



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Geography Education Masters Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
<b>PHILOSOPHY OF GEOGRAPHY EDUCATION</b>	8710202002	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	April 28, 2023																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	Dr. Nugroho Hari Purnomo, M,Si		Dr. Muzayanah, St. M.T			Dr. Sukma Perdana Prasetya, S.Pd., M.T.																																											
<b>Learning model</b>	<b>Case Studies</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																
	<b>PLO-9</b>	Mastering the dynamics of regional problems based on the concepts and approaches of geographic science to solve problems of structuring regional potential using geographic technology																																															
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-9</td> </tr> </table>						P.O	PLO-9																																								
P.O	PLO-9																																																
<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Ihalauw, J. J. O. I., (2004). <i>Bangunan Teori. Salatiga</i>, Satya Wacana University Press</li> <li>2. Departemen Pendidikan dan Kebudayaan, . <i>Pengantar Filsafat Geografi. Jakarta</i>1994(Suharyono dan Amien, M.,</li> <li>3. (2004). <i>Unifying Geography. Common Heritage, Share Future. London, Routlege Taylor&amp; Francis Group</i>Matthews, J.A. and Herbert, D.T.,</li> <li>4. <i>The Liang Gie. (1999). Pengantar Filsafat Ilmu. Yogyakarta: Liberty</i></li> <li>5. <i>Suriasumantri, Jujun. (2002). Filsafat Ilmu: Sebuah Pengantar Populer. Jakarta: Pusaka Harapan</i></li> <li>6. <i>Supriyanto, Stefanus. (2013). Filsafat Ilmu. Jakarta: Prestasi Pustaka</i></li> <li>7. <i>Yogyakarta :Pustaka Pelajar. Omi Intan Naomi. Penerjemah :Ideologi-ideologi Pendidikan, (2001).William F., O 19neil</i></li> <li>8. <i>Yogyakarta: Liberty 13 Fakultas Filsafat UGMMudhofir; Mustansyir; Soeprapto; Bakry; Hamami, Tjahyadi, (1996). Filsafat Ilmu</i></li> <li>9. <i>Keraf, Sony.2010. Etika LingkunganHidup. Jakarta : Kompas</i></li> <li>10. <i>Daljoni.1987. Pengantar Filsafat Geografi. Bandung : Alumni</i></li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	Prof. Dr. Maria Veronika Roesminingsih, 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	The concept of theory building as a scientific basis	Analyzing the concept of theory building as a scientific basis	<b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<b>Material:</b> theory as a scientific basis <b>Reference:</b> <i>Ihalauw, JJOI, (2004). Theory Building. Salatiga, Satya Wacana University Press</i>	5%
2	The concept of theory building as a scientific basis	Analyzing the concept of theory building as a scientific basis	<b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<b>Material:</b> theory as a scientific basis <b>Reference:</b> <i>Ihalauw, JJOI, (2004). Theory Building. Salatiga, Satya Wacana University Press</i>	10%
3	The concept of theory building as a scientific basis	Analyzing the concept of theory building as a scientific basis	<b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<b>Material:</b> theory as a scientific basis <b>Reference:</b> <i>Ihalauw, JJOI, (2004). Theory Building. Salatiga, Satya Wacana University Press</i>  <b>Material:</b> theory as a scientific basis for geography. <b>Reference:</b> <i>(2004). Unifying Geography. Common Heritage, Share Future. London, Route Taylor &amp; Francis Group Matthews, JA and Herbert, DT,</i>	10%

4	Understand concepts and ways of logical and scientific thinking	Analyze concepts and ways of logical and scientific thinking	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Reader:</b> <i>Suriasumantri, Jujun. (2002). Philosophy of Science: A Popular Introduction. Jakarta: Heritage of Hope</i></p> <hr/> <p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Reader:</b> <i>Supriyanto, Stefanus. (2013). Science phylosophy. Jakarta: Library Achievement</i></p>	10%
5	Understand concepts and ways of logical and scientific thinking	Analyze concepts and ways of logical and scientific thinking	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Library:</b> <i>The Liang Gie. (1999). Introduction to the Philosophy of Science. Yogyakarta: Liberty</i></p> <hr/> <p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Reader:</b> <i>Supriyanto, Stefanus. (2013). Science phylosophy. Jakarta: Library Achievement</i></p>	10%

