University of Bengkulu Semester Learning Plan (RPS) Based on OBE 2022

Semester Learning Plan (RPS) **Bengkulu University**		
Faculty	:	Teacher Training and Education Science
Study program	:	Doctor of Education (Doctor Of Education)
Study Program Code	:	88001
Course Name	:	Philosophy of Advanced Science
Course Code	:	MDK-101
Type of Course	:	National Compulsory, Study Program Mandatory, Elective, Specialization, Final Project/Thesis/Thesis/Dissertation
Credit Weight	:	Face-to-face: 3 SKS, practicum: … SKS, field practice: …SKS, simulation: … SKS
Learning methods	:	Case Solving Method (Case Method) and Project Based Learning (Team-Based Project)
Semester	:	1 (Odd)
School year	:	2021/2022
Supporting lecturer	:	1 Prof. Dr. Syukri Hamzah, M.Si.
		2. Prof. Dr. Sudarwan Danim
		3. Dr. Muhammad Kristiawan, M.Pd
Study Program Coordinator	:	Prof. Sudarwan Danim, M.Pd

RPS Development Date	:	22 May 2022
CPMK Courses	:	Able to examine the epistemology of scientific research that is operational in obtaining, processing, drawing conclusions, and compiling scientific knowledge through research activities.
Learning Outcomes (CP)		
A. CPL-Prodi Charged to MK	:	
1. CPL-1 (S-2)	:	Able to uphold human values and have morals, ethics, values, norms, personality, work together, soul leadership, concern, and responsibility in improving the quality of educational science;
2. CPL-2 (S-3)	:	Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila;
3. CPL-3 (S-5)	:	Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;
4. CPL-4 (P-1)	:	Able to develop knowledge, technology, and or art in the field of education through research, so as producing proven innovative work
5. CPL-5 (P-2)		Mastering the philosophy of education as the basis for developing educational pr axis
6. CPL-6 (KU-1)	:	Able to find, create, and make new contributions to the development, and experience of science and/or technology that pays attention to and applies humanities values in their field of expertise, by producing design works, prototypes, or technological innovations that add value or can be used to solve problems based on thinking logical, critical, creative, and wise
7. CPL-7 (KK-3)	:	Able to develop critical and innovative studies of existing education policies and strategies, for quality improvement and further development
B. Course Learning Outcomes (CPMK)	:	
1. CPMK1	:	Able to show good morals, ethics, norms, and personality during lectures.
2. CPMK2	:	Able to study independently and use ICT in completing assigned tasks.
3. CPMK3	:	Able to examine the epistemology of scientific research that is operational in obtaining, processing, drawing conclusions, and compiling scientific knowledge through research activities.
4. CPMK4	:	Able to deepen and expand educational innovation
5. CPMK5		Able to formulate scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be accounted for in academic ethics, and communicate them through the mass media or directly to the public
6. CPMK6		Able to formulate policies and develop strategies with an interdisciplinary, multidisciplinary approach, and transdisciplinary to contribute to solving educational problems
C. Final Ability Each		

