



**Universitas Negeri Surabaya
Faculty of Economics and Business Master
of Management Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Science phylosophy	6110102321	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	May 1, 2020																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Prof. Dr. Hariyati., Ak., MSi., CA., CMA		Dr. Khoirul Anwar			Dr. Andre Dwijanto Witjaksono, S.T., M.Si.																																																																																				
Learning model	Case Studies																																																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																									
	PLO-9	Graduates are able to adapt to the context of the business problems they face well																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Basic concepts of philosophical thinking, basic studies of the philosophy of science and its relationship to educational evaluation.																																																																																								
	PO - 2	Mastery of the structure of scientific knowledge, scientific methods, the relationship between science and cultural development, social responsibility of scientists.																																																																																								
	PO - 3	Implement philosophical thinking and scientific thinking in dealing with academic life																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="6">PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	PLO-9						PO-1							PO-2							PO-3																																																													
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Short Course Description	The Philosophy of Science course aims to provide students with the ability to understand the nature of science in relation to various other knowledge, various ways of acquiring scientific knowledge, abilities and skills by applying philosophical and critical logical reasoning; by not ignoring the limitations of science, scientific methods, moral and social limitations in an effort to obtain and utilize knowledge. Philosophy of Science examines the concept of philosophy of science, the fields of study of ontology, epistemology, and axiology, in the constellation of educational research and assessment, as well as the development of scientific knowledge. Discussions about the ontology of science are focused on elements of empirical reality (empiricism) such as facts, data and information without separating them from rational reality (rationalism), as well as their position in scientific activities. The axiology of science discusses the values related to scientific activities and their uses both internally, externally and socially. The epistemology of science is focused on the scientific method and its operationalization in research methodology.																																																																																									
References	Main :																																																																																									
	<ol style="list-style-type: none"> 1. Jujun S. Suriasumantri. Filsafat Ilmu: Sebuah Pengantar Populer. Jakarta: Sinar Harapan, 1993. 2. The Liang Gie. Pengantar Filsafat Ilmu. Yogyakarta: Liberty, 1996. 3. Bernard Delfgaaum. Filsafat Abad 4. . Yogyakarta: Tiara Wacana, Yogya,1987. 5. Michael Polanyi. Segi Tak Terungkap Ilmu Pengetahuan. Jakarta: Gramedia, 1996. 																																																																																									
	Supporters:																																																																																									

	<ol style="list-style-type: none"> 1. Artikel artikel dalam jurnal internasional berreputasi 2. 1. K. Bertens. Filsafat Barat Kontemporer Prancis (Indonesian Edition). Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, dkk. Filsafat Pendidikan. Kudus: Yayasan Kita Menulis, 2021. 3. Herlambang, Yusuf Tri. Pedagogik: Telaah Kritis Ilmu Pendidikan dalam Multiperspektif. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. Filsafat Ilmu Perspektif Barat dan Islam. Jakarta: Gema Insani, 2021. 5. Rusdiana. Filsafat Ilmu. Yogyakarta: PUSAT PENELITIAN DAN PENERBITAN UIN SGD BANDUNG, 2018. 3. Ana Rosmiati. Dasar-Dasar Penulisan Karya Ilmiah. Surakarta: ISI Press, 2017 						
Supporting lecturer	Prof. Dr. Hariyati, Ak., M.Si., CA. Dr. H. Moch. Khoirul Anwar, S.Ag., MEI.						
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 philosophy of science in thinking logically and analytically	Explain the differences between reasoning and other ways of thinking, and be able to apply rational thinking in academic life	Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes		Material: philosophy of science in thinking logically and analytically References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i> . Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i> . Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i> . Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i> . Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i> . Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.	10%

