



Universitas Negeri Surabaya
Faculty of Languages and Arts
Master's Program in Language and Literature Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Philosophy of Language and Literature Education	8811102211		T=2	P=0	ECTS=4.48	4	July 17, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
	Dr. Budinuryanta Yohanes, M.Pd.		-			Dr. Titik Indarti, M.Pd.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																
	PLO-5	Able to realize affective, social, academic and life skills responsibly and professionally through the application of concepts/knowledge, research results/innovations in the field of language and literature education, as well as in the field of language and literature science.															
	PLO-6	Able to compile ideas, thoughts and scientific arguments that are logical, critical, systematic, creative and innovative in the field of language and literature education, as well as the field of language and literature responsibly and based on academic ethics.															
	PLO-10	Mastering the theoretical concepts of language and literature and their applications based on educational philosophy, language philosophy and literary philosophy															
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O	PLO-5	PLO-6	PLO-10												
	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	Discussion of educational philosophy and policies by utilizing concepts or technical aspects of education as a complex system related to social, political and cultural systems, as well as new policies in the field of education through discussions, training, presentations, simulations or learning activities independently to produce material summaries, papers or scientific articles that are presented in discussion forums/seminars or published in journals.																
References	Main :																
	<ol style="list-style-type: none"> 1. Bailey, R. (Penyunt.). (2014). The Philosophy of Education: An Introduction.London: Bloomsbury. 2. Chatib, M. (2009). Sekolahnya Manusia: Sekolah berbasis multiple intelligences di Indonesia.Bandung: Kaifa. 3. Chatib, M. (2012). Gurunya manusia: Menjadikan semua anak istimewa dan semua anak juara.Bandung: Kaifa. 4. Chatib, M. (2012). Orangnya manusia: melejitkan potensi dan kecerdasan dengan menghargai fitrahsetiap anak.Bandung: Kaifa. 5. Chatib, M., & Fatimah, I. (2013). Kelasnya Manusia: Memaksimalkan fungsi otak belajar dengan manajemen display kelas.Bandung: Mizan Pustaka. 6. Haynes, J., Gale, K., & Parker, M. (2015). Philosophy and Education: An IntroductionTo Key Questions and Themes.New York: Routledge. 7. Lone, J. M., & Israeloff, R. (Penyunt.). (2012). Philosophy and Education: Introducing Philosophy to Young People.Newcastle: Cambridge Scholars. 8. Rohman, S., & Wibowo, A. (2016). Filsafat Pendidikan Masa Depan: Kajian Filsafat Pendidikan Masa Depan di Indonesia.Yogyakarta: Pustaka Pelaja 																
	Supporters:																

	1. 3. Kebijakan-kebijakan terbaru bidang pendidikan						
Supporting lecturer	Dr. Budinuryanta Yohanes, 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	Analyzing the philosophy of language and literature education comprehensively (ontology, epistemology, axiology and methodology).	<ol style="list-style-type: none"> 1. Defining the philosophy of language and literature education ontologically 2. Explaining the meaning of the philosophy of language and literature education from an epistemological perspective 3. Explaining the meaning of the philosophy of language and literature education axiologically 4. Analyzing its implementation in the scientific methodology of the philosophy of language and literature education 	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL	PBL		0%
2	Analyzing the philosophy of language and literature education comprehensively (ontology, epistemology, axiology and methodology).	<ol style="list-style-type: none"> 1. Defining the philosophy of language and literature education ontologically 2. Explaining the meaning of the philosophy of language and literature education from an epistemological perspective 3. Explaining the meaning of the philosophy of language and literature education axiologically 4. Analyzing its implementation in the scientific methodology of the philosophy of language and literature education 	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL	PBL		0%

3	Analyzing the philosophy of language and literature education comprehensively (ontology, epistemology, axiology and methodology).	<ol style="list-style-type: none"> 1. Defining the philosophy of language and literature education ontologically 2. Explaining the meaning of the philosophy of language and literature education from an epistemological perspective 3. Explaining the meaning of the philosophy of language and literature education axiologically 4. Analyzing its implementation in the scientific methodology of the philosophy of language and literature education 	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL	PBL		0%
4	Analyzing the philosophy of language and literature education comprehensively (ontology, epistemology, axiology and methodology).	<ol style="list-style-type: none"> 1. Defining the philosophy of language and literature education ontologically 2. Explaining the meaning of the philosophy of language and literature education from an epistemological perspective 3. Explaining the meaning of the philosophy of language and literature education axiologically 4. Analyzing its implementation in the scientific methodology of the philosophy of language and literature education 	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL	PBL		0%

5	Analyzing the philosophy of language and literature education comprehensively (ontology, epistemology, axiology and methodology).	<ol style="list-style-type: none"> 1. Defining the philosophy of language and literature education ontologically 2. Explaining the meaning of the philosophy of language and literature education from an epistemological perspective 3. Explaining the meaning of the philosophy of language and literature education axiologically 4. Analyzing its implementation in the scientific methodology of the philosophy of language and literature education 	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL	PBL		0%
6	Analyzing the philosophy of language and literature education comprehensively (ontology, epistemology, axiology and methodology).	<ol style="list-style-type: none"> 1. Defining the philosophy of language and literature education ontologically 2. Explaining the meaning of the philosophy of language and literature education from an epistemological perspective 3. Explaining the meaning of the philosophy of language and literature education axiologically 4. Analyzing its implementation in the scientific methodology of the philosophy of language and literature education 	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL	PBL		0%

7	Analyzing the philosophy of language and literature education comprehensively (ontology, epistemology, axiology and methodology).	1. Defining the philosophy of language and literature education ontologically 2. Explaining the meaning of the philosophy of language and literature education from an epistemological perspective 3. Explaining the meaning of the philosophy of language and literature education axiologically 4. Analyzing its implementation in the scientific methodology of the philosophy of language and literature education	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL	PBL		0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							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.