Learning Stages (Sub-CPMK)		
1. Sub-CPMK1	:	Have character, moral values, ethics, and norms that are internalized in every student Contribute to solving educational problems
2. Sub-CPMK2	:	Develop science correctly, objectively, and by following the way of work and fulfill the principles of philosophy, as well as its implementation in the development of educational science by utilizing the latest technology.
3. Sub-CPMK3	:	Develop science correctly, objectively, and by following the way of work and fulfilling the principles of philosophy, as well as its implementation in the development of educational science by utilizing the latest technology.
4. Sub-CPMK4	:	Have a scientific research epistemology that is operational in obtaining, processing, drawing conclusions
5. Sub-CPMK5	:	Commit to the expansion of educational innovation
6. Sub-CPMK6	:	Develop scientific, technological, or artistic arguments and solutions based on a critical view of educational facts
Correlation of CPMK to Sub-CPMK		
1. CPMK1	:	Sub-CPMK1
2. CPMK2	:	Sub-CPMK2
3. CPMK3	:	Sub-CPMK3
4. CPMK4	:	Sub-CPMK4
5. CPMK5	:	Sub-CPMK5
6. CPMK6		Sub-CPMK6
Short Course Description	:	This course discusses the position of scientists in developing science correctly, objectively, and effectively
Learning Materials or in Study Materials	:	*in accordance with the way of working and fulfilling the principles of philosophy, as well as its implementation in the development of educational science.*
1. Meeting 1	:	Mampu mensimulasikan cara kerja filsafat dan filsafat ilmu pengetahuan (*Able to simulate the workings of philosophy and philosophy of science)*
2. Meeting 2	:	Mampu mendeskripsikan kedudukan ilmuwan, pengembangan ilmu pengetahuan secara benar (*Able to describe the position of scientists, scientific development correctly*)
3. Meeting 3	:	Mampu membedakan antara teori dengan konsep (*Able to distinguish between theory and concept*)
4. Meeting 4	:	Mampu menganalisis cara kerja falsifiabilitas dan falsifikasi(*Able to analyze the workings of falsifiability and falsification)*
5. Meeting 5	:	Mampu mensintesis cara kerja obyektivisme (*Able to synthesize the workings of objectivism*)
6. Meeting 6	:	Mampu menganalisis teori sebagai struktur (*Able to analyze theory as structure*)
7. Meeting 7	:	Mampu membedakan rasionalisme dan relativisme (*Able to distinguish rationalism and relativism*)
8. Meeting 8	:	Mampu mendeskripsikan konstalasi filsafat ilmu, teori sebagai struktur, dan implikasinya dalam ilmu pendidikan (*Able to describe the constellation of philosophy of science, theory as a structure, and its implications in science education)*
9. Meeting 9	:	Mampu menganalisis filosofi realism, instrumentalisme, dan kebenaran (*Able to analyze the philosophy of realism, instrumentalism, and truth)*

10. Meeting 10	:	Mampu mensimulasikan cara kerja ilmu pengetahuan *(Able to simulate the workings of science)*
11. Meeting 11	:	Mampu mensimulasikan cara kerja ilmu empiris induksi *(Able to simulate the workings of empirical induction)*
12. Meeting 12	:	Mampu mensimulasikan cara kerja ilmu pasti deduksi *(Able to simulate the workings of the exact science of deduction)*
13. Meeting 13	:	Mampu mendeskripsikan perkembangan filsafat ilmu pengetahuan *(Able to describe the development of the philosophy of science)*
14. Meeting 14	:	Mampu mendesain implementasi pengembangan ilmu pendidikan *(Able to design the implementation of educational science development)*
Reference Source or Library	:	
1. Main Library	:	[1] Adib, H. M. (2011). Filsafat Ilmu: Ontologi, Epistemol ogi, Aksiologi, dan Logika Ilmu Pengetahuan. [2] Horst, S. (2007). Beyond Reduction: Philosophy of Mind and Post Reductionist Philosophy of Science. New York: Oxford University Press [3] Husaini, A. (2020). Filsafat Ilmu: Perspektif Barat & Islam. Gema Insani. [4] Kattsoff, L. O. (2003). Pengantar Filsafat. Yogyakarta: Tiara Wacana [5] Kebung, K. (2021). Filsafat Ilmu Pengetahuan. Cerdas Pustaka Publisher [6] Kristiawan, M. (2016). Filsafat Pendidikan The Choice is Yours. Yogyakarta: Valia Pustaka [7] Muslih, M. (2008). Filsafat Ilmu: Kajian Atas Asumsi Dasar Paradigma dan Kerangka Teori Ilmu Pengetahuan. Yogyakarta: Belukar [8] Ravertz, J. R. (2004). Filsafat Ilmu: Sejarah dan Ruang Lingkup Bahasan. Terjemahan S Pasaribu. Yogyakarta: Pustaka Pelajar [9] Rosenberg, A. (2005). Philosophy of Science: A Contemporary Instruduction. London: Routledge [10] Saebani, B. A. (2013). Filsafat Ilmu: Kontemplasi Filosofis Tentang Seluk-Beluk Sumber dan Tujuan Ilmu Pengetahuan. [11] Suariasumantri, J. (2010). Filsafat Ilmu: Sebuah Pengantar Populer. Jakarta: Sinar Harapan
2. Support Libraries	:	[12] Barnes, B. (1982). *TS Kuhn and Social Science: Theoritical Traditions in Social Science*. London: The McMillan Press Ltd. [13] Kuhn, T. S. (2002). *The Structure of Scientific Revolution: Peran Paradigma dalam Revolusi Sains*. Terjemahan T Suryaman. Bandung: Remaja Rosadakarya [14] Lubis, A. Y. (2015). *Filsafat Ilmu Klasik Hingga Kontemporer*. Jakarta: Raja Grafindo Persada [15] Mannoia, V. J. (1970). *What is Science: An Introduction to Structure and Methodology of Science*. Boston: University Press of America
Learning Media	:	
1. Software	:	…
2. Hardware	:	…
Learning methods	:	Case Solving Method (Case Method)

