



**Universitas Negeri Surabaya
Faculty of Languages and Arts,
Indonesian Literature Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction to Philosophy	7920102177	Compulsory Curriculum Subjects – Institutional	T=2	P=0	ECTS=3.18	2	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dadang Rhubido, S.Hum., M.Hum.		Prof. Dr. Setya Yuwana, M.A.			Drs. Parmin, M.Hum.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	PLO-5	Mastering scientific knowledge of Indonesian language and literature																																																																
	PLO-9	Able to formulate various alternative problem solutions in the fields of Indonesian language and literature as a basis for understanding humanitarian problems																																																																
	PLO-12	Able to apply systematic, critical, creative, innovative and humanistic thinking in the context of scientific development; as well as maintaining and developing working networks with supervisors, colleagues, colleagues both inside and outside the institution																																																																
	PLO-14	Able to document, store, secure and recover data to ensure validity and prevent plagiarism, as well as compiling descriptions of scientific study results in the form of a thesis, and uploading them on the Unesa page																																																																
	Program Objectives (PO)																																																																	
	PO - 1	Students are able to know philosophical concepts, both Western and Eastern philosophy, responsibly																																																																
	PLO-PO Matrix																																																																	
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-9</td> <td>PLO-12</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table>				P.O	PLO-5	PLO-9	PLO-12	PLO-14	PO-1	✓	✓	✓	✓																																																			
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PO-1	✓	✓	✓	✓																																																														
PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
P.O	Week																																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																		
PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓																																																			

Short Course Description	In this course, basic philosophical concepts are studied through class meetings, exercises, assignments, projects and tests in order to critically analyze philosophical thoughts to be presented in class discussions and scientific activities.
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References	Main :	
		<ol style="list-style-type: none"> 1. Pritchard, Duncan. 2016. What is this thing called Philosophy. New York, London: Routledge. 2. Purwo Husodo. 2012. Filsafat Ilmu dan Logika. Yogyakarta: Familia. 3. Calne. 2004. Batas Nalar: Rasionalitas & Perilaku Manusia . Jakarta: KPG 4. Suriasumantri, Jujun S. 2005. Filsafat Ilmu: Sebuah Pengantar Populer . Jakarta: Pustaka Sinar Harapan. 5. Vardiansyah, Dani. 2005. Filsafat Ilmu Komunikasi: Suatu Pengantar. Jakarta: Gramedia. 6. Calne. 2004. Batas Nalar: Rasionalitas & Perilaku Manusia . Jakarta: KPG 7. Crookes. 2009. Values, Philosophies, and Beliefs in TESOL . Cambridge. 8. Kleden, Ignas. 2000. Sikap ilmiah dan politik kebudayaan . Jogya: Kanisius 9. Noerhadi, Toety Rehaty. 2013. Aku dalam Budaya: Telaah Metodologi Filsafat . Jakarta: Gramedia 10. Sutrisno, Mudji. 1995. Filsafat, Sastra, dan Budaya. Jakarta: Obor. 11. Vardiansyah, Dani. 2005. Filsafat Ilmu Komunikasi: Suatu Pengantar. Jakarta: Gramedia.
	Supporters:	
		<ol style="list-style-type: none"> 1. Beberapa buku filsafat, baik filsafat timur maupun barat

