

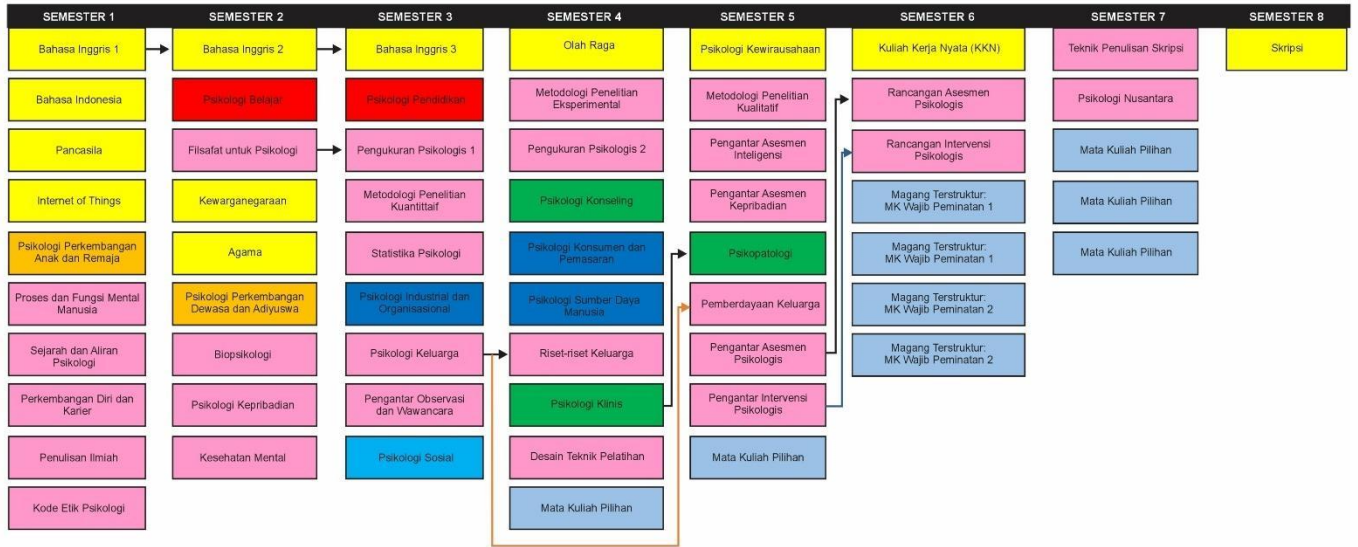
## COVER



**MODULE HANDBOOK  
BACHELOR OF PSYCHOLOGY PROGRAM  
FACULTY OF PSYCHOLOGY  
UNIVERSITAS DIPONEGORO  
SEMARANG, INDONESIA**

1. Logo of HEI or Faculty
2. Title of the program
3. Place of study
4. Or other very general information from the Cover sheet of the Self-Assessment Report

# Curriculum overview (example)



- Mata Kuliah Wajib Universitas
- Mata Kuliah Wajib Fakultas
- Mata Kuliah Bidang Pendidikan
- Mata Kuliah Bidang Perkembangan
- Mata Kuliah Bidang Klinis Kesehatan
- Mata Kuliah Bidang Sosial
- Mata Kuliah Bidang PIO
- Mata Kuliah Pilihan

## ECTS overview (example)

Module Classification	SCU	Credit Points	Semester (ECTS)							
			1	2	3	4	5	6	7	8
National Compulsory Subjects	8	12	4	4						
University Compulsory Subject	9	13.5	3	1	1	1		3		
Faculty Compulsory Subject	102	153	13	15	23	20	21	6	4	
Elective Courses	10	15				2	2		6	
Internship	12	18						12		
Capstone Project (Proposal and Thesis Seminar)	6	9								6
<b>Total</b>	<b>147</b>	<b>220.5 ECTS</b>	<b>30</b>	<b>30</b>	<b>36</b>	<b>34.5</b>	<b>34.5</b>	<b>31.5</b>	<b>15</b>	<b>9</b>

# Semester 1

Odd Semester Term

Module Number UUW1624107	Module Name English I		
Course Type University Compulsory Courses	Semester or period 1 (One) / Odd Semester	Student Capacity —	
Learning methods Face-to-face (Discussion, Q&A, Self Discovery Learning), Structured Assignments, and Independent Activities	Attendance prerequisites Minimum 75%	Language English	
<b>Type of assessment (Composition of final grades)</b>  1. Active Participation & Attendance (20%) 2. Assignments (Progress Test 1-5, My English Lab, Reading Assignment) (30%) 3. UTS (25%) 4. UAS (25%)		<b>ECTS</b> 1 credits Face-to-face: 1 x 50 minutes Structured Tasks: 1 x 60 minutes Independent activities: 1 x 60 minutes	
Module coordinator -	Number of hours per semester week 50 Minutes		
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b> This course learns four language skills, namely listening, speaking, reading, and writing in English using English equivalent to B1 (pre-intermediate) level.			

**Learning objectives and qualifications in this module that students learn at national or international level**

- 1: <https://europass.europa.eu/en/description-eight-ecf-levels>
- 2: [Using Bloom's Taxonomy to Write Effective Learning Objectives](#)

**Examples of cognitive skill classifications according to Bloom (1956)**

1. **Listening (C1, A1):** Students are able to identify, follow, and replicate recorded conversations in English in a systematic manner.
2. **Speaking (A2, P2, C2):** Students are able to practice, practice, demonstrate, and exemplify speaking material in English in a systematic manner.
3. **Reading (C1, P2, C2):** Students are able to identify, describe, and explain reading in English in a systematic manner.
4. **Writing (A1, C2, P2):** Students are able to question, explain, and recreate writing in English in a systematic manner.

**Key reading:**

- Learn Social LMS application.

Module Number	Module Name		
UUW1624004	Indonesian Language		
Course Type University Compulsory Courses	Semester or period 1 (One) / Odd Semester	Student Capacity —	
Learning methods Lectures, Group Discussions, Independent Work (Face-to-Face, Structured Tasks, Independent Activities)	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Participation (Activeness) (10%)		Face-to-face: 2 x 50 minutes	
2. Structured Tasks (30%)		Structured Tasks: 2 x 60 minutes	
3. UTS (Written Exam) (30%)		Independent Activities: 2 x 60	

4. UAS (Written Exam) (30%)	minutes
Module coordinator -	Number of hours per semester week
Additional lecturers involved -	
<b>Syllabus (Brief description of the contents of the module)</b> This course provides knowledge and skills to students to use the Indonesian language properly and correctly in the academic realm, including spelling mastery, word choice, paragraph development, to the preparation of scientific papers and presentations	
<b>Learning objectives and qualifications in this module that students learn at national or international level</b> <ol style="list-style-type: none"> <li><b>Ethics &amp; Attitude:</b> Able to apply the values of Pancasila and the Psychological Code of Ethics in thinking and behaving and upholding academic integrity.</li> <li><b>Language Skills:</b> Students are expected to have the skills to use Indonesian properly and correctly, including aspects of spelling, diction, and effective sentences.</li> <li><b>Scientific Writing:</b> Students are able to compile paragraphs and scientific papers with citation techniques and correct bibliography writing.</li> <li><b>Oral Communication:</b> Students are able to explain good presentation techniques and make speeches using the correct Indonesian.</li> </ol>	
<b>Key reading:</b> Arifin, E. Zaenal. (2000). Careful Indonesian. Jakarta: Akademika Presindo.  Faith, Lamuddin. (2001). Indonesian Composition. Jakarta: Insan Mulia.  Sugihastuti & Saudah. (2016). Academic Indonesian Textbook. Yogyakarta: Student Library. -	

Module Number UUW1624002	Module Name São Paulo		
Course Type University Compulsory Courses	Semester or period 1 (One) / Odd Semester	Student Capacity —	

Learning methods Lectures, <i>Small Group Discussions</i> (SGD), Face-to-Face, Structured Tasks, and Independent Activities	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b> 1. Participation and Assignments (including quizzes/discussions) (40%) 2. UTS (30%) 3. UAS (30%)		<b>ECTS</b> <b>2 credits</b> Face-to-face: 2 x 50 minutes  Structured Tasks: 2 x 60 minutes  Independent Activities: 2 x 60 minutes
Module coordinator Dr. Ana Irhandayaningsih, M.Si		Number of hours per semester week -
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b> This course discusses Pancasila in the trajectory of the nation's history, Pancasila as a system of philosophy, ethics, state foundations, and its implementation in the context of Indonesian constitutionality and contemporary issues (human rights, environment, gender, and science and technology).		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  1. <b>Attitude:</b> Contributing to improving the quality of community life based on Pancasila and respecting the diversity of cultures, religions, and opinions. 2. <b>Knowledge:</b> Able to systematically and comprehensively criticize the philosophical roots of various basic concepts related to the philosophy of Pancasila. 3. <b>General Skills:</b> Able to make appropriate decisions in solving problems based on the results of information analysis based on Pancasila values. 4. <b>Special Skills:</b> Able to comprehensively analyze and critique existing policies to provide thoughtful alternatives.		
<b>Key reading:</b>  <ul style="list-style-type: none"> <li>● Drs. H. KAELAN, M.S. (2023). <i>Pancasila Education, Reform Edition</i>. Paradigm of Yogyakarta.</li> <li>● Text of the 1945 Constitution.</li> <li>● E-Book of Pancasila Education (Ristekdikti).</li> </ul>		

Module Number UUW1624006	Module Name Internet of Things (IoT)
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Course Type University Compulsory Courses	Semester or period 1 (One) / Odd Semester	Student Capacity —
Learning methods Lectures, Interactive Discussions, <i>Self Directed Learning (SDL)</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b> <b>2 credits</b>
1. Participatory Activities (Attendance & Discussion) (20%)		Face-to-face: 2 x 50 minutes
2. Assignment (SDL Results & Presentation) (30%)		Structured Tasks: 2 x 60 minutes
3. UTS (25%)		Independent Activities: 2 x 60 minutes
4. UAS (25%)		
Module coordinator -		Number of hours per semester week -
Additional lecturers involved Prof. Dr. Prof. Dr.		
<b>Syllabus (Brief description of the contents of the module)</b> This course provides basic material on the use of the internet from the social dimension applied to objects/devices (IPTEKS). The focus of learning includes the ecology of child development in the internet era, the psychological effects of <i>online gaming</i> , and the handling of internet addiction.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>		
<ol style="list-style-type: none"> <li>1. <b>Application (C3):</b> Students can apply the use of <i>the internet of things</i> in society.</li> <li>2. <b>Psychomotor (P3):</b> Students are able to operate IoT devices both socially and scientifically.</li> <li>3. <b>Affective (A3):</b> Students are aware of IoT as a solution in various scientific fields in accordance with applicable laws and regulations.</li> <li>4. <b>Analysis:</b> Students are able to explain the causes and treatment of internet addiction as well as the psychological effects of the use of IoT technology.</li> </ol>		
<b>Key reading:</b>  Wallace, P. (2016). <i>The Psychology of the Internet</i> . Cambridge University Press.		

Module Number KPS1624101	Module Name Child and Adolescent Developmental Psychology
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Course Type Compulsory courses for study programs	Semester or period 1 (One) / Odd Semester	Student Capacity —
Learning methods <i>Lecturing, Presentation, Discussion, Problem Based Learning</i> (Observation/Interview)	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b> <b>3 credits</b>
1. Participatory Activities (Meetings 1-8) (30%)		Face-to-face: 3 x 50 minutes
2. UTS (Meetings 1-8) (25%)		Structured Assignments: 3 x 60 minutes
3. Participatory Activities (Meetings 9-16) (20%)		Independent Activities: 3 x 60 minutes
4. UAS (Meetings 9-16) (25%)		
Module coordinator Dwi Hardani Oktawirawan, S.Psi., M.Si.	Number of hours per semester week -	
Additional lecturers involved Dr. Yeniari Indriana, Dr. Dinie Ratri Desiningrum, Costrie Ganes Widayanti Ph.D, Dr. Ika Febrian Kristiana, Jessica Dhoris Arywibowo, Eugene Dearuli Marissanti Tindaon.		
<b>Syllabus (Brief description of the contents of the module)</b> This course discusses the basic concepts of human development, theories of development (psychoanalysis, cognitive, learning, etc.), as well as the dynamics of physical, cognitive, and socio-emotional development in prenatal, infant, childhood, and adolescent, including problems that often arise during this period.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>		
<ol style="list-style-type: none"> <li><b>Assessment (C-01):</b> Able to conduct non-clinical psychological assessments in accordance with psychodiagnostic principles and codes of ethics related to child and adolescent development.</li> <li><b>Symptom Analysis (D-01):</b> Able to master the basic concepts of psychological theory to describe and analyze psychological symptoms in individual children and adolescents.</li> <li><b>Communication (C-05):</b> Able to convey ideas in writing to develop creative programs to increase family and community empowerment through effective presentations.</li> <li><b>Application of Theory (C3, C4):</b> Able to use knowledge to analyze and formulate cases or developmental problems that occur in childhood and adolescence.</li> </ol>		

**Key reading:**

Santrock, J. W. (2011). *Life-Span Development*. New York: McGraw-Hill.

Papalia, D. E., & Martorell, G. (2014). *Experience Human Development*. New York: McGraw-Hill.

Module Number KPS1624103	Module Name History and Psychology		
Course Type Compulsory courses for study programs	Semester or period 1 (One) / Odd Semester	Student Capacity —	
Learning methods <i>Lecturing</i> , Group Presentations, Discussions, Q&A	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Tasks (50%) -> (Percentage of member contribution & activeness)		Face-to-face: 2 x 50 minutes	
2. UTS (20%)		Structured Tasks: 2 x 60 minutes	
3. UAS (Case Analysis) (30%)		Independent Activities: 2 x 60 minutes	
Module coordinator History Lecturer Team of Psychology Stream		Number of hours per semester week -	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b> This course discusses the history of the development of psychological schools from the Ancient Greek period, the transition period (Renaissance), to the emergence of major schools such as Structuralism, Functionalism, Behaviorism, Psychoanalysis, Humanistics, Cognitive Psychology, to Eastern Psychology.			
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>			
<ol style="list-style-type: none"> <li><b>Comprehension (C2):</b> Able to understand the history of the development of psychological schools including ethics and methods of proof.</li> <li><b>Analysis (C2):</b> Able to explain the thinking behind and the criticism that develops against various schools of psychology.</li> <li><b>Problem Solving (C2, C3):</b> Able to explain and formulate the solution of historical and contextual problems surrounding the development of the stream in psychology.</li> <li><b>Attitude (A-01, A-02):</b> Able to apply the values of Pancasila and the Psychological Code of Ethics in thinking and having social sensitivity in the context of scientific</li> </ol>			

development.

**Key reading:**

Schultz, D.P & Schultz, S.E. (2016). *A History of Modern Psychology*. Boston: Cengage Learning.

Module Number	Module Name		
KPS1624104	Personal and Career Development		
Course Type Compulsory courses for study programs	Semester or period 1 (One) / Odd Semester	Student Capacity —	
Learning methods <i>Lecturing</i> , Presentations, Discussions, Structured Assignments, and Independent Activities	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Participatory Activities (Meetings 1-8) (30%)		Face-to-face: 2 x 50 minutes	
2. Exams/UTS (Meetings 1-8) (25%)		Structured Tasks: 2 x 60 minutes	
3. Participatory Activities (Meetings 9-16) (20%)		Independent Activities: 2 x 60 minutes	
4. Exams/UAS (Meetings 9-16) (25%)			
Module coordinator -	Number of hours per semester week -		
Additional lecturers involved -			

### Syllabus (Brief description of the contents of the module)

This course helps students recognize their potential, understand the educational and career context in the field of psychology, and design realistic self-development and career planning strategies. Topics covered include self-management (emotions, time, and environment), learning and exam strategies, and teamwork. Anti-corruption education is integrated through the reinforcement of values such as integrity, honesty, responsibility, discipline, and academic ethics to support the development of ethical behavior in the learning process, professional life, and community engagement.

### Learning objectives and qualifications in this module that students learn at national or international level

1. **Self-Introduction:** Students are able to recognize their potential and understand the context of education and careers in the field of psychology.
2. **Self-Management:** Able to explain and apply *soft skill* strategies which include *goal setting*, emotion management, and time management.
3. **Learning Strategies:** Students are able to formulate and use strategies to face exams effectively.
4. **Teamwork:** Students are able to understand the dynamics of group development, communication patterns, and decision-making in teams.
5. **Ethics & Communication:** Able to communicate science by upholding academic integrity and the Indonesian code of ethics of psychology.

