MINISTRY OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY

**DIPONEGORO UNIVERSITY**

Faculty of Psychology

# ACADEMIC INFORMATION BOOK FOR THE PSYCHOLOGY UNDERGRADUATE PROGRAM

**2025**



# ACADEMIC INFORMATION BOOKLET FOR THE BACHELOR'S DEGREE PROGRAM IN PSYCHOLOGY, FACULTY OF PSYCHOLOGY, DIPONEGORO UNIVERSITY YEAR 2025

**COMPILED BY:**
Faculty Quality Assurance Team (TPMF)
Psychology Quality Assurance Group for the
Bachelor's Degree in Psychology

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# FOREWORD

Assalamu'alaikum warahmatullahi wabarakatuh.

We praise and give thanks to Allah SWT, the One Almighty God, for the completion of the 2025/2026 Academic Information Book for the Psychology Study Program, Faculty of Psychology, Diponegoro University (UNDIP). This book broadly contains a brief history, program profile, organizational structure, general provisions, lecture curriculum, facilities and infrastructure, as well as matters that need to be considered in supporting the timely completion of studies, the achievement of outputs, and the optimal implementation of the educational process in the Psychology Study Program at the Faculty of Psychology, UNDIP.

This book is presented to provide guidelines and an overview for the entire academic community regarding the implementation of education in the Psychology Study Program, Faculty of Psychology, UNDIP, from the beginning to the end of the lecture period, so that educational planning can be carried out properly, the expected competencies can be mastered, and optimal achievements can be attained.

We extend our gratitude to all parties who have contributed to the compilation of this Academic Information Book. May this book fulfill its objectives and be beneficial in supporting the implementation of education in the Psychology Study Program at the Faculty of Psychology, UNDIP.

UNDIP Psychology, Show Your Priorities!!!
UNDIP with Dignity, UNDIP with Benefit, UNDIP Triumphant, Triumphant,

Champion!!! Peace be upon you, mercy, and blessings from Allah.

Dean,

Prof. Dian Ratna Sawitri, S.Psi, M.Si, Ph.D
NIP. 19780901200212200

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# PROFIL PIMPINAN FAKULTAS



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Prof. Dian Ratna Sawitri, S.Psi., M.Si., Ph.D



**WAKIL DEKAN AKADEMIK DAN KEMAHASISWAAN**
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**WAKIL DEKAN SUMBER DAYA**
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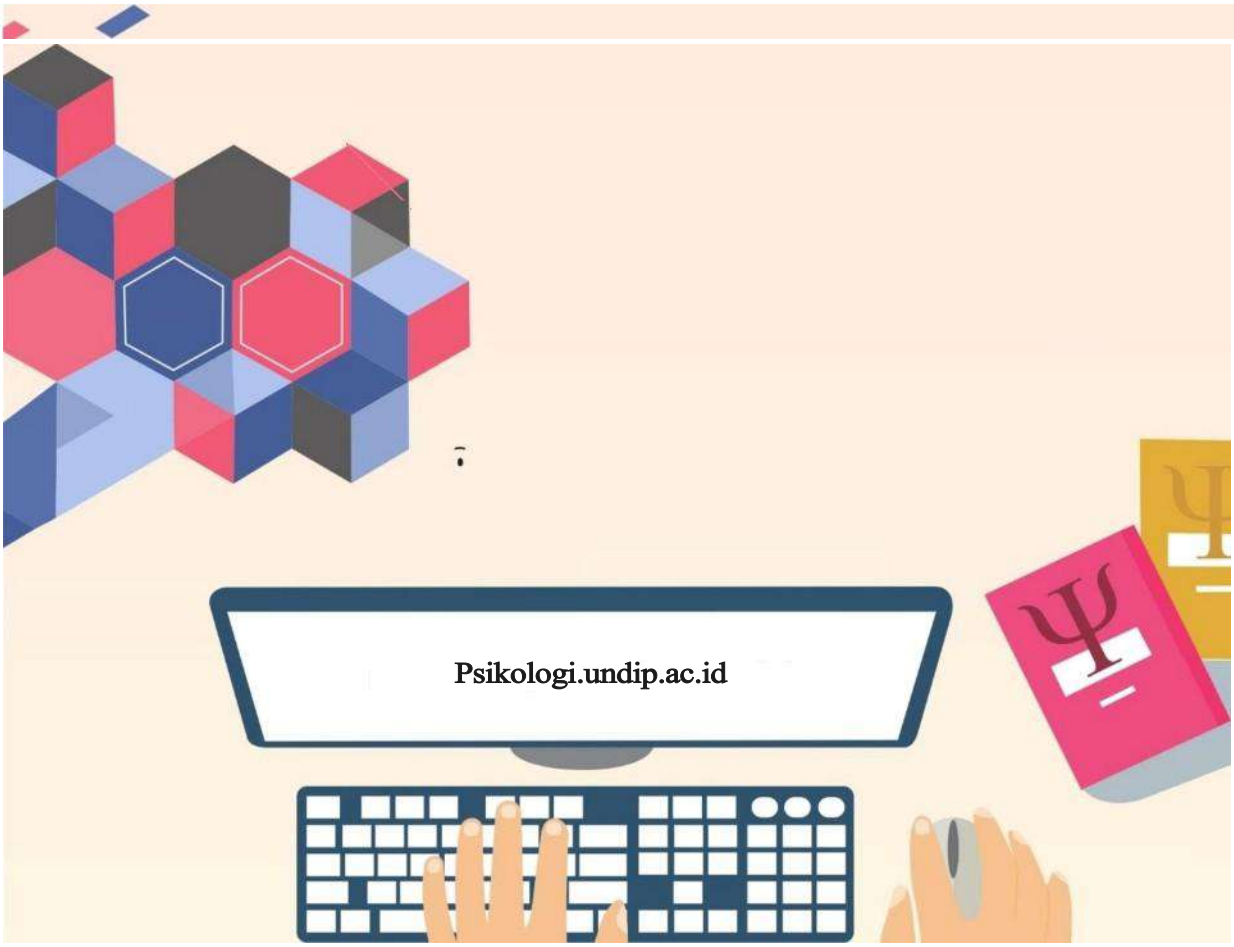


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# CHAPTER 1 BRIEF HISTORY AND ORGANIZATION OF THE FACULTY OF PSYCHOLOGY UNDIP



# 1 BRIEF HISTORY AND ORGANIZATION OF THE FACULTY OF PSYCHOLOGY UNDIP

## A. BRIEF HISTORY

The plan to establish the Faculty of Psychology at Diponegoro University began in 1980, whichwas realized by accepting a number of Psychology graduates as lecturers placed in several faculties within UNDIP, namely the Faculty of Medicine, the Faculty of Social Sciences and Political Science, the Faculty of Letters, and the Faculty of Public Health. These lecturers with a background in psychology were also involved in the Diponegoro University Student Consultation Board (BKM UNDIP).

In 1991, the Rector of UNDIP, Prof. dr. Moeljono S. Trastotenojo, obtained permission from the Minister of Education and Culture, Prof. Dr. Fuad Hasan, to establish the Faculty of Psychology. The hard work to prepare the UNDIP Faculty of Psychology bore fruit with the issuance of the Decree of the Director General of Higher Education on August 18, 1995, number 362/Dikti/Kep/1995, which was received by the Rector of UNDIP, Prof. Dr. Muladi, S.H. as the basis for the establishment of the S-1 Psychology Study Program under the UNDIP Faculty of Medicine.

The Rector appointed Drs. Darmanto Jatman, S.U., as the first Head of the UNDIP Psychology Study Program. The lecturers who pioneered the early stages of the UNDIP Bachelor of Psychology Study Program at that time were Dra. Frieda NRH, M.S., Dra. Sri Hartati, M.S., Drs. Karyono, M.Si., Dra. Suci Murtikarini, M.Si., Dra. Siswati, M.Si., Drs. Zaenal Abidin, Dra. Endang Sri Indrawati, and Drs. Asyhadi Abroza. Occupying one of the units in the Faculty of Mathematics and Natural Sciences (now the Faculty of Science and Mathematics or FSM) building complex, the UNDIP Psychology Study Program began accepting new students and teaching and learning activities in the 1996/1997 academic year.

On August 16, 2000, the UNDIP Psychology Study Program officially moved into a new building on the UNDIP Tembalang campus. Since then, all teaching and learning activities have been centralized in that building.

The UNDIP Psychology Program officially became the UNDIP Faculty of Psychology on April 24, 2007, with the issuance of UNDIP Rector's Decree Number 28/SK/J07/2007 concerning the Establishment of the Faculty of Psychology. The legal basis for the change in status to a faculty was further strengthened with the issuance of
Ministry of Education Decree No. 65 of 2009 concerning the Organization and Work Procedures of UNDIP. Effective October 2, 2009, the Faculty of Psychology became the 11th faculty at Diponegoro University. The first dean elected was Drs. Karyono, M.Si.

11th faculty within the University of Diponegoro. The first dean elected was Drs. Karyono, M.Si.

In 2007, Drs. Darmanto Jatman, S.U., who had already retired at that time, was inaugurated as the first professor of the UNDIP Faculty of Psychology. From his ideas, the faculty's vision of family-based psychology, especially Indonesian families, began to emerge and be socialized.

In 2010, the UNDIP Faculty of Psychology had a new dean's office building adjacent to the old building. In 2019, the UNDIP Faculty of Psychology occupied a new 7-story building in a new location. This new building further strengthened the position of the Faculty of Psychology, which continues to develop to this day.

The Faculty of Psychology Senate, in its decision on December 4, 2013, designated **August 18** as the anniversary of the Faculty of Psychology UNDIP.

In 2018, construction began on the new building for the Faculty of Psychology at Diponegoro University, while the previous building will be used for the Faculty of Medicine and the Faculty of Public Health. The Rector of Diponegoro University, Prof. Dr. Yos Johan Utama, S.H., M.Hum., inaugurated the new building of the Faculty of Psychology UNDIP, at the UNDIP Tembalang campus, on Thursday, January 17, 2020. The inauguration was symbolically marked by the signing of a plaque by the Rector and the Dean of Psychology for the 2015–2019 period, Dr. Hastaning Sakti, M.Kes., a psychologist, followed by the cutting of the ribbon by Mrs. Darmanto Jatman, the wife of Prof. Darmanto Jatman (late), one of the founding professors of the Faculty of Psychology.

The UNDIP Rector hopes that this new building will serve as an inspiration for the Faculty of Psychology to remain optimistic and continue to improve both its physical and non-physical performance. Prof. Yos Johan Utama, S.H., M.Hum, stated that this new building is one form of development for the Faculty of Psychology, which began as a dream and has now been realized. This achievement will undoubtedly motivate UNDIP to continue excelling, particularly in improving the quality of education and welfare.

The location of the new Psychology Faculty building is behind the UNDIP Widya Puraya library or southwest of the Faculty of Economics and Business (FEB). The building construction coordinator, Herry Suliantoro, said that the 54-meter-high, 8-story building was constructed from September 29, 2017, to September 13, 2018. This building is capable of accommodating the faculty's needs with facilities for the next 20 years. This is the first building at UNDIP that

designed with planning that considers *green building* aspects.

At the end of Dr. Hastaning Sakti, M.Kes., Psychologist's tenure as Dean, the Faculty of Psychology officially moved into a new building named "Magenta" after the color of the Faculty of Psychology's flag. The tallest building on the Tembalang Campus offers views of the Java Sea, aligning with the philosophy of the deep sea in Hastabrata, which signifies breadth and depth—interpreted as extensive psychological knowledge and profound analysis of the human psyche. The Faculty of Psychology building was constructed with an eco-friendly and disability-friendly design, prioritizing *safety* with ergonomic elevators and staircases, aiming to become *UNDIP's first bioclimatic and biophilic green building*.

Under the leadership of Prof. Dian Ratna Sawitri, S.Psi., M.Si., Ph.D as Dean for the 2019-2024 period, the Faculty of Psychology carries the slogan "Psychology Remains a Priority, Undip Jaya". During this period, the Psychology undergraduate program at the Faculty of Psychology has consistently been the most popular major among prospective students from 2021 to 2023. In 2023, Edu Rank University Rankings placed the UNDIP Faculty of Psychology in the top 10 in the category *by subject* in Indonesia, which shows the Faculty of Psychology's commitment to improving the quality of teaching, research, scientific publications, and its image to become a quality faculty. Prof. Dian Ratna Sawitri, S.Psi., M.Si., Ph.D. continues her leadership as Dean of the Faculty of Psychology for the 2024-2029 period.

The Psychology Undergraduate Program at the Faculty of Psychology, Diponegoro University, has received B (2000-2018) and A (2018-2023) accreditation from the National Accreditation Agency for Higher Education (BAN-PT). Currently, the Psychology study program has **been accredited as Excellent** with the Decree of the Director of the BAN-PT Executive Board No. 9868/SK/BAN-PT/Akred-ItnI/s/I/2023, valid from January 18, 2023 to November 25, 2026. Since 2021, the Psychology Undergraduate Program at the Faculty of Psychology has also achieved FIBAA (*Foundation for International Business Administration Accreditation*) international accreditation, valid from November 25, 2021, to November 25, 2026.

The Faculty of Psychology at Diponegoro University is a member of the Indonesian Association of Psychology Higher Education Providers (AP2TPI), which is committed to collaborating to achieve high-quality psychology higher education that is globally competitive.

## B. MANAGER OF THE FACULTY OF PSYCHOLOGY

The organizer of the Faculty of Psychology at UNDIP since its establishment in 1996 until the present.

**Table 1. Faculty of Psychology UNDIP Administrators (1996 – 2024)**

| | | |
|---|---|---|
| **First Period: 1996** | | |
| Program Chair | : | Drs. Darmanto Jatman, S.U |
| Academic Secretary | : | Dra. Frieda NRH, M.S |
| General Administrative Secretary | : | Dra. Sri Hartati, M.S Dra. Siswati, M.Si |
| Student Affairs Secretary | : | Drs. Karyono, M.Si<br>Drs. Zaenal Abidin, M.Si |
| **Second Term, 1999** | | |
| Head of Study Program | : | Drs. Darmanto Jatman, S.U |
| Secretary of Academic Affairs | : | Dr. Frieda NRH, M.S |
| Secretary of Finance | : | Dr. Sri Hartati, M.S |
| Secretary of Student Affairs | : | Drs. Karyono M.Si |
| Secretary<br>Inter-Institutional Cooperation Division (since 2001) | : | Drs. Zaenal Abidin, M.Si |
| **Third Term 2002** | | |
| Head of Study Program | : | Drs. Darmanto Jatman, S.U |
| Secretary of Academic Affairs | : | Dra. Diana Rusmawati |
| Secretary of Finance | : | Dra. Sri Hartati, M.S |
| Secretary of Student Affairs | : | Drs. Zaenal Abidin, M.Si |
| Secretary of Cooperation | : | Dr. Hastaning Sakti, M.Kes. |
| **Fourth Term, 2005** | | |
| Head of Study Program | : | Drs. Karyono, M.Si |
| Academic Secretary | : | Diana Rusmawati, M.A. |
| Secretary of Finance | : | Dra. Sri Hartati, M.S |
| Secretary of Student Affairs | : | Drs. Zaenal Abidin, M.Si |
| Secretary of Cooperation | : | Dr. Hastaning Sakti, M.Kes. |
| **Fifth Term 2006** | | |
| Head of Study Program | : | Drs. Karyono, M.Si |
| Academic Secretary | : | Prasetyo Budi Widodo, S.Psi, M.Si |

| | | |
|---|---|---|
| Secretary of Finance | : | Tri Rejeki Andayani, S.Psi., M.Si |
| Secretary of Student Affairs | : | Harlina Nurtjahjanti, B.A., M.A. |
| Secretary of the Cooperation Division | : | Annastasia Ediati, B.A., M.Sc |
| **Sixth Term 2007 – 2011** | | |
| Dean | : | Dr. Karyono, M.Si |
| Assistant Dean I | : | Drs. Zaenal Abidin, M.Si |
| Assistant Dean II | : | Dra. Sri Hartati, M.S |
| Assistant Dean III (since 2010) | : | Dr. Endang Sri Indrawati, M.Si |
| **Seventh Term 2011–2015** | | |
| Dean | : | Prasetyo Budi Widodo, S.Psi., M.Si |
| Assistant Dean I | : | Anita Listiara, B.A., M.A. |
| Assistant Dean II | : | Dra. Endang Sri Indrawati, M.Si |
| Assistant Dean III | : | Drs. Zaenal Abidin, M.Si |
| Coordinator of Development and Cooperation | : | Farida Hidayati, S.Psi., M.Si |
| **Eighth Term 2015 - 2019** | | |
| Dean | : | Dr. Hastaning Sakti, M. Kes. |
| Assistant Dean I/ Vice Dean Academic and Student Affairs | : | Annastasia Ediati, B.A., M.Sc., Ph.D. |
| Assistant Dean II/Deputy Dean of Resources | : | Dra. Diana Rusmawati, M.Psi |
| Assistant Dean III/Deputy Dean of Communication and Business | : | Harlina Nurtjahjanti, S.Psi., M.Si |
| Assistant Dean IV/ Deputy Research and Innovation | : | Dian Ratna Sawitri, B.A., M.A., Ph.D |
| **Ninth Term 2019 - 2024** | | |
| Dean | : | Prof. Dian Ratna Sawitri, S.Psi, M.Si, Ph.D |
| Vice Dean for Academic and Student Affairs | : | Dr. phil. Dian Veronika Sakti Kaloeti, S.Psi., M.Psi |
| Vice Dean of Resources | : | Dr. Novi Qonitatin, B.A., M.A. |
| **Tenth Term 2024-2029** | | |
| Dean | : | Prof. Dian Ratna Sawitri, S.Psi, M.Si, Ph.D |
| Vice Dean for Academic and Student Affairs | : | Jati Ariati, S.Psi., M.Psi., Ph.D |
| Vice Dean of Resources | : | Dr. Kartika Sari Dewi, B.A., M.A. |

# CHAPTER 2 EDUCATION SYSTEM



# 2 EDUCATION SYSTEM

## A. VISION, MISSION, AND OBJECTIVES

### 1. VISION

To become a center for the development of family-based psychology in Indonesia that is adaptive to changes in Southeast Asia by 2025.

### 2. MISSION

1. To provide inclusive psychology education that integrates other disciplines and adapts to contemporary developments, producing graduates who are lifelong learners of integrity and global excellence.
2. To carry out leading research on family psychology and related fields that is responsive to the times, prioritizing local culture and resources, to produce scientific publications at the national and international levels, as well as intellectual property rights, capable of initiating and driving changes in science, knowledge, technology, and the arts (IPTEKS) that are beneficial to humanity.
3. Conducting community service in the field of psychology in accordance with community needs.
4. Collaborating with national and international institutions that support the improvement of academic competence and output quality in the fields of education, research, and community service.
5. Developing professional and accountable faculty governance.

### 3. OBJECTIVES

1. To provide education that emphasizes the interconnectedness of other disciplines (interdisciplinary) in order to keep pace with the times, thereby producing graduates who are globally competitive, dignified, and capable of initiating change for the improvement of the community's standard of living and the advancement of the nation.
2. Developing and implementing innovative, superior, and responsive research on family psychology and related fields, emphasizing local culture and resources, to produce scientific publications at the national and international levels, as well as intellectual property, capable of initiating and accelerating

changes in science, technology, and the arts (IPTEKS) that are beneficial to humanity.

3. Implementing research results into community service as an effort to solve psychological problems, empower and improve the standard of living of the community, by prioritizing media innovation and supporting information technology, while still prioritizing local wisdom.
4. Expanding institutional cooperation programs at the national and international levels, as well as encouraging sustainable innovation to improve the competence of the academic community and the quality of output in the fields of education, research, and community service.
5. Develop professionalism, capability, and accountability in good faculty governance, and increase the independence of faculty administration and become a role model for other faculties in general, and other faculties in the field of psychology in particular.

## B. EDUCATIONAL OBJECTIVES AND GRADUATE PROFILE

### 1. EDUCATIONAL OBJECTIVES

The educational objectives of the study program are based on the Regulation of the Minister of Research, Technology, Education, and Culture (Permenristekdikbud) No. 53 of 2023 concerning Quality Assurance in Higher Education, namely: (1) mastering theoretical concepts in specific fields of knowledge and skills in general and specifically to solve problems procedurally in accordance with the scope of their work; and (2) being able to adapt to changing situations. Based on these objectives, the objectives of the Bachelor of Psychology study program are as follows:

1. Mastering basic psychological knowledge in order to understand human behavior according to psychological principles
2. Mastering the principles and methods of psychological assessment
3. Mastering the basic principles of psychological intervention
4. Being able to conduct research, studies, and scientific publications in the field of psychology in accordance with the applicable psychological code of ethics, especially in family psychology
5. Possess sensitivity to the values of Pancasila and actively participate in resolving problems within families, communities, and society
6. Globally competitive with outstanding character.

