of basic education epistemologically 3. Explaining the meaning of basic education axiologically 4. Evaluate its implementation in basic education methodology 	<p>Criteria: Every contribution is appreciated</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and demonstration of knowledge 2 X 50		<p>Material: Ontology of educational science • Epistemology of educational science • Axiology of educational science • Methodology of educational science</p> <p>References: Lone, JM, & Burroughs, MD (2016). <i>Philosophy in education: Questioning and dialogue in schools.</i> Rowman & Littlefield.</p>	0%
3	Make a study of the 4 basic principles (philosophical, sociological-anthropological, psychological, and pedagogical) of basic education.	<ol style="list-style-type: none"> 1. Analyze several basic philosophical principles in the implementation of basic education 2. Analyze several basic sociological-anthropological principles in the implementation of basic education 3. Analyzing several basic psychological principles in the implementation of basic education 4. Analyze several basic pedagogical principles in the implementation of basic education 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Hybrid flipped classroom assisted by Vinesa:: students carry out studies first, results are uploaded to Vinesa, hybrid presentation and discussion (online and offline) 4 X 50		<p>Material: Basic philosophical principles of basic education Reference: Noddings, N. (2018). <i>Philosophy of education.</i> Routledge.</p> <p>Material: Basic socio-anthropological principles of basic education Reference: Noddings, N. (2018). <i>Philosophy of education.</i> Routledge.</p> <p>Material: Basic psychological principles of elementary education Reference: Noddings, N. (2018). <i>Philosophy of education.</i> Routledge.</p> <p>Material: Basic pedagogical principles of elementary education Reference: Noddings, N. (2018). <i>Philosophy of education.</i> Routledge.</p>	0%

4	Make a study of the 4 basic principles (philosophical, sociological-anthropological, psychological, and pedagogical) of basic education.	<ol style="list-style-type: none"> 1. Analyze several basic philosophical principles in the implementation of basic education 2. Analyze several basic sociological-anthropological principles in the implementation of basic education 3. Analyze several basic psychological principles in the implementation of basic education 4. Analyze several basic pedagogical principles in the implementation of basic education 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Hybrid flipped classroom assisted by Vinesa: students carry out studies first, results are uploaded to Vinesa, hybrid presentation and discussion (online and offline) 4 X 50		<p>Material: Basic psychological principles of elementary education Reference: <i>Noddings, N. (2018). Philosophy of education. Routledge.</i></p>	0%
5	Analyzing 8 philosophical schools that influence the picture of basic education (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism, and pragmatism).	<ol style="list-style-type: none"> 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 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Presentation and discussion 6 X 50		<p>Material: The flow of idealism Reference: <i>OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.</i></p> <hr/> <p>Material: The flow of naturalism Reference: <i>OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.</i></p> <hr/> <p>Material: Reconstructionism flow Reference: <i>OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.</i></p>	0%
6	Analyzing 8 philosophical schools that influence the picture of basic education (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism, and pragmatism).	<ol style="list-style-type: none"> 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 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Presentation and discussion 6 X 50		<p>Material: Existentialism • Perennialism • Essentialism References: <i>OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.</i></p>	0%

7	Analyzing 8 philosophical schools that influence the picture of basic education (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism, and pragmatism).	<ol style="list-style-type: none"> 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 	Criteria: Attached Form of Assessment : Participatory Activities	Presentation and discussion 6 X 50		Material: Realism school • Pragmatism school References: <i>OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.</i>	0%
8	UTS Final Skills: covers meetings 1-7	covers meetings 1-7	Criteria: <ol style="list-style-type: none"> 1. Main criteria: 2. Demonstration of the ability to express thoughts supported by strong arguments. 	Test 2 X 50			0%
9	Evaluating the basic philosophy of education in Indonesia.	<ol style="list-style-type: none"> 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: Attached Form of Assessment : Participatory Activities	Case Study Presentation Discussion 8 X 50		Material: The philosophical basis of education in Indonesia based on Pancasila • The juridical basis of basic education in Indonesia References: <i>Smeyers, P. (Ed.). (2018). International handbook of philosophy of education. Springer.</i>	0%

10	Evaluating the basic philosophy of education in Indonesia.	<ol style="list-style-type: none"> 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 	<p>Criteria: Attached</p> <p>Form of Assessment : Portfolio Assessment</p>	Case StudyPresentationDiscussion 8 X 50		<p>Material: The philosophical basis of education in Indonesia based on Pancasila • The juridical basis of basic education in Indonesia</p> <p>References: <i>Smeyers, P. (Ed.). (2018). International handbook of philosophy of education. Springer.</i></p>	0%
11	Evaluating the basic philosophy of education in Indonesia.	<ol style="list-style-type: none"> 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 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Case StudyPresentationDiscussion 8 X 50		<p>Material: The philosophical basis of education in Indonesia based on Pancasila • The juridical basis of basic education in Indonesia</p> <p>References: <i>Smeyers, P. (Ed.). (2018). International handbook of philosophy of education. Springer.</i></p>	0%

12	Evaluating the basic philosophy of education in Indonesia.	<ol style="list-style-type: none"> 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 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Case Study Presentation Discussion 8 X 50		<p>Material: Historical foundations of basic education in Indonesia Reference: <i>Smeyers, P. (Ed.). (2018). International handbook of philosophy of education. Springer.</i></p>	0%
13	Make a study of the thoughts of educational figures in Indonesia	<ol style="list-style-type: none"> 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. 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Case studies, presentations, discussions 4 X 50		<p>Material: thoughts of Indonesian education figures. Reference: <i>OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.</i></p>	0%
14	Make a study of the thoughts of educational figures in Indonesia	<ol style="list-style-type: none"> 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. 	<p>Criteria: Attached</p> <p>Form of Assessment : Portfolio Assessment</p>	Case studies, presentations, discussions 4 X 50		<p>Material: thoughts of Indonesian education figures. Reference: <i>OConnor, DJ (2016). An introduction to the philosophy of education. Routledge.</i></p>	0%
15	Analyze evidence of the link between basic education, technology and society.	<ol style="list-style-type: none"> 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. 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Case studies, presentations, discussions 2 X 50		<p>Material: The relationship between basic education, technology, and society as users of basic education and technology policies. Reference: <i>Richard Pring. 2005. Philosophy of Education. London: Continuum</i></p>	0%
16						<p>Material: UAS Literature:</p>	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** 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.