### Key reading:

Participate in self-management and career planning materials in psychology.

Module Number	Module Name		
KPS1624105	Scientific Writing		
Course Type Compulsory courses for study programs	Semester or period 1 (One) / Odd Semester	Student Capacity —	
Learning methods <i>Lecturing</i> , Discussion, Independent Practice, Article Review	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> 1. Assignment (Quiz/Exercise) (40%) 2. UTS (Written Exam) (30%) 3. UAS (Final Project Writing) (30%)		<b>ECTS</b> <b>2 credits</b> Face-to-face: 2 x 50 minutes Structured Tasks: 2 x 60 minutes Independent Activities: 2 x 60 minutes	
Module coordinator Scientific Writing Support Team	Number of hours per semester week -		

Additional lecturers involved -
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This course discusses the basics of scientific writing in the field of psychology, ethics and academic integrity, techniques for finding credible references, <i>APA Style</i>, the use of <i>reference managers</i>, and the preparation of academic essays and scientific articles.</p>
<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <ol style="list-style-type: none"> <li><b>Ethics &amp; Integrity (C2):</b> Able to explain the scope of scientific writing, ethics, integrity, and forms of academic violations (plagiarism).</li> <li><b>Information Literacy (C3):</b> Able to find and evaluate credible references and use technology (<i>reference manager</i>) responsibly.</li> <li><b>Writing Skills (C4):</b> Able to compile scientific ideas related to psychology in the form of academic essays in accordance with the rules of <i>APA Style</i>.</li> <li><b>Communication (C4):</b> Able to compose and display effective and creative presentations based on the results of scientific thinking.</li> </ol>
<p><b>Key reading:</b></p> <p>American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association (7th ed.)</i>.</p> <p>Beins, B. C., &amp; Beins, A. M. (2012). <i>Effective Writing in Psychology: Papers, Posters, and Presentations</i>. Wiley-Blackwell.</p>

Module Number KPS1624102	Module Name Human Mental Processes and Functions		
Course Type Compulsory courses for study programs	Semester or period 1 (One) / Odd Semester	Student Capacity —	
Learning methods <i>Lecturing, Group Discussions, Independent Assignments (Mind Map), Case Study Groups, and others</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Group & Individual Tasks (Mind Map) (30%)		Face-to-face: 2 x 50 minutes	
2. Participatory Activities (Discussions) (20%)		Structured Tasks: 2 x 60 minutes	
3. UTS (25%)			
4. UAS (25%)		Independent Activities: 2 x 60 minutes	

Module coordinator Constitutional Court Support Team Mental Process and Function	Number of hours per semester week -
Additional lecturers involved -	
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This course discusses the basics of psychology, including the definition, objectives, and methods of research, as well as the concept of growth and development. The main focus includes the elaboration of psychological concepts in the realms of cognitive, affective, and consensual, as well as their application in understanding human behavior and mental phenomena in society.</p>	
<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <p><b>Basic Understanding (C1, C2):</b> Able to explain the definition, objectives, and research methods in psychology, as well as distinguish between the concepts of growth and development.</p> <ol style="list-style-type: none"> <li>1. <b>Cognitive Domain (C2, C3):</b> Able to describe cognitive processes that include sensations and perceptions, awareness, memory, and learning processes (<i>classical &amp; operant conditioning</i>).</li> <li>2. <b>Domain of Knowledge &amp; Affection (C2, C3):</b> Able to explain the concepts of intelligence, motivation, emotions, personality, and their relationship to human behavior.</li> <li>3. <b>Application &amp; Analysis (K7, PU1):</b> Able to evaluate and use psychological science to explain the symptoms of abnormal behavior, social behavior, and mental phenomena that arise in society in a critical and systematic manner.</li> </ol>	
<p><b>Key reading:</b></p> <p>King, L. A. (2014). <i>The Science of Psychology: An Appreciative View</i>. McGraw-Hill.</p> <p>Lahey, B. B. (2012). <i>Psychology: An Introduction</i>. McGraw-Hill.</p> <p>Myers, D. G., &amp; DeWall, C. N. (2018). <i>Psychology</i>. Worth Publishers.</p>	

# Semester 2

## Even Semester Term

Module Number KPS1624106	Module Name Psychological Code of Ethics		
Course Type Compulsory courses for study programs	Semester or period 2 (Two) / Even Semester	Student Capacity —	
Learning methods <i>Lecturing, Case Discussion, Small Group Discussion, Assignment</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Assignment & Participation (Group Discussion) (40%)		Face-to-face: 2 x 50 minutes	
2. UTS (30%)		Structured Tasks: 2 x 60 minutes	
3. UAS (30%)		Independent Activities: 2 x 60 minutes	
Module coordinator Code of Ethics Lecturer Team		Number of hours per semester week -	
Additional lecturers involved Prof. Dian Ratna Sawitri, Ph.D., Dr. Frieda NRH, MS., Dr. Siswati, M.Si., Dr. Diana Rusmawati, M.Psi., et al.			
<b>Syllabus (Brief description of the contents of the module)</b> This course provides an in-depth understanding of the ethical principles of the psychology profession in Indonesia. The material includes industrial relations, competence, data confidentiality, ethics in assessment, intervention, research, and handling of code of ethics violations.			
<b>The learning objectives and qualifications in this module that students learn:</b>			
<ol style="list-style-type: none"> <li><b>Professional Ethics (A2, PK10):</b> Able to explain the concept of human relations and the environment that affects the importance of the code of ethics and understand abuse and ethical issues in the psychology profession.</li> <li><b>Professionalism (PU6):</b> Able to explain the definition of profession, competence, and the basis of scientific knowledge as well as professional attitudes in the work network.</li> <li><b>Data Responsibility (PK6):</b> Able to obtain, process, analyze, and interpret data responsibly according to ethical standards.</li> <li><b>Application of Standards (A7, A9):</b> Able to show a responsible attitude for work and obey the law in carrying out psychological practices in accordance with the Indonesian Code of Ethics for Psychology.</li> </ol>			
<b>Key reading:</b>			
<ul style="list-style-type: none"> <li>HIMPSI. (2010). <i>Indonesian Code of Ethics for Psychology</i>. Jakarta: Central Board of the Indonesian Psychological Association.</li> <li>Lowman, R. L. (2006). <i>The Ethical Practice of Psychology in Organizations</i>.</li> </ul>			

Washington: APA.

Module Number UUW1624003	Module Name Nationality		
Course Type University Compulsory Courses	Semester or period 2 (Two) / Even Semester	Student Capacity —	
Learning methods Talk, <i>Small Group Discussion</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>  1. Participation & Tasks (40%)  2. UTS (30%)  3. UAS (30%)		<b>ECTS</b> <b>2 credits</b>  Face-to-face: 2 x 50 minutes  Structured Tasks: 2 x 60 minutes  Independent Activities: 2 x 60 minutes	
Module coordinator Dr. Ana Irhandayaningsih, M.Si		Number of hours per semester week -	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b> This course equips students with an understanding of the relationship between citizens and the state, citizens' rights and obligations, democracy, law enforcement, the Indonesian archipelagic outlook, and national resilience as part of national defense education. The course also promotes the development of civic values and character, including anti-corruption awareness, honesty, integrity, responsibility, and accountability, to foster active, ethical, and responsible citizenship in democratic society.			
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  1. <b>Understanding of Concepts (C2):</b> Able to explain the concept of citizenship thoroughly to build a sense of nationality and love for the homeland. 2. <b>Identity Analysis (C4):</b> Able to analyze national identity, national integrity, and the rights and obligations of citizens in the context of democracy. 3. <b>Geopolitical Awareness (C2):</b> Able to explain the conception of archipelago insight as a geopolitical view of the Indonesian nation. 4. <b>National Resilience (C4):</b> Able to analyze Indonesia's geostrategic conception and the strength of national resilience (astagatra) in the face of threats and obstacles.			

**Key reading:**

Kaelan. (2012). *Civic Education*. Yogyakarta: Paradigm.

Citizenship Education Module, Higher Education.

Module Number KPS1624204	Module Name Adult Developmental Psychology and Adolescence		
Course Type Compulsory courses for study programs	Semester or period 2 (Two) / Even Semester	Student Capacity —	
Learning methods Lectures, Discussions, <i>Problem Based Learning</i> (PBL), <i>Case Study</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Participatory Activities (PBL/Case Study Meeting 1-8) (25%)		Face-to-face: 2 x 50 minutes	
2. UTS/Quiz (25%)		Structured Tasks: 2 x 60 minutes	
3. Participatory Activities (Meetings 9-16) (25%)		Independent Activities: 2 x 60 minutes	
4. UAS (25%)			
Module coordinator Dwi Hardani Oktawirawan, S.Psi., M.Si.	Number of hours per semester week -		
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b> This course discusses the dynamics of physical, cognitive, and socio-emotional development in early adulthood, middle adulthood, to adiyuswa (elderly), as well as specific issues such as career, family, retirement, to death and grief.			
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>			
<ol style="list-style-type: none"> <li>1. <b>Symptom Analysis (K1):</b> Able to master the basic concepts of psychological theory to analyze various psychological symptoms in adults and the elderly.</li> <li>2. <b>Scientific Application (A11):</b> Contribute to improving personal and family quality by applying developmental psychology.</li> <li>3. <b>Innovation (PU1):</b> Able to apply logical and critical thinking in the implementation of knowledge that pays attention to the value of the humanities.</li> <li>4. <b>Field Studies (A4, P2):</b> Able to formulate and show important events or crises that</li> </ol>			

occurred during the supernatural period based on real observations.

**Key reading:**

Santrock, J. W. (2011). *Life-Span Development*. New York: McGraw-Hill.

Papalia, D. E., & Martorell, G. (2014). *Experience Human Development*. New York: McGraw-Hill.

Module Number KPS1624205	Module Name Biospsikoogi		
Course Type Compulsory courses for study programs	Semester or period 2 (Two) / Even Semester	Student Capacity —	
Learning methods Interactive Lectures, <i>Collaborative Learning</i> , Presentations	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Assignment (Case Analysis/Working Paper) (50%)		Face-to-face: 2 x 50 minutes	
2. UTS (25%)		Structured Tasks: 2 x 60 minutes	
3. UAS (25%)		Independent Activities: 2 x 60 minutes	
Module coordinator Dr. Dra. Hastaning Sakti, M.Kes		Number of hours per semester week -	
Additional lecturers involved Annastasia Ediaty, Costrie Ganes Widayanti, Dian Veronika Sakti Kaloeti, Kartika Sari Dewi, et al.			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course explores the relationship between biological processes (nervous system, hormones, genetics) and human behavior and mental processes. Topics include brain anatomy, neurotransmitters, sensory-motor mechanisms, and the biological basis of mental disorders.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Biopsychosocial Integration (K1):** Able to master the basic concepts of biopsychology to describe psychological symptoms in individuals.
2. **Problem Analysis (PK3):** Able to analyze human behavior problems through physiological and neurological perspectives.
3. **Critical Thinking (PU1):** Able to apply systematic and innovative thinking in understanding the relationship between organ function and psychological aspects.
4. **Application (A11):** Able to accurately explain the relationship between biopsychology and mental illness (e.g., *Diathesis-Stress Model*).

**Key reading:**

Kalat, J. W. (2013). *Biological Psychology*. Cengage Learning.

Pinel, J. P. J. (2011). *Biopsychology*. Allyn & Bacon.

Module Number KPS1624206	Module Name Personality Psychology		
Course Type Compulsory courses for study programs	Semester or period 2 (Two) / Even Semester	Student Capacity —	
Learning methods <i>Project Based Learning (PjBL)</i> , Biographical Analysis, Quizzes, Self-Reflection	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 4 credits</b>	
1. Assignments (Ice breaking, biographical analysis, quizzes, reflection) (50%)		Face-to-face: 4 x 50 minutes	
2. UTS (25%)		Structured Assignments: 4 x 60 minutes	
3. UAS (25%)		Independent Activities: 4 x 60 minutes	
Module coordinator Dr. Kartika Sari Dewi, S.Psi., M.Psi., Psychologist		Number of hours per semester week -	
Additional lecturers involved Jati Ariati, Frieda NRH, Zaenal Abidin, Endah Kumala Dewi, Hastaning Sakti, Yohanis F. La Kahija, et al.			
<b>Syllabus (Brief description of the contents of the module)</b> This course discusses various personality theories ranging from the perspective of Psychoanalysis, Traits, Humanistics, Cognitive, to the perspective of Eastern and Nusantara Psychology (Raos Psychology). Focus on personality structure, dynamics, and development.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Theory Mastery (K1):** Able to compare and evaluate various personality theories to explain individual behavior.
2. **Case Analysis:** Able to conduct a biographical analysis of characters using an in-depth personality theory approach.
3. **Self-Reflection:** Able to reflect on the development of one's own personality based on scientific concepts.
4. **Cultural Integration:** Understanding the concept of personality in the perspective of Eastern (Sufi, Zen, Yoga) and local (Knowledge of the Soul).

**Key reading:**

Feist, J., & Feist, G. J. (2013). *Theories of Personality*. McGraw-Hill.

Schultz, D. P., & Schultz, S. E. (2017). *Theories of personality*. Cengage Learning.

Suggestion, Ryan. (2015). *Psychology of Feelings*. Ifada Library.

Module Number KPS1624207	Module Name Mental Health		
Course Type Compulsory courses of study.	Semester or period 2 (Two) / Even Semester	Student Capacity —	
Learning methods <i>Project Based Learning (PjBL)</i> , Discussion, Lecture	Attendance prerequisites Minimum 75%	Language Bahasa Indonesia	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS 2 credits</b>	
1. Participatory Activities & Project Tasks (50%)		Face-to-face: 2 x 50 minutes	
2. UTS (25%)		Structured Tasks: 2 x 60 minutes	
3. UAS (25%)		Independent Activities: 2 x 60 minutes	
Module coordinator Dr. Kartika Sari Dewi, S.Psi., M.Psi., Psychologist		Number of hours per semester week -	
Additional lecturers involved Hastaning Sakti, Anastasia Ediaty, Endah Kumala Dewi, Niken Fatimah Nurhayati, Yohanis F. La Kahija, et al.			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course discusses the concepts of mental health and illness, self-adjustment, stress management, early psychosocial support, to community-based and disaster-based mental health.			