6	Understand concepts and ways of logical and scientific thinking	Analyze concepts and ways of logical and scientific thinking	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Library:</b> <i>The Liang Gie. (1999). Introduction to the Philosophy of Science. Yogyakarta: Liberty</i></p> <hr/> <p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Reader:</b> <i>Supriyanto, Stefanus. (2013). Science phylosophy. Jakarta: Library Achievement</i></p>	10%
7	Understand concepts and ways of logical and scientific thinking	Analyze concepts and ways of logical and scientific thinking	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Reader:</b> <i>Suriasumantri, Jujun. (2002). Philosophy of Science: A Popular Introduction. Jakarta: Heritage of Hope</i></p> <hr/> <p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Reader:</b> <i>Supriyanto, Stefanus. (2013). Science phylosophy. Jakarta: Library Achievement</i></p>	10%
8	UTS			2 X 50			0%

9	Mastering educational philosophy	Analyzing educational philosophy	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 X 50	Prepare a summary in the form of a paper regarding the meaning of knowledge, science and philosophy along with examples. 2 x 50	<p><b>Material:</b> concepts and ways of logical and scientific thinking <b>Library:</b> <i>Yogyakarta: Liberty 13 Faculty of Philosophy UGM Mudhofir; Mustansyir; Soeprapto; Bakry; Hamami, Tjahyadi, (1996). Science phylosophy</i></p> <p><b>Material:</b> educational philosophy <b>Library:</b> <i>Yogyakarta: Student Library. Omi Intan Naomi. Translator: Educational Ideologies, (2001). William F., O 19neil</i></p>	10%
10	Mastering educational philosophy	Analyzing educational philosophy	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group discussion; Explanation & discussion about the philosophy of educational science 2 X 50	Group discussion; Explanation & discussion about the philosophy of educational science 2 x 50	<p><b>Material:</b> educational philosophy <b>Library:</b> <i>Yogyakarta: Student Library. Omi Intan Naomi. Translator: Educational Ideologies, (2001). William F., O 19neil</i></p> <p><b>Material:</b> philosophy of geography education. <b>Library:</b> <i>Department of Education and Culture. Introduction to the Philosophy of Geography. Jakarta) 1994 (Suharyono and Amien, M.,</i></p>	10%
11	Mastering educational philosophy	Analyzing educational philosophy	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Group discussion; Explanation & discussion about the philosophy of educational science 2 X 50	Group discussion; Explanation & discussion about the philosophy of educational science 2 x 50	<p><b>Material:</b> educational philosophy <b>Library:</b> <i>Yogyakarta: Student Library. Omi Intan Naomi. Translator: Educational Ideologies, (2001). William F., O 19neil</i></p>	10%

12	Mastering educational philosophy	Analyzing educational philosophy	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group discussion; Explanation & discussion about the philosophy of educational science 2 X 50	Group discussion; Explanation & discussion about the philosophy of educational science 2 x 50	<p><b>Material:</b> educational philosophy <b>Library:</b> Yogyakarta: Student Library. Omi Intan Naomi. Translator: Educational Ideologies, (2001). William F., O 19neil</p>	5%
13	Understand the philosophy of geography	Analyzing the philosophy of geography	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Group discussion; Explanation & discussion about the philosophy of educational science 2 X 50	Group discussion; Explanation & discussion about the philosophy of educational science 2 x 50	<p><b>Material:</b> philosophy of geography <b>Bibliography:</b> Daljoni.1987. Introduction to the Philosophy of Geography. Bandung: Alumni</p>	5%
14	Understand the philosophy of geography	Analyzing the philosophy of geography	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group discussion; Explanation & discussion about the philosophy of educational science 2 X 50	Group discussion; Explanation & discussion about the philosophy of educational science 2 x 50	<p><b>Material:</b> philosophy of geography <b>Bibliography:</b> Daljoni.1987. Introduction to the Philosophy of Geography. Bandung: Alumni</p>	6%
15	Understand the philosophy of geography	Analyzing the philosophy of geography	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group discussion; Explanation & discussion about the philosophy of educational science 2 X 50	Group discussion; Explanation & discussion about the philosophy of educational science 2 x 50	<p><b>Material:</b> philosophy of geography <b>Bibliography:</b> Daljoni.1987. Introduction to the Philosophy of Geography. Bandung: Alumni</p>	6%
16	UAS			2 X 50			10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	49%
2.	Project Results Assessment / Product Assessment	39%
3.	Portfolio Assessment	29%
		100%

#### Notes

- 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.
- 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.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study materials or learning materials for that course.
- 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.