



**Universitas Negeri Surabaya
Faculty of Education Masters
Program in Out-of-School Education**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Science phylosophy	8610502018		T=2 P=0 ECTS=4.48	1	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Dr. Wiwin Yulianingsih, 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																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																														
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Short Course Description	This course is a foundation for understanding and being able to manage Philosophy of Science material well. Students can apply it in education outside of school. The main content of this course includes the history of science, the development of science, science and its types, philosophical thinking, scientific thinking tools, science and philosophy, philosophical foundations of science, scientific methods, modern pragmatism and realism, the truth of science. knowledge, science and culture, science and language.																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 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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References	Main :																																				
	<ol style="list-style-type: none"> 1. Bagir, Haidar. 2005. Buku Saku Filsafat Islam . Penerbit Arasy. PT Mizan Pustaka: Bandung. 2. Marimba, Ahmad. 1964. Pengantar Filsafat Pendidikan . Bandung: Al-Ma'arif. 3. Golshani, Mehdi. 2003. Filsafat Sains Menurut Al Qur'an . Penerbit Mizan: Bandung. 4. Haeruddin. 2003. Sumbangan Peradaban Islam Terhadap Perkembangan Filsafat dan Ilmu Pengetahuan . Makalah Pengantar Filsafat. 5. Magnis Suseno, Frans. 1992. Berfilsafat dari Konteks . PT Gramedia Pustaka Utama. 6. Mehra, P. S. 1968. Pengantar Logika Tradisional . Binacipta: Bandung. 7. Poespowardojo, Soerjanto. 1991. Filsafat Pancasila: Sebuah Pendekatan . 8. Soedjono, Dirdosisworo. 1995. Pengantar Epistemologi dan Logika. CV Remaja Karya: Bandung. 9. Verhaak, C dan R. Haryono Imam. 1991. Filsafat Ilmu Pengetahuan: Telaah Atas Cara Kerja Ilmu-Ilmu. PT Gramedia Pustaka Utama: Jakarta 																																				
	Supporters:																																				
Supporting lecturer	Prof. Dr. Maria Veronika Roesminingsih, M.Pd. Dr. Sjafiatul Mardiyah, S.Sos., M.A.																																				
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 development of science	1.Determining the thesis and anti-thesis of the main problems in the development of science 2.Determine the synthesis of the main problems in the development of science	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
2	Developing a thesis, anti-thesis Carrying out a synthesis of the characteristics of science (education)	1.Determining the thesis, anti-thesis of the characteristics of science (education) 2.Determine the synthesis of the characteristics of science (education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
3	Developing a thesis, anti-thesis and synthesizing the object of knowledge (Education)	Determine the thesis, anti-thesis of the object of science (Education) Determine the synthesis of the object of science (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
4	Developing a thesis, anti-thesis and synthesizing knowledge development tools (Education)	Determining a thesis, anti-thesis of science development tools (Education) Determining a synthesis of science development tools (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
5	Develop a thesis, anti-thesis and carry out a synthesis of the history of the development of science (Education)	1.Determining a thesis, anti-thesis on the history of scientific development (Education) 2.Determining a synthesis of the history of scientific development (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
6	Develop a thesis, anti-thesis and carry out a synthesis of pre-assumptions and basic assumptions for the development of science (Education)	Determining a thesis, anti-thesis of pre-assumptions and basic assumptions for the development of science (Education) Determining a synthesis of pre-assumptions and basic assumptions for the development of science (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
7	Implementation of Mid-Semester Exams	Students complete the Midterm Exam	Criteria: Written Test (30%)	Written Test 2 X 50			0%

8	Developing a thesis, anti-thesis and synthesizing the sources and boundaries of scientific development (Education)	1.Determine the thesis, anti-thesis regarding the sources and limits of the development of science (Education) 2.Determine the synthesis of the sources and boundaries of scientific development (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
9	Developing a thesis, anti-thesis and synthesizing the justification of science (Education)	Determining the thesis, anti-thesis of the justification of science (Education) Determining the synthesis of the justification of science (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
10	Developing a thesis, anti-thesis and synthesizing the ontology of science	Determine the thesis, anti-thesis of the ontology of science. Determine the synthesis of the ontology of science	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
11	Develop a thesis, anti-thesis and carry out a synthesis of various streams of scientific development (Education)	Determining a thesis, anti-thesis of various streams of scientific development (Education) Determining a synthesis of various streams of scientific development	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
12	Developing a thesis, anti-thesis and synthesizing the epistemology of science (Education)	Determining a thesis, anti-thesis of the epistemology of science (Education) Determining a synthesis of the epistemology of science (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
13	Developing a thesis, anti-thesis and synthesizing the axiology of science (Education)	Determining a thesis, anti-thesis of the axiology of science (Education) Determining a synthesis of the axiology of science (Education)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
14	Develop a thesis, anti-thesis and carry out a synthesis of the philosophy of science (PLS)	Determining the thesis, anti-thesis of the philosophy of science (PLS) Determining the synthesis of the philosophy of science (PLS)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
15	Develop a thesis, anti-thesis and carry out a synthesis of the philosophy of science (PLS)	Determining the thesis, anti-thesis of the philosophy of science (PLS) Determining the synthesis of the philosophy of science (PLS)	Criteria: 1.Oral (10%) 2.Write (10%) 3.Portfolio (10%)	Expository, discussion, presentation, reflection 2 X 50			0%
16	Implementation of Final Semester Examinations	Students complete the Final Semester Examination	Criteria: Written Test (30%)	Written 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.