<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <ol style="list-style-type: none"> <li><b>Symptom Analysis (K1):</b> Able to master the basic concepts of mental health to analyze individual and community conditions.</li> <li><b>Scientific Description (PU4):</b> Able to prepare a study report or scientific description of mental health issues.</li> <li><b>Problem Analysis (PK3):</b> Able to analyze non-clinical psychological problems and provide preventive or promotive recommendations.</li> <li><b>Disaster Preparedness:</b> Understand disaster risk and be able to provide initial psychological support according to procedures.</li> </ol>
<p><b>Key reading:</b></p> <p>Weiten, W., et al. (2015). <i>Psychology applied to modern life</i>. Cengage Learning.</p> <p>Dewi, K.S., et al. (2022). <i>Disaster Psychological Preparedness</i>. Semarang: Fastindo.</p>

Module Number PKPS6043	Module Name Psychology of Religion		
Course Type Core courses or electives or specializations and others.	Semester or period Semester 4	Student Capacity —	
Learning methods Lectures, Discussions, Journal Analysis, Research Projects	Attendance prerequisites 75% Attendance	Language Indonesian and Arabic	
<b>Type of assessment (Composition of final grades)</b>  Assignments & Participation (25%), Article Analysis Projects (25%), UTS (20%), UAS (30%)		<b>ECTS</b> 2 credits	
Module coordinator Sri Indrawati, M.Psi & Suparno, S.Ag. M.Si		Number of hours per semester week 2 x 50 minutes (Face-to-face)	
Additional lecturers involved -			
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This module discusses the concept of activities and dynamics of religious people from a psychological perspective. The material includes the history and scope of the psychology of religion, religious differences and religiosity, theories of the development of religious psyche (children, adolescents, adults, and the elderly), religious conversion, criteria for religious maturity, the relationship between religion and mental health and religious psychotherapy, as well as the cultivation of anti-corruption values, honesty, integrity, and accountability as manifestations of ethical and responsible behavior in personal, academic, and professional life.</p>			

<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <ul style="list-style-type: none"> <li>● Knowledge: Understand the concept of activities and dynamics of religious people as well as the religious patterns of major religions in Indonesia.</li> <li>● Understanding: Able to explain the history, scope, and theories of the development of the religious soul.</li> <li>● Analysis: Able to identify criteria for religious maturity and analyze the phenomenon of religious life through religious psychology research.</li> <li>● Application: Able to convey ideas in writing through the analysis of relevant and current research articles.</li> <li>● Attitude: Fearful of God Almighty and able to show religious attitudes in a scientific context. as well as the cultivation of anti-corruption values, honesty, integrity, and accountability as manifestations of ethical and responsible behavior in personal, academic, and professional life.</li> </ul>
<p><b>Key reading:</b></p> <ul style="list-style-type: none"> <li>- Jung, C. (2017). Psychology and religion. In <i>Religion today: A reader</i> (pp. 272-274). Routledge.</li> <li>- Argyle, M., &amp; Beit-Hallahmi, B. (2013). <i>The social psychology of religion (Psychology Revivals)</i>. Routledge.</li> <li>- Yarhouse, M. A., &amp; Johnson, V. (2013). Value and ethical issues: The interface between psychology and religion.</li> </ul>

Module Number KPS1624201	Module Name Learning Psychology		
Course Type Core courses or electives or specializations and others.	Semester or period Semester 2	Student Capacity —	
Learning methods Lectures, Discussions, Self-Paced Assignments/Groups	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>  Participation (10%), Assignment (20%), UTS (30%), UAS (40%)		<b>ECTS</b> 2 credits	
Module coordinator Learning Psychology Lecturer Team		Number of hours per semester week 2 x 50 minutes (Face-to-face)	
Additional lecturers involved			
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This module focuses on a variety of basic theories and concepts in learning psychology. Material includes behavioristic perspectives (Pavlov, Skinner, Thorndike), cognitive theory (Piaget, Vygotsky), social learning theory (Bandura), as well as contemporary topics such as learning styles, learning difficulties, and brain-based learning.</p>			

**Learning objectives and qualifications in this module that students learn at national or international level**

Knowledge: Able to master the basic concepts of psychological theory to analyze various psychological symptoms in the learning process.

Analysis: Able to analyze non-clinical psychological problems and human behavior in the context of learning based on existing theories.

Application: Able to apply logical and systematic thinking in examining the implications of scientific development in the field of learning psychology.

Synthesis: Able to prepare scientific descriptions of the results of learning theory studies in the form of assignment reports or theses in accordance with the rules of scientific ethics.

**Key reading:**

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# Semester 3

Odd Semester

Module Number KPS1624301	Module Name Educational Psychology	
Course Type Core Courses	Semester or period Semester 3 / Odd Semester	Student Capacity —
Learning methods Lectures, Discussions, Worksheets, Reflection writing, and Peer review	Attendance prerequisites None	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  <ul style="list-style-type: none"> <li>- Reflection writing (at least 80% correct)</li> <li>- Peer review</li> <li>- Classroom management strategy worksheets</li> <li>- Design of educational research/learning media/assessment</li> <li>- Presentation of the work</li> </ul>		<b>ECTS</b> 4 credits (Workload: 4 x 50 in-person minutes per week)
Module coordinator Psi. Education Lecturer Team		Number of hours per semester week X
Additional lecturers involved		
<b>Syllabus (Brief description of the contents of the module)</b> This module discusses the history and definition of educational psychology, research in the field of education, and theories of learning. Students will learn the principles of constructivism, individual variation, classroom management strategies (both face-to-face and online), to designing learning media and educational assessments.		

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Able to explain the history of educational psychology, the definition of learning, and mention related research (C1, C2).
- Comprehension: Able to explain and compare theories of learning (C4).
- Application: Able to relate the principles of constructivism and elaborate on individual variations in the context of education (C3, C4).
- Analysis: Able to compare various forms of learning assessment (PAK, PAN, Portfolio) (C4).
- Synthesis/Evaluation: Able to design educational research, learning media, or assessment for a specific level of education.

**Key reading:**

- Santrock, J.W. Educational Psychology.
- Ormrod, J.E. Educational Psychology: Developing Learners.

Module Number KPS1624302	Module Name Psychological Measurement 1		
Course Type Core courses	Semester or period Semester 3 / Odd Semester	Student Capacity —	
Learning methods Guest lectures, group discussions, item preparation exercises, and data collection simulations.	Attendance prerequisites 75% attendance (as per academic standards)	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> - Self-directed assignment (Literature review): 20% - Group assignments (Blueprint & item preparation): 30% - Mid-Semester Exam: 25% - Final Semester Exam: 25%		<b>ECTS</b> 3 credits (Workload: 3 x 50 in-person minutes per week)	
Module coordinator Measurement Course Teaching Team		Number of hours per semester week 150 minutes	
Additional lecturers involved			
<b>Syllabus (Brief description of the contents of the module)</b>			

This module provides the basics of measurement in psychology. The main focus is on understanding the nature of measurement, the difference between physical and psychological measurements, as well as the initial steps of compiling a psychological measurement instrument (psychological scale). Students will learn to conduct literature reviews to define constructs, determine behavioral aspects, and compile blueprints of measurement tools.

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Able to explain the definitions, basics of psychological measurement, and the differences between different types of psychological tests (C2).
- Understanding: Able to identify valid and reliable psychological measurement tools that are often used in research (C2).
- Application: Able to conduct a literature review on the definitions and factors that affect psychological variables (C3).
- Analysis: Able to design a blueprint (grid) of psychological measuring tools based on relevant theories (C4).
- Synthesis: Able to arrange initial items based on predetermined aspects.

**Key reading:**

- Azwar, S. Basics of Psychometry.
- Kaplan, R. M., & Saccuzzo, D. P. Psychological Testing: Principles, Applications, and Issues.
- DeVellis, R. F. Scale Development: Theory and Applications.

Module Number KPS1624201	Module Name Psychology of the archipelago		
Course Type Core / Compulsory Courses	Semester or period Semester 3 (Odd)	Student Capacity —	
Learning methods Discovery Learning (DL), small group discussions, plenaries, and self-assignments.	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> 1. Individual written communication (Paper): 20% 2. Group cooperation: 15% 3. Intervention design based on local wisdom (group paper): 30% 4. UTS/UAS: 35%		<b>ECTS</b> Workload in hours: 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Nusantara Psychology Coaching Team		Number of hours per semester week 2 hours face-to-face	

Additional lecturers involved

**Syllabus (Brief description of the contents of the module)**

This module discusses the design of psychological problem-solving interventions in the context of local wisdom by paying attention to Indonesia's typical social and cultural systems, the mental and cultural processes that occur, as well as the relationship between potential resources and local conflicts. Topics include Archipelago Culture, National Identity, and the application of local wisdom (e.g., Javanese, Islam, etc.).

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Able to formulate the culture of the archipelago and national identity based on psychological principles.
- Analysis: Able to map potential conflicts or psychological problems of the nation
- Application: Able to uncover local wisdom in Indonesia and relate it to the design of psychological interventions.
- Synthesis: Able to design interventions to solve psychological problems based on local wisdom.

**Key reading:**

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Module Number KPS1624303	Module Name Psychological Statistics		
Course Type Core Courses	Semester or period xxx or Winter–Summer Semester	Student Capacity —	

Learning methods Lectures, Large Group Discussions, and Brainstorming	Attendance prerequisites Semester 3 (Odd)	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  1. Activeness of practice and discussion: 25% 2. Material mastery indicator criteria (Probability, Normal Distribution): 75% (Note: The data of other assessment components follow the standards of the statistics course)		<b>ECTS</b> Workload in hours: 3 credits (3 x 50 in-person minutes per week)
Module coordinator Psychology Statistics Course Lecturer Team		Number of hours per semester week 3 hours face-to-face
Additional lecturers involved		
<b>Syllabus (Brief description of the contents of the module)</b> This module provides knowledge and statistical applications in the psychological sciences, including probability theory, normal distribution and derivative scores, central tendencies and variability, parameter estimation, and relationship and difference statistics including Product Moment correlation, t-test, variance analysis (ANOVA), and regression analysis.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  1. Knowledge: Able to understand basic knowledge about statistics and its role in science. 2. Application: Able to perform various statistical techniques as a data analysis tool, including the use of JASP software. 3. Analysis: Able to use various statistical techniques in the context of psychological research. 4. Synthesis/Evaluation: Able to choose the right statistical techniques for both comparative and correlational research.		

**Key reading:**

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Module Number KPS1624304	Module Name Industrial and Organizational Psychology		
Course Type Core / Compulsory Courses	Semester or period Semester 3 (odd)	Student Capacity —	
Learning methods Lectures, group discussions, case studies, and Project Based Learning (PjBL).	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>  1. Participatory Activities (Attendance & Activeness): 10% 2. Project Outcome (Case Study Group Assignment): 40% 3. Cognitive (UTS & UAS): 50%		<b>ECTS</b> Workload in hours: 3 credits (3 x 50 in-person minutes per week)	
Module coordinator PIO Course Teaching Team		Number of hours per semester week 3 Face-to-face hours	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b> This module discusses the basic concepts of Industrial and Organizational Psychology (PIO) as well as organizational behavior phenomena. The material includes the history of PIO, research methods in PIO, individual behavior (personality, values, work attitude, motivation), social processes (leadership, power, politics, conflict, negotiation), as well as organizational processes (organizational culture, organizational change, productive and counterproductive behavior).			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. Knowledge: Able to explain the basic concepts of Industrial and Organizational Psychology (C2).
2. Understanding: Able to explain individual processes and behaviors in an industry and organizational context (C2).
3. Analysis: Able to explain social processes, group behavior, and organizational processes (culture & change) in the context of PIO (C2).
4. Synthesis: Able to develop an understanding of the basis of research in the field of PIO.

**Key reading:**

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Module Number KPS1624305	Module Name Family Psychology		
Course Type Core / Compulsory Courses	Semester or period Semester 3 (Odd)	Student Capacity —	
Learning methods Project Based Learning (PjBL), Problem Based Learning (PBL), Case Based Learning (CBL), and class discussions.	Attendance prerequisites 75% attendance (as per academic standards)	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> 1. Participatory Activities (Discussions): 10% 2. Assignment (Independent/Group): 20% 3. Project/PjBL: 20% 4. UTS: 25% 5. UAS: 25%		<b>ECTS</b> Workload in hours: 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Family Psychology Support Team		Number of hours per semester week 2 hours face-to-face	
Additional lecturers involved			
<b>Syllabus (Brief description of the contents of the module)</b>  This module explores the concepts and theories of family psychology in the context of contemporary			

family issues. The material covers the scope of family psychology, family systems theory, the family life cycle, family relationships (spouses, parents and children, and siblings), as well as contemporary issues such as multicultural families, families with special needs, and family crises (divorce and violence). Anti-corruption education is integrated through discussions on the family's role in instilling values of integrity, honesty, responsibility, and justice as the foundation for character development and the prevention of corrupt behavior.

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Able to master the basic concepts of psychological theory to describe and analyze psychological symptoms in individuals, groups, and communities (especially families).
- Understanding: Able to explain and apply the concepts and theories of family psychology in the context of today's family problems.
- Analysis: Able to decipher the definition of crisis, scope, and analyze relationships and dynamics in the family.
- Skills: Able to convey ideas in writing to develop creative programs aimed at increasing family empowerment through effective presentations.
- Attitude: Able to work together, have social sensitivity, and care for the community by upholding academic integrity.

**Key reading:**

- Zeitlin, S., & Williamson, G. G. (1994). Coping in Young Children: Early Intervention Practices to Enhance Adaptive Behavior and Resilience.
- Teaching materials and journals related to contemporary family dynamics (as listed in the RPS).

Module Number PKPS6016	Module Name Psychodiagnosis 1: Observation and Interview	
Course Type Compulsory Courses	Semester or period Semester 3	Student Capacity —
Learning methods Lectures, Discussions, Simulations (Roleplay), Field Practice, and Independent Tasks	Attendance prerequisites 75% Attendance	Language Indonesian Language

<b>Type of assessment (Composition of final grades)</b>  Participation (6.25%), Independent/Structured Tasks (Observation & Interview), Report Presentation, UTS, and UAS	<b>ECTS</b> 3 credits
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Module coordinator Psychodiagnostic Constitutional Court Support Team 1	Number of hours per semester week 3 x 50 minutes (Face-to-Face)
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Additional lecturers involved

**Syllabus (Brief description of the contents of the module)**

This module provides a basic understanding of psychological assessment techniques through observation and interviews. Students learn theoretical principles, ethics in conducting assessments, data recording techniques (such as running records, checklists, and event sampling), and communication techniques in interviews. Students will also be trained to simulate and apply these techniques in a real setting and compile systematic observation and interview reports.

- Learning objectives and qualifications in this module that students learn at national or international level**
- Knowledge: Able to explain the theoretical principles of observation and interviews in psychology in accordance with psychodiagnostic principles.
  - Application: Able to simulate observation and interview techniques and apply them in a real setting (individual/group).
  - Analysis & Synthesis: Able to analyze and deduce the psychological meaning of the data obtained to be poured into the form of scientific reports.
  - Ethics: Able to internalize academic values, norms, and ethics, especially the Indonesian Psychological Code of Ethics in the data collection process.
  - Data Processing: Able to acquire, process, analyze, and interpret data responsibly.

**Key reading:**

- American Psychological Association (2010). Publication Manual of the American Psychological Association.
- Daniels, D.H., et al. (2002). Understanding Children: An Interview and Observation Guide for Educators.
- Irving, S. (2006). Interviewing as Qualitative Research.
- Fawcett, M. (2009). Learning Through Child Observation.
- Stewart, C.J., & Cash, W.B. (2000). Interviewing: Principles and Practices.

Module Number KPS1624203	Module Name Social Psychology		
Course Type Compulsory Courses	Semester or period Semester 3	Student Capacity —	
Learning methods Lecturing, Presentation, Discussion, Case Based Learning	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>  Active Participation, Essay Assignments, Group Presentations, UTS, and UAS		<b>ECTS</b> 4 credits	
Module coordinator Social Psychology Coaching Team		Number of hours per semester week 4 x 50 minutes (Face-to-face)	
Additional lecturers involved			
<b>Syllabus (Brief description of the contents of the module)</b>  This module provides an in-depth understanding of the interaction between individuals and their social environment. The material covers the basic concepts of social psychology, social perception, social cognition, attitudes, social identity, social influences, helping behavior, aggression, and the application of social psychology in various fields such as economics, culture, religion, politics, law, and technology-communication.			

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Able to master the basic concepts of psychological theory to describe and analyze various psychological symptoms in individuals, groups, organizations, and communities.
- Comprehension: Able to explain relevant concepts of social psychology theories used in analyzing human attitudes and behaviors.
- Application: Able to apply the basic concepts of social psychology in daily life and various social settings (politics, law, technology).
- Attitude: Able to work together and have social sensitivity, as well as concern for society and the environment by upholding academic integrity.

**Key reading:**

- Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. New Jersey: Pearson Education.
- Myers, D. G. (2012). Social Psychology. New York: McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2009). Social Psychology. Jakarta: Kencana.
- Aronson, E., Wilson, T. D., & Akert, R. M. (2013). Social Psychology. New Jersey: Pearson Education.

# Semester 4

Even Semester

Module Number PKPS6025 (KPS1624401)	Module Name Experimental Research Methods	
Course Type Core courses	Semester or period 4 / Even Semester	Student Capacity —
Learning methods Interactive lectures, group discussions, simulations, case studies, collaborative learning, and journal analysis	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>
<ul style="list-style-type: none"> <li>• UTS: 25%</li> <li>• UAS: 30%</li> <li>• Proposal assignments (module/manual equipped): 20%</li> <li>• Proposal presentation: 10%</li> <li>• Classroom activities (resumes, quizzes): 15%</li> </ul>		2 Credits (TM: 2x50', BM+PT: 2x2x60')
Module coordinator Faculty Teaching Lecturer Team Experimental Research Methods	Number of hours per semester week  2 hours face-to-face	
Additional lecturers involved  Teaching Lecturer Team.		
<b>Syllabus (Brief description of the contents of the module)</b>		
This course discusses the basic principles of experimental research, identification of problems and variables, various types of experimental design (quasi, true, factorial), and the preparation of systematic experimental research proposals		

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the basic principles and historical perspectives of experimental research.
2. **Understanding:** Identify and explain controls over extra variables.
3. **Application:** Prepare experimental research proposals in writing and orally.
4. **Analysis:** Conducting an analysis of experimental research on the thesis of S1 students.