Supporting lecturer		Prof. Dr. Kisyani Laksono, M.Hum. Dr. Diding Wahyudin Rohaedi, M.Hum. Arie Yuanita, S.S., M.Si. Dadang Rhubido, S.Hum., M.Hum.					
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 meaning, objects, branches of philosophy, the position of science-religion-philosophy, the benefits of studying philosophy and schools of philosophy	Students make conclusions about the meaning, objects, branches of philosophy, the position of science-religion-philosophy, the benefits of studying philosophy and philosophical schools of thought and then actively ask questions in the discussion.	Criteria: 1.Assessment Criteria 2.4: correct description 3.3: the description is generally correct, there is one aspect where the explanation is incorrect 4.2: the description is generally correct, there is more than one aspect that is explained 5.not exactly 6.1: the description is wrong Form of Assessment : Participatory Activities	presentation and group discussion 2 X 50		Material: definition, object, branches of philosophy, position of science-religion-philosophy, benefits of studying philosophy and schools of thought Reader: <i>Pritchard, Duncan. 2016. What is this thing called Philosophy. New York, London: Routledge.</i>	10%
2	Understand the description of the history of philosophy starting from the Greek period, the Middle Ages, the modern era, today (post-modern)	Students create a picture of the history of philosophy starting from the Greek period, the Middle Ages, the modern era, today's era (post-modern) and actively ask questions in discussions	Criteria: 1.Assessment Criteria 2.4: correct description 3.3: the description is generally correct, there is one aspect where the explanation is incorrect 4.2: the description is generally correct, there is more than one aspect that is explained 5.not exactly 6.1: the description is wrong Form of Assessment : Participatory Activities	lectures, questions and answers, and discussions 2 X 50		Material: history of philosophy starting from the Greek period, the Middle Ages, the modern era, today's era (post-modern) Reader: <i>Purwo Husodo. 2012. Philosophy of Science and Logic. Yogyakarta: Familia.</i>	5%
3	Able to explain the meaning of philosophy in ancient, classical and medieval Greece along with the thoughts of its figures.	Students provide an explanation of the meaning of philosophy in ancient, classical and medieval Greece along with the thoughts of its figures and actively ask questions in the discussion.	Criteria: 1.Assessment Criteria 2.4: correct description 3.3: the description is generally correct, there is one aspect where the explanation is incorrect 4.2: the description is generally correct, there is more than one aspect that is explained 5.not exactly 6.1: the description is wrong Form of Assessment : Participatory Activities	presentation and discussion 4 X 50		Material: the meaning of philosophy in ancient, classical and medieval Greece and the thoughts of its figures. References: <i>Suriasumantri, Jujun S. 2005. Philosophy of Science: A Popular Introduction. Jakarta: Sinar Harapan Library.</i>	2%

4	Able to explain the meaning of philosophy in ancient, classical and medieval Greece along with the thoughts of its figures.	Students provide an explanation of the meaning of philosophy in ancient, classical and medieval Greece along with the thoughts of its figures and actively ask questions in the discussion.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2.4: correct description 3.3: the description is generally correct, there is one aspect where the explanation is incorrect 4.2: the description is generally correct, there is more than one aspect that is explained 5. not exactly 6.1: the description is wrong <p>Form of Assessment : Participatory Activities</p>	presentation and discussion 4 X 50		<p>Material: the meaning of philosophy in ancient, classical and medieval Greece and the thoughts of its figures. Reference: <i>Suriasumantri, Jujun S. 2005. Philosophy of Science: A Popular Introduction. Jakarta: Sinar Harapan Library.</i></p>	5%
5	Able to describe the meaning of modern philosophical movements (renaissance and rationalism) and their figures	Students convey a description of the meaning of modern philosophical movements (renaissance and rationalism) and their figures and actively ask questions in the discussion	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2.4: correct description 3.3: the description is generally correct, there is one aspect where the explanation is incorrect 4.2: the description is generally correct, there is more than one aspect that is explained 5. not exactly 6.1: the description is wrong <p>Form of Assessment : Participatory Activities</p>	presentation and discussion 6 X 50		<p>Material: understanding of modern philosophical movements (renaissance and rationalism) and their figures. Reference: <i>Pritchard, Duncan. 2016. What is this thing called Philosophy. New York, London: Routledge.</i></p>	5%
6	Able to describe the meaning of modern philosophical movements (renaissance and rationalism) and their figures	Students convey a description of the meaning of modern philosophical movements (renaissance and rationalism) and their figures and actively ask questions in the discussion	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2.4: correct description 3.3: the description is generally correct, there is one aspect where the explanation is incorrect 4.2: the description is generally correct, there is more than one aspect that is explained 5. not exactly 6.1: the description is wrong <p>Form of Assessment : Participatory Activities</p>	Presentation and discussion 6 X 50		<p>Material: modern philosophical movements (renaissance and rationalism) and their figures Reader: <i>Purwo Husodo. 2012. Philosophy of Science and Logic. Yogyakarta: Familia.</i></p>	5%