Steps or Learning Activity Plans for Each Meeting

Week-	The Final Ability of Each Stage of Learning	Evaluation	Learning Forms, Learning Methods, Student Assignments	Learning Materials [Library]	Rating Weight

	(Sub-CPMK)			[Estimated time]			(%)
		Indicator	Criteria and Techniques	Luring (*Offline*)	Daring (*Online*)		
1	Able to simulate the workings of philosophy and philosophy of science	1. Accuracy of competency achievement 2. Accuracy in presenting how to simulate the workings of philosophy and philosophy of science	1. Expose and Listen to Feedback		a. Studying b. Discussion learning method c. Assignment: group discussion	Introductions, realized competency expectations, needs analysis, program planning, group formation, lecture synopsis, simulating the workings of philosophy and philosophy of science knowledge	
2	Able to describe the position of scientists, the development of science correctly	Accuracy describes the position of scientists, the development of science correctly	Listen to student presentations, explain, and conclude. Material depth assessment and active discussion		a. Studying b. Discussion learning method c. Assignment: group discussion	The position of scientists, the development of science correctly	
3	Able to distinguish between theory and concept	Accuracy distinguishes between theory and concept	Listen to student presentations, explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: group discussion	Difference between theory and concept	

4	Able to synthesize the workings of objectivism	Accuracy synthesizes how objectivism works	Listen to student presentations, explain, and conclude. Material depth assessment and active discussion		a. Studying b. Discussion learning method c. Assignment: group discussion presentation	Synthesis of how objectivism works	
5	Able to analyze the workings of falsifiability and falsification	The accuracy of analyzing the workings of falsifiability and falsification	Listen to student presentations , explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: group discussion presentation	How falsifiability and falsification work	
6	Able to analyze theory as structure	The accuracy of analyzing theory as structure	Listen to student presentations, explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: group discussion presentation	Analysis of theory as structure	
7	Able to distinguish rationalism and relativism	Accuracy distinguishes rationalism and relativism	Listen to student presentations, explain, and conclude. Classroom action research proposal assessment		a. Studying b. Discussion learning method c. Assignment: group discussion presentation	The difference between rationalism and relativism	

8	UTS/Mid-Semester Examination: Validate the results of the assessment, evaluation, and improvement of the next learning process.						
9	Able to describe the constellation of philosophy of science, theory as a structure, and its implications in science education	Accuracy in describing the constellation of the philosophy of science, theory as a structure, and its implications in education science	Listen to student presentations , explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: presentation	The constellation of philosophy of science, theory as a structure, and its implications in science education	
10	Able to analyze the philosophy of realism, instrumentalism, and truth	Accuracy in analyzing the philosophy of realism instrumentalism, and truth	Listen to student presentations, explain, and conclude. Assessment of material depth and activity discussion		a. Studying b. Discussion learning method c. Assignment: presentation	Filosofi realism, instrumentalisme, dan kebenaran	
11	Able to simulate the workings of science	Precisely simulates the workings of science	Listen to student presentations, explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: presentation	Simulation of how science works	
12	Able to simulate the workings of empirical induction	Accurately simulates the workings of the empirical science of induction	Listen to student presentations, explain, and conclude. Assessment of material depth and liveliness discussion		a. Studying b. Discussion learning method c. Assignment: presentation	Simulation of the workings of empirical induction	