**Key reading:**

The list of specific references is not mentioned in detail in the RPS text snippet, but refers to the relevant experimental research methodology textbook

Module Number PKPS6023 (KPS1624402)	Module Name Psychodiagnostics 2: Intelligence Assessment	
Course Type Core courses	Semester or period 4 / Even Semester	Student Capacity —
Learning methods Lectures, Discussions, Simulations (Roleplay), Test Administration Practice	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>
<ul style="list-style-type: none"> <li>• Assignments (Practicum Report): 30%</li> <li>• UTS: 30%</li> <li>• UAS: 40%</li> </ul>		3 credits (TM: 3x50', BM+PT: 3x3x60')
Module coordinator Psychodiagnostic Lecturer Team 2: Intelligence Assessment		Number of hours per semester week 3 hours face-to-face
Additional lecturers involved Teaching lecturer team		
<b>Syllabus (Brief description of the contents of the module)</b>		
<p>This course provides an in-depth understanding of the concept of intelligence, the history of psychological tests, as well as the administration, scoring, and interpretation of various intelligence test tools. The main focus is on students' technical ability to conduct intelligence tests professionally and in accordance with the code of ethics.</p>		

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the basic principles and historical perspectives of psychological tests and theories of intelligence.
2. **Understanding:** Explain the procedures for administering, scoring, and interpreting intelligence test tools (such as Stanford-Binet, WISC, WPPSI, WAIS, SPM/CPM/APM, CFIT, TIKI, etc.).
3. **Application:** Demonstrate intelligence test administration skills independently and responsibly.
4. **Evaluation:** Build rapport and process test result data for the analysis of psychological symptoms in individuals.

**Key reading:**

- Groth-Marnat, G. (2009). *Handbook of Psychological Assessment*.
- Gregory, R. J. (2014). *Psychological Testing: History, Principles, and Applications*.
- Sattler, J. M. (2008). *Assessment of Children: Cognitive Foundations*.
- Intelligence test tool manuals (Stanford-Binet, Wechsler Scales, etc.).

Module Number PKPS6027 (KPS1624403)		Module Name Counseling Psychology	
Course Type Core courses		Semester or period 4 / Even Semester	Student Capacity —
Learning methods Lectures, Discussions, <i>Roleplay</i> (Simulation), <i>Case Based Learning</i> , and <i>Project Based Learning</i>		Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>			<b>ECTS</b>
<ul style="list-style-type: none"> <li>• Active Participation &amp; Attendance: 10%</li> <li>• Individual/Group Tasks: 20%</li> <li>• UTS: 30%</li> <li>• UAS (Practice/Report): 40%</li> </ul>			3 credits (TM: 3x50', BM+PT: 3x3x60')
Module coordinator Counseling Psychology Lecturer Team			Number of hours per semester week 3 hours face-to-face
Additional lecturers involved Teaching lecturer team			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course provides an overview of the world of counseling, including definitions, goals,			

and criteria for professional counselors. Students will learn various basic techniques of individual counseling as well as counseling approaches for children, adolescents, adults, and families from various psychological theories.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Understand the definition, objectives, criteria of a good counselor, as well as ethical aspects in counseling (including *tele-counseling*).
2. **Comprehension:** Describe the various counseling approaches (Psychoanalysis, Person-Centered, Gestalt, Behavior, CBT, etc.) for different age groups.
3. **Application:** Practice basic communication techniques in counseling and build effective therapeutic relationships.
4. **Analysis:** Analyzes non-clinical psychological and behavioral problems and presents alternative solutions through counseling approaches.

**Key reading:**

- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*.
- Geldard, K., & Geldard, D. (2011). *Adolescent Counselling: A Proactive Approach for Young People*.
- Neukrug, E. (2016). *The World of the Counselor: An Introduction to the Counseling Profession*.
- Dewi & Wijayanti (2023). *Counseling Psychology* Textbook. Undip Press.

Module Number PKPS6028 (KPS1624404)	Module Name Consumer Psychology and Marketing	
Course Type Core courses	Semester or period 4 / Even Semester	Student Capacity —
Learning methods Lectures, Discussions, <i>Collaborative Learning, Discovery Learning</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b> <ul style="list-style-type: none"> <li>• Active Participation &amp; Attendance: 10%</li> <li>• Tasks: 30%</li> <li>• UTS: 30%</li> <li>• UAS: 30%</li> </ul>		<b>ECTS</b> 2 Credits (TM: 2x50', BM+PT: 2x2x60')
Module coordinator Consumer Psychology & Marketing Lecturer Team		Number of hours per semester week 2 hours face-to-face

Additional lecturers involved

- Endah Mujiasih, S.Psi., M.Si
- DR. Endah Kumala Dewi, M.Kes
- DR. Unika Prihatsanti, S.Psi., MA
- Ika Zenita, S.Psi., M.Si
- Vemita Sinantia, S.Psi., M.Si
- Here is Aryo Prabowo, S.Psi., M.Psi
- Dr. Darosy Endah Hyosyamina, M.Pd

**Syllabus (Brief description of the contents of the module)**

This course discusses the interaction between consumers and marketing strategies. The material covers the consumer's decision-making process, internal (perception, motivation, personality) and external (cultural, social class) factors that influence buying behavior, as well as how marketers use this knowledge to design segmentation strategies, targets, and market positioning.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Mastering the basic concepts of psychological theory to describe and analyze consumer behavior in individuals and groups.
2. **Understanding:** Explain the influence of motivation, personality, perception, and attitude on consumer purchase intention.
3. **Application:** Applying logical and critical thinking in examining the implications of marketing strategies on consumer welfare.
4. **Analysis:** Analyze market phenomena (such as *impulsive buying* or brand loyalty) using a psychological point of view.

**Key reading:**

- Peter, J. Paul., & Olson, Jerry C. (2013). *Consumer Behavior & Marketing Strategy*.
- Schiffman, L. G., & Kanuk, L. L. (2010). *Consumer Behavior*.
- Kotler, P., & Armstrong, G. (2023). *Principles of Marketing*.

Module Number	Module Name	
LKPS6031 (KPS1624405)	Human Resource Psychology	
Course Type Core courses	Semester or period 4 / Even Semester	Student Capacity —
Learning methods Group discussions, simulations, case studies, collaborative learning, or <i>problem-based learning</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language

<b>Type of assessment (Composition of final grades)</b> <ul style="list-style-type: none"> <li>• Assignments (Case/Project Analysis): 30%</li> <li>• UTS: 35%</li> <li>• UAS: 35%</li> </ul>	<b>ECTS</b> 2 Credits (TM: 2x50', BM+PT: 2x2x60')
Module coordinator PSDM teaching lecturer team	Number of hours per semester week 2 Hours of face-to-face
Additional lecturers involved PSDM teaching lecturer team	
<b>Syllabus (Brief description of the contents of the module)</b>  This course discusses the application of psychological principles in the context of organizations, especially in human resource management. Materials include position analysis, recruitment and selection, training and development, performance appraisal, career management, as well as contemporary challenges in the world of work (such as employee well-being and organizational change).	
<b>Learning objectives and qualifications in this module that students learn at national or international level</b> <ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> Explain the meaning of HR Psychology and current challenges in HR management in organizations.</li> <li>2. <b>Understanding:</b> Describe the various HR management practices (recruitment, selection, placement, and development) within the organization or company.</li> <li>3. <b>Application:</b> Apply basic concepts of psychology to analyze psychological symptoms in individuals and groups in a work context.</li> <li>4. <b>Analysis:</b> Analyzes non-clinical psychological problems in the workplace and presents alternatives to their ethical solutions.</li> </ol>	
<b>Key reading:</b> <ul style="list-style-type: none"> <li>● Cascio, W. F., &amp; Aguinis, H. (2019). <i>Applied Psychology in Talent Management</i>.</li> <li>● Dessler, G. (2020). <i>Human Resource Management</i>.</li> <li>● Muchinsky, P. M., &amp; Culbertson, S. S. (2016). <i>Psychology Applied to Work</i>.</li> </ul>	

Module Number LKPS6029 (KPS1624406 / KPS1624306)	Module Name Family research	
Course Type Core courses	Semester or period 4 / Even semester	Student Capacity —

Learning methods Lectures, discussions, <i>Discovery Learning</i> , <i>Literature Review</i> , and Guest Lecturer Lectures	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  <ul style="list-style-type: none"> <li>• Task 1 (Literature review): 30%</li> <li>• Task 2 (Guest lecturer resume): 5%</li> <li>• UTS (Research proposals/articles): 35%</li> <li>• UAS (Review of research articles): 30%</li> </ul>		<b>ECTS</b> 2 Credits (TM: 2x50', BM+PT: 2x2x60')
Module coordinator Constitutional Court Advocacy Team Family Theories		Number of hours per semester week 2 hours face-to-face
Additional lecturers involved  Course Teaching Team.		
<b>Syllabus (Brief description of the contents of the module)</b>  This course focuses on the analysis of research results in the field of family psychology. The material includes types of family research, methods of collecting data on family members, research results on Indonesian families from various cultures, and family research in crisis situations (disasters, pandemics). Students are invited to develop the concept of positive parenting based on scientific findings.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> Explain the types of research and appropriate data collection methods in family research.</li> <li>2. <b>Understanding:</b> Understanding the dynamics of the Indonesian family and family challenges in crisis situations through research data.</li> <li>3. <b>Application:</b> Applying family theory in developing the concept of positive parenting and family mental health indicators.</li> <li>4. <b>Analysis:</b> Analyze the results of research in the field of family psychology based on scientific literature and valid psychological research principles.</li> </ol>		
<b>Key reading:</b>  <ul style="list-style-type: none"> <li>• Various articles of national and international family psychology research journals (such as the Journal of Family Psychology, etc.).</li> <li>• Results of contemporary research on the Indonesian family.</li> </ul>		

Module Number PKPS6026 (KPS1624407)	Module Name Psychopathology	
Course Type Core courses	Semester or period 4 / Even semester	Student Capacity —
Learning methods Lectures, field trips, group work, etc.	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  Group discussions, simulations, case studies, collaborative learning, or <i>problem-based learning</i>		<b>ECTS</b> • Assignment (Case Analysis): 30%  • UTS: 35%  • UAS: 35%
Module coordinator Psychopathology Course Teaching Team		Number of hours per semester week 3 hours face-to-face
Additional lecturers involved  <ul style="list-style-type: none"> <li>• Dr.Phil. Dian Veronika Sakti Kaloeti, S.Psi., M.Psi.</li> <li>• Dr. Kartika Sari Dewi, S.Psi., M.Psi.</li> <li>• Dr. Dra. Hastaning Sakti, M.Kes.</li> <li>• Annastasia Ediati, S.Psi., M.Sc., Ph.D.</li> <li>• Fika Nadia Tirta Maharani., S.Psi., M.Psi.</li> <li>• Aldani Putri Wijayanti., S.Psi., M.Sc.</li> <li>• Yohanis F. La Kahija, S.Psi., M.Sc.</li> <li>• Hasan Fahrur Rozi, S.Psi., M.Psi.</li> </ul>		
<b>Syllabus (Brief description of the contents of the module)</b>  This module discusses the basic concepts of abnormal behavior and mental disorders. The material includes the theoretical perspective of psychopathology, diagnosis criteria (based on DSM or PPDGJ), classification of multi-axial diagnoses, etiology (causes), as well as an overview of the types of clinical interventions for various psychopathological conditions.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> Explain various theoretical perspectives in understanding psychopathology.</li> <li>2. <b>Understanding:</b> Describe the criteria for psychopathological diagnosis and explain their etiology.</li> <li>3. <b>Application:</b> Perform psychopathological classification based on multi-axial diagnosis in determining the initial clinical diagnosis.</li> <li>4. <b>Analysis:</b> Analyze the patient/client's psychological condition to determine the relevant type of intervention.</li> </ol>		

**Key reading:**

- Durand, V. M., & Barlow, D. H. (2017). *Essentials of Abnormal Psychology*.
- Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology*.
- Maslim, R. (2013). *Diagnosis of Mental Disorders, Brief Reference PPDGJ-III and DSM-V*.

Module Number PKPS6020 (KPS1624407)	Module Name Clinical Psychology		
Course Type Core courses	Semester or period 4 / Even Semester	Student Capacity —	
Learning methods Lectures, discussions, tutorials, and <i>Problem Based Learning</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
<ul style="list-style-type: none"> <li>• UTS: (According to the faculty requirements)</li> <li>• UAS (Multiple Choice): Weight-adjusted</li> <li>• Assignment (Simple psychology report paper &amp; reflection): Weighted according to</li> <li>• Creative summary (Mind map/poster): 5% per task</li> </ul>		3 credits (TM: 3x50', BM+PT: 3x3x60')	
Module coordinator Constitutional Court Support Team. Clinical Psychology		Number of hours per semester week 3 hours face-to-face	
Additional lecturers involved  Clinical Psychology Teaching Team.			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course provides a basic understanding of the field of clinical psychology, including history, training models, and professional ethics. Students will learn various methods in clinical psychology such as observation, interviews, psychological tests (assessments), as well as various clinical intervention approaches both at the individual and community level (promotion and prevention).			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the basic concepts, scope, history, and ethics in clinical psychology.
2. **Comprehension:** Describe the various research and assessment methods (interviews, observations, tests) in clinical psychology.
3. **Application:** Provides examples of application of clinical interventions (individual and community) based on existing cases.
4. : Analyze psychological problems and present alternative solutions based on logical and ethical principles of clinical psychology.

**Key reading:**

- Pomerantz, A. M. (2017). *Clinical Psychology: Science, Practice, and Culture*.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to Clinical Psychology: Science, Practice, and Ethics*.
- Nietzel, M. T., et al. (2003). *Introduction to Clinical Psychology*.
- Trull, T. J., & Prinstein, M. J. (2013). *Clinical Psychology*.

Module Number PKPS6030 (KPS1624408)		Module Name Training Design and Engineering	
Course Type Core courses		Semester or period 4 / Even Semester	Student Capacity —
Learning methods Lectures, Group Discussions, <i>Project Based Learning</i> (Training Module Preparation)		Attendance prerequisites None	Language English or Arabic or German etc.
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
<ul style="list-style-type: none"> <li>• Group Assignments (Training Needs Analysis): 15%</li> <li>• Group Assignments (Design &amp; Training Modules): 25%</li> <li>• Training Presentations &amp; Simulations: 15%</li> <li>• UTS: 20%</li> <li>• UAS: 25%</li> </ul>		3 credits (TM: 3x50', BM+PT: 3x3x60')	
Module coordinator Design and Engineering Training Team		Number of hours per semester week 3 Face-to-face hours	
Additional lecturers involved The Teaching Team			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course equips students with the ability to design effective training programs. The			

material includes the training cycle (ADDIE), *Training Needs Analysis*, instructional goal setting, selection of learning methods and media (including *e-learning*), and evaluation techniques for training results using the Kirkpatrick model.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the basic concepts of adult training, development, and learning principles (Andragogi).
2. **Understanding:** Understand the systematic steps in designing training from analysis to evaluation.
3. **Application:** Develop creative and innovative design and training modules according to the needs of the target audience.
4. **Analysis:** Analyze psychological problems in an organization or community and present solutions in the form of appropriate training programs.

**Key reading:**

- McDonald, J. K. & West, R. E. (2021). *Design for Learning: Principles, Processes, and Praxis*.
- Silberman, M. (2006). *Active Training: A Handbook of Techniques, Design, Case Examples, and Tips*.
- Kirkpatrick, D. L. (1998). *Evaluating Training Programs: The Four Levels*.
- Mayer, R. (2014). *The Cambridge Handbook of Multimedia Learning*.

