



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences Master
of Sports Science Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy	1234702001	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Made Pramono, M.Hum	Dr. Achmad Widodo, M.Kes.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	PLO-5 Demonstrate a responsible attitude towards work in their field of expertise independently																																																		
	PLO-8 Able to identify the scientific field that is the object of research and position it into a research map developed through an interdisciplinary or multidisciplinary approach																																																		
	PLO-9 Able to understand, analyze and evaluate and apply scientific theory, especially in the field of sports science																																																		
	PLO-11 Mastering in-depth knowledge in the fields of anatomy, physiology, psychology, kinesiology and biomechanics related to the field of sports																																																		
	Program Objectives (PO)																																																		
	PO - 1 Able to map and describe the basic concepts of philosophy of science in relation to sports science and able to implement sports philosophy as a basis and subject for analysis of various sports issues in three dimensions, namely ontology, axiology and epistemology.																																																		
	PLO-PO Matrix																																																		
	<table border="1" style="margin: auto;"> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-5</th> <th style="width: 15%;">PLO-8</th> <th style="width: 15%;">PLO-9</th> <th style="width: 15%;">PLO-11</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-8	PLO-9	PLO-11	PO-1																																												
P.O	PLO-5	PLO-8	PLO-9	PLO-11																																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																																		
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 15%;">P.O</th> <th colspan="16" style="text-align: center;">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																			

Short Course Description	Explanation of the implementation of sports philosophy as a basis and subject for analysis of various sports issues in three dimensions, namely ontology, axiology and epistemology.
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References	Main :

1. Pramono, Made. 2015. Filsafat Ilmu Keolahragaan. Surabaya: Unesa University Press.
2. Haag, H. 1994. Theoretical Foundation of Sport Science as a Scientific Discipline: Contribution to a Philosophy (Meta-Theory) of Sport Science. Schourdorf, Verlaag Karl Hoffmann. Federal Republic of Germany.
3. Edgar, Andrew. 2014. Sport and Philosophy. dalam Sport, Ethics and Philosophy, 7:1, 10-29, DOI: 10.1080/17511321.2013.761882.
4. Morgan, William J. dan Meier, Klaus V. (ed.). 1995. Philosophic Inquiry in Sport. Second Edition. Champaign, USA: Human Kinetics.
5. Hardman, Alun dan Jones, Carwyn (eds.), 2010, Philosophy of Sport: International Perspectives, Cambridge Scholars Publishing, London.
6. Osterhoudt, Robert G. 1978 (published online 2013). The History and Philosophy of Sport: The Re-unification of Once Separated Opposites. Journal of the Philosophy of Sport, 5:1, 71-76, DOI: 10.1080/00948705.1978.10654143.
7. Kretchmar, R.S., 1994, Practical Philosophy of Sport, Champaign: Human Kinetics
8. McNamee, Mike (ed.), 2005, Philosophy and The Sciences of Exercise, Health and Sport: Critical Perspectives on Research Methods, Routledge, London and New York.

Supporters:

Supporting lecturer Dr. Made Pramono, S.S., M.Hum.

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	Able to identify the meaning, scope of discussion, history and position of the philosophy of science	<ol style="list-style-type: none"> 1. Identify several definitions of the philosophy of science 2. Identify the scope of discussion of the philosophy of science 3. Describes the history of the philosophy of science 4. Explain the position of the philosophy of science 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Question 1: 30 Question 2: 30 2. Question 3: 40 <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures, presentations, (slides) and questions and answers 4 X 50			0%
2	Able to identify the meaning, scope of discussion, history and position of the philosophy of science	<ol style="list-style-type: none"> 1. Identify several definitions of the philosophy of science 2. Identify the scope of discussion of the philosophy of science 3. Describes the history of the philosophy of science 4. Explain the position of the philosophy of science 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Question 1: 30 Question 2: 30 2. Question 3: 40 <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures, presentations, (slides) and questions and answers 4 X 50			0%