## 2. GRADUATE PROFILE

1. **Human resources and education professionals**
   Roles involving human resource management in organizations and educational institutions

2. **Psychology assistant**
   Roles involving assisting psychologists in providing psychological services to service users, including administration, assessment, intervention, and evaluation in accordance with the Indonesian Code of Ethics for Psychology.

3. **Independent entrepreneurs and creative economy**
   Roles that involve creativity, innovation, risk-taking, decision-making, managerial skills, understanding consumer behavior, and marketing strategies to generate profits and create jobs, by connecting human resources, ideas, capital, and technology, focusing on tangible/intangible capital as well as the production of conventional and unconventional goods and services.

4. **Basic-level researchers**
   A role in conducting basic psychological research that can be presented in written or oral form.

5. **Family and Community Empowerment Facilitator**
   Role involving community empowerment activities and the provision of Psychological First Aid (PFA), as well as the ability to provide family counseling related to everyday psychological issues.

6. **Marketing and Public Relations Staff**
   Role involving the ability to build networks, manage communication with stakeholders, and identify market needs, to build the organization's image and market products and services.

## C. CAMPUS INDEPENDENCE CURRICULUM (KKM)

Based on the Merdeka Belajar: Kampus Merdeka policy, announced by the Minister of Education and Culture of the Republic of Indonesia on January 24, 2020, the Faculty of Psychology at UNDIP, under the coordination of the university, has adjusted its curriculum in line with this policy, which is called the Merdeka Campus Curriculum (KKM). An important point of the Merdeka Belajar: Kampus Merdeka policy is that it gives students the right to study outside their study program for three semesters. The legal basis for this policy is contained in Permendikbud No. 3 of 2020 concerning National Standards for Higher Education. KKM has been implemented at the Faculty of Psychology, UNDIP since the 2020/2021 academic year.

KKM is a curriculum that refers to *Outcome-based Education* (OBE) and meets the competency standards for bachelor's degrees (or Bachelor of Psychology) as stipulated in Permendikbud No. 3 of 2020 concerning National Higher Education Standards (SNPT) and the Decree of the Association of Indonesian Psychology Higher Education Providers (AP2TPI) Number 02/Kep/AP2TPI/2020, concerning learning standards related to the right to study for three semesters outside the study program in the context of implementing independent learning - independent campuses in undergraduate psychology study programs. "Merdeka" as referred to in Article 2 paragraph (1) of the AP2TPI Decision is:

**a.** Study programs can implement learning autonomously and flexibly;

**b.** Students can participate in innovative, unrestricted (voluntary) learning that suits their needs, but still under the guidance of lecturers.

The KKM is designed to facilitate an educational process that prioritizes learning independence and is student-centered, with lecturers acting as facilitators. With this climate of learning independence, it is hoped that college graduates will not only be competent in terms of *hard skills*, but also possess *soft skills* that support their success after graduating from college.

The *learning outcomes* or graduate learning achievements formulated in the KKM of the Psychology Undergraduate Program, Faculty of Psychology, Diponegoro University, are presented in Table 2.

**Table 2. Graduate Learning Outcomes KKM**

| GRADUATE LEARNING OUTCOMES |
|---|
| A. ATTITUDE |
| 1. Being devout to God Almighty and able to demonstrate a religious attitude religious attitude. |
| 2. Upholding high human humanity in carrying out tasks based on religion, morals, and ethics. |
| 3. Contribute to improving quality of in society, nation, state, and the advancement of civilization based on Pancasila. |
| 4. Acting as proud citizens who love their homeland, possess nationalism and a sense of responsibility to the state and nation. |
| 5. Respecting cultural diversity, views, religions, and beliefs, as well as the opinions or original findings of others. |
| 6. Cooperating and having social sensitivity and concern for society and the environment. |
| 7. Obeying the law and maintaining discipline in social and national life. |

| GRADUATE LEARNING OUTCOMES |
| --- |
| 8. Internalize academic values, norms, and ethics. |
| 9. Demonstrating attitudes responsibility accountability for work in their field their expertise independently. |
| 10. Internalizing the spirit of independence, perseverance, and entrepreneurship. |
| 11. Contribute in improving the quality of individuals, families, and the wider community through the science of Psychology. |
| B. GENERAL SKILLS |
| 1. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that considers and applies humanities values in accordance with their field of expertise. |
| 2. Able to demonstrate independent, high-quality, and measurable performance. |
| 3. Able to assess the implications of the development or implementation of science and technology that considers and applies humanities values in accordance with their expertise based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs, or critiques art. |
| 4. Able to compile scientific descriptions of PU3 study results in the form of a thesis or final project report and upload it to the university website. |
| 5. Able to make appropriate decisions in the context of problem solving in their field of expertise, based on the results of information and data analysis data. |
| 6. Able to maintain and develop a with with mentors and peers both within and outside the institution in a professional manner based on the psychological code of ethics. |
| 7. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility. |
| 8. Able to conduct self-evaluation of the work group under their responsibility and able to manage learning independently. |
| 9. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism. |
| 10. Able to publish academic work in the form of a thesis or final report final assignments uploaded to the university website |

| GRADUATE LEARNING OUTCOMES |
| --- |
| 11. Able to adapt, collaborate, create, contribute, and innovate in applying scientific knowledge to community life and acting as a globally-minded citizen of the world. |
| 12. Able to uphold academic integrity in general and prevent the occurrence of plagiarism. |
| 13. Able to implement information technology in the development academic disciplines and fields of expertise. |
| 14. Able to use at least one international international for oral and written communication. |
| C. SPECIAL SKILLS |
| 1. Able to conduct interviews, observations, tests psychological that permitted in accordance with psychodiagnostic principles and the Indonesian Code of Ethics for Psychology. |
| 2. Able to develop psychological measurement instruments based on the principles of classical and modern test theory. |
| 3. Able to analyze non-clinical psychological and behavioral problems, as well as present alternative solutions. |
| 4. Able to conduct non-clinical psychological interventions for behavioral change in individuals, groups, organizations, and communities using counseling, psychoeducation, training, and other permitted intervention techniques based on theoretical concepts in psychology and the Indonesian Code of Ethics for Psychology. |
| 5. Able to build *rapport*, effective professional relationships, and healthy interpersonal relationships. |
| 6. Able to obtain, process, analyze, and interpret data in a responsibly. |
| 7. Able to obtain and process information through the use of technology responsibly in the context of psychology. |
| 8. Able to conduct psychological research using quantitative and/or qualitative research methodologies. and/or qualitative research methodologies. |
| 9. Able to plan and carry out personal and career development (*personal and career development*). |
| 10. Able to account for work results based on the Indonesian Psychological Association's Code of Ethics of Indonesian Psychology. |

| GRADUATE LEARNING OUTCOMES |
|---|
| 11. Able to express conceptual thoughts and psychological research results into scientific writing in accordance with the code of ethics and professionalism. |
| 12. Create creative programs aimed at to enhance the empowerment and resilience of families. |
| 13. Able to convey ideas in writing, deliver presentations effectively. |
| D. MASTERY OF KNOWLEDGE |
| 1. Able to master basic psychological theory concepts to describe and analyze various psychological phenomena in individuals, groups, organizations, and communities. |
| 2. Able to understand and apply basic psychological research methods, including research design, data analysis, and interpretation. |
| 3. Able to understand basic concepts assessment psychological psychologicalin analyzing psychological symptoms in individuals, groups, organizations, and society. |
| 4. Able to understand the concept of non-clinical intervention based on the principles of behavioral change in individuals, groups, organizations, and society |
| 5. Able to master the principles of data and community literacy. |

Based on the Learning Outcomes of Graduates, courses are developed that implement the expected graduate competencies.

**Table 3. Courses in the Bachelor of Psychology Program KKM**

| No. | NATIONAL MANDATORY COURSES | SKS |
|---|---|---|
| 1 | Pancasila & Citizenship | 3 |
| 2 | Indonesian Language | 2 |
| 3 | Religion | 2 |
| **TOTAL UNIVERSITY REQUIRED COURSES** | | **7** |

| No. | UNIVERSITY REQUIRED COURSES | SKS |
|---|---|---|
| 1 | Physical Education | 1 |
| 2 | English | 2 |
| 4 | Internet of Things | 2 |
| 5 | Community Service Program (KKN) | 3 |
| **NUMBER OF UNIVERSITY REQUIRED COURSES** | | **8** |

| No. | Faculty Required Courses | SKS |
|---|---|---|
| 1 | Personal Development and Career | 2 |
| 2 | History and Schools of Psychology | 2 |
| 3 | Human Mental Processes and Functions | 2 |
| 4 | Biopsychology | 2 |
| 5 | Child and Adolescent Developmental Psychology | 3 |
| 6 | Philosophy for Psychology | 2 |
| 7 | Psychological Statistics | 3 |
| 8 | Adult and Elderly Developmental Psychology | 2 |
| 9 | Personality Psychology | 4 |
| 10 | Phenomenological and Existential Philosophy | 2 |
| 11 | Social Psychology | 4 |
| 12 | Psychological Measurement 1 | 2 |
| 13 | Mental Health | 2 |
| 14 | Code of Ethics in Psychology | 2 |
| 15 | Psychological Measurement 2 | 3 |
| 16 | Quantitative Research Methods | 3 |
| 17 | Psychodiagnostics 1: Observation and Interview | 3 |
| 18 | Industrial and Organizational Psychology | 3 |
| 19 | Family Psychology | 2 |
| 20 | Clinical Psychology | 3 |
| 21 | Educational Psychology | 4 |
| 22 | Indonesian Psychology | 2 |
| 23 | Psychodiagnostics 2: Intelligence Assessment | 3 |
| 24 | Psychodiagnostics 3: Personality Assessment | 3 |
| 25 | Experimental Research Methodology | 2 |
| 26 | Psychopathology | 3 |
| 27 | Counseling Psychology | 3 |
| 28 | Consumer Psychology and Marketing | 2 |
| 29 | Family Research | 2 |
| 30 | Technical Training Design | 3 |
| 31 | Human Resource Psychology | 2 |
| 32 | Entrepreneurship Psychology | 2 |
| 33 | Qualitative Research Methods | 3 |
| 34 | Family Empowerment | 2 |
| 35 | Introduction to Psychological Assessment | 2 |
| 36 | Introduction to Psychological Intervention | 3 |
| 37 | Advanced Psychological Assessment | 3 |
| 38 | Advanced Psychological Intervention | 3 |

| No. | REQUIRED COURSES FOR THE FACULTY | Credit |
|---|---|---|
| 39 | Thesis 1 | 4 |
| 40 | Thesis 2 | 4 |
| | **TOTAL CREDIT HOURS FOR REQUIRED COURSES IN THE FACULTY** | **106** |
| | **TOTAL CREDIT HOURS FOR MANDATORY COURSES** | **121** |

| No. | ELECTIVE COURSES OF THE FACULTY | Credit |
|---|---|---|
| ***Minimum of 23 credits*** | | |
| 1. | Positive Parenting | 2 |
| 2 | Psychological Measurement and Evaluation in Education | 2 |
| 3 | Developmental Psychology and Early Childhood Education Early | 2 |
| 4. | Information Technology in Education | 2 |
| 5. | Positive Psychology | 2 |
| 6. | Sports Psychology | 2 |
| 7. | Transpersonal Psychology | 2 |
| 8. | Health Psychology | 2 |
| 9. | IT-Based Clinical Psychology Intervention Design | 2 |
| 10. | Religious Psychology | 2 |
| 11. | Industrial Relations/ | 2 |
| 12. | Ergonomics and Occupational Safety and Health Psychology | 2 |
| 13. | Assessment Center | 2 |
| 14. | Communication Psychology | 2 |
| 15. | Political Psychology | 2 |
| 16. | Islamic Psychology | 2 |
| 17. | Psychology of Special Needs Education | 3 |
| 18. | School Psychology | 3 |
| 19. | Gerontology | 3 |
| 20. | Community Psychoeducation | 3 |
| 21. | Clinical Psychology | 3 |
| 22. | Introduction to Psychotherapy | 3 |
| 23. | Forensic Psychology | 3 |
| 24. | Community Mental Health | 3 |
| 25. | Organizational Analysis and Development | 3 |
| 26. | Marketing Psychology | 3 |
| 27. | Group and Mass Dynamics | 3 |
| 28. | Environmental Psychology | 3 |
| 29. | Eastern Psychology | 3 |
| | **TOTAL CREDITS FOR ELECTIVE COURSES** | **71** |

To achieve a Bachelor of Psychology degree as a graduate qualification, students of the UNDIP Faculty of Psychology's Bachelor of Psychology Study Program with KKM are required **to take a minimum of 144 credits** consisting of:

1. National Required Courses totaling **7** credits
2. University-Required Courses totaling **8** credits
3. Faculty-Required Courses totaling **106** SKS
4. Elective Courses totaling a minimum of **23** SKS

## D. CAMPUS MERDEKA CURRICULUM STRUCTURE (KKM)

**Table 4. Structure of the KKM for the Faculty of Psychology in 2020**

| NO | COURSE | COURSE CODE | SKS | PREREQUISITES |
|---|---|---|---|---|
| | **SEMESTER 1** | | | |
| 1 | Pancasila and Citizenship | UUW00-003 | 3 | |
| 2 | Indonesian | UUW00-004 | 2 | |
| 3 | Personal and Career Development | PKPS6001 | 2 | |
| 4 | English | UUW00-007 | 2 | |
| 5 | History and Schools of Psychology | PKPS6002 | 2 | |
| 6 | Human Mental Processes and Functions | PKPS6003 | 2 | |
| 7 | Biopsychology | PKPS6004 | 2 | |
| 8 | Child and Adolescent Developmental Psychology | PKPS6005 | 3 | |
| 9 | Philosophy for Psychology | PKPS6006 | 2 | |
| 10 | *Internet of Things* | UUW00-006 | 2 | |
| | **TOTAL CREDITS** | | **22** | |
| | **SEMESTER 2** | | | |
| 1 | Religion | UUW00-011 | 2 | |
| 2 | Sports | UUW00-005 | 1 | |
| 3 | Psychological Statistics | PKPS6007 | 3 | |
| 4 | Adult and Elderly Developmental Psychology | PKPS6008 | 2 | PKPS6005 |
| 5 | Personality Psychology | PKPS6009 | 4 | |
| 6 | Phenomenological and Existential Philosophy | PKPS6010 | 2 | |
| 7 | Social Psychology | PKPS6011 | 4 | |
| 8 | Psychological Measurement 1 | PKPS6012 | 2 | |
| 9 | Mental Health | PKPS6013 | 2 | |
| 10 | Code of Ethics in Psychology | PKPS6014 | 2 | |
| | **TOTAL CREDITS** | | **24** | |

| NO | COURSE | COURSE CODE | SKS | PREREQUISITES |
|---|---|---|---|---|
| | **SEMESTER 3** | | | |
| 1 | Psychological Measurement 2 | PKPS6015 | 3 | PKPS6012 |
| 2 | Quantitative Research Methods | PKPS6016 | 3 | PKPS6007 |
| 3 | Psychodiagnostics 1: Observation and Interview | PKPS6017 | 3 | |
| 4 | Industrial and Organizational Psychology | LKPS6018 | 3 | |
| 5 | Family Psychology | PKPS6019 | 2 | |
| 6 | Clinical Psychology | PKPS6020 | 3 | |
| 7 | Educational Psychology | PKPS6021 | 4 | |
| 8 | Indonesian Psychology | PKPS6022 | 2 | |
| | **TOTAL CREDITS** | | **23** | |
| | **SEMESTER 4** | | | |
| 1 | Psychodiagnostics 2: Intelligence Assessment | PKPS6023 | 3 | |
| 2 | Psychodiagnostics 3: Assessment Personality | PKPS6024 | 3 | |
| 3 | Experimental Research Methodology | PKPS6025 | 2 | |
| 4 | Psychopathology | PKPS6026 | 3 | |
| 5 | Counseling Psychology | PKPS6027 | 3 | |
| 6 | Consumer Psychology and Marketing | PKPS6028 | 2 | |
| 7 | Family Research | LKPS6029 | 2 | PKPS6019 |
| 8 | Engineering Design Training | PKPS6030 | 3 | |
| 9 | Human Resource Psychology | LKPS6031 | 2 | LKPS6018 |
| | **TOTAL CREDIT HOURS** | | **23** | |
| | **SEMESTER 5** | | | |
| 1 | Entrepreneurship Psychology | PKPS6032 | 2 | |
| 2 | Qualitative Research Methods | PKPS6033 | 3 | PKPS6010 |
| 3 | Family Empowerment | PKPS6034 | 2 | PKPS6019 |
| 4 | Introduction to Psychological Assessment | PKPS6035 | 2 | |
| 5 | Introduction to Psychological Intervention | PKPS6036 | 3 | |
| 6 | Elective courses | | 3 | |
| 7 | Elective courses | | 2 | |
| 8 | Elective courses | | 2 | |
| 9 | Elective courses | | 2 | |
| 10 | Elective courses | | 2 | |
| | **TOTAL CREDITS** | | **23** | |

| NO | COURSE | COURSE CODE | CREDITS | PREREQUISITES |
|---|---|---|---|---|
| | **SEMESTER 6** | | | |
| 1 | Advanced Psychological Assessment | PKPS6054 | 3 | PKPS6035 |
| 2 | Advanced Psychological Intervention | PKPS6055 | 3 | PKPS6036 |
| 3 | Structured MBKM Internship | | 3 | |
| 4 | Structured MBKM Internship | | 3 | |
| 5 | Structured MBKM Internship | | 3 | |
| 6 | Structured MBKM Internship | | 3 | |
| 7 | Community Service Program | UUW00-009 | 3 | |
| | **TOTAL CREDIT HOURS** | | **21** | |
| | **SEMESTER 7** | | | |
| 1 | Thesis 1 | PKPS6068 | 4 | |
| | **TOTAL CREDITS** | | **4** | |
| | **SEMESTER 8** | | | |
| 1 | Thesis 2 | PKPS6069 | 4 | |
| | **TOTAL CREDITS** | | **4** | |

**Table 5. Variety of Elective Courses for the Faculty of Psychology in 2020**

| Elective Courses (min 23 credits) | | | |
|---|---|---|---|
| **SEMESTER 5** | | | |
| **NO** | **COURSE** | **COURSE CODE** | **CREDITS** |
| 1 | Positive Parenting | PKPS6044 | 2 |
| 2 | Psychological Measurement and Evaluation in Education | PKPS6045 | 2 |
| 3 | Developmental Psychology and Education Early Childhood | PKPS6046 | 2 |
| 4 | Information Technology in Education | PKPS6047 | 2 |
| 5 | Eastern Psychology | LKPS6037 | 3 |
| 6 | Positive Psychology | PKPS6038 | 2 |
| 7 | Sports Psychology | PKPS6039 | 2 |
| 8 | Transpersonal Psychology | PKPS6040 | 2 |
| 9 | Health Psychology | PKPS6041 | 2 |
| 10 | Clinical Psychology Intervention Design IT-Based | PKPS6042 | 2 |
| 11 | Religious Psychology | PKPS6043 | 2 |
| 12 | Industrial Relations | PKPS6048 | 2 |
| 13 | Ergonomics and Occupational Safety and Health Psychology | PKPS6049 | 2 |
| 14 | Assessment Center | PKPS6050 | 2 |

| Elective Courses (min. 23 credits) | | | |
|---|---|---|---|
| SEMESTER 5 | | | |
| NO | COURSE | COURSE CODE | SKS |
| 15 | Communication Psychology | PKPS6051 | 2 |
| 16 | Political Psychology | PKPS6052 | 2 |
| 17 | Islamic Psychology | PKPS6053 | 2 |
| SEMESTER 6 | | | |
| 1 | Special Needs Education Psychology (Internship: School/Inclusion/Early Childhood Education/Special Education School/Other Schools) | LKPS6060 | 3 |
| 2 | School Psychology (Internship: School/Inclusion/Early Childhood Education/Special Education School/Other Schools) | LKPS6061 | 3 |
| 3 | Gerontology (Internship: Nursing Home) | LKPS6062 | 3 |
| 4 | Community Psychoeducation (Internship: Nursing Home Home) | LKPS6063 | 3 |
| 5 | Internal Psychology (Internship: Hospital, Mental Hospital, Community Health Center) | LKPS6056 | 3 |
| 6 | Introduction to Psychotherapy (Internship: Hospital, Mental Hospital, Community Health Center) | LKPS6057 | 3 |
| 7 | Forensic Psychology (Internship: Correctional Institution Rehabilitation) | LKPS6058 | 3 |
| 8 | Community Mental Health (Internship: Correctional Institution) | LKPS6059 | 3 |
| 9 | Organizational Analysis and Development (Internship: National multi-level company) | LKPS6064 | 3 |
| 10 | Marketing Psychology (Internship: National Multi-Level Company) National Multi-Level Company) | LKPS6065 | 3 |
| 11 | Group and Mass Dynamics (Internship: PGOT Mardi Utomo) | LKPS6066 | 3 |
| 12 | Environmental Psychology (Internship: PGOT Mardi Utomo) | LKPS6067 | 3 |

## E. HIGHER EDUCATION CURRICULUM 2024

The 2024 Higher Education Curriculum (KPT) is based on Permendikbudristek No. 53 of 2023 concerning Quality Assurance in Higher Education. This regulation aims to change national standards and the higher education accreditation system, particularly in establishing more flexible and general standards. The Faculty of Psychology at Undip, under the coordination of the university, has adjusted its curriculum based on this policy from the Independent Campus Curriculum (KKM). The legal basis for this policy adjustment is outlined in Rector Regulation No. 7 of 2024 concerning Academic Regulations for Undergraduate Programs.