13	Able to simulate the workings of the exact science of deduction	Accurately simulates the workings of the exact science of deduction	Listen to student presentations, explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: presentation	Simulation of how the exact science of deduction works	
14	Able to describe the development of the philosophy of science	Accuracy in describing the development of the philosophy of science	Listen to student presentations, explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: presentation	The development of the philosophy of science	
15	Able to design the implementation of educational science development	Accuracy in designing the implementation of educational science development	Listen to student presentations, explain, and conclude. Assessment of material depth and discussion activity		a. Studying b. Discussion learning method c. Assignment: presentation	Educational science development implementation design	
16.	UAS / Final Semester Examination: Validate the results of the final assessment and determine student graduation.						
Total value							**100**

Evaluation Plan					
Evaluation Base	:	**Evaluation Component**	**Weight (%)**	**Description (Indonesian)**	**Description (English)**
1. Participatory Activities	:	Student Activity Observation (Case Method)	…. (Minimum 25%)	Kegiatan presentasi kelompok dan diskusi mahasiswa dalam menyelesaikan kasus tentang filsafat ilmu lanjutan (Tugas 1, Tugas 3, Tugas 7, dan Tugas 9).	Group presentation activities and student discussions in solving cases about Advanced philosophy of science (Task 1, Task 3, Task 7, and Task 9).
2. Project Results	:	Project Result Report	…. (Minimum 25%)	Laporan proyek: 1) menyusun tema, topik, dan judul penelitian filsafat ilmu lanjutan; 2) menyusun proposal penelitian filsafat ilmu lanjutan; 3) menyusun instrumen penelitian filsafat ilmu lanjutan; 4) mengidentifikasi data penelitian filsafat ilmu lanjutan; 5) mengolah data penelitian filsafat ilmu lanjutan; 6) menulis laporan hasil penelitian filsafat ilmu lanjutan; 7) menulis artikel ilmiah dari hasil penelitian filsafat ilmu lanjutan; dan 8) mempublikasikan artikel ilmiah dalam jurnal nasional teakreditasi Kemendikbudristek (Tugas 5, Tugas 11, Tugas 13, Tugas 14, Tugas 16, Tugas 18, Tugas 20, Tugas 22, dan Tugas 24).	The project report: 1) compiles the themes, topics, and titles of the discourse Advanced philosophy of science; 2) develop a Advanced philosophy of science research proposal; 3) develop a Advanced philosophy of science research instrument; 4) identify discourse analysis research data; 5) processing Advanced philosophy of science research data; 6) write a report on the results of Advanced philosophy of science research; 7) writing scientific articles from the results of Advanced philosophy of science research; and 8) publishing scientific articles in national journals accredited by the Ministry of Education and Technology (Task 5, Task 11, Task 13, Task 14, Task 16, Task 18, Task 20, Task 22, and Task 24).
3. Cognitive/Knowledge	:	1. Independent and Group Tasks	….	Tugas mandiri membuat ringkasan untuk 11 materi dari Sub-CPMK1 sampai Sub-CPMK6 (Tugas 2, Tugas 4, Tugas 6, Tugas 8, Tugas 10, Tugas 12, Tugas 15, Tugas 17, Tugas 19, Tugas 21, Tugas 23, dan Tugas 25).	The independent task summarizes 11 materials from Sub-CPMK1 to Sub-CPMK6 (Task 2, Task 4, Task 6, Task 8, Task 10, Task 12, Task 15, Task 17, Task 19, Task 21, Task 23, and Task 25).

