



**Universitas Negeri Surabaya**  
**Faculty of Engineering,**  
**Undergraduate Study Program, Fashion Design Education**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Science phylosophy	8321202100		T=2	P=0	ECTS=3.18	3	July 18, 2024																																										
<b>AUTHORIZATION</b>		<b>SP Developer</b>			<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																										
		.....			.....		Imami Arum Tri Rahayu, S.Pd., M.Pd.																																										
<b>Learning model</b>	Case Studies																																																
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		P.O																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	This course examines and provides an understanding of the basic concepts of philosophy of science and the benefits of studying them, the direction and function of philosophy of science and the relationship between philosophy and science, the object of study of philosophy of science, the nature of knowledge and science, the relationship between science, culture and civilization, the relationship between philosophy , ideology and religion, the scope of study of the philosophy of science includes ontology, epistemology, axiology, ethical and aesthetic concepts for the welfare of life, critical thinking methods, and scientific moral responsibility. Learning is carried out by applying a constructivist approach. The learning methods used are discussions, lectures, group presentations and project work by conducting interviews, observing and preparing reports.																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. A. Susanto. 2011.Filsafat Ilmu Suatu Kajian Dalam Dimensi Ontologis, Epistemologis, dan Aksiologis. Jakarta: Bumi Aksara</li> <li>2. Endang Saifuddin Anshari. 1987.Ilm, Filsafat dan Agama. Surabaya: Bina Ilmu</li> <li>3. Muahammad Adib. 2010.Filsafat Ilmu,Ontologi, Epistemologi, Aksiologi, dan Logika Ilmu Pengetahuan. Jakarta:Pustaka Pelajar</li> <li>4. Muhammad Mufid. 2009.Etika dan Filsafat Komunikasi. Jakarta: Kencana</li> <li>5. Sonny Keraf dan Mikhael. 2005.Ilm Pengetahuan Sebuah Tinjauan Filosofis. Yogyakarta: Penerbit Kanisius 2</li> <li>6. Solatun, 2004.Islam dan Etika Komunikasi. Bandung: Katarsis</li> <li>7. Surajyo. 2008.Filsafat Ilmu &amp; Perkembangannya di Indonesia. Jakarta</li> <li>8. Suriasumantri S. Jujun. 1996.Filsafat Ilmu Sebuah Pengantar Populer.Jakarta: Pustaka Sinar Harapan</li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	MEDA WAHINI Prof.Dr. Mutimmatul Faidah, S.Ag., M.Ag.																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																										

1	Students understand the scope, approach, assignments and assessment of learning the philosophy of science	a. Explain the scope of the philosophy of science course. b. Explains the approach to learning the philosophy of science. c. Explain the tasks and assessments of the philosophy of science	<b>Criteria:</b> Each question has a maximum value of 30	Lectures and discussions 2 X 50			0%
2	Students are able to understand the basic concepts of philosophy of science	a. Explain the meaning of philosophy of science etymologically. b. Summarize expert views on the philosophy of science terminologically. c. Formulate the objectives of studying the philosophy of science. d. Grouping the history of philosophy	<b>Criteria:</b> Each question has a maximum score of 20.	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
3	Understand the direction, function of the philosophy of science and the relationship between philosophy and science	a. Explain the direction of philosophy b. Formulate the function of the philosophy of science b. Identify the relationship between philosophy and science. knowledge	<b>Criteria:</b> 1. Questions 1 and 2, maximum score 30. 2. Question number 2, maximum score is 40	Library search, lectures and discussions 2 X 50			0%
4	Understanding the object of study in the philosophy of science	a. Identifying objects of study in the philosophy of science b. Compile a mind map of material objects and formal objects of philosophy of science c. Make an example of a formal object of philosophy of science in the field of clothing	<b>Criteria:</b> 1. Question 1, max score 30. 2. Question number 2, maximum score 40 3. Question 3, max score 30	Cooperative learning, group discussions, and 2 X 50 project work			0%
5	Understand the nature of knowledge and science	a. Explain the meaning of knowledge and knowledge b. Grouping similarities and differences in knowledge and knowledge c. Summarizes the relationship between philosophy and the development of science	<b>Criteria:</b> 1. Question number 1, maximum score 25 2. Question number 2, maximum score 35 3. Question number 3, maximum score 40.	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
6	Understanding the relationship between science, culture and civilization	a. Formulate the meaning of culture b. Summarize the meaning of civilization based on expert opinion. c. Establishing the relationship between science, culture and civilization	<b>Criteria:</b> 1. Question number 1, maximum score 25 2. Question number 2, maximum score 35 3. Question number 3, maximum score 40.	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
7	Understand the relationship between philosophy, ideology and religion	a. Explain the meaning of ideology and religion b. Identify the role of ideology and religion in human life c. Analyzing the relationship between philosophy, ideology and religion	<b>Criteria:</b> 1. Question number 1, maximum score 25 2. Question number 2, maximum score 35 3. Question number 3, maximum score 40.	Discussion and project work 2 X 50			0%