# Semester 5

Odd Semester

Module Number PKPS6035	Module Name Introduction to Assessment and Psychology	
Course Type Core courses	Semester or period Semester 5	Student Capacity —
Learning methods Lectures, Discussions, Psychological Tests	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b> UAS (30%), UTS, Assignments, Psychological Test		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Teaching Lecturer Team		Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b>  This module discusses the basic concepts of psychological assessment, including basic principles, ethics in assessment, as well as the introduction of various assessment methods such as interviews, observations, and the use of psychological test tools to establish a diagnosis or obtain a psychological picture of an individual		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li><b>Knowledge:</b> Explain the basic concepts of psychological assessment and understand the principles of measurement.</li> <li><b>Understanding:</b> Understand academic ethics and humanity in carrying out duties as a psychology practitioner.</li> <li><b>Application:</b> Able to make the right decisions in the context of problem solving based on information and data analysis.</li> <li><b>Analysis:</b> Analyzes non-clinical psychological and behavioral problems and presents alternative solutions.</li> <li><b>Evaluation:</b> Mastering the basic concepts of assessment to analyze psychological symptoms in individuals, groups, and communities.</li> </ol>		

**Key reading:**

- Tallent, Norman (1992). *The Practice of Psychological Assessment*. New Jersey: Prentice Hall.
- Marnat, Gary Groth (2010). *Handbook of Psychological Assessment*. Yogyakarta: Student Library.
- HIMPSI (2010). *Psychological Code of Ethics*. Jakarta.
- Domino, George & Domino, Marta L. (2006). *Psychological Testing: An Introduction*. New York: Cambridge University Press.

Module Number PKPS6036	Module Name Introduction to Psychological Intervention		
Course Type Core courses	Semester or period Semester 5	Student Capacity —	
Learning methods Talks, Discussions, Assignments	Attendance prerequisites None	Language English or Arabic or German etc.	
<b>Type of assessment (Composition of final grades)</b> UAS (30%), UTS, Tasks, Participation		<b>ECTS</b> 3 credits (3 x 50 in-person minutes per week)	
Module coordinator Support Team		Number of hours per semester week 3 hours (150 minutes)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>  This module discusses the basic concepts of psychological intervention, covering the principles of behavior change at various levels (individuals, groups, organizations, and society). The main focus of this course is to provide an understanding of the appropriate non-clinical intervention design to solve various psychological problems in society while still paying attention to the psychological code of ethics.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Mastering the basic concepts of psychological theory to describe and analyze psychological symptoms at various levels (individual to community).
2. **Understanding:** Understand the concept of non-clinical intervention based on the principle of behavior change.
3. **Application:** Designing appropriate interventions to solve psychological problems in a non-clinical context.
4. **Analysis:** Analyze psychological problems and present alternative solutions effectively.
5. **Evaluation/Responsibility:** Accountable for the results of work based on the Indonesian code of ethics of psychology.

**Key reading:**

- Martin, Garry & Pear, Joseph (2015). *Behavior Modification: Meaning and Application*. Yogyakarta: Student Library.
- HIMPSI (2010). *Indonesian Code of Ethics for Psychology*. Jakarta.
- Ediati, A., et al. (2020). *Clinical Psychology: Theory and Application*. Jakarta: Erlangga Publishers.
- Cummings & Worley (2005). *Organizational Development & Change*. Mason: Mc Graw Hill.
- Psychology Education and Services Act 2022.

Module Number PKPS6034	Module Name Family Empowerment		
Course Type Core courses	Semester or period Semester 5	Student Capacity —	
Learning methods Discussion, Case-Based Learning (CBL), Project-Based Learning (PjBL)	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> UTS, UAS, Individual Assignments, Group Assignments (PjBL/CBL), Participation		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Family Empowerment Support Team		Number of hours per semester week 2 hours (100 minutes)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>			

This module is designed to provide students with an understanding of the concept and strategy of family empowerment. The main focus includes the analysis of family dynamics, the identification of problems in the family context, and the development of non-clinical intervention programs to improve the quality of life and family resilience in the community.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Understand the basic concept of family empowerment in order to improve the quality of personal, family, and community.
2. **Understanding:** Examine the implications of the development of science that pays attention to the values of humanities and scientific ethics in providing solutions for families.
3. **Application:** Apply logical, critical, and systematic thinking in implementing family empowerment programs.
4. **Analysis:** Analyzes non-clinical psychological problems in families and presents alternative solutions.
5. **Evaluation/Attitude:** Compile conceptual thoughts or observations in the form of scientific writings in accordance with the code of ethics.

**Key reading:**

- Ediati, A., et al. (2020). *Clinical Psychology: Theory and Application*. Jakarta: Erlangga Publishers.
- Law No. 52 of 2009 concerning Population Development and Family Development.
- Various scientific journals related to family resilience and community empowerment are relevant (Sinta 2 or international).

Module Number PKPS6033	Module Name Qualitative Research Methods		
Course Type Core courses	Semester or period Semester 5	Student Capacity —	
Learning methods Lectures, field trips, group work, etc.	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> UTS, UAS, Research Poster, Research Mini Report, Journal Analysis		<b>ECTS</b> 3 credits (3 x 50 in-person minutes per week)	
Module coordinator Qualitative Research Methods Lecturer Team		Number of hours per semester week 3 hours (150 minutes)	

Additional lecturers involved

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### Syllabus (Brief description of the contents of the module)

This module provides an in-depth understanding of the paradigms, basic principles, and qualitative research procedures in the field of psychology. Students will learn various qualitative research designs (such as phenomenology and case studies), data collection techniques (in-depth interviews and observations), and qualitative data analysis techniques. The main focus of this module is to equip students with the ability to prepare research designs to conduct ethical mini research.

### Learning objectives and qualifications in this module that students learn at national or international level

1. **Knowledge:** Understand the basic concepts of qualitative research methodology and the difference between paradigms and quantitative.
2. **Understanding:** Examining the implications of scientific development based on scientific principles, procedures, and ethics.
3. **Application:** Implementing information technology in scientific development and conducting qualitative research independently.
4. **Analysis:** Pouring conceptual thoughts and research results in the form of scientific writings (research reports) or posters according to the code of ethics.
5. **Attitude/Evaluation:** Uphold academic integrity and prevent plagiarism practices in every stage of research.

### Key reading:

- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage Handbook of Qualitative Research*. Sage.
- Various psychology research journals are indexed by Sinta 2 (national) and international (2014-2024).
- Thesis Guide 2023 Faculty of Psychology.

Module Number	Module Name	
PKPS6050	Assessment Center	
Course Type Elective courses	Semester or period Semester 5	Student Capacity —
Learning methods <i>Problem Based Learning (PBL), Project Based Learning (PjBL), Case-Based Learning</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language

<b>Type of assessment (Composition of final grades)</b> Participation, Duties, UTS, UAS	<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Support Team	Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -	
<b>Syllabus (Brief description of the contents of the module)</b>  This course includes an understanding of several essential steps taken in the <i>multiple method process, multiple observer/assessor, multiple criteria, multiple inputs</i> or sources, <i>multiple instruments</i> , and <i>multiple</i> participants in the context of competency evaluation	
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> Explain the scope, basic principles, objectives, and benefits of <i>the Assessment Center (AC)</i>.</li> <li>2. <b>Understanding:</b> Understand the management of air conditioning and the use of technology in the assessment process.</li> <li>3. <b>Application:</b> Explain and compile the competencies required in <i>the Assessment Center</i>.</li> <li>4. <b>Analysis:</b> Design non-clinical psychology interventions for behavior change based on psychological principles and codes of ethics.</li> <li>5. <b>Synthesis/Evaluation:</b> Designing the stages of the implementation <i>of the Assessment Center</i> comprehensively</li> </ol>	
<b>Key reading:</b>  <ul style="list-style-type: none"> <li>● Roger, W. T. Gill. <i>Assessment of Management Potential in Graduate Recruitment</i>. University of Bradford.</li> <li>● Spencer &amp; Spencer. <i>Competency</i>.</li> <li>● R. Palaniapan, PhD. (2003). <i>Competency Management</i></li> </ul>	

<b>Module Number</b> PKPS6048	<b>Module Name</b> Psychology of Industrial Relations		
<b>Course Type</b> Core courses or electives or specializations	<b>Semester or period</b> Semester 5	<b>Student Capacity</b> —	
<b>Learning methods</b> Lectures, Discussions, Group Assignments	<b>Attendance prerequisites</b> Minimum 75%	<b>Language</b> Indonesian Language	

<b>Type of assessment (Composition of final grades)</b> UAS (65%), Task & Participation (35%)	<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Industrial Relations Course Teaching Team	Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -	
<b>Syllabus (Brief description of the contents of the module)</b>  This module discusses the dynamics of the relationship between workers, employers, and the government in the context of organizations. The material covers the basis of labor law in Indonesia, labor unions, collective labor agreements (PKB), wage system, to the handling of termination of employment (PHK) and the settlement of industrial relations disputes.	
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> Explain the basic concepts of psychological theory in analyzing symptoms in organizations and communities.</li> <li>2. <b>Understanding:</b> Understanding labor regulations (Law No. 13/2003 and Law No. 3. 21/2000) and the role of parties in industrial relations.</li> <li>3. <b>Application:</b> Applying logical and systematic thinking in studying the implementation of science that pays attention to the value of humanities.</li> <li>4. <b>Analysis:</b> Analyze real cases in industrial relations and formulate ways to solve them.</li> <li>5. <b>Evaluation:</b> Prepare a scientific description of the study results in the form of a report that can be accounted for.</li> </ol>	
<b>Key reading:</b>  <ul style="list-style-type: none"> <li>● John A. Fossum (2000). <i>Labor Relation: Development, Structure, Process</i>. McGraw-Hill Co.</li> <li>● Michael Salamon (1992). <i>Industrial Relation: Theory and Practices</i>. Prentice Hall.</li> <li>● Manpower Law (Law No. 13 of 2003).</li> <li>● Trade Union Law (Law No. 21 of 2000).</li> </ul>	

Module Number PKPS6049	Module Name Ergonomics & Psychology K3	
Course Type Elective/Compulsory Courses of Interest	Semester or period Semester 5	Student Capacity —

Learning methods Lectures, Discussions, Cases, Presentations	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b> UAS (65%), Assignments, Participation, Presentation		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Ergonomics & K3 Course Teaching Team		Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b>  This module provides an understanding of the interaction between humans and other elements in a work system (Ergonomics) as well as the principles of Occupational Safety and Health (K3) from a psychological perspective. The material includes workload analysis, workstation design, human factors in work accidents, personal protective equipment (PPE), and 5R culture in the workplace.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> Mastering the basic concepts of psychological theory to describe and analyze psychological symptoms in the work environment.</li> <li>2. <b>Understanding:</b> Understand the regulations and requirements of K3 as well as the obligations of employers and workers in the implementation of K3.</li> <li>3. <b>Application:</b> Applying logical and systematic thinking in examining the implementation of technology that pays attention to the value of the humanities in the workplace.</li> <li>4. <b>Analysis:</b> Able to explain the causes of work accidents (fires, etc.) as well as their prevention procedures (such as LOTO and PPE).</li> <li>5. <b>Attitude/Evaluation:</b> Internalize the spirit of independence and responsibility in improving the quality of a healthy and safe work environment.</li> </ol>		
<b>Key reading:</b>  <ul style="list-style-type: none"> <li>● Sanders, Mark S. &amp; McCormick, E. J. (1993). <i>Human Factors in Engineering and Design</i>. McGraw-Hill.</li> <li>● Bridger, R. (2008). <i>Introduction to Ergonomics</i>. CRC Press.</li> <li>● Manpower Law No. 13 of 2003 (related to K3).</li> <li>● Government Regulations related to Occupational Safety and Health.</li> </ul>		

Module Number PKPS6053	Module Name Islamic Psychology	
Course Type Compulsory Courses	Semester or period Semester 5	Student Capacity —
Learning methods Lectures, Discussions, Presentations	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  UTS, UAS, Duties, Participation		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Drs. Zaenal Abidin M.Si et al.		Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b>  This module discusses the definition, scope, history, and position of Islamic Psychology. Students will learn the comparison of the paradigm of Islamic Psychology with Western schools of psychology, as well as how to apply Islamic Psychology concepts (such as the concepts of man, soul, and fitrah) in various areas of real life.		

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the understanding, scope, and history of the development of Islamic Psychology.
2. **Understanding:** Comparing the paradigm of Islamic Psychology among other paradigms of psychology.
3. **Application:** Applying the principles of Islamic Psychology in daily life and problem solving.
4. **Analysis:** Making appropriate decisions in the context of problem solving based on the analysis of information and data according to religious values.
5. **Attitude:** Showing a religious attitude and devotion to God Almighty in scientific development.

**Key reading:**

- Nashori, Fuad & Mucharam (2002). *Developing Creativity in the Perspective of Islamic Psychology*. Yogyakarta: Menara Kudus.
- Purwanto, Yadi (2003). *Understanding Dreams from the Perspective of Islamic Psychology*. Yogyakarta: Menara Kudus.
- Nataatmadja, Hidayat (1994). *The Crisis of Modern Man, Religion-Philosophy-Science*. Surabaya: Al Ikhlas.
- Nawawi, Rifaat Syauqi et al. *Islamic Psychology Methodology*. Yogyakarta: Student Library.

Module Number PKPS6044	Module Name Positive Parenting		
Course Type Core or elective courses	Semester or period Semester 5	Student Capacity —	
Learning methods Discussion, <i>Case-Based Learning (CBL)</i> , <i>Project-Based Learning (PjBL)</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> UTS, UAS, Individual Assignments, Group Assignments (PjBL/CBL), Participation		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Positive Parenting Support Team		Number of hours per semester week 2 hours (100 minutes)	
Additional lecturers involved -			

**Syllabus (Brief description of the contents of the module)**

This module discusses the basic concepts and applications of positive parenting in the family. The material includes understanding the role of parents, the dynamics of parent-child interaction, and parenting strategies that support optimal child growth and

development with an empathetic and non-violent approach. Students will also learn to design psychoeducational programs to improve the quality of parenting in the community.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Mastering the basic concepts of psychological theory to describe and analyze psychological symptoms in individuals and families.
2. **Understanding:** Understand the concepts of non-clinical interventions related to family resilience and parenting.
3. **Implementation:** Create creative programs that aim to increase family empowerment and resilience through positive parenting.
4. **Analysis:** Analyze non-clinical psychological and behavioral problems in the family context and present alternative solutions.
5. **Attitude/Communication:** Convey ideas in writing and present presentations effectively about parenting programs.

**Key reading:**

- Durrant, J. E. (2013). *Positive Discipline in Everyday Parenting*. Save the Children.
- Various scientific journals related to positive parenting and family resilience that are relevant (Sinta 2 or international).
- Law No. 35 of 2014 concerning Child Protection.

Module Number PKPS6045	Module Name Psychological Measurement and Evaluation in Education		
Course Type Compulsory courses of interest or elective.	Semester or period Semester 5	Student Capacity —	
Learning methods Lectures, Discussions, Reference Studies, Projects (Test Preparation)	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> UAS (60%), Group Assignments, Final Project Presentation, Participation		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Teaching lecturer team		Number of hours per semester week 2 hours (100 minutes)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b> This module focuses on the application of psychometric principles in the context of			

education. Students will learn how to design, develop, and evaluate psychological measurement tools (specifically learning achievement tests and attitude scales) used in the school setting. The material includes item analysis, validity, reliability, and test administration procedures to support the objective evaluation of learning outcomes.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Mastering the basic concepts of psychological theory to describe and analyze psychological symptoms in the world of education.
2. **Understanding:** Understand the implications of developing measurement instruments based on scientific principles and psychological ethics.
3. **Application:** Apply the steps of preparing achievement tests and psychological scales in education correctly (minimum 80% accuracy).
4. **Analysis:** Prepare a scientific description of the results of the test development study in the form of a final project report.
5. **Evaluation:** Communicate the results of the development of measuring instruments effectively through presentation and maintain scientific arguments.

**Key reading:**

- Azwar, S. (2020). *Compilation of Psychological Scales*. Yogyakarta: Student Library.
- Azwar, S. (2016). *Cognitive Ability Test Construction*. Yogyakarta: Student Library.
- Azwar, S. (2011). *Performance Test*. Yogyakarta: Student Library.