		2. Quiz	….	-	-
		3. Mid-Semester Examination (UTS)	….	Menjawab soal pilihan ganda sebanyak 50 soal dari materi tentang filsafat ilmu lanjutan pada pertemuan 1 sampai dengan pertemuan 7.	Answering multiple choice questions as many as 50 questions from material about Advanced philosophy of science at meeting 1 to meeting 7.
		4. Final Semester Exam (UAS)	….	Menjawab soal pilihan ganda sebanyak 50 soal dari materi tentang filsafat ilmu lanjutan pada pertemuan 1 sampai dengan pertemuan 15.	Answering multiple choice questions as many as 50 questions from the material on Advanced philosophy of science at meetings 1 to 15 meetings.
		Total Value	**100**		
Student Activities					
1. First Meeting Student Activities					
a. Activity Type	:	a. Participatory Activities: Observing Student Activities (Case Method) b. Cognitive: Individual Tasks			
b. Activity Title	:	1. Case analysis on the nature and development of discourse analysis. 2. Make a summary of lecture material on the nature and development of advanced philosophy of science			
c. Activity Location	:	a. Class A, FKIP Unib Postgraduate Building b. Bengkulu University LMS in *https://elearning.unib.ac.id/*			
d. Implementation date	:	a. Case Analysis on Saturday, February 12, 2022, 14.50-16.30 WIB b. Individual Tasks Summarizing at 13 s.d. February 18, 2022			
e. Task SK Number	:	-			
f. Assignment Decree Date	:	-			
g. Member Type	:	a. Small group for case analysis b. Individual to make a summary			
h. Activity ID	:	Tgs-Pt1 (Meeting Task 1)			
i. Activity Steps	:	a. Small Group Formation b. Case Analysis in Groups c. Panel Case Presentation by Panel d. Giving Material Reinforcement by Lecturers e. Individual Assignment			
j. Rating Indicator	:	a. Case analysis a. Accuracy explains the nature of the development of the philosophy of advanced science in the field of Indonesian education.			

		b. Accuracy in explaining the development of advanced philosophy of science in the field of Indonesian education. b. Individual Tasks Summarizing Material a. Conformity with the content of the material b. Systematic Compilation c. Language Usage
k. Assessment Criteria and Weights	:	a. Case analysis Criteria: Exactly explain : Weight 2 Not quite right to explain : Weight 1 Improperly explained : Weight 0 b. Individual Tasks Summarizing Material Criteria: Exactly make a summary : Weight 1 Inaccurate in making a summary :Weight 0.5 Improper summarizing : Weight 0
l. Reference List/Reference List		[1] hlm. 1-30 [3] hlm. 1-25 [11] hlm. 26-40 [20] Hlm. 32-50
2. Second Meeting Student Activities		
a. Activity Type	:	a. Participatory Activities: Observing Student Activities (Case Method) b. Cognitive: Individual Tasks
b. Activity Title	:	1. Case analysis on comparing types of discourse as a source of data analysis in the field of Indonesian language education. 2. Make a summary of lecture material about the types of discourse as a source of data analysis.
c. Activity Location	:	1. Class A, Postgraduate Building FKIP Unib 2. LMS Bengkulu University in *https://elearning.unib.ac.id/*
d. Implementation date	:	1. Case Analysis on Saturday, February 19, 2022, 14.50-16.30 WIB 2. Individual Tasks to Compile Summaries at 19 s.d. February 24, 2022
e. Task SK Number	:	-
f. Assignment Decree Date	:	-
g. Member Type	:	1. Small group for case analysis 2. Individuals to make a summary
h. Activity ID	:	Assignment-Pt 2 (Meeting Task 2)
i. Activity Steps	:	1. Formation of Small Groups 2. Case Analysis in Groups

		3. Presentation of Cases per Group by Panel 4. Giving Material Reinforcement by Lecturers 5. Individual Assignment
j. Rating Indicator	:	1. Case Analysis a. The accuracy of explaining the comparison of each type of discourse as a source of data analysis in the field of Indonesian language education. 2. Individual Tasks Summarizing Material 1. Conformity with the content of the material 2. Systematic Compilation 3. Language Usage
k. Assessment Criteria and Weights	:	1. Case Analysis Criteria: Exactly explain : Weight 2 Not quite right to explain : Weight 1 Improperly explained : Weight 0 2. Individual Tasks Summarizing Material Criteria: Exactly make a summary : Weight 1 Inaccurate in making a summary : Weight 0.5 Improper summarizing : Weight 0
l. Reference List/Reference List	:	[1] hlm. 30-50 [3] hlm. 26-56 [11] hlm. 30-52 [12] hlm. 9-26 [20] hlm. 45-56
3. Etc.		

