



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy	8610702009		T=2	P=0	ECTS=4.48	1	July 17, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
				Dr. Ruqoyyah Fitri, S.Ag., M.Pd.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	This course will equip students to understand broadly and deeply the nature of educational science at the early childhood level based on the scope of the education system. Students are expected to be competent in mastering: (1) insight into the philosophy of early childhood education, (2) concepts, models, principles and procedures for early childhood education, (3) philosophy and theory regarding early childhood education in aspects of ontology, epistemology and axiology of basic education in the scope of micro and macro teaching and learning in various educational philosophical views, as well as (4) being able to identify early childhood education problems in the analytical context of early childhood education praxis, and (5) being able to identify the Indonesian educational philosophy system from the thoughts of leading figures. -figures who influenced education in Indonesia such as Ki Hadjar Dewantara, KH Hasyim Asyari, Ahmad Dahlan, Kartini, etc. Lectures are carried out using a student-centered learning approach which is carried out in the form of theoretical/concept studies, research and seminars, analysis of the latest journal articles, case studies, and problem-based learning.						
	References						
Supporting lecturer	Main :						
	<ol style="list-style-type: none"> 1. Burhanudin dan Tati Sumiati. 2010. Filsafat Pendidikan. Subang: RoyyanPress. 2. Gie, The Liang. 2001. Filsafat Ilmu. Yogyakarta: Lyberty. 3. Ismaun. 2003. Filsafat Ilmu. Bandung: Program Pascasarjana UPI Bandung. 4. Rasyidin, et.al. 2007. Dasar Filsafat Pendidikan. Jakarta: Depdiknas. 5. Rasyidin, et.al. 2007. Filsafat Pendidikan. Bandung: UPI Press. 6. Syam, MN. 2000. Filsafat Pendidikan dan Dasar Filsafat Pendidikan Pancasila. Surabaya: Usaha Nasional. 7. Noddings Nel. 2015. Philosophy of Education 4th Edition. USA: Routledge; 4th edition. 8. Knight George R. 2008. Issues and Alternatives in Educational Philosophy 4th Edition. USA : Andrews University Press. 9. Zhao Guoping. 2019. Levinas and the Philosophy of Education (Educational Philosophy and Theory) 1st Edition. USA : Routledge; 1st edition (December 18, 2019). 10. Richard Pring. 2005. Phylosophy of Education. London: Continuum 11. Rusijono & Rusdiana, F.K. (2020). Pengantar Filsafat Pendidikan. Surabaya: Scopindo Media Pustaka. 						
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	Questioning truth, knowledge, science, aspects of ontology, epistemology and axiology of science	<ol style="list-style-type: none"> 1. Make statements and arguments about the truth 2. Questioning the relationship between truth and knowledge 3. Make questions and arguments about the characteristics of science 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Socrates' questions and answers about the meaning of knowledge, truth, knowledge, aspects of ontology, epistemology and axiology 2 x 50'	Browse teaching materials related to the basics of science, study materials linked to VINESA/SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Literature: <i>Gie, The Liang. 2001. Philosophy of Science. Yogyakarta: Liberty.</i></p> <p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Ismaun. 2003. Philosophy of Science. Bandung: UPI Bandung Postgraduate Program.</i></p> <p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <p>Material: about philosophy References: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p>	5%
2	Questioning truth, knowledge, science, aspects of ontology, epistemology and axiology of science	<ol style="list-style-type: none"> 1. Questioning science and the scientific method 2. Provide statements and arguments related to the ontological aspects of science 3. Provide statements and arguments related to the epistemological aspects of science 4. Provide statements and arguments related to the axiological aspects of knowledge 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Socrates' questions and answers about the meaning of knowledge, truth, knowledge, aspects of ontology, epistemology and axiology 2 x 50'	Browse teaching materials related to the basics of science, create PPTs, upload on SIDIA, asynchronous/synchronous online discussions on SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Literature: <i>Gie, The Liang. 2001. Philosophy of Science. Yogyakarta: Liberty.</i></p> <p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Ismaun. 2003. Philosophy of Science. Bandung: UPI Bandung Postgraduate Program.</i></p> <p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p>	5%

