

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✓	✓														
PO-2			✓	✓												
PO-3					✓	✓										
PO-4							✓	✓								
PO-5									✓	✓	✓					
PO-6												✓				
PO-7													✓			
PO-8														✓		
PO-9															✓	
PO-10																✓

Short Course Description This course studies the philosophical aspects of the social sciences as a source of learning for social sciences (ontology, epistemology and axiology of the social sciences); philosophical aspects of education as the pedagogical foundations of social studies (essentialism, perennialism, pragmatism, and reconstructionism); social studies philosophical thoughts (Hegel, Karl Marx, Frankfurt School, Horkheimer and Adorno, Rene De Cartes, Immanuel Kant, Martin Heidegger, and Husserl) as education to build human identity; social studies philosophical thoughts (Paulo Freire, Antony Giddens, postmodernism) as critical education; the relationship between social studies education philosophy with the critical education paradigm and learning theories; as well as analyzing the idea of intellectual identity (Edward Said).

References

Main :

- Daldjoeni, N. 1992. Dasar-dasar Ilmu Pengetahuan Sosial. Bandung: Alumni
- Freire, Paulo. 2012. Pendidikan Kaum Tertindas. Jakarta: LP3ES
- Gunawan, Rudy. 2013. Pendidikan IPS: Filosofi, Konsep, dan Aplikasi. Bandung: Alfabeta
- ODonnell, Kevin. 2009. Posmodernisme. Yogyakarta: Kanisius
- Sadulloh, Uyoh. 2012. Pengantar Filsafat Pendidikan. Bandung: Alfabeta
- Said, Edward W. 2014. Peran Intelektual. Jakarta: Pustaka Obor Indonesia

Supporters:

- jurnal online twntang filsafat IPS

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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	1.Understand the philosophical aspects of social sciences as a source of social studies learning 2.Analyzing the character of philosophy 3.Comparing religion, philosophy, science and art	Analyzing ontology, epistemology and axiology of social sciences	Criteria: There are 3 aspects assessed, namely knowledge, skills and attitudes with a weight of 35% knowledge, 35% skills and 30% attitude respectively. Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	Material: PPT Course Literature:	5%
2	1.Understand the philosophical aspects of social sciences as a source of social studies learning 2.Applying the concept of social science philosophy in social studies learning	Analyzing ontology, epistemology and axiology of social sciences	Criteria: There are 3 aspects assessed, namely knowledge, skills and attitudes with a weight of 35% knowledge, 35% skills and 30% attitude respectively. Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	Material: PPT Course Literature:	5%

3	1.Understand the philosophical aspects of education as the pedagogical foundations of social studies 2.Analyzing ontology, epistemology, and axiology	1.Analyzing the philosophy of essentialism and perennialism 2.Analyzing philosophical pragmatism and reconstructionism	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	Material: Library Handout :	5%
4	1.Understand the philosophical aspects of education as the pedagogical foundations of social studies 2.Understand ontology, epistemology and axiology	1.Analyzing the philosophy of essentialism and perennialism 2.Analyzing philosophical pragmatism and reconstructionism	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	Materials: handouts References:	5%
5	1.Understanding the philosophical thoughts of social studies as education to build human identity 2.Applying the concept of social science philosophy in understanding social studies	Analyzing the philosophical thought of Hegel, Karl Marx, the Frankfurt School (Hokkaimer and Hubermas), Rene De Cartes, and Immanuel Kant	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	Material: PPT Course Literature:	5%
6	1.Understanding the philosophical thoughts of social studies as education to build human identity 2.Analyzing the concept of essentialism educational philosophy	Analyzing the philosophical thought of Hegel, Karl Marx, the Frankfurt School (Hokkaimer and Hubermas), Rene De Cartes, and Immanuel Kant	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	Material: PPT Course Literature:	5%
7	1.Understanding the philosophical thoughts of social studies as education to build human identity 2.Analyzing the concept of perennialist educational philosophy	Analyzing the philosophical thought of Hegel, Karl Marx, the Frankfurt School (Hokkaimer and Hubermas), Rene De Cartes, and Immanuel Kant	Criteria: There are 3 aspects assessed, namely knowledge, skills and attitudes with a weight of 35% knowledge, 35% skills and 30% attitude respectively. Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 50 bibliography annotations	Material: PPT Course Literature:	5%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	Form of Assessment : Test	Written Test 2 X 50	Written test 1 X 60		5%
9	1.Able to understand the philosophical thoughts of social studies as education to build human identity 2.Analyzing the concept of progressivism educational philosophy	Analyzing Martin Heidegger's philosophical thinking	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning journal article review 2 X 50	Independent learning assignment compiling a 1 X 60 bibliography annotation	Material: PPT Course Literature:	5%

10	<p>1.Able to understand the philosophical thoughts of IPS as critical education</p> <p>2.Analyzing the philosophy of history</p>	Analyzing the main philosophical thoughts of Paulo Freire, Antony Giddens, and Postmodernism	<p>Criteria: There are 3 aspects assessed, namely knowledge, skills and attitudes with a weight of 35% knowledge, 35% skills and 30% attitude respectively.</p>	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	The independent learning assignment prepares a 1 X 60 bibliography annotation	<p>Material: PPT Course</p> <p>Literature:</p>	5%
11	<p>1.Able to understand the philosophical thoughts of IPS as critical education</p> <p>2.Analyzing the philosophy of economics</p>	Analyzing the main philosophical thoughts of Paulo Freire, Antony Giddens, and Postmodernism	<p>Criteria:</p> <p>1.Benchmark assessment criteria</p> <p>2.Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation		5%
12	<p>1.Able to understand the philosophical thoughts of IPS as critical education</p> <p>2.Analyzing Karl Marx's thoughts about humanity</p> <p>3.Analyzing Paulo Freire's philosophical concept of emancipatory education</p>	Analyzing the main philosophical thoughts of Paulo Freire, Antony Giddens, and Postmodernism	<p>Criteria:</p> <p>1.Benchmark assessment criteria</p> <p>2.Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	<p>Material: PPT Course</p> <p>Literature:</p>	10%
13	<p>1.Able to understand the philosophical thoughts of IPS as critical education</p> <p>2.Analyzing the philosophical concept of rationalism (Rene des Cartes)</p> <p>3.Analyzing the philosophical concept of empiricism</p>	Analyzing the main philosophical thoughts of Paulo Freire, Antony Giddens, and Postmodernism	<p>Criteria:</p> <p>1.Benchmark assessment criteria</p> <p>2.Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation		10%
14	<p>1.Able to understand the relationship between social studies education philosophy with the critical education paradigm and learning theories</p> <p>2.Analyzing the philosophical concept of a priori Synthesis (Immanuel Kant)</p> <p>3.Analyzing the concept of existentialism philosophy (Martin Heideger)</p>	<p>1.Explain the relationship between the philosophical thinking of social studies education and the critical education paradigm</p> <p>2.Explain the relationship between philosophical thinking in social studies education and learning theories</p>	<p>Criteria:</p> <p>1.Benchmark assessment criteria</p> <p>2.Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	<p>Material: PPT Course</p> <p>Literature:</p>	10%

15	1.Able to understand intellectual identity thinking 2.Analyzing the thoughts of Edmund Husserl	Analyzing Edward Said's thoughts	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Participatory Activities	Response to cooperative learning problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling a 1 X 60 bibliography annotation	Material: PPT Course Literature:	10%
16	Final exams	Critical reflective ability	Form of Assessment : Test	Written test 2 x 50	Written test 1 X 60		5%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	85%
2.	Test	10%
		95%

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.