



Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Science phylosophy	8620602180		T=2	P=0	ECTS=3.18	7	July 18, 2024										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator											
				Putri Rachmadyanti, S.Pd., M.Pd.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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	The philosophy of science course examines the basics of knowledge, ontology, epistemology, axiology, logical and rational thinking, deductive and inductive thinking, scientific research and writing, philosophers and their thoughts throughout the history of human civilization. Lectures are carried out using a book review system on the study of the philosophy of science, discussions and presentations.																
References	Main :																
	<ol style="list-style-type: none"> 1. Jujun S. Suriasumantri.2010 . Filsafat Ilmu Sebuah Pengantar Populer . Jakarta: Pustaka Sinar Harapan. 2., ed. 2009. Ilmu dalam Perspektif . Jakarta: Yayasan Obor. 3. The Liang Gie. 2004. Pengantar Filsafat Ilm u. Yogyakarta: Penerbit Liberty. 4. Aripin Banasuru, 2013. Filsafat dan Filsafat Ilmu, Dari hakekat ke Tanggung Jawab. Bandung. ALFABETA. 5. Thomas Hidayat Tjaya, 2002. KOSMOS, Tanda Keagungan ALLAH. Refleksi Menurut LOUIS BOUYER. Jogyakarta, KANESIUS. 6. Burhanudin Salam, 1993. Sejarah Filsafat Ilmu dan Teknologi, Jakarta, RINEKA CIPTA. 7. Suparlan Suhartono, 2011. Filsafat Ilmu Pengetahuan. Yogyakarta, AR- RUZZ MEDIA. 8. Suwardi Endraswara, 2012. Falsafah Hidup Jawa, Menggali Mutiara Kebijakan dari Intisari Filsafat Kejawen. Yogyakarta. CAKRAWALA. 9. Sutardjo A. Wiramihardja, 2007. Pengantar Filsafat, Bandung, ADITAMA. 10. H. A. Fuad Ihsan, 2010. Filsafat Ilmu. Jakarta. RINEKA CIPTA. 																
	Supporters:																
Supporting lecturer	MAS SUBAGIO Ganes Gunansyah, S.Pd., 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	Understand the relationship between philosophy and science	Understand the relationship between philosophy and science	Criteria: accuracy of answering questions	Lectures/discussions and questions and answers 2 X 50			0%										

2	Analyzing the nature of Knowledge	Explains methods for seeking knowledge: Rationalism, Empiricism, and Scientific Method	Criteria: accuracy of answering questions	Presentation, discussion, questions and answers 2 X 50			0%
3	Analyzing the nature of Knowledge	Explains methods for seeking knowledge: Rationalism, Empiricism, and Scientific Method	Criteria: accuracy of answering questions	Presentation, discussion, questions and answers 2 X 50			0%
4	Explain the development of science and the structure of science	Analyze the relationship between science and philosophy, the foundations of knowledge, the development of science, the structure of science	Criteria: accuracy of answering questions	Presentation, discussion, questions and answers 2 X 50			0%
5	Explains methods for seeking knowledge: Rationalism, Empiricism, and Scientific Method	Explains methods for seeking knowledge: Rationalism, Empiricism, and Scientific Method	Criteria: accuracy of answering questions	Presentation, discussion, questions and answers 2 X 50			0%
6	Analyze the differences between natural sciences and social sciences	differences between natural sciences and social sciences	Criteria: accuracy of answering questions	Presentation, discussion, questions and answers 2 X 50			0%
7	Understanding ontology: the nature of what is studied in knowledge	Explaining ontology, epistemology and axiology: knowledge	Criteria: accuracy of answering questions	Presentation, discussion, questions and answers 2 X 50			0%
8	Midterm exam		Criteria: accuracy of answering questions	2 X 50			0%
9	Explains several concepts in science: Classification, comparison, quantitative and opportunity	Some concepts in science: Classification, comparison, quantitative and probability	Criteria: presentation completeness	2 X 50			0%
10	Understanding epistemology: how to gain knowledge	Explains methods for seeking knowledge: Rationalism, Empiricism, and Scientific Method	Criteria: presentation completeness	Presentation, discussion, questions and answers 2 X 50			0%
11	Explain measurements	Using Mathematics, Statistics and language methods in science	Criteria: presentation completeness	Presentation, discussion, questions and answers 2 X 50			0%
12	Explain the function of language, mathematics and logic	Using Mathematics, Statistics and language methods in science	Criteria: presentation completeness	Presentation, discussion, questions and answers 2 X 50			0%
13	Explain statistics and scientific methods	Using Mathematics, Statistics and language methods in science	Criteria: presentation completeness	Presentation, discussion, questions and answers 2 X 50			0%

14	Understanding axiology: The value of the usefulness of science, science and morals, the social responsibility of scientists, the relationship between ethics and science, science and the humanities, Albert Einstein's message to students at the California Institute of Technology	The value of the usefulness of science, science and morals, the social responsibility of scientists, the relationship between ethics and science, science and the humanities, Albert Einstein's message to California Institute of Technology students	Criteria: presentation completeness	Presentation, discussion, questions and answers 2 X 50			0%
15	Understanding axiology: The value of the usefulness of science, science and morals, the social responsibility of scientists, the relationship between ethics and science, science and the humanities, Albert Einstein's message to students at the California Institute of Technology	The value of the usefulness of science, science and morals, the social responsibility of scientists, the relationship between ethics and science, science and the humanities		Presentation, discussion, questions and answers 2 X 50			0%
16	Final exams		Criteria: accuracy of answering questions	2 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.