



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Philosophy of Social Sciences Education	8712002085	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Agus Suprijono, M.Si		Prof. Dr. Warsono, M.S			Dr. Agus Suprijono, M.Si.	

Learning model	Case Studies																																																																																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
	PLO-3 Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																					
	PLO-5 Able to develop logical, critical, systematic and creative thinking in social studies learning through interdisciplinary or multidisciplinary research and scientific publications																																																																																																					
	PLO-6 Able to make decisions to solve social studies education problems through interdisciplinary or multidisciplinary research																																																																																																					
	PLO-7 Able to develop social science knowledge and technology through interdisciplinary or multidisciplinary research and scientific publications																																																																																																					
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	PLO-PO Matrix																																																																																																					
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Short Course Description The social studies philosophy of education course presents topics on philosophy of science, philosophy of social sciences, and philosophy of education as a philosophical basis for developing the body of knowledge or body of social science education. Apart from these topics, the social studies philosophy course also presents the topic of philosophical thought from the figures of Rene de Cartes, John Lock, Immanuel Kant, and Martin Heideger as a development goal for social studies education.

References	Main :
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<ol style="list-style-type: none"> 1. Knigt, George, 2009, Philosophy & education : an introduction in christian perspective, Tangerang : Universitas Pelita Harapan 2. Bohman, J. New Pilosophy of Sosial Science, 1991, Problem of Indeterminacy. Cambridge, Massachusetts: The MIT Press 3. Robert Ackermann, 1970, The Philosophy of Science: An Intoduction, New York, Pegasus, 							
Supporters:							
<ol style="list-style-type: none"> 1. Mohammad Muslih, (2004), Filsafat Ilmu Kajian atas Asumsi Dasar, Paradigma, dan Kerangka Teori Ilmu Pengetahuan, Yogyakarta: Belukar 2. Suaedi. (2016). Pengantar Filsafat Ilmu. Bogor: Penerbit IPB. 3. Jalaluddin dan Abdullah Idi, (2002), Filsafat Pendidikan, Jakarta: Gaya Media Pratama, 2002 4. Heri Santoso dan Listiyono Santoso, 20023, Filsafat Ilmu Sosial Ikhtiar Awal Pribumisasi Ilmu-Ilmu Sosial, Yogyakarta: Gama Media 							
Supporting lecturer		Prof. Dr. Warsono, M.S. Dr. Agus Suprijono, M.Si.					
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	Analyzing the nature of the ontology of social science education	Able to analyze the nature of the ontology of social science education	Criteria: Participative activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x 50'	Lecture, discussion and response 2x50'	Material: The nature of the ontology of social science education. Reference: <i>Robert Ackermann, 1970, The Philosophy of Science: An Intoduction, New York, Pegasus,</i> <hr/> Material: The nature of the ontology of social science education. Reference: <i>Suaedi. (2016). Introduction to the Philosophy of Science. Bogor: IPB Publishers.</i>	5%
2	Analyzing the nature of the epistemology of social science education	Able to analyze the nature of the epistemology of social science education	Criteria: Participative activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x 50'	Lecture, discussion and response 2x50'	Material: The nature of the epistemology of social science education. Reference: <i>Robert Ackermann, 1970, The Philosophy of Science: An Intoduction, New York, Pegasus,</i> <hr/> Material: The essence of the epistemology of social science education. Reference: <i>Suaedi. (2016). Introduction to the Philosophy of Science. Bogor: IPB Publishers.</i>	5%

3	Analyzing the nature of the axiology of social science education	Able to analyze the nature of the axiology of social science education	Criteria: Participative activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x 50'	Lecture, discussion and response 2x50'	Material: The nature of the axiology of social science education. Reference: Robert Ackermann, 1970, <i>The Philosophy of Science: An Introduction</i> , New York, Pegasus, Material: The essence of axiology in social science education. Reference: Suaedi. (2016). <i>Introduction to the Philosophy of Science</i> . Bogor: IPB Publishers.	5%
4	Analyzing social science problems	Able to analyze social science problems	Criteria: Participative activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x 50'	Lecture, discussion and response 2x50'	Material: Problems of the social sciences Reference: Bohman, J. <i>New Philosophy of Social Science, 1991, Problem of Indeterminacy</i> . Cambridge, Massachusetts: The MIT Press	5%
5	Solving social science problems	Able to solve social science problems	Criteria: Participative activities Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture, discussion and response 2x 50'	Lecture, discussion and response 2x50'	Material: Strategies for solving social science problems. Reference: Bohman, J. <i>New Philosophy of Social Science, 1991, Problem of Indeterminacy</i> . Cambridge, Massachusetts: The MIT Press	10%
6	Solving social science problems	Able to solve social science problems	Criteria: Participative activities Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture, discussion and response 2x 50'	Lecture, discussion and response 2x50'	Material: Strategies for solving social science problems. Reference: Bohman, J. <i>New Philosophy of Social Science, 1991, Problem of Indeterminacy</i> . Cambridge, Massachusetts: The MIT Press	10%
7	Analyzing the nature of essentialist educational philosophy in social science education	Able to analyze the nature of essentialism educational philosophy	Criteria: Participative activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x 50'	Lecture, discussion and response 2x50'	Material: Essentialism educational philosophy Reference: Knight, George, 2009, <i>Philosophy & education : an introduction in Christian perspective</i> , Tangerang : Pelita Harapan University	5%