2	Understand the philosophy of science in thinking logically and analytically	Describe the concepts of ontology, epistemology and axiology in the philosophy of science	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Method: Case-based learning</p> <p>Media: powerpoint, video and other online media</p> <p>Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>		<p>Material: philosophy of science in thinking logically and analytically</p> <p>References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p> <p>Material: concepts of ontology, epistemology and axiology in the philosophy of science</p> <p>References: <i>Articles in reputable international journals</i></p>	5%
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3	Understanding the philosophy of science towards the management paradigm	Connecting the Philosophy of Science to the Management Evaluation Paradigm	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>	<p>Material: philosophy of science in thinking logically and analytically References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p> <hr/> <p>Material: concepts of ontology, epistemology and axiology in the philosophy of science References: <i>Articles in reputable international journals</i></p> <hr/> <p>Material: 1. Contribution of the philosophy of science to basic education 2. Paradigm of basic education in accordance with the principles of the philosophy of science Library: Jujun S. Suriasumantri. <i>Philosophy of Science: A Popular Introduction</i>. Jakarta: Sinar Harapan, 1993.</p>	10%
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4	Implement various sources of knowledge proportionally	Applying various sources of knowledge, sources of knowledge that can be used as a basis for constructing scientific knowledge (Science)	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Case-based learning</p> <p>Media: powerpoint, video and other online media</p> <p>Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>		<p>Material: philosophy of science in thinking logically and analytically</p> <p>References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p> <p>Material: concepts of ontology, epistemology and axiology in the philosophy of science</p> <p>References: <i>Articles in reputable international journals</i></p> <p>Material: 1. Contribution of the philosophy of science to basic education 2. Paradigm of basic education in accordance with the principles of the philosophy of science</p> <p>Library: Jujun S. Suriasumantri. <i>Philosophy of Science: A Popular Introduction</i>. Jakarta: Sinar Harapan, 1993.</p> <p>Material: proportional implementation of various sources of knowledge.</p> <p>Library:</p>	10%
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5	Internalize the concepts of truth criteria of coherence, correspondence and pragmatism in compiling a thesis	Applying the concept and criteria of truth coherence, the concept and criteria of truth correspondence, the concept and criteria of pragmatic truth, and the implications of the three concepts of truth criteria in the preparation of scientific work	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Case-based learning</p> <p>Media: powerpoint, video and other online media</p> <p>Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>	<p>Material: philosophy of science in thinking logically and analytically</p> <p>References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p> <p>Material: concepts of ontology, epistemology and axiology in the philosophy of science</p> <p>References: <i>Articles in reputable international journals</i></p> <p>Material: 1. Contribution of the philosophy of science to basic education 2. Paradigm of basic education in accordance with the principles of the philosophy of science</p> <p>Library: Jujun S. Suriasumantri. <i>Philosophy of Science: A Popular Introduction</i>. Jakarta: Sinar Harapan, 1993.</p> <p>Material: proportional implementation of various sources of knowledge.</p> <p>Library:</p>	10%
6	Implement scientific methods and procedures in preparing a thesis	Applying quantitative and qualitative research paradigms, the nature of	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation</p>	<p>Learning Method: Case-based learning</p> <p>Media:</p>	<p>Material: philosophy of science in thinking logically and analytically</p>	10%

scientific structures and methods, and the steps and procedures carried out in constructing scientific knowledge.

of material and assignments

Forms of Assessment :
Participatory Activities, Portfolio Assessment, Practice / Performance

powerpoint, video and other online media
Assignments: independent reading, making papers, presentations, uploading video presentations
2 x 50 minutes

References: 1. K. Bertens. *French Contemporary Western Philosophy (Indonesian Edition)*. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. *Philosophy of Education*. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. *Pedagogy: Critical Study of Educational Science from Multiperspectives*. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. *Philosophy of Science from Western and Islamic Perspectives*. Jakarta: Gema Insani, 2021. 5. Rusdiana. *Science phylosophy*. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.

Material:
concepts of ontology, epistemology and axiology in the philosophy of science
References:
Articles in reputable international journals

Material: 1. Contribution of the philosophy of science to basic education 2. Paradigm of basic education in accordance with the principles of the philosophy of science
Library: Jujun S. Suriasumantri. *Philosophy of Science: A Popular Introduction*. Jakarta: Sinar Harapan, 1993.

Material:
proportional implementation of various sources of knowledge.
Library:

Material:
quantitative and qualitative research paradigms, the nature of scientific structures and methods, and the steps and procedures

					carried out in constructing scientific knowledge. References:	
7	Implement scientific methods and procedures in preparing a thesis	Applying quantitative and qualitative research paradigms, the nature of scientific structures and methods, and the steps and procedures carried out in constructing scientific knowledge.	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>	<p>Material: philosophy of science in thinking logically and analytically References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science philosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p> <p>Material: concepts of ontology, epistemology and axiology in the philosophy of science References: <i>Articles in reputable international journals</i></p> <p>Material: 1. Contribution of the philosophy of science to basic education 2. Paradigm of basic education in accordance with the principles of the philosophy of science Library: Jujun S. Suriasumantri. <i>Philosophy of Science: A Popular Introduction</i>. Jakarta: Sinar Harapan, 1993.</p> <p>Material: proportional implementation of various sources of knowledge. Library:</p>	10%