7	Able to describe the meaning of modern philosophical movements (renaissance and rationalism) and their figures	Students convey a description of the meaning of modern philosophical movements (renaissance and rationalism) and their figures and actively ask questions in the discussion	<p>Criteria:</p> <p>1. Assessment Criteria</p> <p>2.4: correct description</p> <p>3.3: the description is generally correct, there is one aspect where the explanation is incorrect</p> <p>4.2: the description is generally correct, there is more than one aspect that is explained</p> <p>5. not exactly</p> <p>6.1: the description is wrong</p> <p>Form of Assessment : Participatory Activities</p>	presentation and discussion 6 X 50		<p>Material: modern philosophical movements (renaissance and rationalism)</p> <p>References: <i>Pritchard, Duncan. 2016. What is this thing called Philosophy. New York, London: Routledge.</i></p>	3%
8	UTS		<p>Form of Assessment : Test</p>	Doing UTS questions in the form of 2 X 50 essays			15%
9	Able to understand the nature of objective idealism and empiricism in philosophy and its figures	Students understand the nature of objective idealism and empiricism in philosophy and its figures and actively ask questions in discussions.	<p>Criteria:</p> <p>1. Assessment Criteria</p> <p>2.4: correct material description, correct analysis</p> <p>3.3: the description of the material is generally correct, there is one aspect of the analysis that is not quite right.</p> <p>4.2: the material description is generally correct, there is more than one aspect of the analysis results that is incorrect.</p> <p>5.1: the description of the material and the results of the analysis are inaccurate</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem based learning 4 X 50		<p>Material: the nature of objective idealism and empiricism in philosophy</p> <p>Reader: <i>Purwo Husodo. 2012. Philosophy of Science and Logic. Yogyakarta: Familia.</i></p>	5%
10	Able to understand the nature of objective idealism and empiricism in philosophy and its figures	Students understand the nature of objective idealism and empiricism in philosophy and its figures and actively ask questions in discussions.	<p>Criteria:</p> <p>1. Assessment Criteria</p> <p>2.4: correct material description, correct analysis</p> <p>3.3: the description of the material is generally correct, there is one aspect of the analysis that is not quite right.</p> <p>4.2: the material description is generally correct, there is more than one aspect of the analysis results that is incorrect.</p> <p>5.1: the description of the material and the results of the analysis are inaccurate</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem based learning 4 X 50		<p>Material: objective idealism and empiricism in philosophy and its characters</p> <p>Reader: <i>Crookes. 2009. Values, Philosophies, and Beliefs in TESOL. Cambridge.</i></p>	5%

11	Able to understand the nature of criticism and positivism in philosophy and its figures. Able to explain the meaning of existentialism and pragmatism in philosophy and its figures	<ol style="list-style-type: none"> 1.Students understand the nature of criticism and positivism in philosophy and its figures and actively ask questions in discussions. 2.Students convey the meaning of existentialism and pragmatism in philosophy and its figures and actively ask questions in discussions 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment Criteria 2.4: correct material description, correct analysis 3.3: the description of the material is generally correct, there is one aspect of the analysis that is not quite right. 4.2: the material description is generally correct, there is more than one aspect of the analysis results that is incorrect. 5.1: the description of the material and the results of the analysis are inaccurate <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem-based learning 2 X 50		<p>Material: criticism and positivism in philosophy and its figures References: <i>Pritchard, Duncan. 2016. What is this thing called Philosophy. New York, London: Routledge.</i></p>	5%
12	Able to understand the nature of criticism and positivism in philosophy and its figures. Able to explain the meaning of existentialism and pragmatism in philosophy and its figures	<ol style="list-style-type: none"> 1.Students understand the nature of criticism and positivism in philosophy and its figures and actively ask questions in discussions. 2.Students convey the meaning of existentialism and pragmatism in philosophy and its figures and actively ask questions in discussions 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment Criteria 2.4: correct material description, correct analysis 3.3: the description of the material is generally correct, there is one aspect of the analysis that is not quite right. 4.2: the material description is generally correct, there is more than one aspect of the analysis results that is incorrect. 5.1: the description of the material and the results of the analysis are inaccurate <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem-based learning 2 X 50		<p>Material: criticism and positivism in philosophy and its figures Reader: <i>Purwo Husodo. 2012. Philosophy of Science and Logic. Yogyakarta: Familia.</i></p>	5%