3	Able to explain general scientific conceptions	<ol style="list-style-type: none"> 1. Identify different types and sources of knowledge 2. Defining science based on its characteristics, nature and essence 3. Outlining the history of science 4. Explain the differences between science and philosophy, religion and art 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Question 1: 20 Question 2: 20 Question 3: 30 Question 3: 30 <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Slide and film screenings Online lectures and interactions 4 X 50			0%
4	Able to explain general scientific conceptions	<ol style="list-style-type: none"> 1. Identify different types and sources of knowledge 2. Defining science based on its characteristics, nature and essence 3. Outlining the history of science 4. Explain the differences between science and philosophy, religion and art 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Question 1: 20 Question 2: 20 Question 3: 30 Question 3: 30 <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Slide and film screenings Online lectures and interactions 4 X 50			0%
5	Able to examine scientific problems on the basis of scientific ontology	<ol style="list-style-type: none"> 1. Defining ontology and scientific ontology 2. Explain the streams of scientific ontology 3. Explains the character's thoughts about scientific ontology 	<p>Criteria:</p> <ol style="list-style-type: none"> Question 1: 50 Question 2: 50 <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Pulpit lectures (slides) and questions and answers Group discussions on ontology themes Online lectures and interactions 4 X 50			0%
6	Able to examine scientific problems on the basis of scientific ontology	<ol style="list-style-type: none"> 1. Defining ontology and scientific ontology 2. Explain the streams of scientific ontology 3. Explains the character's thoughts about scientific ontology 	<p>Criteria:</p> <ol style="list-style-type: none"> Question 1: 50 Question 2: 50 <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures (slides) and questions and answers Group discussions on ontology themes Online lectures and interactions 4 X 50			0%
7	Able to examine scientific problems on the basis of scientific epistemology	<ol style="list-style-type: none"> 1. Defining epistemology and scientific epistemology 2. Explain the schools of scientific epistemology 3. Explains the character's thoughts about scientific epistemology 	<p>Criteria:</p> <ol style="list-style-type: none"> Question 1: 50 Question 2: 50 <p>Form of Assessment : Participatory Activities</p>	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Online lectures and interactions 6 X 50			0%

8	Able to examine scientific problems on the basis of scientific epistemology	<ol style="list-style-type: none"> 1. Defining epistemology and scientific epistemology 2. Explain the schools of scientific epistemology 3. Explains the character's thoughts about scientific epistemology 	<p>Criteria: Question 1: 50 Question 2: 50</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Online lectures and interactions 6 X 50			0%
9	Able to examine scientific problems on the basis of scientific epistemology	<ol style="list-style-type: none"> 1. Defining epistemology and scientific epistemology 2. Explain the schools of scientific epistemology 3. Explains the character's thoughts about scientific epistemology 	<p>Criteria: Question 1: 50 Question 2: 50</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lecture (slides) and questions and answers Group discussion on the theme of epistemology of science Online lectures and interactions 6 X 50			0%
10	Able to examine scientific problems on the basis of scientific axiology	<ol style="list-style-type: none"> 1. Define axiology and scientific axiology 2. Explain the schools of scientific axiology 3. Explains the character's thoughts about scientific axiology 	<p>Criteria: Question 1: 45 Question 2: 10 Question 3: 45</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 6 X 50			0%
11	Able to examine scientific problems on the basis of scientific axiology	<ol style="list-style-type: none"> 1. Define axiology and scientific axiology 2. Explain the schools of scientific axiology 3. Explains the character's thoughts about scientific axiology 	<p>Criteria: Question 1: 45 Question 2: 10 Question 3: 45</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 6 X 50			0%
12	Able to examine scientific problems on the basis of scientific axiology	<ol style="list-style-type: none"> 1. Define axiology and scientific axiology 2. Explain the schools of scientific axiology 3. Explains the character's thoughts about scientific axiology 	<p>Criteria: Question 1: 45 Question 2: 10 Question 3: 45</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 6 X 50			0%
13	Able to examine scientific problems on the basis of scientific axiology	<ol style="list-style-type: none"> 1. Define axiology and scientific axiology 2. Explain the schools of scientific axiology 3. Explains the character's thoughts about scientific axiology 	<p>Criteria: Question 1: 45 Question 2: 10 Question 3: 45</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Pulpit lectures and questions and answers Group discussions on axiological themes of science Online lectures and interactions 6 X 50			0%

14	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	Criteria: Question 1: 45 Question 2: 55 Form of Assessment : Participatory Activities	Group discussion Submission of general conclusions Online interaction 4 X 50		0%
15	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	Criteria: Question 1: 45 Question 2: 55 Form of Assessment : Participatory Activities	Group discussion Submission of general conclusions Online interaction 4 X 50		0%
16	Able to integrate philosophical themes of science with contemporary humanitarian issues	Explain/analyze contemporary humanitarian issues using philosophical analysis of science	Criteria: Question 1: 45 Question 2: 55 Form of Assessment : Participatory Activities, Portfolio Assessment	Group discussion Submission of general conclusions Online interaction 4 X 50		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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 material 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.