KPT 2024 also accommodates Law No. 23 of 2022 concerning Education and Psychological Services, which stipulates that psychology professional programs are a separate part of master's programs, so undergraduate programs need to adjust their curricula to prepare students for professional programs. The preparations made refer to the Decree of the Indonesian Association of Higher Education Providers in Psychology (AP2TPI) Number 051/Kep/AP2TPI/VII/2024 concerning the Core Curriculum for Undergraduate Psychology Study Programs. Article 4 paragraph 1 concerning the main competencies and learning outcomes of undergraduate psychology study program graduates states that, at a minimum, graduates must be able to:

**a.** Master theoretical concepts in specific fields of knowledge and skills, both general and specialized, to solve problems procedurally within the scope of their work.

**b.** Adapt to changing situations they encounter.

KPT 2024 uses an *Outcome-based Education* (OBE) approach that emphasizes concrete and measurable outcomes, one of which is through learning designs that focus on outcomes and the development of relevant skills and competencies. This is outlined in the graduate learning outcomes (CPL) as follows in the table below.

**Table 6. Graduate Learning Outcomes**

| No. | CP Code | CPL Description |
|---|---|---|
| | A | **ATTITUDE** |
| 1 | A-01 | Able to apply the values of Pancasila and the Code of Ethics of Psychology in thinking, attitude, and behavior to adapt to the dynamics of change and technological advances. |
| 2 | A-02 | Able to work together and have social sensitivity, as well as concern for society and the environment |
| | B | **GENERAL SKILLS** |
| 3 | B-01 | Able to develop, apply, and communicate knowledge while upholding academic integrity, humanistic values, creativity, cooperation, and the application of information technology in a global context. |
| | C | **SPECIAL SKILLS** |
| 4 | C-01 | Able to conduct non-clinical psychological assessments in accordance with psychodiagnostic principles and the Indonesian code of ethics of Indonesian psychology |
| **No.** | **CP Code** | **CPL Description** |
| 5 | C-02 | Able to design non-clinical psychological interventions for behavioral change in individuals, groups, organizations, and communities based on psychological principles and ethics. of psychology |
| 6 | C-03 | Able to obtain and process information through responsible use of technology in the context of psychology |

| | | |
|---|---|---|
| 7 | C-04 | Able to conduct basic psychological research that can be presented in written and oral form. |
| 8 | C-05 | Able to convey ideas in writing to develop creative programs aimed at enhancing community and family empowerment, which are presented in an effective presentation. |
| | D | **MASTERY OF KNOWLEDGE** |
| 9 | D-01 | Able to master the basic concepts of psychological theory to describe and analyze various psychological phenomena on individuals, groups, organizations, and communities. |

**Table 7. List of Courses**

| **NATIONAL MANDATORY COURSES** | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | Pancasila | UUW1624002 | 2 | |
| 2 | Citizenship | UUW1624003 | 2 | |
| 3 | Indonesian | UUW1624004 | 2 | |
| 4 | Religion:<br>- Islam<br>- Christian<br>- Catholic<br>- Hindu<br>- Buddhist<br>- Confucianism | UUW1624011<br>UUW1624021<br>UUW1624031<br>UUW1624041<br>UUW1624051<br>UUW1624061 | 2 | |
| **TOTAL CREDIT HOURS** | | | **8** | |

Table 8. University Required Courses

| COMPULSORY UNIVERSITY COURSES | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | English 1 | UUW1624107 | 1 | |
| 2 | English 2 | UUW1624207 | 1 | |
| 3 | English 3 | UUW1624307 | 1 | |
| 4 | Physical Education | UUW1624005 | 1 | |
| 5 | Internet of Things | UUW1624006 | 2 | |
| 6 | Community Service Program (KKN) | UUW1624009 | 3 | |
| 7 | Thesis | KPS1624801 | 6 | |
| **TOTAL CREDITS** | | | **15** | |

Table 9. Faculty Required Courses

| REQUIRED COURSES FOR THE FACULTY | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | Child and Adolescent Development Psychology | KPS1624101 | 3 | |
| 2 | Human Mental Processes and Functions | KPS1624102 | 2 | |
| 3 | History and Schools of Psychology | KPS1624103 | 2 | |
| 4 | Self-Development and Career | KPS1624104 | 2 | |
| 5 | Scientific Writing | KPS1624105 | 2 | |
| 6 | Code of Ethics in Psychology | KPS1624106 | 2 | |
| 7 | Learning Psychology | KPS1624201 | 2 | |

| REQUIRED COURSES FOR THE FACULTY | | | | |
|---|---|---|---|---|
| No | Course | Course Code | Credit | Prerequisites |
| 8 | Philosophy for Psychology | KPS1624202 | 3 | |
| 9 | Social Psychology | KPS1624203 | 4 | |
| 10 | Adult and Elderly Developmental Psychology | KPS1624204 | 2 | KPS1624101 |
| 11 | Biopsychology | KPS1624205 | 2 | |
| 12 | Personality Psychology | KPS1624206 | 4 | |
| 13 | Mental Health | KPS1624207 | 2 | |
| 14 | Educational Psychology | KPS1624301 | 3 | KPS1624201 |
| 15 | Psychological Measurement 1 | KPS1624302 | 2 | |
| 16 | Quantitative Research Methodology | KPS1624303 | 3 | |
| 17 | Psychological Statistics | KPS1624304 | 3 | |
| 18 | Industrial and Organizational Psychology | KPS1624305 | 3 | |
| 19 | Family Psychology | KPS1624306 | 2 | |
| 20 | Introduction to Observation and Interviewing | KPS1624307 | 3 | |
| 21 | Experimental Research Methodology | KPS1624401 | 2 | |
| 22 | Psychological Measurement 2 | KPS1624402 | 3 | KPS1624302 |
| 23 | Counseling Psychology | KPS1624403 | 3 | |
| 24 | Consumer Psychology and Marketing | KPS1624404 | 2 | |

| REQUIRED COURSES FOR THE FACULTY | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 25 | Human Resource Psychology | KPS1624405 | 2 | |
| 26 | Family Research | KPS1624406 | 2 | KPS1624306 |
| 27 | Clinical Psychology | KPS1624407 | 3 | |
| 28 | Training Design Techniques | KPS1624408 | 3 | |
| 29 | Entrepreneurial Psychology | KPS1624501 | 2 | |
| 30 | Qualitative Research Methodology | KPS1624502 | 3 | |
| 31 | Introduction to Intelligence Assessment | KPS1624503 | 3 | |
| 32 | Introduction to Personality Assessment | KPS1624504 | 3 | |
| 33 | Psychopathology | KPS1624505 | 3 | KPS1624405 |
| 34 | Family Empowerment | KPS1624506 | 2 | KPS1624306 |
| 35 | Introduction to Psychological Assessment | KPS1624507 | 2 | |
| 36 | Introduction to Psychological Intervention | KPS1624508 | 3 | |
| 37 | Psychological Assessment Design | KPS1624601 | 3 | KPS1624507 |
| 38 | Psychological Intervention Design | KPS1624602 | 3 | KPS1624508 |
| 39 | Thesis Writing Techniques | KPS1624701 | 2 | |
| 40 | Indonesian Psychology | KPS1624702 | 2 | |
| **TOTAL CREDIT HOURS** | | | **102** | |

Table 10. Elective Courses

| ELECTIVE COURSES | | | | |
|---|---|---|---|---|
| No | Course | Course Code | Credit | Prerequisites |
| 1 | Positive Parenting | KPS1624308 | 2 | |
| 2 | Religious Psychology | KPS1624309 | 2 | |
| 3 | Occupational Health and Safety Psychology | KPS1624310 | 2 | |
| 4 | Women's Psychology | KPS1624311 | 2 | |
| 5 | Information Technology in Education | KPS1624312 | 2 | |
| 6 | Psychogerontology | KPS1624409 | 2 | |
| 7 | Islamic Psychology | KPS1624410 | 2 | |
| 8 | Leadership Psychology | KPS1624411 | 2 | |
| 9 | Higher Education Psychology | KPS1624412 | 2 | |
| 10 | Eastern Psychology | KPS1624413 | 2 | |
| 11 | Assessment Center | KPS1624509 | 2 | |
| 12 | Coaching in Education | KPS1624510 | 2 | |
| 13 | Learning Outcome Evaluation | KPS1624511 | 2 | |
| 14 | Introduction to Marriage Studies | KPS1624512 | 2 | |
| 15 | Play Psychology | KPS1624513 | 2 | |
| 16 | Health Psychology | KPS1624514 | 2 | |
| 17 | Communication Psychology | KPS1624515 | 2 | |

| ELECTIVE COURSES | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 18 | Sports Psychology | KPS1624516 | 2 | |
| 19 | Organizational Analysis and Development-Internship | KPS1624603 | 3 | |
| 20 | Group and Mass Dynamics-Internship | KPS1624604 | 3 | |
| 21 | Development Barriers-Internship | KPS1624605 | 3 | |
| 22 | Community Mental Health Internship | KPS1624606 | 3 | |
| 23 | Optimization of Development Internship | KPS1624607 | 3 | |
| 24 | Environmental Psychology Internship | KPS1624608 | 3 | |
| 25 | Marketing Psychology - Internship | KPS1624609 | 3 | |
| 26 | Inclusive Education Psychology - Internship | KPS1624610 | 3 | |
| 27 | Positive Psychology Internship | KPS1624611 | 3 | |
| 28 | School Psychology-Internship | KPS1624612 | 3 | |
| 29 | Forensic Psychology | KPS1624703 | 2 | |
| 30 | Industrial Psychology | KPS1624704 | 2 | |
| 31 | Political Psychology | KPS1624705 | 2 | |
| 32 | IT-Based Clinical Psychology Intervention Design | KPS1624706 | 2 | |

Table 11. Distribution of Courses per Semester

| SEMESTER 1 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | English 1 | UUW1624107 | 1 | |
| 2 | Indonesian | UUW1624004 | 2 | |
| 3 | Pancasila | UUW1624002 | 2 | |
| 4 | Internet of Things | UUW1624006 | 2 | |
| 5 | Child and Adolescent Developmental Psychology | KPS1624101 | 3 | |
| 6 | Human Mental Processes and Functions | KPS1624102 | 2 | |
| 7 | History and Schools of Psychology | KPS1624103 | 2 | |
| 8 | Self-Development and Career | KPS1624104 | 2 | |
| 9 | Scientific Writing | KPS1624105 | 2 | |
| 10 | Code of Ethics in Psychology | KPS1624106 | 2 | |
| **TOTAL CREDITS** | | | **20** | |

| SEMESTER 2 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | English 2 | UUW1624207 | 1 | |
| 2 | Learning Psychology | KPS1624201 | 2 | |
| 3 | Philosophy for Psychology | KPS1624202 | 3 | |
| 4 | Citizenship | UUW1624003 | 2 | |

| SEMESTER 2 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 5 | Religion:<br>- Islam<br>- Christian<br>- Catholic<br>- Hindu<br>- Buddhist<br>- Confucianism | <br>UUW1624011<br>UUW1624021<br>UUW1624031<br>UUW1624041<br>UUW1624051<br>UUW1624061 | 2 | |
| 6 | Adult and Gerontological Developmental Psychology | KPS1624204 | 2 | KPS1624101 |
| 7 | Biopsychology | KPS1624205 | 2 | |
| 8 | Personality Psychology | KPS1624206 | 4 | |
| 9 | Mental Health | KPS1624207 | 2 | |
| **TOTAL CREDITS** | | | **20** | |

| SEMESTER 3 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | English 3 | UUW1624307 | 1 | |
| 2 | Educational Psychology | KPS1624301 | 3 | KPS1624201 |
| 3 | Psychological Measurement 1 | KPS1624302 | 2 | |
| 4 | Quantitative Research Methodology | KPS1624303 | 3 | |
| 5 | Psychological Statistics | KPS1624304 | 3 | |
| 6 | Industrial and Organizational Psychology | KPS1624305 | 3 | |
| 7 | Family Psychology | KPS1624306 | 2 | |
| 8 | Introduction to Observation and Interviewing | KPS1624307 | 3 | |

| SEMESTER 3 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 9 | Social Psychology | KPS1624203 | 4 | |
| **TOTAL CREDITS** | | | **24** | |

| SEMESTER 4 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | Sports | UUW1624005 | 1 | |
| 2 | Experimental Research Methodology | KPS1624401 | 2 | |
| 3 | Psychological Measurement 2 | KPS1624402 | 3 | KPS1624302 |
| 4 | Counseling Psychology | KPS1624403 | 3 | |
| 5 | Consumer Psychology and Marketing | KPS1624404 | 2 | |
| 6 | Human Resource Psychology | KPS1624405 | 2 | |
| 7 | Family Research | KPS1624406 | 2 | KPS1624306 |
| 8 | Clinical Psychology | KPS1624407 | 3 | |
| 9 | Training Design Techniques | KPS1624408 | 3 | |
| 10 | **Elective courses** | | 2 | |
| **TOTAL CREDIT HOURS** | | | **23** | |

| SEMESTER 5 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | Entrepreneurship Psychology | KPS1624501 | 2 | |
| 2 | Qualitative Research Methodology | KPS1624502 | 3 | |

| SEMESTER 5 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 3 | Introduction to Intelligence Assessment | KPS1624503 | 3 | |
| 4 | Introduction to Personality Assessment | KPS1624504 | 3 | |
| 5 | Psychopathology | KPS1624505 | 3 | KPS1624405 |
| 6 | Family Empowerment | KPS1624506 | 2 | KPS1624306 |
| 7 | Introduction to Psychological Assessment | KPS1624507 | 2 | |
| 8 | Introduction to Psychological Intervention | KPS1624508 | 3 | |
| 9 | **Elective courses** | | **2** | |
| **TOTAL CREDIT HOURS** | | | **23** | |

| SEMESTER 6 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | KKN | UUW1624009 | 3 | |
| 2 | Psychological Assessment Design | KPS1624601 | 3 | KPS1624507 |
| 3 | Psychological Intervention Design | KPS1624602 | 3 | KPS1624508 |
| 4 | Structured Internship: Compulsory Specialization Course 1 | | 3 | |
| 5 | Structured Internship: Required Elective Course 1 | | 3 | |
| 6 | Structured Internship: Compulsory Specialization Course 2 | | 3 | |

| SEMESTER 6 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 7 | Structured Internship: Required Elective Course 2 | | 3 | |
| **TOTAL CREDIT** | | | **21** | |

| SEMESTER 7 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | Thesis Writing Techniques | KPS1624701 | 2 | |
| 2 | Indonesian Psychology | KPS1624702 | 2 | |
| 3 | **Elective course** | | 2 | |
| 4 | **Elective courses** | | 2 | |
| 5 | **Elective courses** | | 2 | |
| **TOTAL CREDITS** | | | **10** | |

| SEMESTER 8 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 1 | Thesis | KPS1624801 | 6 | |
| **TOTAL CREDITS** | | | **6** | |
| **TOTAL CREDIT HOURS** | | | **147** | |

Table 12. Distribution of Elective Courses per Semester

| SEMESTER 3 | | | | |
|---|---|---|---|---|
| No | Course | Course Code | Credit | Prerequisites |
| 1 | Positive Parenting | KPS1624308 | 2 | |
| 2 | Religious Psychology | KPS1624309 | 2 | |
| 3 | Occupational Health and Safety Psychology | KPS1624310 | 2 | |
| 4 | Women's Psychology | KPS1624311 | 2 | |
| 5 | Information Technology in Education | KPS1624312 | 2 | |
| **SEMESTER 4** | | | | |
| 1 | Psychogerontology | KPS1624409 | 2 | |
| 2 | Islamic Psychology | KPS1624410 | 2 | |
| 3 | Leadership Psychology | KPS1624411 | 2 | |
| 4 | Higher Education Psychology | KPS1624412 | 2 | |
| 5 | Eastern Psychology | KPS1624413 | 2 | |
| **SEMESTER 5** | | | | |
| 1 | Assessment Center | KPS1624509 | 2 | |
| 2 | Coaching in Education | KPS1624510 | 2 | |
| 3 | Learning Outcome Evaluation | KPS1624511 | 2 | |
| 4 | Introduction to Marriage Studies | KPS1624512 | 2 | |
| 5 | Play Psychology | KPS1624513 | 2 | |
| 6 | Health Psychology | KPS1624514 | 2 | |

| SEMESTER 5 | | | | |
|---|---|---|---|---|
| **No** | **Course** | **Course Code** | **Credit** | **Prerequisites** |
| 7 | Communication Psychology | KPS1624515 | 2 | |
| 8 | Sports Psychology | KPS1624516 | 2 | |
| **SEMESTER 6** | | | | |
| 1 | Organizational Analysis and Development-Internship | KPS1624603 | 3 | |
| 2 | Group Dynamics and Internships | KPS1624604 | 3 | |
| 3 | Barriers to Development-Internship | KPS1624605 | 3 | |
| 4 | Community Mental Health Internship | KPS1624606 | 3 | |
| 5 | Optimization of Development Internship | KPS1624607 | 3 | |
| 6 | Environmental Psychology-Internship | KPS1624608 | 3 | |
| 7 | Marketing Psychology - Internship | KPS1624609 | 3 | |
| 8 | Inclusive Education Psychology - Internship | KPS1624610 | 3 | |
| 9 | Positive Psychology Internship | KPS1624611 | 3 | |
| 10 | School Psychology-Internship | KPS1624612 | 3 | |
| **SEMESTER 7** | | | | |
| 1 | Forensic Psychology | KPS1624703 | 2 | |
| 2 | Industrial and Organizational Psychology | KPS1624704 | 2 | |
| 3 | Political Psychology | KPS1624705 | 2 | |
| 4 | IT-Based Clinical Psychology Intervention Design | KPS1624706 | 2 | |

To achieve a Bachelor of Psychology degree as a graduate qualification, students of the UNDIP Faculty of Psychology's Bachelor of Psychology Study Program with KPT 2024 are required **to complete a minimum of 147 credits** consisting of:

1. Compulsory Courses (National Compulsory, University Compulsory, and Study Program Compulsory) totaling **125** credits
2. Required Specialization Courses totaling **12** credits
3. Elective Courses totaling a minimum of **10** credits

## F. ACADEMIC ACTIVITY FLOW

The requirement to become an active student in a semester is to complete administrative registration by paying the UKT (Tuition Fee), followed by re-registration and filling out the IRS (Study Plan Form). The IRS form is now filled out *online* through a page accessible to students, namely *Single Sign On* (sso.undip.ac.id) on a desktop or *personal computer*. This process is scheduled each semester by the Faculty, and students are required to input their desired courses each semester to be registered as participants in lectures and exams for a specific course.

The steps for inputting courses through the Academic Information System (SIAP) are as follows:

1. After the application is installed or you have successfully accessed sso.undip.ac.id, please log in through "LOGIN SSO".
2. Please log in using your student *email address* and *password*.
3. Before filling out the IRS, please register first in the SIAP menu.
4. Click, Fill in the IRS when you are ready to fill in the IRS and select the courses you will take in that semester.
5. The selection of credit hours depends on the GPA from the previous semester. For new students, the first semester follows the credit hours already determined by the academic program.
6. Before printing the IRS, students must wait for approval from their Academic Advisor.
7. After receiving approval, students can print the IRS and submit it to the Academic Advisor as proof of having completed and received IRS approval.

After this step, students undergo IRS guidance and request approval from the Academic Advisor (PA) through a face-to-face meeting. Guidance is conducted three times per semester: at the beginning before the IRS, in the middle before the midterm exam, and at the end of the semester before the final exam. PA approval of the IRS is done *online*.

This *online* IRS system can only be conducted according to the schedule determined by the faculty and after students have completed the following activities:

1. Payment of UKT (Single Tuition Fee)

   For new students admitted through the Independent Examination (UM) pathway, an additional payment of SPI (Institutional Development Contribution) is required. Currently, payments can be made at government banks such as Bank Mandiri, BNI, BTN, and BRI using the *multi-banking* system.

