



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Philosophy of History	8720102032	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	January 1, 2023										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
	Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Dr. Wisnu, M.Hum.		Dr. Wisnu, M.Hum.			Dr. Wisnu, M.Hum.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	PLO-6	CPL-S2 Demonstrate an attitude of upholding human values in the life of a heterogeneous and democratic society, nation and state															
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology															
	Program Objectives (PO)																
	PO - 1	Distinguish between the history of science and as philosophy															
	PLO-PO Matrix																
		P.O		PLO-6		PLO-8											
		PO-1															
	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
	PO-1																
Short Course Description	This course examines the philosophy of history from ancient Greece to the present, speculative historical philosophy and critical philosophy, historical philosophy in Europe and non-Europe; Indian, Chinese, Greek, Roman, Christian, Islamic, Renaissance, Enlightenment and Modern Historical Philosophy differentiate the philosophy of history; philosophy of science and general philosophy, the position of the philosophy of history in historical science and the benefits of the philosophy of history. Learning is carried out through discussions, assignments and portfolios. Assessment using written tests and portfolios.																
References	Main :																
	<ol style="list-style-type: none"> Betrand Russel. 2007. Sejarah Filsafat Barat. Yogyakarta: Pustaka Pelajar. F.R. Ankersmit. 1987. Refleksi tentang Sejarah, Pendapat-pendapat Modern tentang Filsafat Sejarah. Jakarta:Gramedia. Hardiman, F. Budi. 2007. Filsafat Modern,suatu pengantar dengan teks dan gambar. Jakarta: Gramedia. Harun Hadiwiyono. 1971. Filsafat India. Jakarta Harun Hadiwiyono. 1973. Agama Hindu dan Budha. Jakarta. Ibnu Khaldun. t.t. Kitab al Iba. ibann: Dar al Fikr. Jujun Suriasumantri. 1995 Ilmu dalam Perspektif, sebuah kumpulan karangan tentang hakekat ilmu. Jakarta: Yayasan Obor Indonesia. Mohammad Ali. 1962. pengantar Ilmu Sedjarah Indonesia. Djakarta: Bhratarata. Mohammad Hatta. 2002. Alam Pikiran Yunan., Jakarta: UIP. Nio Yu Lan. 1949. Tiongkok Sepanjang Abad, Jakarta. Robert C. Solomon & Kathleen M. Higgins. 2000. Sejarah Filsafat. Yogyakarta: Bentang. Ronald Nash. 1969 . Ideas of History I,Clarke, Irwin & Co. Toronto Sartono Kartodirjo. 1986. Ungkapan-ungkapan Filsafat Sejarah Barat dan Timur. Jakarta:Gramedia. Toynbe, Arnold J. 1962. A Study of History 1-11. . London: Oxford Uni-versity Press. 																
	Supporters:																

Supporting lecturer		Dr. Wisnu, M.Hum. Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.					
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	Distinguish between the history of science and as philosophy	Be able to identify 4 historical philosophers from ancient times	Criteria: 1.1. true 3 2.2. true 2 3.3. correct 1 4.4. all wrong Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures, inquiries, discussions 2 X 50	https://vinesa.unesa.ac.id/ 2 X 50		5%
2	Analyzing critical historical philosophy	Be able to identify 4 historical philosophers from ancient times	Criteria: 1.1. true 3 2.2. true 2 3.3. correct 1 4.4. all wrong Form of Assessment : Participatory Activities	Lecture, discussion, inquiry 2 X 50	https://vinesa.unesa.ac.id/ 2 X 50		5%
3	Analyzing the philosophy of speculative history	Be able to identify 4 historical philosophers from ancient times	Criteria: 1.1. true 3 2.2. true 2 3.3. correct 1 4.4. all wrong Form of Assessment : Participatory Activities	Lecture, inquiry, discussion 2 X 50	https://vinesa.unesa.ac.id/ 2 X 50		5%
4	Analyzing the philosophy of history as a study	Be able to identify 4 historical philosophers from ancient times	Criteria: 1.1. true 3 2.2. true 2 3.3. correct 1 4.4. all wrong Form of Assessment : Participatory Activities	Lecture, inquiry, discussion 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		5%
5	Explains the development of Eastern philosophy of history	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lecture, question and answer 2 X 50	https://vinesa.unesa.ac.id/ 2 X 50		5%
6	Explains the development of Eastern philosophy of history	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lecture, question and answer 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		5%

7	Explain the development of ancient Western philosophy of history	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lecture, question and answer 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		6%
8	UTS	able to do essay questions	Criteria: Correct answer criteria weight 10 Form of Assessment : Test	written test 2 X 50			10%
9	Scholastic/Middle Ages: Christianity (Saint Augustine) and Islam (Ibn Arabij and Ibn Khaldun)	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lecture Question and answer discussion 2 X 50	https://vinesa.unesa.ac.id/		5%
10	Able to identify schools in the philosophy of history	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions Group/individual reports 2 X 50	https://vinesa.unesa.ac.id/ 2 X 50		6%
11	Able to analyze the development of schools in modern historical philosophy	Able to compile a report on a historical event based on data from a source based on: What, Where, who, whwn and how	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Caramah, question and answer, discussion 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		6%
12	Able to explain the embodiment of the philosophy of history in historical methods	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		5%
13	Able to explain the embodiment of historical philosophy in interpreting historical facts	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		5%
14	Able to analyze the embodiment of the philosophy of history in historical theory	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lectures, questions and answers, 2 X 50 reports	https://vinesa.unesa.ac.id/ 2 x 50		6%

15	Able to analyze the manifestation of the philosophy of history in historiography	Able to compile a report on a historical event based on data from a source based on: What, Where, Who, When, Why and How	Criteria: If the arrangement is complete and correct Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		6%
16		able to do essay questions	Criteria: Correct answer criteria weight 10 Form of Assessment : Participatory Activities, Tests	UAS (written test)			15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	80%
2.	Portfolio Assessment	2.5%
3.	Test	17.5%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.