13	Understanding the meaning of mind and heart in today's (post-modern) era as well as the balance of senses-reason-heart. Able to understand the meaning of philosophy of science, the substance and dimensions of study as well as the relationship between science-philosophy-religion	<p>1.Students convey an understanding of the meaning of mind and heart in today's (post-modern) era as well as the balance of the senses-reason-heart and actively ask questions in discussions</p> <p>2.Students present the results of the examination regarding the understanding of the philosophy of science, substance and dimensions of study as well as their interrelationships</p> <p>2.9 Specific competencies Semester Learning Plans for Sharia Economic Law Study Program d. Science-Philosophy-Religion science-philosophy-religion and actively ask questions in discussions</p>	<p>Criteria:</p> <p>1.Assessment Criteria</p> <p>2.4: correct material description, correct analysis</p> <p>3.3: the description of the material is generally correct, there is one aspect of the analysis that is not quite right.</p> <p>4.2: the material description is generally correct, there is more than one aspect of the analysis results that is incorrect.</p> <p>5.1: the description of the material and the results of the analysis are inaccurate</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem-based learning 2 X 50		<p>Material: understanding of the mind and heart in today's times (post modern)</p> <p>References: Pritchard, Duncan. 2016. <i>What is this thing called Philosophy.</i> New York, London: Routledge.</p>	5%
14	Understanding the meaning of mind and heart in today's (post-modern) era as well as the balance of senses-reason-heart. Able to understand the meaning of philosophy of science, the substance and dimensions of study as well as the relationship between science-philosophy-religion	<p>1.Students convey an understanding of the meaning of mind and heart in today's (post-modern) era as well as the balance of the senses-reason-heart and actively ask questions in discussions</p> <p>2.Students present the results of the examination regarding the understanding of the philosophy of science, substance and dimensions of study as well as their interrelationships</p> <p>2.9 Specific competencies Semester Learning Plans for Sharia Economic Law Study Program d. Science-Philosophy-Religion science-philosophy-religion and actively ask questions in discussions</p>	<p>Criteria:</p> <p>1.Assessment Criteria</p> <p>2.4: correct material description, correct analysis</p> <p>3.3: the description of the material is generally correct, there is one aspect of the analysis that is not quite right.</p> <p>4.2: the material description is generally correct, there is more than one aspect of the analysis results that is incorrect.</p> <p>5.1: the description of the material and the results of the analysis are inaccurate</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem-based learning 2 X 50		<p>Material: mind and heart in today's times (post modern)</p> <p>References: Pritchard, Duncan. 2016. <i>What is this thing called Philosophy.</i> New York, London: Routledge.</p> <hr/> <p>Material: mind and heart</p> <p>Reference: . Sutrisno, Mudji. 1995. <i>Philosophy, Literature and Culture.</i> Jakarta: Torch.</p>	5%

15	Able to analyze the role of philosophy of science regarding logic, ethics, moral responsibility and knowledge as well as the role of educational philosophy in solving educational problems	Students present the results of analyzing the role of philosophy of science regarding logic, ethics, moral responsibility and knowledge as well as the role of educational philosophy in solving educational problems and actively ask questions in discussions	<p>Criteria:</p> <p>1. Assessment Criteria</p> <p>2.4: correct material description, correct analysis</p> <p>3.3: the description of the material is generally correct, there is one aspect of the analysis that is not quite right.</p> <p>4.2: the material description is generally correct, there is more than one aspect of the analysis results that is incorrect.</p> <p>5.1: the description of the material and the results of the analysis are inaccurate</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem-based learning 2 X 50		<p>Material: the role of philosophy of science regarding logic, ethics, moral responsibility and knowledge as well as the role of educational philosophy in solving educational problems.</p> <p>Library: <i>Purwo Husodo. 2012. Philosophy of Science and Logic. Yogyakarta: Familia.</i></p> <hr/> <p>Material: the role of philosophy of science</p> <p>Library: <i>Calne. 2004. The Limits of Reason: Rationality & Human Behavior .. Jakarta: KPG</i></p>	5%
16	UAS	UAS	<p>Criteria: UAS</p> <p>Form of Assessment : Test</p>	UAS 2 X 50	UAS	<p>Material: UAS</p> <p>Library: <i>Suriasumantri, Jujun S. 2005. Philosophy of Science: A Popular Introduction. Jakarta: Sinar Harapan Library.</i></p>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Practice / Performance	17.5%
3.	Test	30%
		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** 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.