3	Questioning truth, knowledge, science, aspects of ontology, epistemology and axiology of science	<ol style="list-style-type: none"> 1.Questioning the ontology of educational science and basic education 2.Provide statements and arguments related to the ontological aspects of educational science and basic education 3.Provide statements and arguments related to the epistemological aspects of educational science and basic education 4.Provide statements and arguments related to the axiological aspects of educational science and basic education 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Socrates' questions and answers about the meaning of knowledge, truth, science, aspects of ontology, epistemology and axiology in education and basic education 2 x 50'	Browse teaching materials related to the basics of science related to education and basic education, create PPTs, upload on SIDIA, asynchronous/synchronous online discussions on SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p>	7%
4	Questioning truth, knowledge, science, aspects of ontology, epistemology and axiology of science	<ol style="list-style-type: none"> 1.Questioning the ontology of educational science and basic education 2.Provide statements and arguments related to the ontological aspects of educational science and basic education 3.Provide statements and arguments related to the epistemological aspects of educational science and basic education 4.Provide statements and arguments related to the axiological aspects of educational science and basic education 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Socrates' questions and answers about the meaning of knowledge, truth, science, aspects of ontology, epistemology and axiology in education and basic education 2 x 50'	Browse teaching materials related to the basics of science related to education and basic education, create PPTs, upload on SIDIA, asynchronous/synchronous online discussions on SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p>	7%

5	Make claims and arguments about the philosophical views that form the basis of basic education praxis	<ol style="list-style-type: none"> 1. Make claims and arguments related to the philosophical view of idealism which is the basis of basic education praxis 2. Make claims and arguments related to the philosophical view of realism which is the basis of basic education praxis 3. Make claims and arguments related to the philosophical view of perennialism which is the basis of basic education practice 4. Make claims and arguments related to the philosophical view of progressivism which is the basis of basic education praxis 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Socrates' questions and answers about the philosophical views that form the basis of basic education praxis 2 x 50'	Browse teaching materials related to philosophical foundations related to education and basic education, create PPTs, upload on SIDIA, asynchronous/synchronous online discussions on SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <p>Material: educational philosophy Bibliography: <i>Noddings Nel. 2015. Philosophy of Education 4th Edition. USA: Routledge; 4th edition.</i></p>	6%
6	Make claims and arguments about the philosophical views that form the basis of basic education praxis	<ol style="list-style-type: none"> 1. Make claims and arguments related to the philosophical view of idealism which is the basis of basic education praxis 2. Make claims and arguments related to the philosophical view of realism which is the basis of basic education praxis 3. Make claims and arguments related to the philosophical view of perennialism which is the basis of basic education practice 4. Make claims and arguments related to the philosophical view of progressivism which is the basis of basic education praxis 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Socrates' questions and answers about the philosophical views that form the basis of basic education praxis 2 x 50'	Browse teaching materials related to philosophical foundations related to education and basic education, create PPTs, upload on SIDIA, asynchronous/synchronous online discussions on SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <p>Material: educational philosophy Bibliography: <i>Noddings Nel. 2015. Philosophy of Education 4th Edition. USA: Routledge; 4th edition.</i></p>	7%