Module Number PKPS6043	Module Name Psychology of Religion	
Course Type Compulsory courses/interests	Semester or period Semester 6	Student Capacity —
Learning methods Lectures, field trips, group work, etc.	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b> UAS (30%), UTS (20%), Article Analysis Project (25%), Assignment & Participation (25%)		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Dra. Sri Indrawati, M.Psi. / Suparno, S.Ag. M.Si.		Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b> This module discusses the activities and dynamics of the human soul in relation to religious beliefs. The material includes the definition and history of religious psychology, differences in religion and religiosity, the development of religious spirit in children to the elderly, as		

well as the relationship between religion and mental health and psychotherapy. Students will also study the religious patterns of major religions in Indonesia as well as the phenomenon of fanaticism and belief streams.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the definition, history, and scope of religious psychology.
2. **Understanding:** Understand the concept of activities and dynamics of religious people and distinguish between religion and religiosity.
3. **Application:** Identifying and analyzing religious patterns in the context of Indonesian society.
4. **Analysis:** Analyze religious psychology research articles and present the results systematically.
5. **Evaluation/Attitude:** Making the right decision in solving psychological problems based on the analysis of information related to religious values.

**Key reading:**

- Jalaluddin (2012). *Psychology of Religion*. Jakarta: Raja Grafindo Persada.
- Thouless, Robert H. (2000). *Introduction to Religious Psychology*. Jakarta: Raja Grafindo Persada.
- Ramayulis (2002). *Psychology of Religion*. Jakarta: Kalam Mulia.
- Journals of research on religious psychology (Sinta 3 or international, published 2014-2024).

Module Number PKPS6039	Module Name Sports Psychology		
Course Type Elective/Compulsory Courses of Interest	Semester or period Semester 5	Student Capacity —	
Learning methods Lectures, Discussions, Problem Based Learning (PBL)	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> UTS/Quiz (25%), PBL/Case Study (25%), UAS (50%)		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Sports Psychology Coaching Team		Number of hours per semester week 2 hours (100 minutes)	

Additional lecturers involved

**Syllabus (Brief description of the contents of the module)**

This module discusses the general orientation of sports psychology, research methods, and the use of tests in sports. The main focus includes psychological factors that affect athletes' performance and achievements, such as motivation, personality, aggressiveness, arousal, stress, anxiety, confidence (peak performance), leadership, communication, and athlete career management (including career termination).

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Mastering the basic concepts of psychological theory to describe and analyze various psychological symptoms in individuals and groups in the context of sports.
- Understanding: Understanding the role of psychology in improving athletes' performance and dealing with psychological barriers such as burnout or staleness.
- Implementation: Develop creative programs to increase the empowerment of the community (athletes/team) through techniques such as goal setting, self-talk, and imagery.
- Analysis: Analyze group dynamics and leadership within sports teams.
- Attitude/Communication: Present an effective presentation of the results of a case analysis or mental exercise program in sports.

**Key reading:**

- Weinberg, R. S., & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics.
- Williams, J. M. (2010). Applied Sport Psychology: Personal Growth to Peak Performance. McGraw-Hill.
- Anshel, M. H. (2012). Sport Psychology: From Theory to Practice. Pearson.
- Scientific journals related to Sports Psychology (2014-2024).

Module Number PKPS6051	Module Name Communication Psychology	
Course Type Compulsory courses/interests	Semester or period Semester 6	Student Capacity —
Learning methods Lectures, Discussions, Case Studies, Presentations	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b> UTS, UAS (Multiple Choice & Essay), Participation, Case Analysis Assignment		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Communication Psychology Coaching Team		Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b>  This module explores the process of communication from a psychological point of view. The material covers the foundations of interpersonal communication, cultural influences, self-perception and others, verbal and non-verbal messages, <i>listening</i> , emotional messages, and communication dynamics in various contexts of daily life. The main focus is to equip students with the ability to analyze human communication behavior using psychological theories.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li><b>Knowledge:</b> Explain relevant communication theory concepts to analyze human communication behavior.</li> <li><b>Understanding:</b> Examining the implications of the development of science that pays attention to the values of humanities and scientific ethics in communicating.</li> <li><b>Application:</b> Applying the concept of Communication Psychology Theory in the context of interpersonal relationships and social life.</li> <li><b>Analysis:</b> Analyze non-clinical psychological problems related to communication barriers or dynamics and present alternative solutions.</li> <li><b>Attitude/Synthesis:</b> To pour conceptual thoughts about the phenomenon of communication in the form of scientific writings that are in accordance with the code of ethics.</li> </ol>		
<b>Key reading:</b>  <ul style="list-style-type: none"> <li>De Vito, J. A. (2016). <i>The Interpersonal Communication Book</i>. Pearson.</li> <li>Rakmat, Jalaludin. (2005). <i>Communication Psychology</i>. Bandung: Remaja Rosdakarya.</li> </ul>		

- Various journal articles related to communication psychology (2014-2024).

Module Number PKPS6041	Module Name Health Psychology		
Course Type Elective/Compulsory Courses of Interest	Semester or period Semester 5	Student Capacity —	
Learning methods Problem Based Learning (PBL), Case Study, Presentation, Discussion	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>  UTS/Quiz (25%), PBL/Case Study (25%), UAS (35%), Project Presentation (15%)		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Health Psychology Support Team		Number of hours per semester week 2 hours (100 minutes)	
Additional lecturers involved			
<b>Syllabus (Brief description of the contents of the module)</b> This module discusses the role of psychological, behavioral, and social factors in influencing physical health and disease. The material includes the identification of psychological aspects in the context of health, analysis of health behavior based on various theories, stress management and coping skills, adherence to medication, and the design of psychoeducational interventions for various types of chronic diseases (such as diabetes, heart, cancer, etc.).			

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Identify psychological aspects in the context of health and understand the development of adulthood to the elderly.
- Understanding: Acquiring and processing information through the responsible use of technology in the context of health psychology.
- Application: Develop and communicate the design of psychoeducational intervention programs in various disease contexts by upholding the values of the humanities.
- Analysis: Analyze health behaviors using various psychological theories and conduct non-clinical psychological assessments according to the code of ethics.
- Attitude/Creativity: Develop a creative psychoeducational design and demonstrate the ability to work together in group discussions.

**Key reading:**

- Taylor, S. E. (2018). Health Psychology. McGraw-Hill Education.
- Sarafino, E. P., & Smith, T. W. (2014). Health Psychology: Biopsychosocial Interactions. Wiley.
- Ogden, J. (2012). Health Psychology. McGraw-Hill Education.
- Various latest health psychology research journals (2014-2024).

Module Number PKPS6046	Module Name Developmental Psychology and Early Childhood Education		
Course Type Compulsory courses/interests	Semester or period Semester 6	Student Capacity —	
Learning methods <i>Problem Based Learning</i> (PBL), Forum Discussion, <i>Case Study</i> , Simple Research	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> UAS (30%), UTS (25%), PBL/Discussion/CS (25%), Research Assignments		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Support Team		Number of hours per semester week 2 hours (100 minutes)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>  This module provides an in-depth understanding of human development from preconception to early childhood. The main focus includes aspects of physical, cognitive, socio-emotional development, as well as appropriate educational and play stimulation models to optimize children's growth and development. Students are also invited to conduct			

simple research related to developmental problems in early childhood.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain knowledge related to development from preconception to late childhood.
2. **Understanding:** Understand developmental and educational psychology theories relevant to early childhood.
3. **Application:** Designing play stimulation and educational models to optimize children's growth and development.
4. **Analysis:** Using the concept of psychology to analyze and formulate cases of problems that occur in early childhood.
5. **Evaluation/Attitude:** Prepare a simple research report with the correct method and in accordance with the psychological code of ethics.

**Key reading:**

- Santrock, J. W. (2011). *Child Development*. New York: McGraw-Hill.
- Papalia, D. E., et al. (2009). *Human Development*. New York: McGraw-Hill.
- Various scientific journals related to early childhood development and education (2014-2024).

Module Number PKPS6038	Module Name Positive Psychology		
Course Type Required/Elective Courses	Semester or period Semester 5	Student Capacity —	
Learning methods Group Discussions, Simulations, Case Studies, Collaborative Learning	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>  UTS, UAS, Duties, Participation		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Positive Psychology Course Lecturer Team		Number of hours per semester week 12 hours (100 minutes)	

Additional lecturers involved

**Syllabus (Brief description of the contents of the module)**

This module discusses the basic principles, theories, and applications of positive psychology in human life. The main focus includes understanding positive emotions, character strengths, virtues, and the concepts of well-being and happiness. Students will learn how to conduct assessments and design positive psychological interventions to improve the mental health of individuals and communities.

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Mastering the basic principles and theories of positive psychology and their relationship to physical and mental health.
- Comprehension: Elaborate, distinguish, and provide examples of the application of various positive psychological constructs in real contexts.
- Application: Applying positive psychology theory to improve the quality of personal, family, and wider society.
- Analysis: Analyzes non-clinical psychological problems and presents alternative solutions based on a positive psychological perspective.
- Evaluation/Attitude: Applying logical and systematic thinking in implementing knowledge that pays attention to the value of humanities.

**Key reading:**

- Seligman, M. E. P. (2002). *Authentic Happiness*. New York: Free Press.
- Baumgardner, S. R., & Crothers, M. K. (2010). *Positive Psychology*. Pearson.
- Peterson, C. (2006). *A Primer in Positive Psychology*. Oxford University Press.
- Compton, W. C., & Hoffman, E. (2013). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth.

Module Number LKPS6037	Module Name Eastern Psychology	
Course Type Compulsory courses or electives or specializations and others.	Semester or period Semester 6	Student Capacity —
Learning methods Lectures, field trips, group work, etc.	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  Lectures, Discussions, Q&A		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Eastern Psychology Lecturer Team		Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b>  This module presents the teachings about the human soul ( <i>psyche</i> ) that developed in Eastern and Indonesian societies. The material includes views on the soul in Yoga, Buddhist, Tao, Sufi, Contemplative, and Javanese psychology. In addition, the relevance of Eastern teachings to modern psychology and the process of integration between Eastern teachings and contemporary Western psychology were also discussed.		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>  <ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> Explain Asian psychology both as indigenized and internationalized psychology.</li> <li>2. <b>Understanding:</b> Understand the relevance of Eastern spiritual teachings to psychology and important elements in the microcosm.</li> <li>3. <b>Application:</b> Explain Eastern teachings that have been integrated and have the potential to be integrated into Western psychology.</li> <li>4. <b>Analysis:</b> Analyzes the integrative processes that occur between Eastern and Western psychology.</li> <li>5. <b>Evaluation:</b> Explains the therapeutic models that developed from Eastern teachings.</li> </ol>		

**Key reading:**

- Frager, R. (1999). *Heart, Self, and Soul*. Jakarta: Serambi.
- Jatman, D. (1997). *Javanese Psychology*. Yogyakarta: Stars.
- Krishna, A. (2017). *The Wisdom of the Bhagavad Gita for Generation Y*. Jakarta: Gramedia.
- Krishna, A. (2017). *Patanjali's Yogasutra*. Jakarta: Gramedia.

Module Number PKPS6052	Module Name Political Psychology		
Course Type Required/Elective Courses	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, field trips, group work, etc.	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> Lectures, Discussions, Presentations		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Political Psychology Advisory Team		Number of hours per semester week 2 hours (100 minutes)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>  This module discusses the interaction between psychological processes and political behavior. Material includes personality and politics, political cognition, social attitudes, social identity, group psychology in politics, as well as specific phenomena such as political leadership, voting behavior, intergroup conflicts, separatism, and reconciliation.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the basic concepts of psychological theory in describing the symptoms of political behavior in individuals and groups.
2. **Understanding:** Understanding the relationship between the values of Pancasila, nationalism, and the sense of state responsibility with psychology.
3. **Application:** Applying the concept of political psychology in analyzing daily phenomena in society.
4. **Analysis:** Analyzes non-clinical psychological problems and political behavior and presents alternative solutions.
5. **Synthesis:** Pouring conceptual thinking on actual political issues (such as separatism) into scholarly writing that conforms to the code of ethics.

**Key reading:**

- Cottam, M. L., et al. (2015). *Introduction to Political Psychology*. Psychology Press.
- Yustisia, W., et al. (2021). *Political Psychology*. Jakarta: Kompas.
- Jost, J. T., & Sidanius, J. (2004). *Political Psychology*. Psychology Press.

Module Number PKPS6047	Module Name Information Technology in Education		
Course Type Courses of Interest/Elective	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, Group Discussions, <i>Problem Based Learning</i> , Project Presentations	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> UAS (25%), UTS (25%), Tasks/Projects (40%), Participation (10%)		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Teaching lecturer team		Number of hours per semester week 2 hours (100 minutes)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>  This module discusses the definition, scope, and use of technology in the context of education. Students will learn the learning theories underlying the use of technology (such as cognitive social theory and constructivism), multimedia learning principles, ADDIE models for instructional design, and TPACK principles. Her practical focus includes designing and comparing applications for presentation, collaboration, storage, and learning			

evaluation.

**Learning objectives and qualifications in this module that students learn at national or international level**

1. **Knowledge:** Explain the definition, scope, and principles of multimedia learning and TPACK theory in education.
2. **Understanding:** Describe cognitive social theory and the application of constructivism (*Community of Inquiry*) in learning technology.
3. **Application:** Describe the application of the ADDIE model in the development of learning technology.
4. **Analysis:** Compare various applications of information technology used for educational purposes at different school levels.
5. **Skills:** Acquire and process information using technology responsibly and display presentations effectively.

**Key reading:**

- Bishop, M. J., et al. (2021). *Handbook of Research in Educational Communication and Technology*. Springer.
- Garrison, D. R. (2017). *E-learning in the 21st Century*. Routledge.
- Huang, R., Spector, J. M., & Yang, J. (2019). *Educational Technology: A Primer for the 21st Century*. Springer.

Module Number PKPS6040	Module Name Transpersonal Psychology		
Course Type Required/Elective Courses	Semester or period Semester 5	Student Capacity —	
Learning methods Lectures, Discussions, Q&A	Attendance prerequisites 75% Attendance	Language Indonesian	
<b>Type of assessment (Composition of final grades)</b> UAS (60%), UTS, Participation, Assignment		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)	
Module coordinator Transpersonal Psychology Lecturer Team		Number of hours per semester week 2 hours (100 minutes)	

Additional lecturers involved

**Syllabus (Brief description of the contents of the module)**

This module discusses the process of human self-transformation towards maturity, self-actualization, and full functioning. His main focus is to integrate Western views of psychology (postmodern and humanistic philosophy) with Eastern spiritual teachings (such as Yoga, Buddhism, Sufism) to understand the human personality. Students will also learn transpersonal therapeutic techniques, the development of spiritual practice, and research methodologies in spiritual experience.

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Explain the influence of postmodern and humanistic philosophy on the birth of transpersonal psychology.
- Understanding: Understand the views of transpersonal psychology figures on the human personality and the influence of Eastern spiritual teachings.
- Application: Explains the therapeutic models and Eastern spiritual practices developed in transpersonal therapy.
- Analysis: Analyze research that can be done in the field of transpersonal, especially related to spiritual experience research.
- Attitude/Evaluation: Make the right decisions in solving problems based on information analysis and being able to conduct self-evaluation of the work group.

**Key reading:**

- Tart, C. (1983). Transpersonal Psychology. HarperCollins.
- Friedman & Hartelius. (2015). The Wiley Blackwell Handbook of Transpersonal Psychology.
- Daniels, M. (2005). Shadow, Self, Spirit. Andrews UK Limited.
- Braud, W & Anderson, R. (1998). Transpersonal Research Methods for the Social Sciences. Sage.

Module Number PKPS6042	Module Name IT-Based Clinical Psychology Intervention Design	
Course Type Elective/Compulsory Courses of Interest	Semester or period Semester 5	Student Capacity —
Learning methods Discovery Learning, Small Group Discussion, Problem Based Learning, Workshop	Attendance prerequisites 75% Attendance	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  UAS (Program Design - 40%), UTS (20%), Assignments/Workshops (40%)		<b>ECTS</b> 2 credits (2 x 50 in-person minutes per week)
Module coordinator Constitutional Court Support Team Design IT-Based Clinical Psychology Intervention		Number of hours per semester week 2 hours (100 minutes)
Additional lecturers involved		
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This module equips students with the ability to design non-psychotherapeutic clinical psychology interventions integrated with information technology. The material includes the basic concepts of clinical interventions, assessment stages, the use of Artificial Intelligence (AI) and Machine Learning in mental health, to the creation of IT-based intervention prototypes (such as applications or digital platforms) as well as the trial and dissemination of the program.</p>		

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Mastering the basic concepts of clinical psychology theory to analyze psychological symptoms in individuals and communities.
- Understanding: Understanding ethics and regulations in the use of information technology for clinical psychology services.
- Application: Designing and designing clinical psychology intervention programs (non-psychotherapy) in the form of IT-based designs.
- Analysis: Analyze the need for intervention based on the results of the assessment and select appropriate technologies (such as Neural Networks or Decision Trees in the context of mental health).
- Skills/Synthesis: Develop intervention prototypes, conduct program trials, and present design results effectively.