						Material: quantitative and qualitative research paradigms, the nature of scientific structures and methods, and the steps and procedures carried out in constructing scientific knowledge. References:	
8	UTS	UTS		UTS			0%
9	Applying mathematical, language and statistical concepts as a means of scientific thinking	Applying the function of language as a means of scientific thinking, the function of mathematics as a means of scientific thinking, and the function of statistics as a means of scientific thinking	Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment		Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes 100'	Material: 1. The essence of language as a means of scientific thinking 2. The essence of mathematics as a means of scientific thinking using deductive reasoning patterns 3. The essence of statistics as a means of scientific thinking using inductive reasoning patterns Reference: <i>Michael Polanyi. Untold Aspects of Science. Jakarta: Gramedia, 1996.</i>	5%
10	Understand the concept of social responsibility of scientists and be able to implement it in life	Internalize the meaning of social responsibility of scientists and have an attitude as a scientist who has social responsibility	Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment		Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes	Material: 1. The social roles and responsibilities of scientists in the realm of scientific ontology, epistemology and axiology 2. Case studies of the impact of science and technology in human life. Reference: <i>The Liang Gie. Introduction to the Philosophy of Science. Yogyakarta: Liberty, 1996.</i>	5%
11	Implementing scientific knowledge structures in the process of creating scientific work	Apply the principles and procedures of scientific research, as well as the technical steps and procedures for preparing scientific work	Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment		Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes	Material: 1. Steps in scientific research starting from posing a problem to drawing conclusions 2. Scientific notation techniques (use of <i>ibid</i> , <i>op.cit</i> , <i>loc.cit</i> in footnotes and writing bibliography) Bibliography: <i>Ana Rosmiati. Basics of Writing Scientific Papers. Surakarta: ISI Press, 2017</i>	5%

12	Implementing the philosophy of science with quantitative and qualitative research paradigms	Applying the philosophy of science with quantitative and qualitative research paradigms in the field of education	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		<p>Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>	<p>Material: 1. The relationship between the philosophy of science and the quantitative research paradigm 2. The relationship between the philosophy of science and the qualitative research paradigm. References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarna, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Heriambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p>	5%
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13	Implementing the philosophy of science with quantitative and qualitative research paradigms	Applying the philosophy of science with quantitative and qualitative research paradigms in the field of education	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		<p>Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>	<p>Material: 1. The relationship between the philosophy of science and the quantitative research paradigm 2. The relationship between the philosophy of science and the qualitative research paradigm. References: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarna, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Heriambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p>	5%
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14	Prepare quantitative or qualitative research proposals	Applying philosophical principles in preparing quantitative or qualitative research proposals.	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		<p>Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>	<p>Materials: 1. Quantitative or qualitative research procedures, 2. Systematic writing of quantitative or qualitative proposals. Literature: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p> <p>Materials: 1. Quantitative or qualitative research procedures, 2. Systematic writing of quantitative or qualitative proposals Reader: Ana Rosmiati. <i>Basics of Writing Scientific Papers</i>. Surakarta: ISI Press, 2017</p>	5%
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15	Prepare quantitative or qualitative research proposals	Applying philosophical principles in preparing quantitative or qualitative research proposals.	<p>Criteria: Accuracy of describing and explaining the material. Non-test form: Presentation of material and assignments</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		<p>Learning Method: Case-based learning Media: powerpoint, video and other online media Assignments: independent reading, making papers, presentations, uploading video presentations 2 x 50 minutes</p>	<p>Materials: 1. Quantitative or qualitative research procedures, 2. Systematic writing of quantitative or qualitative proposals. Literature: 1. K. Bertens. <i>French Contemporary Western Philosophy (Indonesian Edition)</i>. Jakarta: Gramedia Pustaka Utama, 2019. 2. Hisarma, Saragih, et al. <i>Philosophy of Education</i>. Kudus: Our Writing Foundation, 2021. 3. Herlambang, Yusuf Tri. <i>Pedagogy: Critical Study of Educational Science from Multiperspectives</i>. Jakarta: Bumi Aksara, 2021. 4. Husaini, Adrian et al. <i>Philosophy of Science from Western and Islamic Perspectives</i>. Jakarta: Gema Insani, 2021. 5. Rusdiana. <i>Science phylosophy</i>. Yogyakarta: UIN SGD BANDUNG RESEARCH AND PUBLISHING CENTER, 2018.</p> <p>Materials: 1. Quantitative or qualitative research procedures, 2. Systematic writing of quantitative or qualitative proposals Reader: Ana Rosmiati. <i>Basics of Writing Scientific Papers</i>. Surakarta: ISI Press, 2017</p>	5%
16	UAS		<p>Form of Assessment : Test</p>		UAS		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	42.48%
2.	Project Results Assessment / Product Assessment	17.5%
3.	Portfolio Assessment	19.98%
4.	Practice / Performance	19.98%
		99.94%

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** 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.