2. Re-registration.

3. Registering for the UNDIP *Single Sign-On* (SSO) account.

4. Accessing SIAP through the UNDIP SSO portal (sso.undip.ac.id)

> Students who do not complete the *online* IRS will be recorded as **Absent Students**.

The final step after completing the *online* IRS is for students to print the IRS form and have it approved by signing it with their Academic Advisor (PA). Thus, the IRS completion process is complete. Students are officially registered as active students in the courses they have selected.

For students who wish to revise their IRS, they may do so during the scheduled time in the academic calendar. The IRS revision process is as follows:

1. Students meet with their Academic Advisor (PA) to submit a request to make changes to their IRS.

2. The Academic Advisor (PA) grants permission to revise the IRS *online*.

3. Students revise their IRS *online*.

4. Academic Advisors (PA) approve IRS changes *online*.

In summary, the above activities can be described as follows:

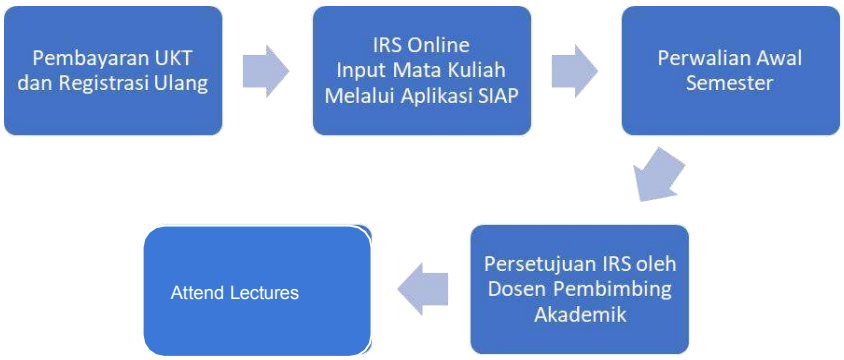



**Figure 1. Academic Activity Flowchart**

## G. COURSE SELECTION FLOW

When selecting courses, students should consider the following conditions in order:

1. The total number of credit hours for the courses to be taken must be in accordance with the student's Grade Point Average (GPA) for that semester. If a student inputs courses with a total number of credits exceeding the specified limit, the Academic Information System (AIS) program will automatically remove (delete/cut) those courses from the student's Study Plan Form (SPF) until the total number of credits meets the requirement.
   In accordance with UNDIP Regulation No. 7 of 2024, Article 24, students must fill out the IRS with the following requirements:

   a. a maximum of 20 (twenty) SKS in the first and second semesters;

**b.** a maximum of 18 (eighteen) SKS in the second semester for students who obtained a GPA < 2.00 in the first semester; and

**c.** a maximum of 24 (twenty-four) SKS in the third semester and onwards.

**d.** The number of credits that can be taken in the third semester and onwards as referred to in point c above shall be adjusted to the Semester Grade Point Average (GPA) in the last semester in which the student was actively enrolled, with the following provisions:

**Table 13. Determination of Credit Hours**

| for Social Sciences in the final semester | Maximum number of credits that can be taken |
|---|---|
| < 2.00 | 18 |
| 2.00 – 2.49 | 20 |
| 2.50 – 2.99 | 22 |
| ≥ 3.00 | 24 |

**2.** Prioritize taking required courses first.

**3.** Note the courses that are prerequisites for other courses. This means that if a course that is a prerequisite for another course is not taken immediately when offered, or has not been declared passed, then the student cannot take other courses that are a continuation or further study of the previous course.

Example: The course Child and Adolescent Development Psychology is a prerequisite for taking the course Adult and Elderly Development Psychology

**4.** Elective courses may be taken only after the required prerequisite courses have been taken and passed.

**5.** Students are allowed to expand their knowledge by taking elective courses beyond the minimum number of credits required, provided that they have met the total minimum number of credits required to become a Bachelor of Psychology.

**6.** Another factor to consider is whether the student's study period still allows for this.

**7.** Taking the Community Service Learning (CSL) course has specific requirements, namely that the student has accumulated ≥ 100 credit hours.

**8.** The requirements for taking the Thesis course are specified in the thesis guidebook.

9. The thesis course is a course that determines the graduation of students as Bachelor of Psychology. Therefore, after the thesis examination is conducted, students are not allowed to take/repeat old courses.

## H. PERMISSION AND LEAVE PROCEDURES

In the case of submitting a course permission request, the following steps must be taken by the student:

1. Download the absence permission form from the website: mmc-psikologi.apps.undip.ac.id, under the **download area** menu, then *download the file*.
2. Print the form, fill it out, sign it, obtain the signature of the lecturer in charge of the course listed on the form, and obtain the signatures of the Academic Supervisor and Student Affairs Supervisor.
3. Submit the completed form along with supporting documents (medical leave letter, university/faculty permission letter for student activities, bereavement notice, and travel agency permission letter for umrah/hajj) to the academic office for processing through SIAP.

### Leave Application Process

The following points must be noted by students when applying for Academic Leave:

1. Academic Leave may only be granted to students who have participated in academic activities for a minimum of 2 (two) semesters.
2. The Academic Leave referred to herein is limited to a maximum of 2 (two) semesters.
3. Exceptions to the provisions mentioned in points (1) and (2) may be made for Academic Leave due to special circumstances.
4. Special circumstances as referred to in point (3) are granted to students who face unavoidable obstacles, including:
   a. childbirth;
   b. carrying out tasks assigned by the government;
   c. carrying out duties for the university;
   d. undergoing medical treatment that makes it impossible to participate in academic activities; or

e. other reasons approved by the Dean.

5. Academic leave for special reasons as referred to in point (4) does not reduce the right to leave as referred to in point (2).

6. Academic leave as referred to in point (1) and point (3) shall not be counted as part of the study period.

7. Students with Academic Leave status as referred to in points (1) and (3) are exempt from paying tuition fees per semester during the period of Academic Leave.

8. Students who are currently serving a suspension penalty cannot apply for Academic Leave and are designated as absent.

9. The steps that students must take when applying for leave are as follows:
   1. Submit the leave request and complete the required documents at the academic office (Student ID Card, proof of payment of the latest tuition fees, academic transcript, complete and sign the academic leave application form)
   2. Students submit the Academic Leave application through SIAP
   3. The leave application is verified in SIAP by the Program Study and the Academic Office before being submitted to the Dean
   4. The approved leave request is submitted to the university, and a copy is sent to the student informing them that the academic leave request has been approved.

## I. COURSE EVALUATION AND ASSESSMENT PROCESS

1. Student learning outcomes are assessed through formative and summative assessments, which include:
   a. Written exams, oral exams, and/or practical/skill exams, as well as portfolios;
   b. Exams that can be conducted through:
      1) Quizzes
      2) Participatory activities
      3) Project results
      4) Midterm exams
      5) Final Exams
      6) Final Project Exam; and
      7) other forms of examination.
   c. The Final Project is in the form of a thesis

2. Grades

The following grading system applies to the 2024 cohort and onwards. Students from the 2020-2023 cohorts will still follow the grading regulations in accordance with Academic Regulation No. 4 of 2020 (grades A, B, C, D, E). For the 2024 cohort, the following details apply:

**a.** Learning outcomes are assessed using letters, specifically A, AB, B, BC, C, D, and E;

**b.** The minimum passing grade for the Final Project is B.

**c.** To convert numerical values into letter grades and letter grade weights, the following guidelines are used:

| Numerical Value Range | Letter Value | Numerical Value Weight |
|---|---|---|
| ≥ 85 | A | 4.0 |
| 80 – 84.99 | AB | 3.50 |
| 75 – 79.99 | B | 3.00 |
| 70 – 74.99 | BC | 2.50 |
| 60–69.99 | C | 2.00 |
| 40–59.99 | D | 1.00 |
| < 40 | E | 0.00 |

**d.** Students who receive an E grade are considered to have failed and are required to repeat the learning program in the regular semester or the intersemester period;

**e.** Students who receive grades other than A and E may retake the course during the regular semester; and 6. The final grade for the retake is the best grade achieved.

**3.** Student success in a semester is indicated by the Semester Grade Point Average (SGPA), which is calculated by averaging the weighted grades per semester. The Cumulative Grade Point Average (CGPA) is the sum of the weighted grade averages for all semesters completed.

**4.** Requirements for Taking the Final Semester Exam:

**a.** Registered as a participant in lectures/learning activities, i.e., listed in the DPK

**b.** Have attended at least 75% (seventy-five percent) of lectures/learning activities, including students who are retaking courses. Exceptions are made for students who are taking remedial courses.

5. The evaluation of student academic progress is an assessment conducted in stages to determine the GPA and the student's ability to continue their studies. This is carried out in several stages, namely:
   a. Stage I is conducted at the beginning of Semester 3 (three) with the requirement of having passed at least 25 (twenty-five) credits with a GPA of ≥ 2.50 (two point five zero);
   b. Stage II is conducted at the beginning of Semester 5 (five) with the requirement of having passed at least 50 (fifty) credits with a GPA ≥ 2.50 (two point five zero);
   c. Stage III is conducted at the beginning of Semester 13 (thirteen), students must have passed at least 108 (one hundred and eight) credits with a GPA ≥ 2.50 (two point five zero).

## J. INNOVATION AND LEARNING TECHNOLOGY

The learning technologies implemented in the Faculty of Psychology at Diponegoro University are **Microsoft Teams** and **KULON (Online Lectures)**.

Microsoft Teams is an application created by Microsoft as an integrated communication and collaboration platform that combines cloud file storage, video conferencing, and chat. The integration of these features allows students to upload assignments and conduct online meetings. This application can be accessed via laptop, PC, or mobile device. Further information on how to use Microsoft Teams can be accessed at **https://s.id/Teams-Quick-Guide**

KULON (Online Classes) is a *learning management system* developed by Diponegoro University based on Moodle software. KULON is a web-based system accessible via the **https://kulon2.undip.ac.id** website using the student's SSO account menu. Features of KULON include assignment submission, exams, accessing course updates from instructors, and class activities.

If you encounter any issues related to KULON, you can submit a complaint via **https://s.id/Aduan-KULON-Fpsi**

## K. INTERNSHIP

Internship activities are extracurricular activities for students in the form of learning activities in the field or in the real world of work. There are three

The internship scheme implemented at the Faculty of Psychology, Diponegoro University, is as follows:

1. Structured Internship (Mandatory)

   The internship is mandatory in accordance with the provisions of the Merdeka Belajar Kampus Merdeka (MBKM) curriculum and the 2024 Curriculum. This internship is mandatory and is carried out during the 6th semester. In this scheme, students carry out internships at institutions or partners that collaborate with the Faculty of Psychology, Diponegoro University. This internship is a form of off-campus learning that is structurally attached to the 6th semester course, so that the conversion of grades will be automatically carried out by the lecturer in charge of the course. This internship scheme is coordinated by Hasan Fahrur Rozi, S.Psi., M.Psi., Psychologist. Further details about this internship can be found on the Faculty of Psychology Undip website through the Technical Guidelines for the Structured MBKM Internship at the Faculty of Psychology UNDIP.

2. Internship through the Ministry's Scheme (Optional)

   *Curriculum 2020*

   In the 2020 Merdeka Curriculum, there is a policy of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning Merdeka Belajar Kampus Merdeka (MBKM) which aims to encourage students to master various sciences that are useful for entering the world of work. MBKM has eight pillars of activity, one of which is internships.

   Under this scheme, students have the opportunity to undertake a 6-month internship at an institution that collaborates with the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). The registration and implementation mechanisms for this internship refer to the provisions issued by Kemendikbudristek partners.

   From 2020 to 2024, the Ministry's MBKM internship is called the Certified Internship and Independent Study (MSIB), and starting in 2025, it will be called the Impactful Internship. After completing the Ministry's MBKM Internship, students need to submit a credit conversion request to the Bachelor's Degree Program administrator. The credit conversion mechanism for the Ministry's MBKM Internship can be seen in the explanation below.

   *Curriculum 2024*

   Under this scheme, students have the opportunity to undertake an internship at an institution collaborating with the Ministry of Higher Education, Science, and Technology (Kemendiktisaintek) for 6 months. The registration and implementation mechanisms for this internship follow the regulations

issued by Kemendiktisaintek partners. Starting in 2025, internships through the Ministry scheme will be referred to as Impactful Internships. After completing an Impactful Internship, students must submit a credit conversion request to the undergraduate program administrator. The credit conversion mechanism for Impactful Internships is explained below.

3. Independent Internship (Optional)

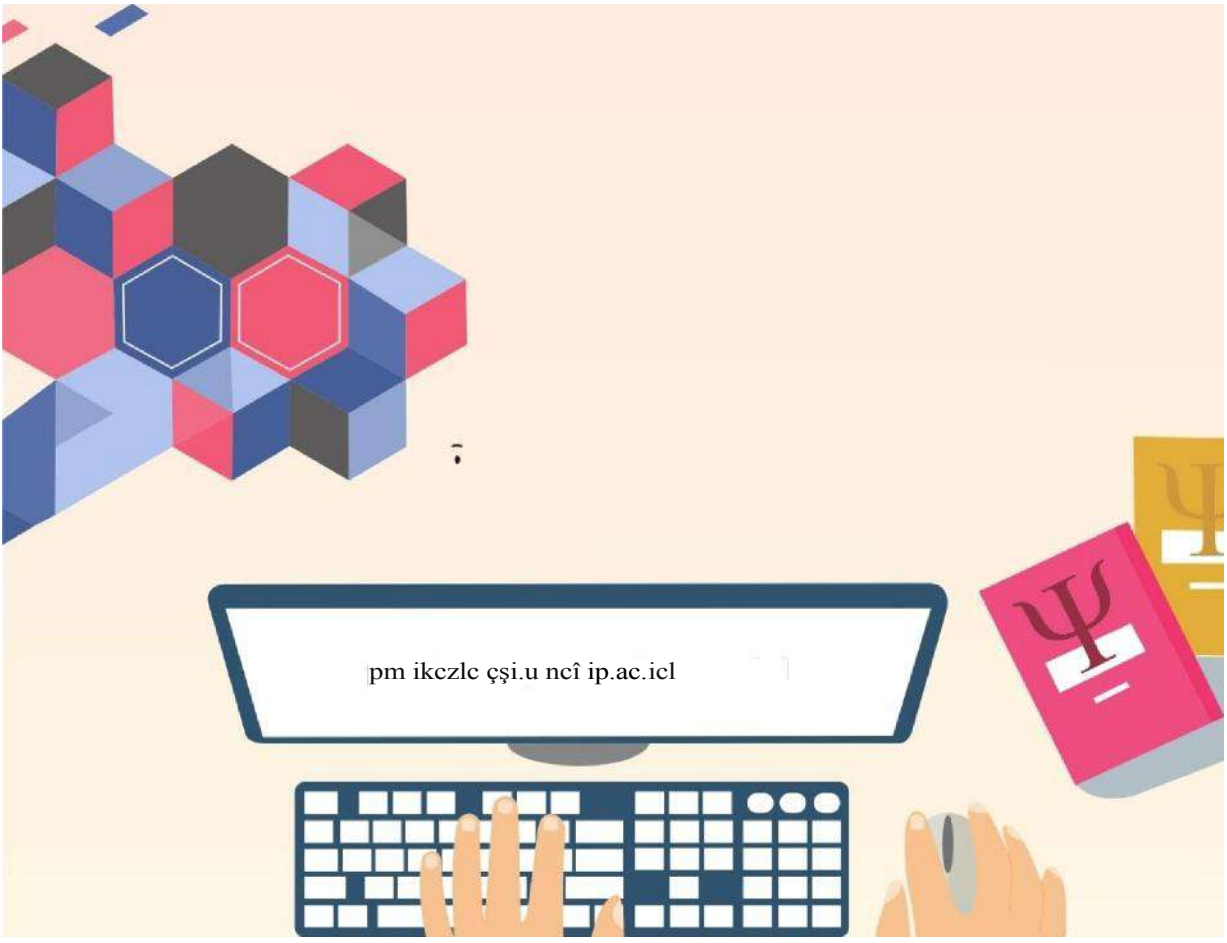
Independent internships aim to provide practical experience in line with the field of psychology studied in lectures. Internships must support the development of professional competencies and relevant skills. The internship must be carried out at an institution relevant to the field of psychology, such as a psychology office, the human resources department of a company, an educational institution, a government institution, or an NGO. The independent internship lasts a maximum of 1 month and can be carried out during the semester break/between semesters and can be recognized as part of the Student Credit Score (AKM). Students can prepare a proposal independently and request a letter of recommendation from the Bachelor of Psychology Study Program.

Mechanism for converting ministry internships at the undergraduate program level

1. Students submit a request letter for the conversion of credits from outside the program into core/elective/course credits. For the 2020 Curriculum, the courses that can be converted are MBKM courses.
2. The application letter must be accompanied by supporting documents (recommendation letter, academic transcript, CPL summary).
3. The request letter must be approved by the Program Chair.
4. The Conversion Team evaluates the conversion of credits from outside the program into core/elective/MBKM-specific courses that can be recognized as relevant course credits or rejects the student's proposal.
5. The results of the credit conversion recognition are subsequently finalized by the Dean's Decision.

# CHAPT

# STUDENT PROFILE AND ALUMNI OF THE FACULTY OF PSYCHOLOGY



# 3 STUDENT PROFILE AND ALUMNI OF THE FACULTY OF PSYCHOLOGY

## A. STUDENTS

The Faculty of Psychology at UNDIP has admitted a total of 5,455 students from 1996 to 2023. Students of the Faculty of Psychology come from various regions in Indonesia.

The following is the data on students of the Faculty of Psychology UNDIP for the last 10 years up to 2023.

**Table 14. Student Data for the Last 10 Years up to the 2024/2025 Academic Year**

| COHORT | ENROLLED | ACTIVE | INACTIVE/ WITHDRAWN/ ON LEAVE | GRADUATED |
|---|---|---|---|---|
| 2014 | 189 | 0 | 19 | 170 |
| 2015 | 213 | 0 | 23 | 190 |
| 2016 | 203 | 0 | 14 | 189 |
| 2017 | 230 | 0 | 17 | 213 |
| 2018 | 246 | 4 | 16 | 226 |
| 2019 | 335 | 37 | 14 | 284 |
| 2020 | 377 | 47 | 22 | 308 |
| 2021 | 369 | 145 | 16 | 208 |
| 2022 | 364 | 349 | 15 | 0 |
| 2023 | 385 | 372 | 13 | 0 |
| 2024 | 361 | 348 | 13 | 0 |
| *TOTAL* | 3272 | 1302 | 182 | 1788 |

## B. STUDENT ACTIVITY UNITS OF THE FACULTY (UKMF)

To support student activities at the Faculty of Psychology, there are Student Activity Units at the Faculty (UKMF) that align with students' interests, talents, and concerns, aiming to balance academic and non-academic activities pursued by students. For a list of UKMFs, please refer to Chapter IV on Academic Support Facilities.

## C. STUDENT CREDIT POINTS (AKM)

To support the achievement of graduate profiles, students are encouraged to actively participate in *soft skills* activities to earn activity assessment points. Further details regarding the Detailed List of Activity Assessment Points for Student *Soft Skills* Development can be found in the APPENDIX.

## D. STUDENT ACHIEVEMENTS

Students from the Faculty of Psychology at UNDIP have also achieved various accomplishments, both in academic and non-academic fields at the international, national, and regional levels. A list of achievements over the past five years can be found in Appendix E.

## E. SCHOLARSHIPS

High-achieving students who require financial assistance to support their studies may apply for scholarships provided by scholarship providers collaborating with the University of Diponegoro. Information regarding the list of scholarships available can be found in the APPENDIX, or by contacting the Academic and Student Affairs Office of the UNDIP Faculty of Psychology on the 7th floor of the UNDIP Faculty of Psychology building, visiting the website, and following the UNDIP Faculty of Psychology Instagram account (@psikologi.undip) and the UNDIP Faculty of Psychology Student Executive Board Instagram account (@bempsikologiundip).

## F. DEVELOPMENT OF STUDENTS' SOFT SKILLS

As part of its efforts to develop students' soft skills, the Faculty of Psychology organizes regular activities to equip and develop the soft skills of students from the time they are freshmen until they become prospective graduates. These activities are intended to provide students with practical knowledge on how to handle interviews and psychological tests in employee selection, various job opportunities, and further education for psychology graduates. These activities can be seen in the chart below.