7	<p>Make claims and arguments about the philosophical views that form the basis of basic education praxis</p>	<ol style="list-style-type: none"> 1. Make claims and arguments related to the philosophical view of idealism which is the basis of basic education praxis 2. Make claims and arguments related to the philosophical view of realism which is the basis of basic education praxis 3. Make claims and arguments related to the philosophical view of perennialism which is the basis of basic education practice 4. Make claims and arguments related to the philosophical view of progressivism which is the basis of basic education praxis 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Socrates' questions and answers about the philosophical views that form the basis of basic education praxis 2 x 50'</p>	<p>Browse teaching materials related to philosophical foundations related to education and basic education, create PPTs, upload on SIDIA, asynchronous/synchronous online discussions on SIDIA 2 x 50'</p>	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <hr/> <p>Material: educational philosophy Bibliography: <i>Noddings Nel. 2015. Philosophy of Education 4th Edition. USA: Routledge; 4th edition.</i></p>	5%
8	<ol style="list-style-type: none"> 1. Questioning truth, knowledge, science, aspects of ontology, epistemology and axiology of science 2. Make claims and arguments about the philosophical views that form the basis of basic education praxis 	<ol style="list-style-type: none"> 1. Make claims and arguments related to the philosophical view of idealism which is the basis of basic education praxis 2. Make claims and arguments related to the philosophical view of realism which is the basis of basic education praxis 3. Make claims and arguments related to the philosophical view of perennialism which is the basis of basic education practice 4. Make claims and arguments related to the philosophical view of progressivism which is the basis of basic education praxis 	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>UTS test 2 x 50'</p>	<p>UTS test 2 x 50'</p>	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <hr/> <p>Material: educational philosophy Bibliography: <i>Noddings Nel. 2015. Philosophy of Education 4th Edition. USA: Routledge; 4th edition.</i></p>	5%

9	Questioning what students are taught in basic education	<p>1. Questioning those educated in basic education</p> <p>2. Questioning academic skills or vocational skills for basic education</p>	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities</p>	<p>Socrates' question and answer about Educating persons (Pring), links it with the National Education System Law and others. The aim of education: liberal or vocational? (Pring) Link it to the National Education System Law and others 2 x 50'</p>	<p>Browse teaching materials related to Educating persons (Pring), the National Education System Law and others, The aim of education: liberal or vocational? (Pring) Link it to the National Education System Law and others, make PPT, upload on SIDIA, discuss on SIDIA 2 x 50'</p>	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <hr/> <p>Material: The aims of education Reader: <i>Richard Pring. 2005. Philosophy of Education. London: Continuum</i></p>	8%
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10	Questioning what students are taught in basic education	<p>1. Questioning those educated in basic education</p> <p>2. Questioning academic skills or vocational skills for basic education</p>	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities</p>	<p>Socrates' question and answer about Educating persons (Pring), links it with the National Education System Law and others. The aim of education: liberal or vocational? (Pring) Link it to the National Education System Law and others 2 x 50'</p>	<p>Browse teaching materials related to Educating persons (Pring), the National Education System Law and others, The aim of education: liberal or vocational? (Pring) Link it to the National Education System Law and others, make PPT, upload on SIDIA, discuss on SIDIA 2 x 50'</p>	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusjono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <hr/> <p>Material: The aims of education Reader: <i>Richard Pring. 2005. Philosophy of Education. London: Continuum</i></p> <hr/> <p>Material: "Educated" examples References: <i>Widodo, Wahono & Sudibyo, Elok & Suryanti, Suryanti & Sari, Dhita & Inzanah, I. & Setiawan, Beni. (2020). The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific Literacy. Indonesian Science Education Journal. 9. 248-256. 10.15294/jpii.v9i2.23208.</i></p>	8%
11	Evaluating the thoughts of educational figures in Indonesia	Evaluating the thoughts of educational figures in Indonesia: Ki Hadjar Dewantara	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities</p>	<p>Socrates' question and answer about the thoughts of figures who influenced education in Indonesia such as Ki Hadjar Dewantara, KH Hasyim Asyari, Ahmad Dahlan, Kartini 2 x 50'</p>	<p>Browse related teaching materials regarding the thoughts of figures who have influenced education in Indonesia such as Ki Hadjar Dewantara, KH Hasyim Asyari, Ahmad Dahlan, Kartini, make PPT, upload to SIDIA, online discussions at SIDIA 2 x 50'</p>	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusjono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p>	7%