**Key reading:**

- Nokeri, T. C. (2022). Web Application Development with Python and Flask. (Relevant for the development of intervention tools).
- Trull, T. J., & Prinstein, M. J. (2013). Clinical Psychology. Wadsworth: Cengage Learning.
- Various scientific journals on Digital Mental Health Interventions.

# Semester 6

## Even Semester Term

Module Number PKPS6056	Module Name Deep Psychology		
Course Type Elective courses	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, <i>Small Group Discussion</i> , <i>Project Based Learning (PjBL)</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Task & Activity (15%)		3 credits x 170 minutes x 16 weeks = <b>4,533 minutes (± 75.5 hours)</b>	
2. UTS (25%)			
3. Case Reports & Presentations (35%)			
4. UAS (25%)			
Module coordinator Clinical Psychology Team		Number of hours per semester week 3 hours (face-to-face)	
Additional lecturers involved Clinical Psychology Lecturer Team			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course provides an understanding of the basic concepts in Deep Psychology (Psychodynamics) which include personality structure, personality dynamics, and personality development according to key figures such as Sigmund Freud (Classical Psychoanalysis), Carl Gustav Jung (Analytical Psychology), as well as the development of theories by Neo-Freudian figures and Ego Psychology. Students are directed to be able to conduct case analysis using a psychodynamic perspective.			
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>			
1. Students are able to master the basic concepts of psychological theory to describe and analyze psychological symptoms in individuals (K1).			
2. Students are able to analyze non-clinical psychological problems and present alternative solutions (PK3).			
3. Students are able to apply logical and critical thinking in examining the implications of scientific development according to their expertise (PU1, PU3).			

**Key reading:**

1. Bucklew, J. (1960). *Paradigms for Psychopathology*.
2. Dewi, K.S., et al. (2023). *Psychology in (Textbook)*.
3. Gehart, D.R. (2015). *Theory and Treatment Planning in Counseling and Psychotherapy*.
4. Burger, J.M. (2018). *Personality*.
5. Ashcraft, D. *Personality Theories Workbook*.

Module Number PKPS6058	Module Name Forensic Psychology		
Course Type Required/Elective Courses	Semester or period 6 (Six)	Student Capacity —	
Learning methods Lectures, Small Group Discussion, Project Based Learning (PjBL)	Attendance prerequisites 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
<ol style="list-style-type: none"> <li>1. Task &amp; Activity (15%)</li> <li>2. UTS (25%)</li> <li>3. Field Reports &amp; Presentations (35%)</li> <li>4. UAS (25%)</li> </ol>		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
Module coordinator Forensic Psychology Advocacy Team		Number of hours per semester week 3 hours (face-to-face)	
Additional lecturers involved			
<b>Syllabus (Brief description of the contents of the module)</b>			
<p>The Forensic Psychology course studies the relationship between psychology and the law, the ethical issues that accompany the practice of Forensic Psychology, the risk assessment process, and the application of psychology in rehabilitation programs for vulnerable populations (perpetrators and victims). Students will be equipped with the ability to perform simple interpretations and provide recommendations for interventions in a legal context.</p>			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. Students get to know the role and relationship between psychology and law and related terms (C2).
2. Students are able to explain and describe the practice and role of psychology in dealing with legal and criminal cases (C2).
3. Students are able to use risk assessments and provide recommendations for rehabilitation programs in simple cases in vulnerable populations (C3).
4. Students are able to carry out non-clinical psychological interventions based on theoretical concepts and codes of ethics (PU4).

**Key reading:**

- 1. Crighton, D.A., & Towl, G.J. (2015). Forensic Psychology. 2nd ed. John Wiley & Sons.
- 2. Fulero, S.M., & Wrightsman, S.M. (2009). Forensic Psychology. 3rd Ed. Cengage Learning.
- 3. Greene, E., & Heilbrun, K. (2012). Wrightsman's Psychology and the Legal System.
- 4. Huss, M.T. (2014). Forensic Psychology: Research, Clinical Practice, and Application.

Module Number <b>LKPS6062</b>	Module Name <b>Gerontology</b>		
Course Type Elective Courses/Internships	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, <i>Small Group Discussion</i> , <i>Project Based Learning</i> (Internship/PjBL)	Attendance prerequisites Minimum 75%	Language Indonesian Language	

<p><b>Type of assessment (Composition of final grades)</b></p> <ol style="list-style-type: none"> <li>1. Task &amp; Activity (20%)</li> <li>2. UTS (25%)</li> <li>3. Assessment Report &amp; Presentation (30%)</li> <li>4. UAS (25%)</li> </ol>	<p><b>ECTS</b> 3 credits x 170 minutes x 16 weeks = <b>4,533 minutes (± 75.5 hours)</b></p>
<p>Module coordinator Developmental Psychology Team</p>	<p>Number of hours per semester week 3 hours (face-to-face)</p>
<p>Additional lecturers involved -</p>	
<p><b>Syllabus (Brief description of the content of the module):</b> This course discusses the aging process from the perspective of developmental psychology. The main focus includes physical, cognitive, social, and personality changes in the adiyuwa (elderly). Students are also equipped with the ability to conduct psychological assessments on the elderly and understand issues related to death and grief, with the aim of improving the quality of life of the elderly in various settings.</p>	
<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <ol style="list-style-type: none"> <li>1. Students are able to master the basic concepts of psychological theory to describe and analyze psychological symptoms in superhuman individuals (K1).</li> <li>2. Students are able to analyze non-clinical psychological problems in the elderly and present alternative solutions (PK3).</li> <li>3. Students are able to carry out non-clinical psychological interventions for behavior change (PK4).</li> <li>4. Students are able to report the results of the assessment to the scientific supermarket (PU4).</li> </ol>	
<p><b>Key reading:</b></p> <ol style="list-style-type: none"> <li>1. Sigelman, C. K., &amp; Rider, E. A. (2021). <i>Life-Span Human Development</i> (10th ed.).</li> <li>2. Cavanaugh, J. C., &amp; Blanchard-Fields, F. (2018). <i>Adult Development and Aging</i> (8th ed.).</li> <li>3. Hillier, S. M., &amp; Barrow, G. M. (2015). <i>Aging, the Individual, and Society</i>.</li> <li>4. Santrock, J. W. (2021). <i>Life-span Development</i>.</li> </ol>	

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<b>Module Number</b> <b>LKPS6060</b>	<b>Module Name</b> <b>Educational Psychology of Children with Special Needs</b>		
Course Type Elective/Compulsory Courses	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, <i>Case Methods</i> , Group Discussions	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Lecture & Assignment Participation (20%)		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
2. UTS (30%)			
3. Project (Case Analysis & Booklet) (20%)			
4. UAS (30%)			
Module coordinator Supporting Team of the Constitutional Court of ABK Education		Number of hours per semester week 3 hours (face-to-face)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course provides an in-depth understanding of the concept of children with special needs (ABK) in the context of inclusive education. The material covers various categories of ABK such as visual impairment, hearing, intellectual, physical motor impairment, autism, ADHD, and gifted children. Students learn to identify, assess simply, and design mentoring strategies and curriculum adaptation to support the potential of ABK in schools.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. Students are able to master the basic concepts of psychological theory to analyze psychological symptoms in ABK (K1) individuals.
2. Students are able to analyze non-clinical psychological problems in ABK and present alternative solutions (PK3).
3. Students are able to design non-clinical psychological interventions (psychoeducation/training) for ABK based on theoretical and ethical concepts (PK4).
4. Students are able to prepare scientific study reports (scientific descriptions) regarding the case of ABK (PU4).

**Key reading:**

1. Mangunsong, F. (2014 & 2016). *Psychology and Education of Children with Special Needs*. Volumes 1 & 2. LPSP3 UI.
2. Habsara, D. K. (2022). *Management of Psychology for Children with Special Needs*. Student Library.
3. Hallahan, D.P., Kauffman, J.M., & Pullen, P.C. (2014). *Exceptional Learners: An Introduction to Special Education*.
4. Ministry of National Education. (2010). *Inclusion Education Training Module*.

Module Number <b>LKPS6059</b>	Module Name <b>Community Mental Health</b>		
Course Type Elective courses	Semester or period Semester 6	Student Capacity —	

Learning methods Lectures, field trips, group work, etc.	Attendance prerequisites Minimum 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>
1. Task & Activity (15%)		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)
2. UTS (25%)		
3. Projects (Assessment, Plan, Monitoring, Evaluation) (35%)		
4. UAS (25%)		
Module coordinator Community Mental Health MK Support Team		Number of hours per semester week 3 hours (face-to-face)
Additional lecturers involved -		
<b>Syllabus (Brief description of the contents of the module)</b>		
<p>This course provides an understanding of the relevance of psychosocial issues in the study of mental health which emphasizes the role of environmental or social systems to improve psychological well-being in the context of the community. The discussion includes the interaction between social systems and psychological well-being. Students are equipped with the ability to assess, design, implement, and evaluate community empowerment programs.</p>		
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>		
<p>1. Students are able to master the basic concepts of psychological theory to analyze psychological symptoms in the community (K1).</p> <p>2. Students are able to carry out non-clinical psychological interventions for changes in community behavior by using psychoeducation, training, or other techniques according to the code of ethics (PU4).</p> <p>3. Students are able to assess, design, implement, and evaluate community empowerment programs to improve mental health (C6).</p>		

**Key reading:**

1. Nelson, G., Kloos, B., & Ornelas, J. (2014). *Community psychology and community mental health: Towards transformative change*.
2. Thornicroft, G., Deb, T. & Henderson, C. (2016). *Community mental health care worldwide*. World Psychiatry.
3. Orford, J. (1992). *Community Psychology: Theory and Practice*.
4. Dalton, J.H., Elias, M.J., & Wandersman, A. (2007). *Community Psychology: Linking Individuals and Communities*.

Module Number <b>LKPS6063</b>	Module Name <b>Community Psychoeducation</b>		
Course Type Elective courses	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, <i>Small Group Discussion</i> , <i>Project-Based Learning (PjBL)</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Task & Activity (20%)		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
2. UTS (20%)			
3. Project (Module Preparation & Implementation) (30%)			
4. UAS (30%)			
Module coordinator Community Psychoeducation MK Support Team		Number of hours per semester week 3 hours (face-to-face)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course equips students with practical knowledge and skills in designing and implementing psychoeducational programs in a community context. The main focus includes understanding the needs of the target group, the preparation of systematic educational modules, and effective information delivery techniques to encourage behavior change and improve the psychological well-being of the community.			

**The learning objectives and qualifications in this module that are studied by students at the national or international level:**

1. Supratiknya, A. (2011). *Designing psychoeducational programs and modules*. Yogyakarta: Sanata Dharma University.
2. Alves, S., et al. (2016). *Effectiveness of a psychoeducational programme for informal caregivers of older adults*.
3. Dewi, K. S. (2012). *Mental Health*. Semarang: UPT UNDIP Press.
4. Thompson, C. L., et al. (2019). *An evaluation of a community-based psychoeducation program for successful ageing*.

**Key reading:**

1. Supratiknya, A. (2011). *Designing psychoeducational programs and modules*. Yogyakarta: Sanata Dharma University.
2. Alves, S., et al. (2016). *Effectiveness of a psychoeducational programme for informal caregivers of older adults*.
3. Dewi, K. S. (2012). *Mental Health*. Semarang: UPT UNDIP Press.
4. Thompson, C. L., et al. (2019). *An evaluation of a community-based psychoeducation program for successful ageing*.

Module Number <b>LKPS6064</b>	Module Name <b>Organizational Analysis and Development</b>		
Course Type Elective Courses	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, <i>Small Group Discussion</i> , <i>Project Based Learning (PjBL)</i>	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Task & Activity (15%)		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
2. UTS (25%)			

<p>3. Projects (Analysis &amp; Intervention) (35%)</p> <p>4. UAS (25%)</p>	
<p>Module coordinator Constitutional Court Analysis and Organizational Development Advisory Team</p>	<p>Number of hours per semester week 3 hours (face-to-face)</p>
<p>Additional lecturers involved</p> <p>-</p>	
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This course discusses basic concepts, theories, and models in organizational analysis and development. The main focus is to provide students with an understanding of how to diagnose organizations, design intervention strategies to improve organizational effectiveness, and manage changes in the organization. Students will learn to use psychological approaches to optimize the performance of individuals, groups, and organizational systems as a whole.</p>	
<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <ol style="list-style-type: none"> <li>1. Students are able to master the basic concepts of psychological theory to analyze various psychological symptoms in organizations (K1).</li> <li>2. Students are able to apply logical and critical thinking in examining the implications of organizational development based on scientific ethics (PU1, PU3).</li> <li>3. Students are able to analyze non-clinical psychological problems in the organization and present alternative solutions (PK3).</li> <li>4. Students are able to undertake non-clinical psychological interventions (such as training or system development) for behavior change in the organization (PK4).</li> </ol>	
<p><b>Key reading:</b></p> <ol style="list-style-type: none"> <li>1. Cummings, T.G., &amp; Worley, C.G. (2014). <i>Organization Development and Change</i>. Cengage Learning.</li> <li>2. McLean, G.N. (2005). <i>Organization Development: Principles, Processes, Performance</i>.</li> <li>3. Jones, B.B., &amp; Brazzel, M. (2014). <i>The NTL Handbook of Organization Development and Change</i>.</li> <li>4. Anderson, D.L. (2019). <i>Organization Development: The Process of Leading Organizational Change</i>.</li> </ol>	

Module Number LKPS6066	Module Name Group and Mass Dynamics		
Course Type Elective Courses	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, <i>Case Method</i> , <i>Project Based Learning</i> (PjBL), Group Discussions	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Assignments, Presentations, Discussions (30%)		2 credits x 170 minutes x 16 weeks = 3,022 minutes (± 50.4 hours)	
2. UTS (35%)			
3. UAS (35%)			
Module coordinator Dr. Endang Sri Indrawati, M.Si., Psychologist		Number of hours per semester week 2 hours (face-to-face)	
Additional lecturers involved -			
<b>Syllabus (Brief description of the contents of the module)</b>			
<p>This course provides knowledge about the processes that occur in groups and masses. The material includes group formation, cohesion, group structure, social influence, power, leadership, group performance, and decision-making. In addition, mass psychology phenomena such as collective behavior and mass communication are also studied. Students are expected to be able to analyze the dynamics of individual interactions in the context of groups and masses.</p>			
<b>Learning objectives and qualifications in this module that students learn at national or international level</b>			
<p>1. Students are able to master the basic concepts of psychological theory to describe and analyze various psychological symptoms in individuals, groups, organizations, and communities (K1).</p> <p>2. Students are able to apply logical, critical, systematic, and innovative thinking in the context of knowledge development or implementation (PU1).</p> <p>3. Students are able to carry out non-clinical psychological interventions for behavior change based on theoretical and ethical concepts (PK4).</p>			

**Key reading:**

1. Forsyth, D.R. (2019). *Group Dynamics*. 7th Ed. Boston: Cengage Learning, Inc.
2. Indrawati, E.S. & Fatmasari, A.E. (2020). *Advanced Social Psychology Textbook: Theory and Application*.
3. Semin, G.R. & Fiedler, K. (1996). *Applied Social Psychology*.
4. Harris, R.J., & Sanborn, F.W. (2014). *A Cognitive Psychology of Mass Communication*.