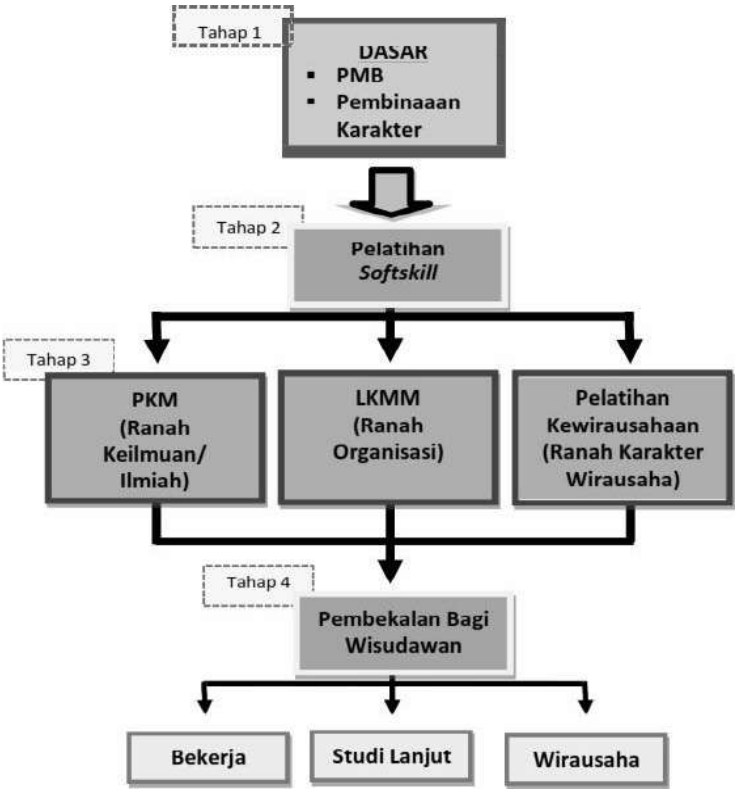



Figure 2. Stages of Student *Soft Skills* Development

## G. PKM

PKM or **Student Creativity Program** is an activity to improve the quality of students in higher education so that they can become members of society who have academic and/or professional abilities to apply, develop, and disseminate science, technology, and/or arts and enrich the national culture.

## H. LKMM

LKMM or **Student Skills and Management Training** is an activity aimed at improving the competence of organization functionaries so that they are able to understand and manage the organization well. This activity is expected to make students individuals within the organization who are able to work together and contribute optimally in the chosen organizational activities. LKMM is carried out in stages from Pre-Basic, Basic, and Intermediate.

## I. ENTREPRENEURSHIP TRAINING

Entrepreneurship training is conducted in a structured manner through the **Entrepreneurship Psychology** course, in which students are guided by lecturers to create goods or services that apply psychological knowledge to solve problems encountered in a business context. In this course, students are asked to practice creating business concepts and models, creating goods or services, and trying to sell them at exhibitions. Students are also facilitated to obtain funding through schemes provided by the university.

## J. DIVERSITY OF STUDENT ACTIVITIES

The Faculty of Psychology has student activities that are synergistic and integrated with student activities at Diponegoro University. Student activities aim to strengthen and support an academic atmosphere, achievement, and the development of positive and adaptive character traits.

Within the university environment, there are activities such as Basic Student Management Skills Training (LKMM-PD), Basic Student Management Skills Training (LKMM-D), Intermediate Student Management Skills Training (LKMM-TM), and Diponegoro Muda Orientation (ODM). Not only that, there are also research activities that aim to strengthen students' understanding of the four pillars of research implemented in the Student Creativity Program (PKM), Scientific Writing (KTI), Debates, Outstanding Students, and currently updated to five pillars of research, namely Dikti Ristek, KTI, Debates, Mawapres, and Science and Technology Application. Additionally, there are student activities focused on strengthening religious values implemented through various mentoring activities, regular worship, and celebrations of major religious holidays at the relevant Student Activity Implementation Unit.

The following are some of the regular student activities conducted at the Faculty of Psychology at each stage of the academic year:

## 1. First Year (Semester 1-2)

### a. Satria Magenta

This is a student activity organized to introduce and provide insights into campus life and character building for new students.

**1)** PKKMB

This activity prepares new students for the transition to becoming more mature and independent students. It aims to serve as a platform for new students to learn about and understand the systems and policies of the Faculty of Psychology to assist them in their academic journey.

**2)** Character Education (PENDIKAR)

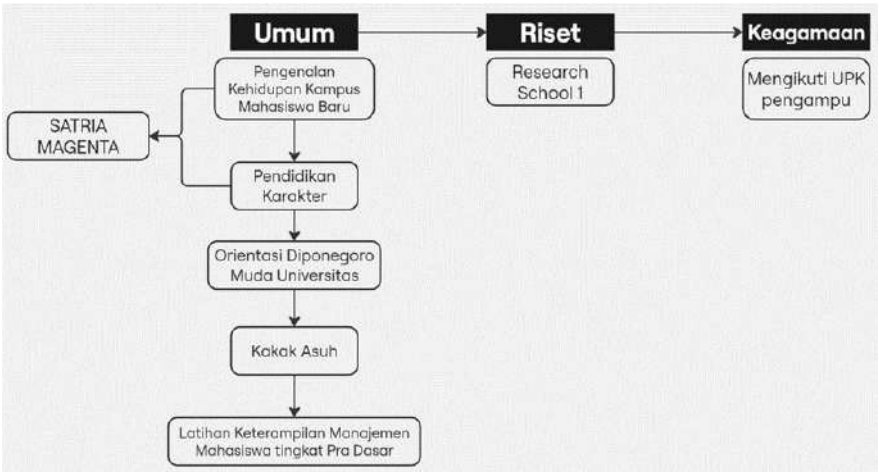
This is an activity to develop the initial stages of character needed by students using a *Student-Centered Learning* approach. This activity aims to instill UNDIP values and COMPLETE competencies in new students, as well as to cultivate healthy habits, tolerant attitudes, and pride in their profession and field of study.

### b. ODM University

This is an activity as the first step for new students before embarking on their journey as students at Diponegoro University. This activity aims to instill Diponegoro values, thereby fostering a sense of pride and love for the alma mater among students.

### c. Mentor Program

This is a mentoring and guidance program for



New students are mentored by upperclassmen who are one or two years ahead of them. The mentoring and guidance provided by the mentor program is based on a syllabus developed by the K&PSDM BEM Faculty of Psychology and is intended to foster relationships between new students and upperclassmen in the Faculty of Psychology.

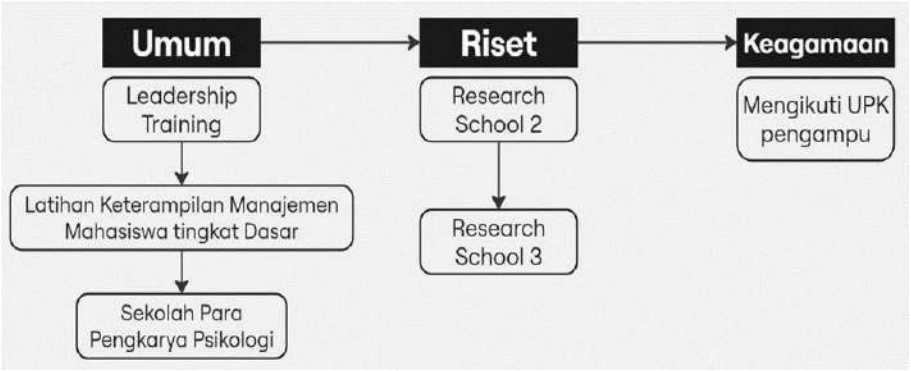
**d. Basic Student Management Skills Training (LKMM-PD)**

This is a cadre training program for new students to prepare themselves to adapt to the campus environment and join an organization or activity in college. This activity will also be a cadre training program with several stages, such as the pre-phase, main phase, and post-phase. These stages will be sequential and interrelated. [1]

**e. Research School 1**

An introductory research training activity for new students to develop knowledge and experience in the field of research and science, specifically the research climate and the 5 pillars of research.

## 2. Second Year (Semesters 2-4)




**a. Leadership Training**

This program serves as a bridge between LKMM-PD and LKMM-D. It is intended for students who are staff or members of student organizations. Leadership Training is also a training program that develops several competencies needed by human resources to *survive*, adapt, and be competitive in organizations.

which he is currently participating in.

**b.** **Basic Student Management Skills Training (LKMM-D)**

This is a follow-up program to LKMM-PD, which is a training program for advanced students, especially those who have become organizers, to better understand their roles as students and within the organization so that they can bring about more positive developments in the future.

**c.** **School for Psychology Practitioners (SP3)**

This is an activity that serves as a mentoring program organized by the K&PSDM BEM Faculty of Psychology Undip to provide guidance and preparation in preparing the next generation of leaders for the Faculty of Psychology Undip student organization. This activity will focus on intensive mentoring for participants to prepare them for the needs of continuing the leadership of the Student Organization (LK) of the Faculty of Psychology, Undip.

**d.** **Research School 2**

This is an advanced research training program following Research School 1, providing training and development to students to cultivate their interest and potential in the world of research and academia. The hope is that after participating in this program, students can advance to the next level, Research School 3.

**e.** **Research School 3**

This is one of the advanced research training activities at Diponegoro University aimed at shaping students into outstanding researchers, enabling them to achieve the best results in competitive activities at both national and international levels.

## 3. Third Year (Semesters 4-6)




### a. School of Psychology Creators (SP3)

This is an activity that serves as a mentoring program organized by the K&PSDM BEM Faculty of Psychology Undip to provide guidance and preparation in preparing the next generation of leaders for the Faculty of Psychology Undip student organization. This activity will focus on intensive mentoring for participants to prepare them for the needs of continuing the leadership of the Student Organization (LK) of the Faculty of Psychology, Undip.

### b. Intermediate Level Student Management Skills Training (LKMM-TM)

This activity is an effort and endeavor to develop intermediate-level student affairs by providing knowledge, skills, and attitudes in managing an organization. This activity is organized directly by Diponegoro University (university level).

### c. Research School 3

This is one of the advanced research training activities at the University of Diponegoro aimed at shaping students into outstanding researchers so that they can achieve the best results in competitive activities at both the national and international levels.

## 4. Other Self-Development Activities

### a. Kita Teman Cerita (@ktc_undip)

This is a self-empowerment activity that provides training and a platform for individuals to become peer counselors. Through KTC, Undip Psychology students are trained to listen, help, and resolve their peers' mental health issues with empathy. In addition, this activity also aims to become a channel that can

refer friends who need further assistance to the University of Diponegoro's Sexual Violence Prevention and Handling Task Force (PPKS).

**b.** **Psychological First Aid (@dimaspsikologiundip)**

It is a practical and effective approach to providing support to individuals experiencing stress and trauma due to unavoidable events such as natural disasters that often occur in Indonesia. This activity is needed to help victims in the early stages of recovery after such traumatic events. This is because during this period, victims usually need significant emotional and psychological support through the application of Psychological First Aid.

**c.** **Mental Health Movement (@gsm_undip)**

This is a flagship program of the Strategic Studies Division of the Psychology Faculty Student Council, focused on raising awareness and sensitivity and providing understanding to students at Diponegoro University regarding mental health. The activities themselves take the form of psychoeducational sessions conducted through visits to eleven faculties and vocational schools at the University of Diponegoro, as well as psychoeducational campaigns packaged in creative formats through the GSM Undip social media platform, particularly its Instagram account.

**d.** **Pekan Raya Karya (@pekanrayakarya)**

This is a career preparation program organized by the Career and Professional Development Division of the Psychology Faculty Student Council. The program consists of two main activities:

1) Career Plan: a training activity in the form of a seminar focused on the knowledge and skills needed to enter the post-university world and job market.
2) Job Fair: an event featuring activities such as a company expo specifically designed to help Psychology students prepare for life after graduation.

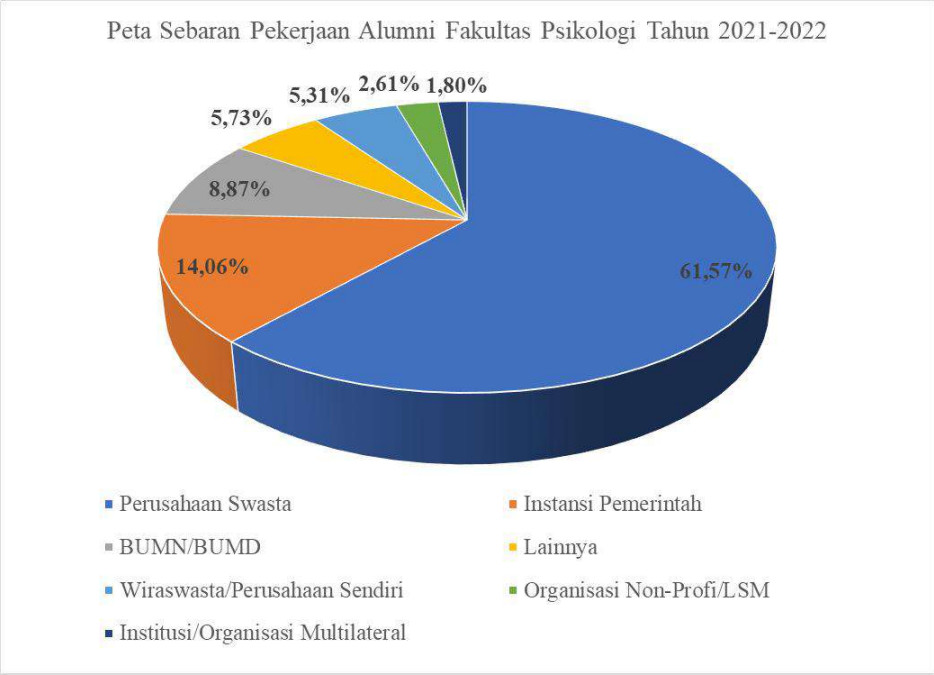
**e.** **Psychological Entrepreneurship (Psycopreneur)**

This is a forum for students who want to learn about entrepreneurship through the application of psychology in business. The event is held in the form of a talk show that provides participants with the opportunity to learn and discuss topics related to entrepreneurship that integrate psychology.

This event is beneficial for entrepreneurs or aspiring entrepreneurs who wish to enhance their ability to manage businesses by applying psychological principles.

## K. ALUMNI AND ALUMNI CONTACTS

The UNDIP Faculty of Psychology has graduated approximately 3,470 students, from the first batch in 1996 to the 2023 batch. UNDIP Faculty of Psychology alumni work in various sectors throughout Indonesia. Based on a mapping of the workplaces of UNDIP Faculty of Psychology graduates over the past three years (2021-2023), most alumni work in national and multinational private companies, government agencies, and state-owned enterprises (BUMN) or regional-owned enterprises (BUMD). In addition to working in the formal sector, there are also UNDIP Faculty of Psychology alumni who are entrepreneurs with various types of businesses, such as businesses in the fields of education, psychology agencies, human resource training services, educational game producers, and various other types of businesses.




The fields of work for UNDIP Faculty of Psychology undergraduate program alumni include clinical health (such as psychologist assistants, special needs children counselors), education (such as academics, *trainers*), industry (such as human resources, organizational development), social (such as community empowerment facilitators), and other relevant fields of work. For alumni who are highly enthusiastic about learning, opportunities to

pursue professional or higher education are available, with some even successfully continuing their studies at top universities both domestically and internationally through scholarship programs.

UNDIP Psychology Faculty alumni are organized in an alumni association commonly known as IKAPSI (UNDIP Psychology Alumni Association). IKAPSI serves as a forum that brings alumni together to build a solid and supportive network. Through IKAPSI, relationships among alumni and between alumni and the academic community at UNDIP's Faculty of Psychology can be fostered. Additionally, it facilitates communication that enables collaboration in various activities. One of the regular collaborations between IKAPSI and the UNDIP Faculty of Psychology is the BEN CONNECT: Alumni Networking Talk Show program, which features alumni with various inspiring work backgrounds and experiences to enrich students' career aspirations. In the last 3 years, BEN CONNECT: Alumni Networking Talk Show has invited alumni from various generations with a variety of fields of work, such as:

1. an alumnus from the class of 1996 who works as the head of the Subdivision of the Indonesian Navy's Psitera Division,
2. a 1996 alumnus who works as *the founder of* an elementary school and early childhood education center in Semarang City,
3. a 1999 alumnus working at the Ministry of State Secretariat,
4. a 2000 graduate who works as *head of corporate services* at a national property company,
5. a 2002 graduate who works as the head of judge recruitment at the Judicial Commission
6. a 2005 graduate who works as a leader at a banking institution,
7. 2005 alumni who work as clinical psychologists in hospitals,
8. a 2006 graduate who works as a civil servant at the National Narcotics Agency, and
9. alumni from the class of 2007 who work as *section head of professional certification* at the Indonesian State Printing Office.

The IKAPSI management for the 2021–2025 period is led by Faef Kartika Indriati, S.Psi., M.Psi., Psychologist (alumni class of 2000, as chairperson), and Pariman, S.Psi., M.Psi., Psychologist (alumnus of the class of 2004, as deputy chairperson). In addition, the management also involves a general secretary, general treasurer, division 1-Organization and Human Resources, division 2-Alumni and Alma Mater Relations, division 3-Social Relations and Community Service, division 4-Communication and Public Relations, and division 5-Business Development and

Funding. Since 2021, IKAPSI has also played a role in a scholarship program that helps distribute donations from alumni to students of the UNDIP Faculty of Psychology, in the form of living expenses assistance, thesis research assistance, and grants for outstanding students.

# CHAPTER 4 ACADEMIC SUPPORT FACILITIES



# 4 ACADEMIC SUPPORT FACILITIES

## A. STUDENT AFFAIRS COORDINATOR

The Student Affairs Coordinator for the Faculty of Psychology in 2025 is Hasan Fahrur Rozy, S.Psi., M.Psi. The Student Affairs Coordinator is responsible for designing, developing, and implementing strategic tasks to support academic and non-academic activities in the areas of student achievement and business, student affairs and alumni, as well as other tasks assigned by the Dean, under the coordination of the Vice Dean for Academic and Student Affairs. In addition, the Coordinator also evaluates student achievements in academic, non-academic, and business fields.

## B. RESEARCH AND COMMUNITY SERVICE COORDINATOR

Coordinator Research and Community to the Community Faculty of Psychology 2025: Dwi Hardani Oktawiran, S.Psi., M.Si. who oversees the coordination, monitoring, and evaluation of research and community service activities within the Faculty of Psychology. Assists in securing and managing the necessary resources and other tasks assigned by the Dean, under the coordination of the Vice Dean for Academic Affairs and Student Affairs.

## C. COORDINATOR OF REPUTATION, PARTNERSHIPS, AND GLOBAL CONNECTIVITY (RKKG)

RKKG Coordinator for the Faculty of Psychology in 2025: Aldani Putri Wijayanti, S.Psi., M.Sc. The RKKG Coordinator carries out planning, development, and implementation of services in the areas of reputation, partnerships, and global connectivity, as well as other tasks assigned by the Dean, under the coordination of the Vice Dean for Academic and Student Affairs. Documenting the outcomes/outputs of the fields of reputation, partnerships, and global connectivity.

## D. COORDINATOR OF COOPERATION AND REVENUE GENERATING ACTIVITY (RGA)

Coordinator of Cooperation and RGA for the Faculty of Psychology in 2025: Dr. Nailul Fauziah, S.Psi., M.Psi, who carries out the task of planning the arrangement

implementation (system) and development of commercial ventures within the Faculty of Psychology, in the form of Tri Dharma profit partnerships and business/commercial units (RGA). Managing business units under the Faculty of Psychology to increase non-academic income; optimizing resources related to the utilization of BMU and human resources for business ventures within the faculty under the coordination of the Vice Dean of Resources.

## E. COORDINATOR OF INFORMATION SYSTEMS AND PUBLIC COMMUNICATIONS

Coordinator of Information Systems and Public Communications, Faculty of Psychology, 2025: Jessica Dhoria Ariwibowo, S.Psi., M.Psi. This coordinator is responsible for planning, developing, and implementing programs related to information systems and activities in the field of community media networking and public communications at the faculty.

## F. LIBRARY UNIT

Library Coordinator of the Faculty of Psychology for the Year 2025: Siti Yuanah, B.A., M.A.




Photo of the Psychology Faculty Library 2025

The Psychology Faculty Library at Diponegoro University (Undip) is one

the important academic support units for students, lecturers, and researchers in the faculty. This library functions as a source of information and a learning center that provides various types of literature and reference materials related to the field of psychology.

