SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Philosophy of Special Education		8610100026			T=2	P=0	ECTS=4.48	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Prof. Dr. Siti Masitoh, 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	This course examines the nature of philosophy and educational philosophy for the learning of children with special needs, the concepts of ontology, epistemology and axiology in education, the implementation of philosophical schools for the education of children with special needs. The discussion also includes providing understanding and knowledge, as well as experience, skills to students through theories, concepts, the nature of educational philosophy, goals, functions and benefits for obtaining skills in the cognitive, affective and psychomotor development of children with special needs in implementing the thoughts of educational philosophers. Implementation of the implications of philosophers' thinking on strategies, delivery techniques and assessment of learning for children with special needs to plan, apply, modify, analyze, evaluate and equip students to be able to make decisions in applying Kihajar Dewantara's thinking to find alternative solutions in solving problems in the field of learning for children with special needs.

References	Main :

1. Dewantara, Ki Hadjar. 2013. Pemikiran, Konsepsi, Keteladanan, Sikap Merdeka I (Pendidikan) dan II (Budaya). Yogya: Universitas Sarjanawiyata Tamansiswa.
2. Gunawan.2009. Menuju Jati Diri Pendidikan yang Mengindonesia. Yogya: Gadjah Mada University Press.
3. Kuhn. Thomas S. 2005. Peran Paradigma Dalam revolusi Sains, Bandung: RemajaRosdakarya
4. Liang The. Gie. 2000. Pengantar Filsafat Ilmu, Yogyakarta: Liberty.
5. Madden, Edward H. 1968. The Structure of Scientific Thought, London: Routledge & Kegan Paul
6. Moore,T.W.1982.Philosophy of education: an introduction.London:Routledge & Kegan Paul.
7. Ruitenberg, Claudia W. 2012. Philosophy and Lived Experience: A Phenomenological Revival.Illinois: Philosophy of Education.
8. Sadulloh. Uyoh. 2011. Pengantar Filsafat Pendidikan, Bandung: Alfabeta
9. Soemargono, Soejono. 2004. Pengantar Filsafat Louis O. Kattsoff. Terjemah. Yogya: Tiara Wacana
10. Suriasumantri, Jujun. 2002. Filsafat Ilmu Sebuah Pengantar Populer . Jakarta: Pusaka Harapan.
11. Suriasumantri,Jujun.2003. Ilmu Dalam Perspektif, Sebuah Kumpulan Karangan Tentang Hakikat Ilmu . Jakarta: Yayasan Obor Indonesia.
12. Tafsir. Ahmad.2010. Filasafat Pendidikan Islami, Bandung: Remaja Rosdakarya

Supporters:

Supporting lecturer	Dr. Asri Wijiastuti, 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	Understand the competencies, descriptions, sequence of material for the Philosophy of Education Special Education course and lecture contracts	Mentions competencies, descriptions, sequence of material for Philosophy of Education courses for PLB	**Criteria:** 1.4: mention and explain the 4 CPs correctly 2.3: just mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer	RepositoryDiscussion 2 X 50			0%
2	Understanding the nature of Philosophy Understanding the scope of Educational Philosophy	1.Describe the nature of philosophy 2.Outlining the scope of Educational Philosophy	**Criteria:** 1.4: the writing is close to the same or 300 words, and describes the nature of giftedness and the scope of education for gifted children correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands.	Inquiry 2 X 50			0%
3	Describe the nature of educational philosophy. Describe the three main foundations of educational philosophy	1.Formulate the concept of educational philosophy 2.Formulate the concepts of ontology, epistemology, axiology in educational philosophy	**Criteria:** 1.4: the writing is close to the same or 200 words, and describes the concept of educational philosophy, the three foundations of educational philosophy correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands.	Scientific Recitation 2 X 50			0%
4	Identifying the implications of the essentialism philosophy in the education of children with special needs	Shows the implications of the idea-essentialism philosophy in learning children with special needs	**Criteria:** 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, OR the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement OR correct placement and incorrect content.	inquirydiscussion 2 X 50			0%