Portfolio of Student CPL Achievement Assessment and Evaluation

Week	:	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form	Question Weight %	Weight (%) Sub-CPMK	Student Score (0-100)	∑ (Student value)x(Weight %)	CPL Achievement on MK (%)
1	:	CPL-2	CPMK-2	Sub-CPMK1	1.1 1.2	Task 1 Task 2	2 1	3	CPL-2	…	…
2	:	CPL-2	CPMK-2	Sub-CPMK2	2.1	Task 3 Task 4	2 1	3	CPL-2	…	…
3	:	CPL-4	CPMK-4	Sub-CPMK3	3.1 3.2 3.3	Task 5 Task 6	3 1	4	CPL-4	…	…
4		CPL-2	CPMK-	Sub-	4.1	Task 7	2	3	CPL-2		

			2	CPMK4		Task 8	1				
5		CPL-2	CPMK-2	Sub-CPMK5	5.1	Task 9 Task 10	2 1	3	CPL-2		
6-7		CPL-4	CPMK-4	Sub-CPMK6	6.1 6.2 6.3 6.4 6.5	Task 11 Task 12 Task 13	5 1 2	8	CPL-4		
8	:	Mid-Semester Exam (UTS)				**Multiple choice**	5	5	Midterm exam (UTS)	…	…
9	:	CPL-4	CPMK-4	Sub-CPMK7	7.1	Task 14 Task 15	4 1	5	CPL-4	…	…
10	:	CPL-4	CPMK-4	Sub-CPMK8	8.1	Task 16 Task17	4 1	5	CPL-4	…	…
11		CPL-1, CPL-4	CPMK-1, CPMK-4	Sub-CPMK9	9.1 9.2	Task 18 Task 19	5 1	6	CPL-1, CPL-4		
12-14	:	CPL-1, CPL-4	CPMK-1, CPMK-4	Sub-CPMK10	10.1 10.2 10.3 10.4 10.5	Task 20 Task 21 Task 22 Task 23	18 1 10 1	30	CPL-1, CPL-4	…	…
15		CPL-1, CPL-4	CPMK-1, CPMK-4	Sub-CPMK11	11.1 11.2 11.3	Task 24 Task 25	14 1	15	CPL-1, CPL-4		
16	:	CPL-2	CPMK-2	Sub-CPMK1	1.1 1.2	Task 1 Task 2	2 1	3	CPL-2	…	…
Total Weight	:						100	100			
Student Final Score (∑(Student Score)x(Weight%))	:								…		

Assessment of CPL Achievement in Courses

No.	CPL in Courses	Achievement Value (0-100)	Achievement of CPL on MK

1.	CPL 1: Able to demonstrate good morals, ethics, norms, and personality during lectures.	…	…
2.	CPL 2: Able to learn independently and use ICT in completing assigned tasks.	…	…
3.	CPL 3: Able to examine the scientific epistemology of operational research in obtaining, processing, drawing conclusions, and compiling scientific knowledge through research activities.	…	…
4.	CPL 4: Able to deepen and expand educational innovation	…	…
5.	CPL 5: Able to compile scientific, technological, or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be accounted for in academic ethics, and communicate them through mass media or directly to the community		
6.	CPL 6: Able to formulate policies and develop strategies with interdisciplinary, multidisciplinary, and trans disciplinary approaches to contribute to problem-solving up bringing		
	Total CPL Achievements	…	…

Student Success Qualification Based on
Bengkulu University Chancellor Regulation Number 25 of 2020 Article 44

No.	Value Range	Letter	Weight
1.	85 – 100	A	4
2.	80 – 84	A-	3,75
3.	75 – 79	B+	3,5
4.	70 – 74	B	3
5.	65 – 69	B-	2,75
6.	60 – 64	C+	2,5
7.	55 – 59	C	2
8.	45 – 54	D	1
9.	0-44	E	0