12	Evaluating the thoughts of educational figures in Indonesia	Evaluating the thoughts of educational figures in Indonesia: RA Kartini	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities</p>	Socrates' question and answer about the thoughts of figures who influenced education in Indonesia such as Ki Hadjar Dewantara, KH Hasyim Asyari, Ahmad Dahlan, Kartini 2 x 50'	Browse related teaching materials regarding the thoughts of figures who have influenced education in Indonesia such as Ki Hadjar Dewantara, KH Hasyim Asyari, Ahmad Dahlan, Kartini, make PPT, upload to SIDIA, online discussions at SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p>	7%
13	Evaluating the thoughts of educational figures in Indonesia	Evaluating the thoughts of educational figures in Indonesia: KH Achmad Dahlan and other figures	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities</p>	Socrates' question and answer about the thoughts of figures who influenced education in Indonesia such as Ki Hadjar Dewantara, KH Hasyim Asyari, Ahmad Dahlan, Kartini 2 x 50'	Browse related teaching materials regarding the thoughts of figures who have influenced education in Indonesia such as Ki Hadjar Dewantara, KH Hasyim Asyari, Ahmad Dahlan, Kartini, make PPT, upload to SIDIA, online discussions at SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p>	7%

14	Evaluating basic education problems in the analytical context of basic education praxis	<p>1. Evaluate basic education problems in the analytical context of basic education praxis: literacy, numeracy, character, or other skills</p> <p>2. Formulate <i>dassolen</i> and <i>dassein</i> for thesis research background</p>	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Socrates' questions and answers about being able to identify basic education problems in the analytical context of basic education praxis 2 x 50'	Browse teaching materials related to basic education problems in Indonesia, create PPT, upload on SIDIA, online discussions on SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <hr/> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <hr/> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <hr/> <p>Material: about the nature of education Reference: <i>Rusijono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <hr/> <p>Material: examples of <i>dassollen</i> and <i>dassein</i> Literature: <i>Widodo, Wahono & Sudibyo, Elok & Suryanti, Suryanti & Sari, Dhita & Inzanah, I. & Setiawan, Beni. (2020). The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific Literacy. Indonesian Science Education Journal. 9. 248-256. 10.15294/jpii.v9i2.23208.</i></p>	8%
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15	Evaluating basic education problems in the analytical context of basic education praxis	<p>1. Evaluate basic education problems in the analytical context of basic education praxis: literacy, numeracy, character, or other skills</p> <p>2. Formulate dasollen and dassein for thesis research background</p>	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Socrates' questions and answers about being able to identify basic education problems in the analytical context of basic education praxis 2 x 50'	Browse teaching materials related to basic education problems in Indonesia, create PPT, upload on SIDIA, online discussions on SIDIA 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <p>Material: about the nature of education Reference: <i>Rusjono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p> <p>Material: examples of dasollen and dassein Literature: <i>Widodo, Wahono & Sudibyo, Elok & Suryanti, Suryanti & Sari, Dhita & Inzanah, I. & Setiawan, Beni. (2020). The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific Literacy. Indonesian Science Education Journal. 9. 248-256. 10.15294/jpii.v9i2.23208.</i></p>	8%
16		all CPMK indicators	<p>Criteria: Depth of questions, statements, arguments, logic</p> <p>Form of Assessment : Participatory Activities</p>	UAS assignment 2 x 50'	UAS assignment 2 x 50'	<p>Material: about truth, knowledge, science, ontology, epistemology, axiology Reader: <i>Suriasumantri, JS 2000. Philosophy of Science. A Popular Introduction. Jakarta: Sinar Harapan Library</i></p> <p>Material: about education Bibliography: <i>Burhanudin and Tati Sumiati. 2010. Philosophy of Education. Subang: RoyyaNPress.</i></p> <p>Material: about aspects of education Reference: <i>Syam, MN. 2000. Philosophy of Education and the Basic Philosophy of Pancasila Education. Surabaya: National Enterprise.</i></p> <p>Material: about the nature of education Reference: <i>Rusjono & Rusdiana, FK (2020). Introduction to Educational Philosophy. Surabaya: Scopindo Media Pustaka.</i></p>	0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	68,5%
2.	Project Results Assessment / Product Assessment	8%
3.	Test	23,5%
		100%

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.