5	Describe the implications of the Essentialism philosophy in the education of children with special needs	Formulate the implications of the essentialist philosophy in the learning of children with special needs	**Criteria:** 1.4: correct content, coherent/coherent, maximum length 150 words. 2.3: correct content, not coherent/coherent, maximum 150 words, 3.2: partially incorrect content, not coherent/coherent, less than 100 words long, 4.1: wrong content	Discussionrecitation 2 X 50			0%
6	Describe the principles of progressivism philosophy in the education of children with special needs	Demonstrates the principles of progressivism philosophy in the education of children with special needs	**Criteria:** 1.4: correct content, coherent/coherent, maximum length 150 words. 2.3: correct content, not coherent/coherent, maximum 150 words, 3.2: partially incorrect content, not coherent/coherent, less than 100 words long, 4.1: wrong content	Recitationdiscovery 2 X 50			0%
7	Describe the concept of perennialism in the education of children with special needs	1.Compile a chart of the concept of perennialism in the education of children with special needs 2.Presents a chart of the basic principles of perennialism in the education of children with special needs	**Criteria:** 1.4: say completely and explain correctly 2.3: call incomplete and explain correctly 3.2: mention some and explain correctly 4.1: mention some and explain wrong	Collaborative Recitation 2 X 50			0%
8	Meetings 1-7	Meetings 1-7	**Criteria:** Each number has a weight between 5-20 with a total value of 100	2 X 50 writing test			0%
9	1. Analysis of journals about the nature of perennialism 2. Analyze the implications of perennialism for the education of children with special needs	1. Explain the essence of perennialism 2. Present the results of the analysis of the implications of perennialism for the education of children with special needs	**Criteria:** 4: mention 2 fields and explain them correctly. 3: mention 2 fields, and explain what is wrong. 2: mentions 2 fields, explains everything wrong 1: call wrong and explain wrong.	Scientific Collaborative 2 X 50			0%
10	Applying the basics of existentialism	1. Prepare a paper on the basic concepts of existentialism in the education of children with special needs 2. Analyze the implications of existentialism on curriculum, methods, and teachers	**Criteria:** 4: mention 2 fields and explain them correctly. 3: mention 2 fields, and explain what is wrong. 2: mentions 2 fields, explains everything wrong 1: call wrong and explain wrong.	Inquiry Discussion 2 X 50			0%

11	Analyzing journals about the nature of behaviorism. Analyzing the implications of realism for the education of children with special needs	1.Explains the essence of behaviorism 2.Present the results of the analysis of the implications of behaviorism for the education of children with special needs	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	Scientific Recitation 2 X 50			0%
12	Analyzing journals about the nature of the pragmatism school. Analyzing the implications of the pragmatism school for the education of children with special needs	1.Explaining the essence of the flow of pragmatism 2.Present the results of the analysis of the implications of the pragmatism school for the education of children with special needs	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	Humanistic Discussion 2 X 50			0%
13	Applying the basic philosophy of education in Indonesia	1.Explaining Pancasila as the nation's ideology 2.Analyze the key components of alignment of state goals and educational goals	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	Humanistic Discussion 2 X 50			0%
14	Applying the thoughts of Indonesian educational figure Kihajar Dewantara	1.Explains Kihajar Dewantara's thoughts in education 2.Analyze the key components of Kihajar Dewantara's thinking in curriculum, teaching methods, and teachers	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	Discussion Inquiry 2 X 50			0%

| 15 | Analyzing the philosophical goals of education in Indonesia | Describes philosophical thinking in the aims of education in Indonesia | **Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong | HumanisticDiscovery 2 X 50 | | | 0% |
| 16 | Meetings 1-15 | Meetings 1-15 | **Criteria:** Each item has a weight of 10-20 with a maximum total score of 100 | Test 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** 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.