Here are some important points about this library:

1. **Book Collection**
   a. The library has an extensive and diverse collection of books covering various subfields in psychology, namely clinical psychology, developmental psychology, educational psychology, social psychology, and industrial and organizational psychology.
   b. In addition to textbooks and reference books, there is also a collection of popular books and scientific works in Indonesian and foreign languages.
   c. The collection size is as follows:

| | Daftar Pustaka Perpustakaan Fakultas Psikologi Universitas Diponegoro (per tahun 2024) | |
|---|---|---|
| No. | Jenis Pustaka | Jumlah copy |
| 1 | Buku Teks | 9803 |
| 2 | Jurnal Nasional yang terakreditasi | 23 |
| 3 | Jurnal Internasional | 78 |
| 4 | Prosiding | 7 |
| 5 | Skripsi | 2384 |
| 6 | Tesis | 38 |
| 7 | Disertasi | 4 |
| 8 | Koleksi buku elektronik | 139 |
| | Total | 12476 |

2. **Digital Services**
   a. The library provides access to various journals and scientific articles relevant to the field of psychology. Some of these may be subscription-based journals or open access.
   b. This allows students and researchers to stay up-to-date with the latest developments in psychological research.
   c. The list of journal titles and ebooks subscribed to by the Undip Library is as follows:

| NO | NAMA E-JOURNAL |
|---|---|
| 1 | Science Direct Complete Collection Freedom |
| 2 | Proquest Research Library |
| 3 | Proquest Digital Dissertations & Theses Full Text Database |
| 4 | JSTOR Archives Complete Edition |
| 5 | ABI/Inform Global |
| 6 | E-Journal EBSCO Academic Search Ultimate |
| 7 | E-Journal EBSCO CINAHL Complete |
| 8 | Springer and Nature |
| 9 | Emerald E-Journal |
| 10 | Cambridge University Press E-Journal |
| 11 | Westlaw |

**d.** The Psychology Faculty Library subscribes to e-books specifically through Cengage with the link https://www.cengage.com/.

## 3. Facilities and Services

**a.** The library is equipped with facilities such as comfortable reading rooms, discussion rooms, and computers with internet access.

**b.** Library staff are ready to assist users in finding and accessing the information they need, as well as providing book borrowing and return services.

## 4. Academic Activities

Libraries often host academic activities such as workshops, seminars, and training sessions focused on developing research and information literacy skills.

## 5. Operating Hours

Library operating hours are usually tailored to the needs of students and faculty, with the following schedule Monday - Friday Service hours 7:30 a.m. -
4:00 PM

The Psychology Faculty Library at Undip is committed to supporting the learning and research process by providing comprehensive resources and adequate services. This library is an integral part of the academic ecosystem that helps students and faculty achieve their educational and research goals as well as community service objectives.

## G. LABORATORY UNIT

### 1. Education Laboratory of the Faculty of Psychology, Diponegoro University

Laboratory Coordinator 2025: Erin Ratna Kustanti, S.Psi., M.Psi.

The Education Laboratory of the Faculty of Psychology, Diponegoro University, is an integrated psychological laboratory established as a supporting unit for the three pillars of higher education, particularly in the field of education within the Faculty of Psychology. The Education Laboratory Unit serves to integrate classroom learning with practical experience and research activities, thereby training and enhancing students' skills. The UNDIP Faculty of Psychology Laboratory consists of an Experimental Laboratory and a Psychodiagnostic Laboratory, which contain various tools that can be utilized by students and lecturers, both within the UNDIP Faculty of Psychology and the Psychology Faculties of other universities outside UNDIP. Additionally, it facilitates research activities, community service, and the development of psychological testing tools. The laboratory unit is located on the 4th floor of the UNDIP Psychology Faculty building.

The Education Laboratory of the Faculty of Psychology at Diponegoro University has five service laboratory sub-units, namely:

**1) Psychodiagnostic Laboratory**

The Psychodiagnostic Laboratory is a facility and infrastructure provided by the Faculty of Psychology at Diponegoro University to facilitate student practical activities in courses, the development of psychodiagnostic measurement tools, and other higher education activities.




The facilities currently available in the Psychodiagnostic Laboratory include a child observation room, a monitoring and administration room, and a classroom for psychological testing (classical and individual), which is also equipped with various psychological testing tools, categorized into the following groups:

- Projective personality test instruments
- Personality inventory tests
- Interest and aptitude test instruments
- Intelligence tests
- Family assessment
- Clinical psychodiagnostic tests

The following is the Standard Operating Procedure for borrowing laboratory psychodiagnostic testing tools:




**2)** **Interview and Counseling Laboratory**

The Interview and Counseling Laboratory at the Faculty of Psychology, Diponegoro University, is provided to support student practicum activities, tri dharma activities, and related psychological services (such as JAPSI and BKMF). The facilities currently available at the Interview and Counseling Laboratory are as follows:

- Individual or couples counseling rooms (10), equipped with a monitor room.
- Family counseling and psychotherapy room (1), equipped with

*a one-way mirror*



The following is the Standard Operating Procedure for borrowing counseling rooms and psychotherapy labs:




**3)** Experimental and *Virtual Reality* (VR) Laboratory

The Experimental Laboratory is a facility that supports lectures and research. The experimental laboratory is intended for lecture activities, such as the Introduction to IT-Based Clinical Psychology Intervention and Experimental Psychology courses. There are 23 types of experimental equipment and 4 *virtual reality* devices to support lecture activities.










The following is the Standard Operating Procedure for borrowing psychodiagnostic laboratory testing equipment for non-practicum purposes:




**4)** **Computer Laboratory**

The Computer Laboratory is a facility provided by the Faculty to support student lectures, for lecture-based courses, Statistics Courses, Measurement Courses, the use of research data analysis, and other faculty activities, such as the venue for the SNBT UTBK and the Diponegoro University Independent Examination. Facilities available in the Computer Lab include 50 PCs (*personal computer sets*) and data analysis *software* such as Atlas.ti, Nvivo, and JASP.





The following is the Standard Operating Procedure (SOP) for borrowing counseling rooms and psychotherapy labs:



## 5) Audio Visual Laboratory

The Audio Visual Laboratory is a subunit of the UNDIP Faculty of Psychology Laboratory. This laboratory facilitates the development of digital-based teaching materials and the implementation of online faculty activities. The audio-visual room is located on the 6th floor of the UNDIP Faculty of Psychology. Online activities and the development of digital teaching materials using this room are carried out by an audio-visual team consisting of lecturers, educational staff, and students selected for their digital skills. The Audio-Visual Lab contributes to various activities requiring documentation, *live-streaming*, and other audio-visual-related activities, such as *podcast* production, *hybrid* seminars, and *online* events. Facilities available in the Audio-Visual Laboratory include *speakers, PCs, Smart LED TVs, cameras, monitors, lighting, green screens, microphones*, a *podcast* room, and an *editing* room. Activities conducted by the Audio-Visual Team at the UNDIP Psychology Faculty include:

- *Summer Course*
- Faculty Anniversary
- Student Organization Activities







The following is the Standard Operating Procedure (SOP) for borrowing audio-visual equipment:



## H. THESIS OFFICE

The Thesis Office has the function of providing academic services for students who are writing their theses. The procedures carried out by the Thesis Office begin with the registration of thesis title proposals, the appointment of thesis advisors, registration, and the conduct of thesis examinations/defenses. The Thesis Office will announce the thesis examination schedule each month via the *WhatsApp Group* created by the Thesis Office.

The requirements set forth and that must be met by students regarding thesis preparation activities are further regulated in the thesis preparation guidelines. Students who pass the thesis examination or defense are eligible to register for the graduation ceremony, subject to the following conditions:

1. Register with the Thesis Bureau by filling out a statement letter stating that they have revised/corrected their thesis, signed by the examination team (chair of the hearing and examiners), as well as the Chair of the Bachelor's Degree Program.
2. Fill out the thesis submission receipt form with the conditions stated in the receipt form and signed by the supervisor, the Thesis Bureau administration officer, and the library administration, to be then approved by the Head of the Undergraduate Program.
3. Submit a letter of clearance for book borrowing from the faculty, university, and regional libraries, signed by the authorized officer, along with a stamped form (Rp. 10,000) stating that no books have been borrowed from the regional library.
4. All graduation requirements must be collected in one folder and submitted to the Thesis Office.
5. Graduation ceremonies are conducted according to the schedule set in the academic calendar of the Faculty of Psychology.
6. Students participating in the graduation ceremony must maintain proper conduct, cleanliness, and neatness in appearance by wearing formal attire.

For further information, please contact the Thesis Office staff on the 7th floor of the UNDIP Faculty of Psychology building.

In summary, the above activities can be described as follows:

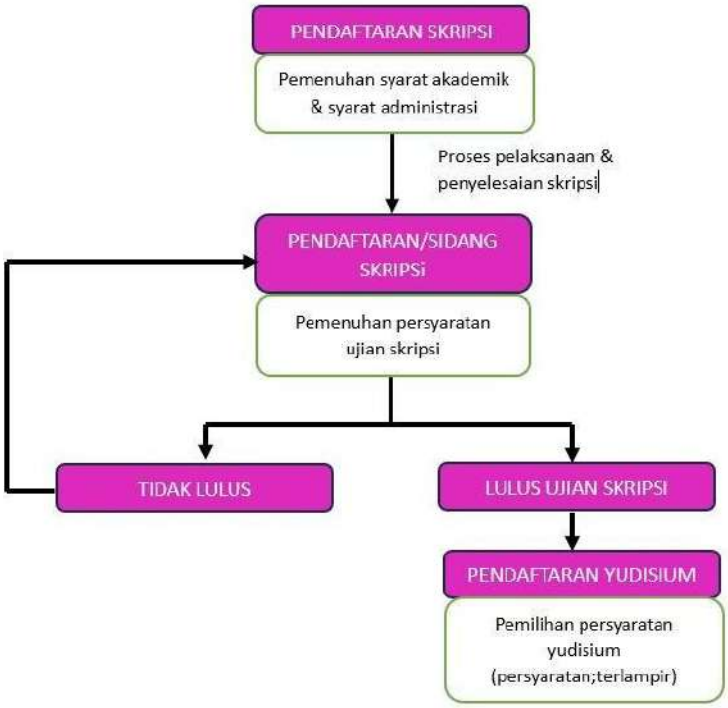



**Figure 3. Thesis Course Flowchart**

## I. STUDENT CONSULTATION BOARD OF THE FACULTY (BKMF)

BKMF is a consultation body that facilitates the counseling process for students owned by the Faculty of Psychology, UNDIP. The purpose of this body is to help deal with academic and non-academic problems experienced by students. The counseling services provided are individual and group counseling. Counselors at BKMF are lecturers from the Faculty of Psychology, UNDIP. The services of BKMF are available to students of the Faculty of Psychology at UNDIP. The implementation of this counseling program is expected to help students resolve their problems, develop themselves, and achieve optimal academic results. The current coordinator of BKMF is Fika Nadia Tirta Maharani, S.Psi., M.Psi., Psychologist.

BKMF assists students as part of the academic community in finding solutions to academic and non-academic problems through the following programs:

1. Individual counseling (days and times can be chosen according to the counselor's schedule). Counseling is conducted in accordance with psychological ethics.
2. FGD (*Focused Group Discussion*) as a form of group counseling

especially for students who are completing their thesis. Through these FGDs, students working on their thesis can share experiences and find solutions together to the problems they face in the thesis completion process. It is also hoped that this can become *a support group* that can provide both psychological and academic support through collaboration between BKMF and the Thesis Unit.

3. The implementation of FGDs can be proposed by students or scheduled by BKMF if deemed necessary. The schedule and location of FGDs are tentative.

4. ENERGIZING is an activity aimed at UNDIP Faculty of Psychology undergraduate and graduate students to prepare themselves for the new semester. This activity is expected to help build psychological health and well-being for students in the coming semester.

5. RELAXING is an activity designed to help students prepare for exam periods. This activity guides students in self-regulation through meditation sessions to aid in achieving calmness during exam preparation.

## J. PSYCHOLOGICAL SERVICES (JAPSI)









ychology 's Psychology Services (JAPSI) is unit business unit at the Faculty of Psychology, UNDIP, established in 1996. Our services focus on psychological services such as counseling, psychological testing, training, *Assessment Centers*, and therapy. In providing its services, JAPSI upholds progressive values and integrity. Progressive, meaning that JAPSI continues to develop and actively move forward in an inclusive manner to enhance the quality of its services and innovations. Integrity means that JAPSI consistently upholds the principles, values, and ethics of psychological services carried out by certified psychologists and psychology graduates recognized by HIMPSI (Indonesian Psychological Association). In addition to providing services, JAPSI also supports student learning through internship programs. Students participating in internships at JAPSI are undergraduate and graduate students. Internship activities include counseling clients and assisting assessors in assessment/psychological testing and *Assessment Center* activities.

In providing psychological testing and assessment center services, JAPSI has collaborated with various companies and government agencies. Some examples of JAPSI clients include: Semarang City Government, Ministry of Agrarian Affairs and Spatial Planning/National Land Agency, Ministry of Maritime Affairs and Fisheries, Maritime Science Polytechnic, MAN 2 Kudus, Downstream Oil and Gas Regulatory Agency (BPH Migas), Independent Accreditation Agency for Business Management and Accounting (LAMEMBA), TVRI Central Java, KPPU, PT. Bhanda Ghara Reksa, PEM Akamigas, PT. Trans Marga Jateng, and various other institutions/companies. The JAPSI Secretariat is located on the 1st floor of the Faculty of Psychology Campus, Diponegoro University, Jl. Prof.

Mr. Sunario, UNDIP Campus, Tembalang, Semarang. The JAPSI Manager is Annita Wahyuningtyas, S.Psi., M.Psi., Psychologist.

## K. FACULTY QUALITY ASSURANCE TEAM (TPMF)

The Faculty Quality Assurance Team (TPMF), chaired by Dr. Anggun Resdasari Prasetyo, S.Psi., M.Psi., Psychologist, is a faculty-level unit responsible for implementing the quality assurance process at the Faculty of Psychology, Diponegoro University. Quality assurance itself is a process of determining and meeting quality standards that is carried out consistently and continuously, aimed at ensuring user satisfaction and enhancing the value held by stakeholders. The tasks of the TPMF include the following:

1. Planning and implementing a quality assurance system at the faculty level.
2. Creating the necessary tools for the implementation of the quality assurance system.
3. Monitor the implementation of the quality assurance system.
4. Conducting audits and evaluations of the implementation of the quality assurance system.

In carrying out its role, TPMF is assisted by coordinators covering several areas, namely:

1) Competency Management Coordinator (Dr. Novi Qonitatin, S.Psi., M.A.)
2) BKMF Coordinator (Fika Nadia Tirta Maharani, S. Psi., M. Psi., Psychologist)
3) Coordinator of the Undip Psychology Research Ethics Committee (Dr. Dinie Ratri Desiningrum, S. Psi., M. Si.)
4) Alumni Coordinator (Vemita Sinantia, S.Psi., M.Si.);

The coordinators are also assisted by the secretary and general administrator and data collector, Kristiani Nira Wijayanti, S.Psi. and Soetarto.

## L. QUALITY CONTROL UNIT (GPM)

The Quality Control Group (GPM) is a unit within the study program that is tasked with developing standards, monitoring and evaluating academic quality assurance for the study program, planning improvements based on evaluation results to strive for academic quality in an effort to support the achievement of the faculty's vision and mission. The GPM is divided into two based on the number of study programs in the Faculty of Psychology at Diponegoro University. The Chair of the GPM for the Bachelor's Degree Program is Dito Aryo Prabowo, S.Psi., M.Psi.

## M. STUDENT EXECUTIVE BOARD (BEM) AND FACULTY STUDENT SENATE (SMF)

### Student Executive Board (BEM) of the Faculty of Psychology, UNDIP

Chairperson : Gilang Nur Wicaksono Vice
Chair : Yunisa Trimuti
Instagram Account : @bempsikologiundip

The Student Executive Board (BEM) is a high-level executive student organization at the Faculty of Psychology level, functioning as both an implementing body and a coordinator for student activities at the faculty level. BEM serves as a platform for developing student potential, both internally and externally. It operates with 1 team, 2 bureaus, and 9 divisions across 3 sectors.

The Selayar Asa Cabinet, BEM Faculty of Psychology Undip 2025, continues to sail every day, adjusting its direction to the needs of students. With a spirit of proactive service, BEM acts as an initiator and guardian of strategic issues ranging from welfare, career and profession, socio-politics, research, entrepreneurship, environment, interests and talents, to regeneration. Through a vision and mission aligned with the Tri Dharma of Higher Education—Education, Research, and Community Service—as well as organizational values and culture, the BEM is committed to harmonizing its three main functions: employment, service, and movement. The hope is that every BEM member and Psychology student at Undip can work together to achieve aspirations, create progress, and make a tangible impact on the academic community and society at large.

Every year, the Student Executive Board of the Faculty of Psychology at Diponegoro University partners with students to hone their organizational, leadership, management, character building, and self-development skills. Through various leadership development programs such as the Basic Student Management Skills Training (LKMM-PD), Intermediate Student Management Skills Training (LKMM-TD), Leadership Training (LT), and the School for Psychology Practitioners (SP3), the BEM is committed to preparing professional and integrity-driven leaders. Moreover, BEM provides opportunities for students to explore their interests, talents, and potential through programs like Career Plan, Magenta Market Day (M2D), CLISE, Trisula Talent Class, Indonesian Psychology Student Conference (KMPI), and many other engaging activities.

**Vision and Mission of the Student Executive Board of the Faculty of Psychology**

Vision: "To realize the BEM of the Faculty of Psychology, Undip 2025 as a ship sailing toward the dream of a hopeful future for Psychology."

Mission

1) Fostering a harmonious, resilient, and highly integrity-driven organizational life through the internalization of organizational values and culture.
2) Optimizing the role of the Psychology Student Executive Board at Undip as an initiator of proactive and impactful student services.
3) Creating high-quality, progressive, and valuable student resources.
4) Enhancing empathy-based exploration spaces to foster critical thinking among students.
5) Enhancing the organization's positive image through strengthened collaborative external relationships and the creative and informative use of visual media and information.

In carrying out its duties, the Faculty of Psychology Student Executive Board consists of the following Executive Units:

a. Chairperson and Vice Chairperson
b. Coordinator of the Field
c. Organizational Quality Assurance Team
d. Administrative Office
e. Media, Data, and Information Bureau (Medinfo)
f. Organizational Development and Student Resource Development (K&PSDM)
g. Student Welfare (Kesma)
h. Career and Profession (Kapro)
i. Interests and Talents (Mikat)
j. Research and Academic Affairs (RIskel)
k. Creative Economy (Ekotif)
l. Community Service (Dimas)
m. Inter-Institutional and Community Relations (Halmas)
n. Strategic Action Studies (Kastrat)

**Student Senate of the Faculty of Psychology, UNDIP** Chairperson : Setia Monaliza Alindrajatun First
Vice Chair : Farhan Rizqia Wibowo Vice Chair
II : Arimbi Khoirinisa
Instagram Account : @smpsikologi_undip

The Student Senate of the Faculty of Psychology, Diponegoro University, or SM F.Psikologi Undip, is a high legislative student body at the faculty level that carries out its duties based on the three functions of the senate, namely oversight, legislation, and budgeting, as well as an additional function of advocacy. In accordance with its functions, SM F.Psikologi Undip acts as a liaison between the faculty's academic community and is the only institution with the authority to make regulations, supervise activities, and regulate the allocation of funding for student activities for all Student Organizations within the Faculty of Psychology through the General Meeting for Fund Distribution. The SM F.Psikologi Undip also routinely holds Accountability Meetings to monitor the work programs organized by Student Organizations, from the quality of the programs to the allocation of funds.
As a high legislative body, the Student Senate equips its members with legislative skills and experience, such as meeting techniques and organization, *budgeting*, drafting legislative products, and advocating for aspirations, which can only be obtained by students in this institution. Additionally, the Student Senate provides a broad platform for its members to develop interests and talents beyond legislative activities through programs offered within the organization or through collaborations with other student bodies.

**Vision & Mission of the UNDIP Faculty of Psychology Student Senate**

Vision: "To realize the Student Senate of the Faculty of Psychology UNDIP as a critical, synergistic, and dedicated legislative body through the implementation of the three functions of the senate and the function of aspirations for Psychology as a Priority."

Mission:

1. Optimizing the implementation of the three functions of the student senate as a form of dedication to the academic community of the Faculty of Psychology.
2. Building synergistic relationships with internal and external parties of the Student Senate of the Faculty of Psychology, Diponegoro University.
3. Developing critical organizational resources to carry out tasks and functions in order to address organizational challenges.
4. Building a professional, assertive, and inclusive work culture to create a high-quality Psychology Faculty Student Senate.
5. Optimizing the assessment, development, monitoring, and evaluation systems for members' performance to enhance the quality and effectiveness of the organization. Developing members' competencies to be capable of addressing challenges and fulfilling responsibilities optimally.

## N. STUDENT ACTIVITY UNIT OF THE FACULTY (UKMF)

Student Activity Units besides the Faculty of Psychology Student Executive Board (BEM) and the Faculty of Psychology Student Senate that can be used as a platform to gain knowledge and practice organizational skills include:

### 1) KESPPI (Islamic Psychology Development Study Group)

Chairperson : Zhahira Sakinati Mutiarrahma First
Chair : Salsa Nur Faza
Vice President II : Naurah Mahfuzhah
Instagram Account : @kesppi.undip

The Islamic Psychology Development Study Group (KESPPI) is an organization consisting of Muslim psychology students from the University of Diponegoro who are active in the field of Islamic psychology development. KESPPI focuses on becoming a forum for the development of ideas related to Islamic psychology in an effort to spread Islamic values and their implementation in everyday life. KESPPI aims to develop Muslim psychology professionals and intellectuals who are able to understand, apply, and develop Islamic psychology while upholding the principles of faith, scholarship, and application. KESPPI members are psychology students interested in honing their knowledge in the field of Islamic psychology. In its operations, KESPPI conducts various programs and activities aimed at fostering a productive environment through studies, discussions, research, mentoring, regular training, and seminars.