8	1.Analyzing the nature of the philosophy of science in the body of social science education 2.Analyzing the nature of educational philosophy in the body of social science education	1.Able to analyze the nature of the philosophy of science in the body of social studies education 2.Able to analyze the nature of educational philosophy in the body of social studies education	Form of Assessment : Participatory Activities, Tests	Response 2x50'	Response 2x50'		10%
9	Analyzing the nature of perennialist educational philosophy in social science education	Able to analyze the nature of perennialist educational philosophy in social science education	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x50'	Lecture, discussion and response 2x50'	Material: The essence of perennialist educational philosophy Reference: <i>Knigt, George, 2009, Philosophy & education : an introduction in Christian perspective, Tangerang : Pelita Harapan University</i>	5%
10	Analyzing the nature of the educational philosophy of pragmatism in social science education	Able to analyze the nature of the educational philosophy of pragmatism in social science education	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x50'	Lecture, discussion and response 2x50'	Material: The essence of pragmatism educational philosophy Reference: <i>Knigt, George, 2009, Philosophy & education : an introduction in Christian perspective, Tangerang : Pelita Harapan University</i>	5%
11	Analyzing the nature of reconstructionist educational philosophy in social science education	Able to analyze the nature of reconstructionist educational philosophy in social science education	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x50'	Lecture, discussion and response 2x50'	Material: The essence of reconstructionist educational philosophy Reference: <i>Knigt, George, 2009, Philosophy & education : an introduction in Christian perspective, Tangerang : Pelita Harapan University</i>	5%
12	Analyzing the rationalist philosophical thoughts of Rene de Cartes	Able to analyze the thoughts of Rene de Cartes' philosophy of rationalism	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x50'	Lecture, discussion and response 2x50'	Material: Thoughts of Rene de Cartes Reference: <i>Mohammad Muslih, (2004), Philosophy of Science Study of Basic Assumptions, Paradigms and Theoretical Frameworks of Science, Yogyakarta: Belukar</i>	5%

13	Analyzing John Locke's empiricist philosophical thoughts	Able to analyze John Locke's empiricist philosophical thoughts	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x50'	Lecture, discussion and response 2x50'	Material: John Locke's Thoughts Reference: <i>Mohammad Muslih, (2004), Philosophy of Science Study of Basic Assumptions, Paradigms and Theoretical Frameworks of Science, Yogyakarta: Belukar</i>	5%
14	Analyzing the philosophical thoughts of Immanuel Kant's rationalism-empiricism	Able to analyze Immanuel Kant's philosophical thinking of rationalism-empiricism	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x50'	Lecture, discussion and response 2x50'	Material: Immanuel Kant's Thoughts Reference: <i>Mohammad Muslih, (2004), Philosophy of Science Study of Basic Assumptions, Paradigms and Theoretical Frameworks of Science, Yogyakarta: Belukar</i>	5%
15	Analyzing the thoughts of Martin Heidegger's existentialist philosophy	Able to analyze the thoughts of Martin Heidegger's existentialist philosophy	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion and response 2x50'	Lecture, discussion and response 2x50'	Material: Martin Heidegger's Thoughts Reference: <i>Mohammad Muslih, (2004), Philosophy of Science Study of Basic Assumptions, Paradigms and Theoretical Frameworks of Science, Yogyakarta: Belukar</i>	5%
16	1. Analyzing educational philosophy 2. Analyzing modern philosophical thoughts	1. Able to analyze educational philosophy 2. Able to analyze modern philosophical thoughts	Criteria: 1. Participatory activities 2. Test Form of Assessment : Participatory Activities, Tests	Response 2x50'	Response 2x50'		10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	80%
2.	Portfolio Assessment	10%
3.	Test	10%
		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.

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.