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9	Understanding the scope of the study of the philosophy of science: ontology	a. Identify the scope of the study of the philosophy of science. b. Explain the meaning of ontology c. Develop a mind mapping of ontology study objects d. Summarizing the streams in ontology e. Make an example of an ontology study in the field of clothing	<b>Criteria:</b> 1.Question number 1, maximum score 20 2.Question number 2, maximum score 20 3.Question number 3, maximum score 20. 4.Question number 4, maximum score 20 5.Question number 5, maximum score 20	Discussion and group work 2 X 50			0%
10	Understanding the study of epistemological philosophy	a. Explain the meaning of epistemology b. Identifying the requirements for an epistemological study c. Compile a mind map of the object of epistemological study d. Summarize the streams in ontology e. Make an example of an epistemological study in the field of clothing	<b>Criteria:</b> 1.Question number 2, maximum score 20 2.Question number 3, maximum score 20 3.Question number 2, maximum score 20 4.Question number 3, maximum score 20.	Discussion and group work 4 X 50			0%
11							0%
12	Understanding the study of axiological philosophy	a. Explain the meaning of axiology b. Identifying the requirements for axiological studies c. Compile a mind mapping of axiological study objects d. Summarize the currents in axiology e. Make an example of an axiological study in the field of clothing	<b>Criteria:</b> 1.Question number 1, maximum score 15 2.Question number 2, maximum score 15. 3.Question number 3, maximum score 20 4.Question number 4, maximum score 25 5.Question number 5, maximum score 25.	Group discussion and group work 2 X 50			0%

13	Understand ethical and aesthetic concepts for the welfare of human life.	a. Explain the meaning of ethics and aesthetics b. Summarize the meaning of human welfare b. Identifying ethics that apply in human life d. Formulate the relationship between ethics and aesthetics e. Set an example of ethics and aesthetics in clothing	<b>Criteria:</b> 1.Question number 1, maximum score 20 2.Question number 2, maximum score 20 3.Question number 3, maximum score 20. 4.Question number 4, maximum score 20 5.Question number 5, maximum score 20.	Problem-based learning and group work 2 X 50			0%
14	Understand critical thinking methods	a. Explain the meaning of scientific thinking and critical thinking b. Summarize critical thinking methods/procedures c. Criticize the Bachelor of Fashion Design education system using a scientific approach	<b>Criteria:</b> 1.Question number 1, maximum score 25 2.Question number 2, maximum score 35 3.Question number 3, maximum score 40	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
15	Understand the moral responsibility of science	a. Explain the moral responsibility of science b. Create an example of the realization of teacher moral responsibility.	<b>Criteria:</b> 1.Question number 1, maximum score 40 2.Question number 2, maximum score 60.	Cooperative learning, searching for library sources, group discussions and reflection 2 X 50			0%
16							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** 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.