### 2) SKRIPSI (Islamic Spirituality Psychology Committee)

Chairperson : Amirah Shiddiqul Wafa
Instagram Account : @skripsikoundip

Throughout history, the problems faced by the Muslim community have varied, so that people living in their respective eras have always been motivated to improve these problems. This is also true of the Faculty of Psychology at Undip, which is part of the formation of civilization in this era. There are indeed many problems faced in this period, so there is a need for an organization that will play a role in solving the *problems* faced by Muslims, especially within the Faculty of Psychology at Undip.

The Thesis (Islamic Spirituality and Psychology) as the only organization engaged in Islamic preaching is expected to be able to improve and enhance the quality of faith, morals, and creed for *the academic community*

at the Faculty of Psychology, Undip. Additionally, it aims to develop individuals with *Islamic character* and professionalism in the field of psychology so that Skripsi can become one of the solutions to the multidimensional crisis in this country. Young people with noble character are an invaluable asset to this nation. Every activity organized by Skripsi aims to spread Islam and serve as a stabilizer and dynamizer for various student organizations within the Faculty of Psychology at Undip.

### 3) PSYCHOVOCALISTA

Chair : Martinus Adi Nur Destiapasca Vice
Chair : Mauliddina Zahra Auliyah Instagram
Account : @psychovocalista

Psychovocalista is one of the Student Activity Units focused on vocal arts, serving as the Student Choir of the Psychology Faculty at UNDIP. Psychovocalista provides a platform for students who wish to develop their interests and talents in vocal arts, with a focus on ensemble performances of various musical pieces and vocal sections to create beautiful musical and vocal harmonies.

Psychovocalista has participated in several competitions at both the national and international levels. Among the achievements of Psychovocalista are: Gold Medal in the Mixed Category at the 2024 Soegijapranata International Choir Competition, Gold Medal in the Folklore Category at the 2024 Soegijapranata International Choir Competition, Gold Medal in the Mixed Category at the 2024 Penabur International Choir Festival, Silver Medal in the Penabur International Choir Festival 2024, Gold Medal in the Mixed Youth Category at the 11th Sapta Gita Choral Festival 2024, Gold Medal in the Folklore Category at the 8th Karangturi International Choir Competition 2023, Silver Medal in the Equal Category at the 8th Karangturi International Choir Competition, and many more.

### 4) PSYCHOPOP (Psycho Sporty People)

Chairman : Muhammad Tsaqib Al Hikam
Vice Chair : Andina Maharani
Instagram Account : @psychopop_

*Psycho-Sporty-People!* (PsychoPOP!) is a Student Activity Unit of the Faculty of Psychology at Undip that focuses on sports and health. As a Student Activity Unit of the Faculty of Psychology at Undip, PsychoPOP! provides a platform and facilities for students to channel their interests and talents, as well as develop their creativity and sports skills

of Undip Psychology students in the field of sports. Additionally, PsychoPOP! is also a student organizational activity where Undip Psychology students can develop their abilities and skills in organizational work.

The UKMF PsychoPOP! also organizes sports competitions in basketball, badminton, and futsal, both internally and externally. Additionally, we conduct activities aimed at developing students' organizational skills, with the goal of enhancing their knowledge and experience. Achievements within PsychoPOP! itself are not yet very visible, but we are working hard to encourage and invite friends from the academic or athletic paths to contribute their achievements to themselves, their families, and the Psychology Department.

### 5) PSIMEWAH (Psychology Close to the Fields)

Chairperson : Ardina Maharani
Vice Chair : Narulita Ajeng Pranindyasari
Instagram Account : @psimewah

PsiMeWah (Psychology by the Rice Fields) is a student activity unit under the Psychology Department of Diponegoro University, specializing in comedy theater arts. As a platform for developing students' potential, PsiMeWah creates alternative activities that allow members to channel their interests, talents, and potential. The primary goal of PsiMeWah is to harness and optimize the potential of psychology students at Diponegoro University, making them not only academically outstanding but also creative, expressive, and professional.

Every year, PsiMeWah produces a theater production, commonly referred to as Pentas Produksi, which serves as a platform for showcasing the results of the talents' training. PsiMeWah is also frequently invited to collaborate or perform with various institutions both within and outside the campus. However, the most regular collaboration is Tetralogi, which collaborates with 3 other UKMFs in the form of musical drama theater. PsiMeWah continues to provide training to its talents and develop its human resources so that they can compete in theater, monologue, character makeup, and stand-up comedy competitions. In addition to nurturing existing talents, PsiMeWah also provides a platform for fellow students to showcase their abilities through various events organized by PsiMeWah.

## 6. JOURNALISTIC PSYCHOLOGY

General Manager : Muhammad Abrar Hartono Editor-in-Chief : Yuma Raditya Yassar Company Director : Unique Lecyana Arraudah Social Media : @Psikojur

Journalistic Psychology as a Student Press Organization plays a reciprocal role within the Faculty of Psychology at UNDIP, where journalistic products can be used as a means of information for the academic community. The Journalistic Psychology Student Press Organization also establishes relationships with other press organizations, both within the University of Diponegoro and externally on a professional level. Within the Psychology Journalism Student Organization, students collectively learn, develop themselves, and hone their skills in the field of journalism. This is important for cultivating students' sensitivity and professional attitude in organizational settings, which will be beneficial in their future careers.

## 7. PMKK (Catholic Christian Student Association)

Chairperson : Rafael Mario Alfarafi Tejo Putranto Vice Chair : Theodora Wilhelmina Raisa Sibarani Instagram Account : @pmkkpsikologi_undip

The Catholic Christian Student Association (PMKK) is a student activity unit at the Faculty of Psychology that oversees Protestant and Catholic Christian students. PMKK exists to be a place for faith growth and self-actualization in the spiritual realm for its members. As a means of faith growth, PMKK organizes the *"Thanks It's Friday"* program, which is a regular ecumenical worship service and "Eucharistic Celebration." In addition, PMKK also forms small groups that aim to provide a space for its members to deepen their faith together.

In an effort to develop talents and interests, PMKK provides the *"Level Up"* program, which includes regular training on matters related to WL and worship musicians who will later have the opportunity to be directly involved in ministry at every PMKK worship service as a form of application and self-actualization of the skills they have acquired. Next, in an effort to actualize psychological knowledge, PMKK conducts a *"Grow to Glow"* webinar program that examines a psychological topic from a psychological and Christian perspective.

## 8. INDEPENDENCE

Chairperson : Nisrina Neysa Handini Vice
Chair : Hayfa Adristi Larasati
Instagram Account : @ukmf_independance

Independance is a Student Activity Unit under the Faculty of Psychology at Undip, serving as a platform and medium for students to channel their interests and talents in the field of traditional dance. UKMF Independance is divided into two teams: the Traditional Dance Team, which focuses on studying various dances from Java and Bali, and the Ratoh Jaroe Dance Team. In addition to regular weekly practice sessions with instructors, UKMF Independance also organizes various annual events, including Beauty Class, visits to other arts clubs in Semarang, and member upgrading activities.

UKMF Independence encourages its members to actively participate in various competitions. The achievements of UKMF Independance include 1st place in the 2023 Kamadiksi Art Competition and a silver medal at the Indonesiana Festival. In 2024, UKMF Independance also won 2nd place in the National Traditional and Modern Dance Competition held by

UKM Dance Stikes Panti Rapih Yogyakarta.

# LIST OF ATTACHMENTS



ATTACHMENT A

## BRIEF DESCRIPTION OF COURSES IN THE FACULTY OF PSYCHOLOGY, UNDIP

| Course Name | Brief Description of Course |
|---|---|
| **Self-Development and Career** | Personal and Career Development provides basic concepts and strategies for student personal and career development, including basic concepts and strategies for future orientation, career adaptability, setting academic and career goals, building career congruence with parents, studying in college, strategies for seeking help, making academic and career decisions, and skills in preparing oneself for the world of work. |
| **History and Schools of Psychology** | This course provides a historical explanation of the emergence of modern psychology and the development of psychological schools of thought. |
| **Human Mental Processes and Functions** | This course examines the main theoretical concepts of human mental processes and functions<br>, including cognitive, affective, and conative aspects. |
| **Biopsychology** | This course studies and discusses the basic concepts of biological conditions that underlie or are related to cognitive activity, emotional changes, and behavior. The fundamental concepts covered include the definition of biopsychology, the history of biopsychology; the nervous system; research methods in biopsychology; the mechanisms of perception, consciousness, and attention; the visual system, the sensorimotor system, neuroplasticity and learning; memory and amnesia, lateralization and language; emotional states, sleep, eating behavior, the relationship between genetics and behavior; biopsychology and mental illness; biopsychology as part of neuropsychology (applications of biopsychology) |
| **Child and Adolescent Developmental Psychology** | Child and Adolescent Developmental Psychology discusses definitions, scope, basic concepts, principles, several theories and methodology in development |
| **Course Name** | **Brief Course Description** |

| | |
|---|---|
| | human development, including prenatal, infant, child, and adolescent development, along with the characteristics of each stage, as well as aspects of development that include physical/biological, cognitive, emotional, social, personality, and moral aspects. |
| **Philosophy for Psychology** | This course develops an understanding of philosophical perspectives on the human body, mind, and knowledge. It also explains the influence of philosophy on psychological schools of thought psychology and research methodologies research methodologies that have developed within psychology. |
| **Psychological Statistics** | The Psychology Statistics course provides knowledge and statistical applications in psychology, particularly regarding probability theory, normal distribution and derivative scores, central tendency and variability, parameter estimation, and parametric statistical analysis (*Product Moment* correlation, T-test, analysis of variance, and linear regression analysis), and nonparametric statistical analysis (Spearman, Mann-Whitney, Kruskal-Wallis, and Wilcoxon) |
| **Adult and Elderly Developmental Psychology** | Adult and Elderly Developmental Psychology provides an understanding of human development concepts in adulthood and old age, the developmental tasks that can be achieved, and the problems that arise when an individual fails to complete their developmental tasks. |
| **Personality Psychology** | This course explores various personality theories, including the structure, dynamics, and development of individual personality from the perspectives of prominent figures from Western and Eastern countries. |
| **Phenomenological and Existential Philosophy (KM 2020)** | This course provides the philosophical foundations based on phenomenological phenomenological philosophy (phenomenology) and philosophy existential (existentialism) and their influence on several theoretical perspectives in psychology. This course also explains the direct influence of phenomenology and existentialism on phenomenological approach and existential approaches in qualitative research. |
| **Course Name** | **Brief Description of Course** |

| | |
|---|---|
| **Social Psychology** | A course that studies concepts and theories in social psychology, as well as the basics of individual behavior in social settings, including intrapersonal, interpersonal, and group settings. |
| **Psychological Measurement 1** | Psychological Measurement 1 is a course that provides students with an understanding of the main points of knowledge in psychological measurement, including: basic concepts of psychological measurement, theories in psychological measurement, reliability and validity in psychological measurement, and scaling in psychological measurement. |
| **Psychological Measurement 2** | Psychological Measurement 2 is a course that equips students to develop high-quality psychological measurement instruments by conducting planning, item writing, item review, pilot testing, and testing quality measurement tools ( reliability), and score interpretation. |
| **Mental Health** | This course introduces concepts in individual mental health development (self) and their application in society. At the end of the course, students will be able to develop mental health programs in the form of psychoeducational media related to family empowerment for individuals as family members and part of a specific community . |
| **Code of Ethics in Psychology** | This course discusses the meaning of ethics and its relationship to the psychology profession, the scope of activities of Psychology Graduates and Psychologists, competencies, professionalism, research ethics, ethics in service provision/practice, how to prepare and submit reports, publication ethics, as well as psychology practice licenses and various issues related to ethics. |
| **Quantitative Research Methods** | This course studies and discusses the background of research, quantitative-qualitative paradigms, stages of quantitative research, formulating research problems and objectives, conducting literature studies in quantitative research, population, sampling, parametric and nonparametric statistical analysis techniques for correlation and comparison tests. |
| **Course Name** | **Brief Course Description** |

| | |
|---|---|
| **Psychodiagnostics 1: Observation and Interview (KM 2020) / Introduction to Observation and Interview (Curriculum 2024)** | This course equips students with knowledge of the basic principles of observation and interviews in psychological assessment and trains students to apply these principles of observation and interviews and compile reports interpretation of results. |
| **Psychodiagnostics 2: Intelligence Assessment (KM 2020) / Introduction to Intelligence Assessment (Curriculum 2024)** | A course that provides students with an understanding of the history of psychological testing and its uses, the nature of intelligence testing, including the definition of psychological testing, the requirements for good testing, the principles of psychological testing, the administration of psychological testing, theories of intelligence, and the various types of tests tests tests (WAIS, WISC, WPPSI, Binet), theories and types of group intelligence tests (IST, TKD, TIKI, CFIT, PM), theories and aptitude and interest tests. |
| **Psychodiagnostics 3: Personality Assessment (KM 2020) / Introduction to Personality Assessment (Curriculum 2024)** | This course provides students with an understanding of the history of personality tests, basic concepts and definitions of projective tests, theories and administration of graphic tests including DAP, BAUM, HTP, Wartegg, theory and administration of the Rorschach test, theory and administration of TAT and CAT, theory and administration of SSCT and FSCT, basic concepts and understanding of inventories, theory and administration of EPPS, theory and administration of Papikostik, theory and administration of Pauli, theory and administration of Kraepelin. |
| **Industrial and Organizational Psychology** | A course that provides basic concepts of human behavior human in the industrial/organizational world. This course course also explains the basics of psychology as an alternative problem-solving problems and development of studies in the industrial/organizational world. |
| **Family Psychology** | This course studies and discusses the definition and meaning of family; approaches and theories in family psychology; the process of family formation, stages, and dynamics; parenting; patterns of interaction and communication within the family; and the role of the family in various life settings and related issues. |
| **Course Name** | **Brief Course Description** |

| | |
|---|---|
| **Clinical Psychology** | This course provides the basic principles for the application of clinical psychology in terms of assessment, intervention, research, teaching, consultation, and administration. Clinical psychology is a specialization of psychology that provides mental and behavioral health care for<br>individuals and families of all backgrounds in a continuous and comprehensive manner. |
| **Educational Psychology** | Educational Psychology is a course that provides students with an understanding of the role and importance of psychology in the educational process. This course is a compulsory course developed within the scope of: the history of educational psychology, student development: cognitive and language, socioemotional, social, individual variations: intelligence, learning styles and thinking styles, personality and temperament, learning and motivation, learning theories: behaviorism, cognitive and social cognitive, classroom management, and classroom assessment strategies<br>assessment in the classroom. |
| **Indonesian Psychology** | This course discusses the psychological profile of Indonesian society as reflected in local wisdom, social systems, and cultural systems unique to Indonesia, mental and cultural processes that occur, as well as potential resources and<br>local conflicts. |
| **Experimental Research Methodology** | This course studies and discusses knowledge and science as well as how to obtain knowledge; the characteristics of experimental research; the history of experimental psychology; the principle of causality in experimental research; the stages of experimental research; the types of validity in experimental research; validating interventions; sampling and informed consent; variance and control in experimental research; single-group design; two-group design; one-way ANOVA design; statistical techniques.<br>comparison both parametrically and nonparametrically. |

| Course Name | Brief Course Description |
|---|---|
| **Psychopathology** | This course examines the history, integrative approaches, and classification of psychopathological conditions. This course will also comprehensively discuss the types, causes, and treatments of various psychopathological conditions based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V) and the Guidelines for the Determination of Mental Disorders III (PPDGJ III). Contemporary issues and attention to cultural issues<br>culture will also be discussed in the psychopathology course. |
| **Counseling Psychology** | This course covers an overview of counseling, basic concepts and techniques for individual, family, adolescent, and child counseling, as well as various theories approaches counseling<br>psychology. |
| **Consumer Psychology and Marketing** | This course discusses consumer awareness, consumer behavior, the consumer environment, and marketing strategies. Consumer influence and awareness refer to the way<br>consumers think and feel about various things such as products and brands. |
| **Human Resource Psychology** | This course will discuss competency-based human resource management in companies, starting from the formation function (company vision-mission-values, human resource planning, recruitment and placement, job analysis), the development function (training-development and career management), and the motivation function (performance evaluation , compensation , and<br>occupational safety and health). |
| **Entrepreneurial Psychology** | This course discusses and provides students with an understanding of the basic concepts of entrepreneurship and provides students with basic skills in the field of entrepreneurship and its application in practical life. In addition, it also studies entrepreneurial development models, entrepreneurial strategies, business ethics in entrepreneurship, and the competencies that must be possessed an *entrepreneur* (creative, innovative, willing to take risks and manage risks, willing to<br>make decisions, and problem-solving skills), |

| Course Name | Brief Description of Course |
|---|---|
| | that expected students will be able to apply entrepreneurial entrepreneurship into various types of work as *Technopreneurs*, *social entrepreneurship* and *Ecopreneur*, etc. In addition to theoretical knowledge, this course also provides students with the ability to create *business plans* and practice entrepreneurship through activities expo at *Market Day*. |
| **Qualitative Research Methods** | This course provides the basics of qualitative research, types of qualitative research, and exercises in preparing research proposals using a qualitative approach. |
| **Family Empowerment** | This course examines intervention strategies that can be developed to address problems and conflicts within families, enhance family resilience, instill values and spirituality within families, and address current family issues or phenomena in Indonesia, followed by identification problems and the formulation of intervention strategies. |
| **Introduction to Psychological Assessment** | This course provides students with the opportunity to apply the basic principles of psychological assessment to cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology. This course also equips students with various specific assessment techniques commonly used in various fields psychology. |
| **Introduction to Psychological Intervention** | This course provides students with the opportunity to design psychological interventions for blind cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology. |
| **Eastern Psychology** | This course presents teachings about the human soul (psyche) that developed in Eastern societies in general and Indonesian society in particular. The material presented includes views on the human soul in Yoga psychology, Buddhist psychology, Taoist psychology, Sufi psychology, contemplative psychology, and Javanese psychology. This course also discusses the relevance of Eastern teachings for modern psychology and the integration between Eastern teachings and contemporary Western psychology. |

| Course Name | Brief Course Description |
|---|---|
| **Positive Parenting** | This course discusses the definition, theories, and dimensions of parenting styles, further discussing the definition, basic concepts, forms, principles, and functions of positive parenting, as well as its application and influencing factors. |
| **Psychological Measurement and Evaluation in Education (KM 2020) / Learning Outcome Evaluation (Curriculum 2024)** | Psychological Measurement and Evaluation in Education is a course that provides students with an understanding of the implementation of psychological measurement in the field of education, with topics including: psychological measurement as an evaluation method, various psychological measurement instruments, learning achievement measurement, research on the validity of learning achievement measurement instruments, and the Rasch model in learning achievement measurement. |
| **Child Development Psychology and Early Childhood Education (KM 2020)** | This course studies and discusses concepts of child development, including theories related to child development, influencing factors, processes and stages, aspects of development, risk factors , stimulation and intervention, as well as current research on child development. |
| **Information Technology in Education** | Information Technology in Education provides knowledge about the challenges, psychological readiness, supporting skills, and infrastructure needed by teachers to use IT in education effectively and efficiently, both for learning and evaluation purposes. |
| **Positive Psychology** | This course provides information on the basic principles of positive psychology and its application in post-traumatic growth, personal growth, and the enhancement of positive environments. Additionally, it provides an overview of the application of positive psychology for assessment, individual intervention, family intervention, and community. |

| Course Name | Brief Course Description |
|---|---|
| **Sports Psychology** | The sports psychology course is a course that studies psychological factors that influence athletic performance and achievements and understands the role of sports psychology in various sports activities. The expected outcome is that students will be able to write and present papers, use sports psychology for research, and help overcome psychological psychological issues, enhance performance and achievements in athletes. |
| **Transpersonal Psychology (KM 2020)** | This course presents Western and Eastern psychological perspectives related to the process of self-transformation towards maturity, self-actualization, and full functioning. Topics discussed include perspectives on human personality according to transpersonal psychology figures and psychotherapeutic techniques developed in transpersonal psychology. Other topics that are also relevant to this course include religiosity, spirituality, and parapsychology. |
| **Health Psychology** | The Health Psychology course provides knowledge about the definition and scope of Health Psychology, theories of healthy and unhealthy behavior, and theories of behavioral change in health, psychological aspects that play a role in coping with diagnosis, compliance with treatment, and skills in designing effective psychological intervention programs to improve the quality of life of patients, caregivers, and in the context of disease prevention through design program psychoeducation. |
| **Design of IT-Based Clinical Psychological Intervention** | This course explores the development of information technology (IT) and its applications in clinical psychology intervention systems and related services. Students will perform data-based coding and code modification, as well as develop clinical psychology intervention systems using software engineering methods. software engineering. |