Module Number	Module Name		
LKPS6067	Environmental Psychology		
Course Type Elective core courses	Semester or period Semester 6	Student Capacity —	
Learning methods Lectures, <i>Small Group Discussion</i> , <i>Project Based Learning</i> (PjBL)	Attendance prerequisites Minimum 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Task & Activity (15%)		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
2. UTS (25%)			
3. Projects (Analysis & Intervention) (35%)			
4. UAS (25%)			
Module coordinator Endang Sri Indrawati, M.Si and M. Zulfa Alfaruqy, S.Psi., M.A		Number of hours per semester week 3 hours (face-to-face)	
Additional lecturers involved Prof. Dr. Prof. Dr.			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course studies transactions or reciprocal relationships between individuals and their physical environment, both natural and artificial environments. The main focus includes how the environment affects human behavior, feelings, and performance, as well as how human behavior impacts the quality of the environment (such as pro-environmental behavior). Students will learn to analyze environmental problems from a psychological perspective and design intervention strategies to create an environment that supports human well-being.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. Students are able to master the basic concepts of environmental psychology theory to analyze psychological symptoms related to human-environment interaction (K1).
2. Students are able to apply logical and critical thinking in examining the implications of scientific development in the field of environmental psychology (PU1).
3. Students are able to analyze non-clinical psychological problems related to the environment and present alternative solutions (PK3).
4. Students are able to carry out non-clinical psychological interventions for behavioral changes that support environmental sustainability (PK4).

**Key reading:**

1. Steg, L. & Groot, J.I.M.D. (2019). *Environmental psychology: An introduction* (2nd ed.). Wiley.
2. Fleury-Bahi, G., Pol, E. & Navarro, O. (2017). *Handbook of environmental psychology and quality of life research*. Springer.
3. Clayton, S. D. (2012). *The Oxford handbook of environmental and conservation psychology*. Oxford University Press.
4. Gifford, R. (2014). *Environmental Psychology: Principles and Practice*.

Module Number PKPS6067	Module Name Introduction to Psychotherapy		
Course Type Elective Courses	Semester or period 6 (Six) Even Semesters	Student Capacity —	
Learning methods Lectures, Debriefing (Material Blocks), Internships, Group Discussions	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b> 1. Individual Tasks & UTS (Integrative Treatment Plan) (40%) 2. Internship & UAS Report (Group Case Report) (60%)		<b>ECTS</b> 3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
Module coordinator Introductory Psychotherapy Lecturer Team		Number of hours per semester week 3 hours (face-to-face/briefing)	

Additional lecturers involved

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**Syllabus (Brief description of the contents of the module)**

This course provides a theoretical and practical foundation regarding various approaches in psychotherapy. Students learn the history, ethics of the profession, and basic techniques in counseling and psychological therapy. Special focus is given to the preparation of an integrative treatment plan. Through the internship program, students are given the opportunity to observe and learn to provide initial psychological support in various social settings (such as prisons or PKBI).

**Learning objectives and qualifications in this module that students learn at national or international level**

1. Students are able to master the basic concepts of psychological theory to analyze psychological symptoms in individuals and groups (K1).
2. Students are able to analyze non-clinical psychological problems and present alternative solutions (PK3).
3. Students are able to carry out non-clinical psychological interventions for behavior change (PK4).
4. Students are able to prepare scientific descriptions in the form of integrated treatment plans and internship reports (PU4).

**Key reading:**

- 1. Sharf, R. S. (2020). Theories of Psychotherapy & Counseling: Concepts and Cases (6th ed.).
- 2. Wedding, D., & Corsini, R. J. (2018). Current Psychotherapies (11th ed.).
- 3. Welfel, E. R. (2015). Ethics in Counseling & Psychotherapy (6th ed.).
- 4. Behavior Change Task Force (2021). Early Psychological Support.

Module Number LKPS6061	Module Name School Psychology
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Course Type Elective Courses	Semester or period 6 (Six) Even Semesters	Student Capacity —
Learning methods Lectures, Group Discussions, Project-Based Learning (PjBL)	Attendance prerequisites 75%	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  1. Task & Activity (20%) 2. UTS (30%) 3. Project (Preparation of Intervention Programs) (20%) 4. UAS (30%)		<b>ECTS</b> 3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)
Module coordinator School Psychology Coaching Team		Number of hours per semester week 3 hours (face-to-face)
Additional lecturers involved		
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This course discusses the role of psychology in the school environment, covering the function of school psychologists in supporting the well-being of students, teachers, and staff. The material includes the concept of school well-being, classroom management, learning motivation, handling academic and behavioral problems, and the development of intervention programs to improve the quality of learning and school climate.</p>		
<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <ol style="list-style-type: none"> <li>1. Introduction to School Psychology: The History and Role of Professionals.</li> <li>2. The concept of School Well-being and Student Welfare.</li> <li>3. Motivational Theory in the Context of Learning.</li> <li>4. Effective Classroom Management and Learning Environment.</li> <li>5. Identify Learning and Behavior Problems in School.</li> <li>6. Intervention Strategies in Schools (Academic and Social-Emotional).</li> <li>7. Consultation and Collaboration with Teachers and Parents.</li> </ol>		

## 8. Ethics of Psychology Practice in Schools.

### Key reading:

- 1. Merrell, K.W., Ervin, R.A. & Peacock, G.G. (2012). School psychology for the 21st century.
- 2. Ormrod, J.E., et al. (2017). Educational psychology: Developing learners.
- 3. Santrock, J.W. (2016). Educational psychology.
- 4. Lee, S.W. (2005). Encyclopedia of school psychology.

Module Number LKPS6065	Module Name Marketing Psychology		
Course Type Elective Courses	Semester or period 6 (Six) Even Semesters	Student Capacity —	
Learning methods Lectures, <i>Small Group Discussions</i> , Case Studies	Attendance prerequisites 75% Attendance	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Assignment & Participation (20%) 2. UTS (30%) 3. UAS (50%)		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
Module coordinator Marketing Psychology Lecturer Team		Number of hours per semester week 3 hours (face-to-face)	
Additional lecturers involved			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course explores the application of psychological concepts in the world of marketing and consumer behavior. The focus of the discussion includes how cognitive, emotional, and social processes affect purchasing decisions. Students will learn about the psychology of advertising, marketing communication strategies (IMC), brand management, and today's digital marketing trends to create effective and ethical marketing strategies.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. Introduction to Marketing Psychology and Consumer Behavior.
2. Consumer Motivation and Perception of Products.
3. Advertising and Promotion Psychology.
4. Integrated Marketing Communications (IMC).
5. Psychological Pricing Strategy.
6. Branding and Consumer Loyalty.
7. Digital Marketing: Marketing 4.0 & 5.0.
8. Ethics in Marketing and Consumer Protection.

**Key reading:**

- 1. Kotler, P., Kartajaya, H., & Setiawan, I. (2017). Marketing 4.0: Moving from Traditional to Digital.
- 2. Shimp, T. T. (2000). Advertising & Promotion: Supplemental Aspects of IMC.
- 3. Sulaksana, U. (2003). Integrated Marketing Communications.
- 4. Setyaningrum, A., et al. (2015). Marketing Principles.

Module Number PKPS6054	Module Name Advanced Psychological Assessment		
Course Type Compulsory Courses / Specializations	Semester or period 6 (Six) Even semesters	Student Capacity —	
Learning methods Lectures, Assessment Practice, Evaluation	Attendance prerequisites 75%	Language Indonesian Language	

<b>Type of assessment (Composition of final grades)</b> 1. Task & Activity (20%) 2. UTS (30%) 3. Practice & Assessment Report (20%) 4. UAS (30%)	<b>ECTS</b> 3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)
Module coordinator Advanced Psychology Assessment Lecturer Team	Number of hours per semester week 3 hours (face-to-face)
Additional lecturers involved	
<b>Syllabus (Brief description of the contents of the module)</b> This course discusses the in-depth assessment process, psychological assessment methods, and the peculiarities of assessment in various fields such as social, organizational industry, development, education, or clinical according to the student's specialization. The main focus is on the ability to prepare assessment designs, conduct practices, and evaluate assessment results professionally.	
<b>Learning objectives and qualifications in this module that students learn at national or international level</b> 1. Students are able to understand and apply basic psychology research methods, including research design and data analysis (K2). 2. Students are able to analyze non-clinical psychological problems and present alternative solutions (P3). 3. Students are able to explain the process and peculiarities of assessment methods in various fields of psychology (C2). 4. Students are able to prepare assessment designs and apply them specifically (C6).	

**Key reading:**

- 1. American Psychiatric Association. (2013). DSM-5.
- 2. HEMP. (2010). Psychological Code of Ethics.
- 3. Pomerantz, A. M. (2014). Clinical Psychology: Science, Practice, and Culture.
- 4. Nietzel, M. T., et al. (1998). Introduction to Clinical Psychology.

Module Number PKPS6055	Module Name Advanced Psychological Intervention		
Course Type Compulsory Courses / Specializations	Semester or period 6 (Six) Even Semesters	Student Capacity —	
Learning methods Lectures, Discussions, Group Intervention Practices, etc.	Attendance prerequisites 75%	Language Indonesian Language	
<b>Type of assessment (Composition of final grades)</b>		<b>ECTS</b>	
1. Assignment & Participation (20%) 2. UTS (30%) 3. Intervention Planning & Practice (20%) 4. UAS (30%)		3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours)	
Module coordinator Advanced Psychology Intervention Lecturer Team		Number of hours per semester week 3 hours (face-to-face)	
Additional lecturers involved			
<b>Syllabus (Brief description of the contents of the module)</b>			
This course discusses the process of psychological intervention in depth, including the associated code of ethics, types of interventions, and the peculiarities of interventions in various fields (Social, PIO, Developmental, Educational, Clinical). Students are trained to be able to build rapport, develop intervention designs, and apply them to individual and group behavior changes.			

**Learning objectives and qualifications in this module that students learn at national or international level**

1. Students are able to carry out non-clinical psychological interventions based on theoretical concepts and codes of ethics (PK4).
2. Students are able to build rapport and interpret data responsibly (PK5).
3. Students are able to explain the process and types of psychological interventions in various fields (C2).
4. Students are able to prepare and implement intervention designs according to their specialization (C6).

**Key reading:**

- 1. Bartholomew, L. K., et al. (2006). Planning Health Promotion Programs.
- 2. HEMP. (2010). Psychological Code of Ethics.
- 3. Prawitasari, J. E. (2011). Clinical Psychology: An Introduction to Micro and Macro Applied.
- 4. Cummings & Worley. (2005). Organizational Development & Change.

Module Number (Not specifically mentioned in the RPS)	Module Name Real Work Lecture (KKN)		
Course Type Core courses or electives or specializations and others.	Semester or period 7 (Seven) Odd Semesters	Student Capacity —	
Learning methods Field Visits, Discussions, Group Work, Field Practice	Attendance prerequisites 100% (Implementation at the KKN location)	Language Indonesian Language	

<p><b>Type of assessment (Composition of final grades)</b></p> <ol style="list-style-type: none"> <li>1. Attendance &amp; Discipline (20%)</li> <li>2. Monitoring &amp; Evaluation I/UTS (20%)</li> <li>3. Program Implementation &amp; Reports (40%)</li> <li>4. Monitoring &amp; Evaluation II / UAS (20%)</li> </ol>	<p><b>ECTS</b></p> <p>3 credits x 170 minutes x 16 weeks = 4,533 minutes (± 75.5 hours of operation)</p>
<p>Module coordinator Field Supervisor (DPL)</p>	<p>Number of hours per semester week Adjusting the field schedule (200 minutes of scheduled activities)</p>
<p>Additional lecturers involved Kades/Lurah and local sub-district heads</p>	
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>KKN is a community service activity that integrates education and research. Students work in a multidisciplinary manner off-campus to identify problems, design solutions, and implement work programs that utilize local resources to help solve problems in the community (rural/urban).</p>	
<p><b>Learning objectives and qualifications in this module that students learn at national or international level</b></p> <p>Learning Objectives and Qualifications</p> <ol style="list-style-type: none"> <li>1. Students have the ability to communicate and adapt in society.</li> <li>2. Students are able to work in multidisciplinary teams proactively.</li> <li>3. Students are able to identify and solve problems by considering local potential.</li> <li>4. Students are able to act according to their grades and uphold the code of ethics in the field.</li> </ol>	

**Key reading:**

- 1. Guidebook for Real Work Lectures at Diponegoro University.
- 2. Salehudin, A. (2017). The implementation of KKN has an integration-interconnection paradigm.
- 3. Laws and regulations related to villages and community empowerment.

# Semester 7

Summer/W  
Inter Term 20xx/20xx

Module Number PKPS6068	Module Name Thesis 1	
Course Type Core Courses (Required)	Semester or period Semester 7	Student Capacity —
Learning methods Lectures, Discussions/Q&A, Proposal Presentations, and Lecturer Feedback	Attendance prerequisites According to the university's requirements	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  Final Semester Exams/Collection of chapters 1-3 proposals (45%), the rest comes from the guidance and presentation process (55%)		<b>ECTS</b> 4 credits
Module coordinator Proposal Seminar Lecturer Team		Number of hours per week 4 x 50 minutes (Scheduled Activities)
Additional lecturers involved		
<b>Syllabus (Brief description of the contents of the module)</b> This module focuses on the preparation of thesis research proposals covering Chapters 1 to 3. Students will learn how to determine topics, formulate problems, compile literature reviews, determine appropriate research methods, and present them in proposal seminars.		

**Learning objectives and qualifications in this module that students learn at national or international level**

- Knowledge: Able to apply logical, critical, and systematic thinking in the context of scientific development according to their expertise.
- Application: Able to show quality and measurable independent performance in compiling scientific papers.
- Analysis: Able to examine the implications of the development of science and technology that pays attention to the value of the humanities based on scientific principles to produce solutions or ideas.
- Evaluation: Able to make appropriate decisions in solving problems in their field of expertise based on the results of data and information analysis.
- Skills: Able to develop psychological measurement instruments and conduct research procedures in accordance with the Indonesian psychological code of ethics.

**Key reading:**

- Azwar, S. (2012). Research methods. Yogyakarta: Student Library.
- Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston, MA: Pearson.
- Nazir, M. (2013). Research methods. Bogor: Ghalia Indonesia.
- Neuman, W.L. (2014). Social research methods: Qualitative and quantitative approaches, 7th edition. London: Pearson.
- Clooney, D.V.S, et al. (2020). Thesis Handbook of the Faculty of Psychology UNDIP.



# Semester 8

Even Semester Term

Module Number PKPS6069	Module Name Thesis 2	
Course Type Core Courses (Required)	Semester or period Semester 8	Student Capacity —
Learning methods Lectures, Discussions, Independent Work, Consultation with Supervisors	Attendance prerequisites According to the university's requirements	Language Indonesian Language
<b>Type of assessment (Composition of final grades)</b>  Thesis Exam (35%), Guidance Process and Report Progress (65%)		<b>ECTS</b> 6 CREDITS
Module coordinator Support Team		Number of hours per semester week 3 x 50 minutes (Structured Activities/Consultations)
Additional lecturers involved		
<p><b>Syllabus (Brief description of the contents of the module)</b></p> <p>This module is a continuation of Thesis 1, which focuses on the implementation of research as a whole. It includes data collection in the field, data processing and analysis (Chapter 4), discussion of research results, drawing conclusions and giving suggestions (Chapter 5), to the preparation of a complete thesis manuscript according to the applicable systematics and accounting for it in the Thesis Exam.</p>		

**Learning objectives and qualifications in this module that students learn at national or international level**

- Application: Able to apply logical, critical, systematic, and innovative thinking in the context of the implementation of science according to their expertise.
- Independent Performance: Able to demonstrate quality and measurable independent performance in completing research.
- Analysis & Synthesis: Able to examine the implications of scientific development based on scientific principles, procedures, and ethics to produce solutions or designs.
- Decision Making: Able to make appropriate decisions in problem solving based on the results of data and information analysis.
- Technical Skills: Able to conduct interviews, observations, and psychological tests according to psychodiagnostic principles and prepare research reports (Thesis) systematically.
- Ethics: Upholding human values and scientific ethics in conducting research.

**Key reading:**

- Azwar, S. (2012). Research methods. Yogyakarta: Student Library.
- Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston, MA: Pearson.
- Nazir, M. (2013). Research methods. Bogor: Ghalia Indonesia.
- Neuman, W.L. (2014). Social research methods: Qualitative and quantitative approaches, 7th edition. London: Pearson.
- Clooney, D.V.S, et al. (2020). Thesis Handbook of the Faculty of Psychology UNDIP.