| Course Name | Brief Course Description |
|---|---|
| **Religious Psychology** | This course examines the concepts of religious activities and dynamics from a psychological perspective and explores the patterns of religious practice among major religions in Indonesia. |
| **Industrial Relations (KM 2020) / Occupational Psychology (Curriculum 2024)** | This course discusses the concepts, roles, functions, and working relationships between employers, workers, and the government. |
| **Ergonomics and Occupational Health and Safety Psychology (KM 2020) / Occupational Health and Safety Psychology (Curriculum 2024)** | This course discusses the principles of *human factor engineering* as well as occupational health and safety; psychological processes (cognitive, affective, and psychomotor) related to sensory processes when processing information to understand displays; anthropometry and its relationship to work tools and the physical environment in ergonomics; The Iceberg Theory of Workplace Accidents and its connection to the concepts of fire and combustion, as well as the stages of combustion; Personal Protective Equipment (PPE) and LOTO (Lockout Tagout); the 5S culture concept; and the obligations of employers/management and workers regarding the implementation of OSH, including OSH requirements. |
| **Assessment Center** | This course provides an understanding of the patterns and criteria of human resource competencies and practical skills in competency assessment in the field of Industry & organizations. |
| **Communication Psychology** | This course provides students with an understanding of communication theories relevant to analyzing human behavior in communication, including the development of basic communication in the scope of intrapersonal communication, interpersonal communication, group and public communication, as well as mass communication mass communication. |

| Course Name | Brief Course Description |
|---|---|
| **Political Psychology** | A course that provides students with an understanding of psychological concepts relevant to analyzing human behavior related to politics, and their development in the context of understanding personality, cognition, and groups in politics; psychological concepts of leadership, elections , political race and ethnicity, nationalism, political fanaticism, as well as international conflict and security. |
| **Islamic Psychology (KM 2020) / Islamic Psychology (Curriculum 2024)** | This course studies and discusses the fifth school of thought in psychology, namely Islamic Psychology and its view of humanity compared to the four existing schools of thought in psychology (psychoanalysis, behaviorism, humanistic, transpersonal), the application of Islamic psychology in the fields of education, organization, and industry, social, counseling and psychotherapy, as well as in the concepts of worship and religious practices in Islam. |
| **Advanced Psychological Assessment (KM 2020) / Psychological Assessment Design (Curriculum 2024)** | This course provides students with the opportunity to apply the basic principles of psychological assessment in real-world settings. |
| **Advanced Psychological Intervention (KM 2020) / Psychological Intervention Design (Curriculum 2024)** | This course provides students with the opportunity design and apply psychological interventions in real-world settings. |
| **Psychology of Special Needs Children (KM 2020) / Psychology of Inclusive Education (Curriculum 2024)** | This course studies and discusses the basic concepts of child development with special characteristics, including definitions, causal factors from various perspectives (biological, psychological, family, cultural), and obstacles encountered in the growth and development process. The discussion is enriched by identifying the characteristics of different types of children with special needs, including physical, cognitive, behavioral, specific learning, as well as gifted and exceptionally intelligent children. The identification of characteristics is based on an understanding of the process and techniques of assessment and supplemented with examples of interventions that can be |

| Course Name | Brief Course Description |
|---|---|
| | be implemented, both by parents, professionals, and the community. |
| **Gerontology (KM 2020)** | Gerontology provides the concept of active aging, which is a UN program to help older adults remain independent and productive. Facilities and infrastructure that must be prepared by the environment to achieve this program, including the age-friendly city program. |
| **Community Psychoeducation (KM 2020)** | Community Psychoeducation aims to introduce various forms of non-formal education that have developed in society or communities as an alternative form of education that equips students with life skills. This course directs students to interact directly with community education practitioners (organizers and participants) with a focus on learning on analyzing creating and curriculum implementation (learning) and learning evaluation. |
| **Psychology In (KM 2020)** | This course is related to the application of psychodynamic theories in psychological therapy and research. In general, this course presents topics on the relationship between human consciousness and unconsciousness. The theoretical topics discussed are consciousness, personal unconsciousness, collective unconsciousness, and the etiology of mental disorders. Practical topics discussed include mapping mental disorders, dream interpretation, word association, and catharsis. |
| **Introduction to Psychotherapy (KM 2020)** | This course provides an understanding of the concepts, types, and uses of psychotherapy that should be used in the psychology profession in Indonesia in accordance with the code of ethics for psychology. |
| **Forensic Psychology** | This course examines the relationship between psychology and law, ethical issues in forensic psychology practice, risk assessment processes, the application of psychology in various criminal behaviors, and issues related to in the field of police work, court proceedings, and prisons. |

| Course Name | Brief Course Description |
|---|---|
| **Community Mental Health** | This course provides an understanding of the relevance of psychosocial issues in mental health studies, emphasizing the role and power of the environment or social system in reducing health problems and improving well-being. individuals and groups of individuals/communities. The course also discusses the interaction between social systems and the health and well-being of individuals as members of society/community. This course equips students with the skills to plan and evaluate community empowerment programs for society/communities as well as social social that positive to improve the welfare and quality of life of all individuals who live in a community/society. |
| **Organizational Analysis and Development** | This course studies organizational change and development by formulating diagnoses and interventions in organizations for readiness to change. |
| **Marketing Psychology** | This course examines consumer behavior and their communities, visual communication, and marketing management strategies in digital media using a psychological approach. |
| **Thesis 1 (KM 2020) / Thesis Writing Techniques (2024 Curriculum)** | This course develops students' ability to develop research proposals or designs, including introductions, literature reviews, and research methods. |
| **Thesis 2 (KM 2020) / Thesis (Curriculum 2024)** | This course develops students' ability to conduct research and write research reports according to scientific writing standards. . |
| **Learning Psychology (Curriculum 2024)** | This course provides students with an understanding of the concepts and domains of learning, influencing factors, various learning theories, learning styles, learning difficulties, and brain-based learning. |

| Course Name | Brief Course Description |
|---|---|
| **Scientific Writing (Curriculum 2024)** | This course is designed to introduce students to the basics of scientific writing according to applicable rules, skills in using technology for scientific literature searches, as well as strategies for scientific writing and presenting orally and in writing to communicate scientific work. |
| **Developmental Disabilities (2024 Curriculum)** | This course is designed to provide a comprehensive understanding of the various obstacles that can occur in human development from the prenatal period to old age. Students will learn basic concepts of development, distinguish between typical and atypical development, and recognize developmental tasks and stages in every aspect of life. |
| **Optimizing Development (2024 Curriculum)** | This course is designed to provide an understanding of strategies and efforts to optimize individual development from the prenatal period to old age. This course discusses development optimization in the prenatal period, childhood, adolescence, early adulthood, middle adulthood, and achieving optimum aging, as well as the role of the environment in supporting development optimization at every stage of life. |
| **Play Psychology (2024 Curriculum)** | This course is designed to provide an in-depth understanding of the role and importance of play in individual development. This course discusses the history and value of play, theories of play, the benefits of play for development, the types and kinds of play, stages of play development, playing with others, playing with objects, pretend play, play tools, as well as issues related to play such as influencing factors, technology and media, and related risks. |

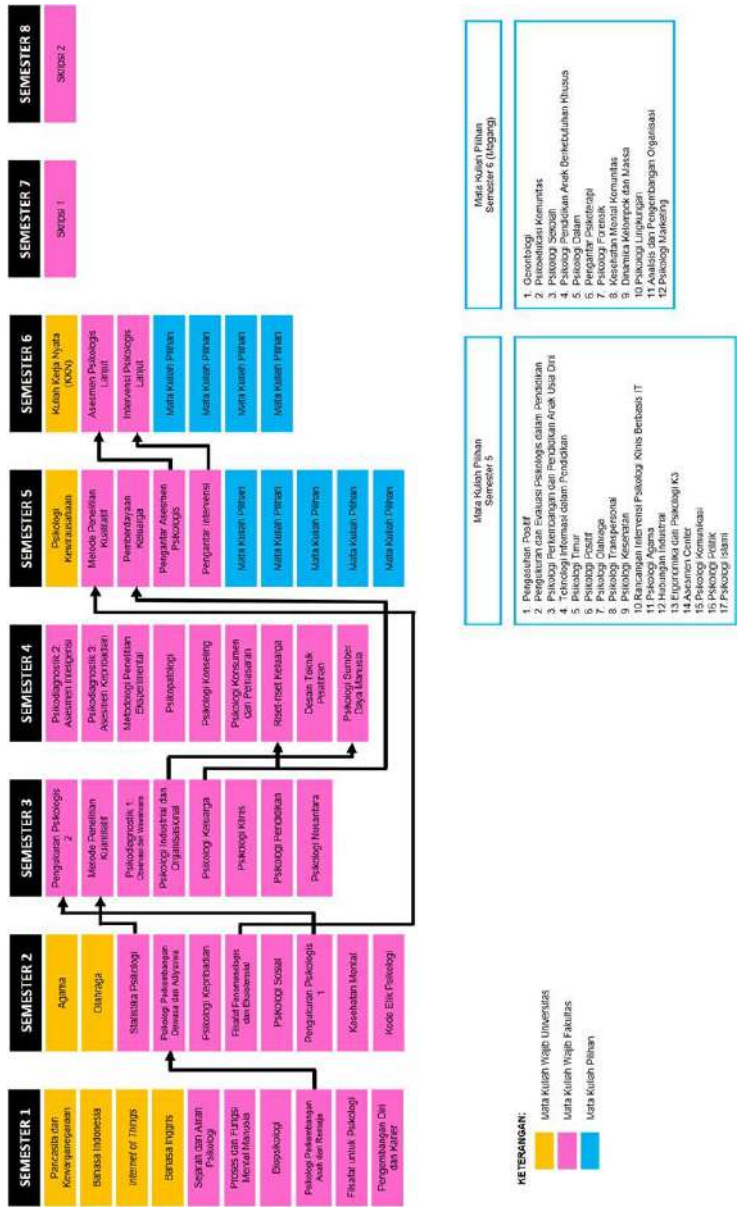
| Course Name | Course Description |
|---|---|
| **Women's Psychology (2024 Curriculum)** | This course is designed to provide a comprehensive understanding of the various psychological aspects that influence women's lives. This course covers an introduction to women's psychology, differences between men and women, women's bodies and their meanings, the journey of becoming a woman, social relationships, romantic and family relationships, women in the workplace, women, culture, and leadership, women's physical and mental health, women's sexuality, violence against women, and the aging process in women. |
| **Leadership Psychology (2024 Curriculum)** | This course discusses the basic concepts of leadership, including definitions, paradigms, myths, characteristics, skills, and roles of leaders. The discussion is enriched with theoretical discussions on leadership theories and patterns of leader-subordinate interactions. In practical terms, it discusses power and influence and how to develop employees into leaders. By studying this course, students will gain a realistic picture of the figure or persona of a leader, enabling them to exhibit appropriate behavior appropriate both as leaders and subordinates. |

## APPENDIX B

### CURRICULUM MAP

This appendix contains a map or structure of the curriculum for the Merdeka Curriculum (KM 2020) and the 2024 Higher Education Curriculum (KPT 2024).

### MERDEKA CURRICULUM MAP 2020



# HIGHER EDUCATION CURRICULUM MAP 2024



## APPENDIX C

### ACADEMIC CALENDAR OF DIPONEGORO UNIVERSITY FOR THE 2025/2026 ACADEMIC YEAR

| FIRST SEMESTER 2025/2026 | |
|---|---|
| **July 2025** | |
| July 1 - August 18 | Tuition Fee Payment for Returning Students |
| July 1 - August 19 | Her Registration |
| July 2 - August 18 | Academic Registration (IRS Form Filling) |
| July 2 | Deadline for registration for the 179th Graduation Ceremony |
| July 25 | Deadline for Transfer Applications |
| July 25–28 | Preparation and Rehearsal for the 179th Graduation Ceremony (Starting from Dame/MDI on July 24, 2025) |
| July 29 | 179th Graduation Ceremony (Graduates from April 1 to June 30, 2025) at MD |
| July 8 - August 1 | Community Service Program (KKN) Team II |
| July 28 - August 21 | Departure Ceremony for Community Service Program Team II Participants |
| **AUGUST 2025** | |
| August 9 - 12 | New Student Admissions and Registration at MD (August 12, 2025) |
| August 13-17 | Orientation and Guidance for New Students at MD |
| August 18–19 | PKKMB (each Faculty/School) |
| August 20 | ODM (Diponegoro Youth Orientation) |
| August 21-22 | Preparation for Diponegoro Youth Orientation (ODM) |
| August 25 | Start of the Fall Semester for the 2025/2026 Academic Year |
| August 25 | Deadline for submitting leave requests and returning to active duty |
| August 25 | Final deadline for course withdrawal in the IRS |
| August 25 - December 12 | Fall Semester Academic Year 2025/2026 |
| August 29 | Deadline for Course Substitution in IRS |
| **SEPTEMBER 2025** | |
| September 15 - December 31 | Study Evaluation Period/DO Approval by the System for the 2024/2025 Even Semester (Academic and Financial) |
| September 19 | Final Deadline for Course Withdrawal in the IRS System |
| **OCTOBER 2025** | |
| October 1 | Final Deadline for Registration for the 180th Graduation Ceremony |

| FALL SEMESTER 2025/2026 | |
|---|---|
| October 13–17 | Midterm Exam Period (after the 7th week of classes) |
| October 17 | Upload Midterm Exam scores to the SIAP system |
| October 31 | Closing of PD Dikti Reporting for the 2024/2025 Even Semester |
| October 31 - November 3 | Preparation and Rehearsal for the 180th Graduation Ceremony at MD (Nov. 3) |
| **NOVEMBER 2025** | |
| November 4–7 | 180th Graduation Ceremony (Graduates from July 1 to September 30, 2025) at MD |
| **DECEMBER 2025** | |
| December 12 | End of the Fall Semester for the 2025/2026 Academic Year |
| December 15–24 | Final Exam Period (FEP) for the Fall Semester, including make-up exams |
| December 29–31 | Graduation Ceremony and Entry of Fall Semester Final Exam Results |

| Spring Semester 2025/2026 | |
|---|---|
| **January 2026** | |
| January 2 - February 3 | Tuition Fee Payment for Returning Students |
| January 2 - February 3 | Her Registration |
| January 3 - February 3 | Academic Registration (IRS Form Filling) |
| January 5 | Deadline for registration for the 181st Graduation Ceremony |
| January 9 | Deadline for Transfer Applications |
| January 9 | Graduation Ceremony for KKN Team I Participants |
| January 6 - February 15 | Departure Ceremony for KKN Team I Participants |
| **FEBRUARY 2026** | |
| February 2 | Preparations and Final Rehearsal for the 181st Graduation Ceremony at MD (February 2) |
| February 3 - 6 | 181st Graduation Ceremony (graduates from October 1 to December 31, 2025) at MD |
| February 3 | Deadline for submitting leave requests and returning to work |
| February 3 | Final deadline for course cancellation in IRS |
| February 9 | Start of the even semester for the 2025/2026 academic year |
| February 9 - June 5 | Spring Semester 2025/2026 Academic Year |
| February 23 | Final Deadline for Course Changes in the IRS |
| **MARCH 2026** | |
| March 4 - June 30 | Study Evaluation Period/DO Approval by System for the Fall Semester 2025/2026 (Academic and Financial) |

| | |
|---|---|
| March 6 | Final Deadline for Course Withdrawal in the IRS |
| **APRIL 2026** | |
| April 6 | Final deadline for registration for the 182nd graduation ceremony |
| April 20–24 | Midterm Exam Period (after the 7th week of classes) |
| April 23-26 | Preparation and rehearsal for the 182nd graduation ceremony at MD (April 24) |
| April 27–30 | 182nd Graduation Ceremony (graduates from January 1 to March 31, 2026) at MD |
| April 30 | Closing of PD Dikti Reporting for the First Semester of the 2025/2026 Academic Year |
| **JUNE 2026** | |
| June 5 | End of the Even Semester for the 2025/2026 Academic Year |
| June 8–19 | Final Exam Period (FEP) for the Even Semester, including make-up exams |
| June 22–30 | Graduation Ceremony Period and Entry of Even Semester Final Exam Results |

ATTACHMENT D

**DETAILED LIST OF GRADE ASSIGNMENTS FOR STUDENT *SOFT SKILLS* ENHANCEMENT ACTIVITIES IN 2021**

| No | Element | Sub-element | Item | Scoring |
|---|---|---|---|---|
| A | Reasoning | | | |
| | | 1 Writing Scientific Papers | | |
| | | a. Journal Articles | a. National No accredited | 40 |
| | | | b. National Journal ( ) accredited | 60 |
| | | | c. International | 80 |
| | | | d. International Reputable | 100 |
| | | b. Article in Proceedings (with ISBN/indexed) | a. National Seminar | 30 |
| | | | International | 70 |
| | | c. Writing 1 chapter from a scientific book ISBN | a. Indonesian | 30 |
| | | | b. Language International | 70 |
| | | 2. Becoming a Delegate for participate in Competition Academic Competency Support (Writing Writing/Critical Thinking/Debate/Speech) - Funding the delegation Faculty | a. Province | 20 |
| | | | b. National | 30 |
| | | | e. International | 50 |
| | | 3. Becoming a delegate to participate in Competition Academic Competency Support (Written Work/Critical Thinking/Debate/Speech) - self-funded | a. Faculty | 10 |
| | | | b. University | 20 |
| | | | c. Province | 30 |
| | | | d. National | 40 |
| | | | c. International | 60 |
| | | 4. Achieving 1st place in a competition in the field of scientific (LCC/debate/PKM/Essay) | a. Faculty | 30 |
| | | | b. University | 50 |
| | | | c. Province | 70 |
| | | | d. National | 90 |
| | | | e. International | 100 |
| | | 5. Received achievement | a. Faculty | 20 |
| No | Element | Sub-element | Item | Best Score |

| | | | | |
|---|---|---|---|---|
| | | best in the competition d in the scientific field (best speakers, etc.) | b. University<br>c. Province<br>d. National<br>e. International | 40<br>70<br>80<br>90 |
| | | 6. Received Achievement 2nd and 3rd place in the Scientific Competition | a. Faculty<br>b. University<br>c. Province<br>d. National<br>International | 15<br>25<br>40<br>70<br>80 |
| | | 7 Obtaining PKM funding/similar funding that scientific in nature | a. University<br>b. Regional<br>c. National<br>e. International | 35<br>60<br>70<br>90 |
| | | 8. Attending Scientific Seminars (online/offline) | | |
| | | **a.** As a Speaker/Presenter | a. Faculty<br>b. University<br>c. Regional<br>d. National<br>e. International | 30<br>50<br>70<br>90<br>100 |
| | | **b.** Presenting a Poster at scientific meetings | a. Faculty<br>b. University<br>c. Regional<br>d. National<br>e. International | 10<br>20<br>40<br>60<br>80 |
| | | **c.** As a Moderator | a. Faculty<br>b. University<br>c. Regional<br>d. National<br>e. International | 10<br>20<br>40<br>60<br>80 |
| | | **d.** As a Participant | a. Faculty<br>b. University<br>c. Regional<br>National<br>e. International | 20<br>30<br>40<br>50<br>60 |
| | | 9. Attending Non-Academic Seminars (online/offline) | | |
| | | **a.** As a speaker/presenter | a. Faculty<br>b. University<br>c. Regional<br>d. National<br>e. International | 15<br>20<br>25<br>30<br>35 |
| | | **b.** As a moderator | a. Faculty<br>b. University<br>c. Regional | 10<br>15<br>20 |
| No | Element | Sub-element | Item | National Assessment |

| | | | | Score |
|---|---|---|---|---|
| | | | **d.** National<br>**e.** International | 25<br>30 |
| | | c. As a Participant | **a.** Faculty<br>**b.** University<br>**c.** Regional<br>**d.** National<br>**e.** International | 5<br>10<br>15<br>20<br>30 |
| | | 10. Complete the online course " " course (MOOCS) | **a.** <12 hours<br>**b.** >12 hours | 30<br>50 |
| | | 11. Participating in training in the field of reasoning in accordance with the field of study per activity (at outside the curriculum/course) | **a.** Faculty<br>**b.** University<br>**c.** Regional<br>**d.** National<br>**e.** International | 15<br>20<br>25<br>30<br>40 |
| | | 12. Taking training courses in reasoning that are not related to the field of study | **a.** Faculty<br>**b.** University<br>**c.** Regional<br>**d.** National<br>**e.** International | 10<br>15<br>20<br>25<br>30 |
| | | 13. Attending Academic Training Writing Skills (online/offline) | **a.** Participants<br>**b.** Trainer | 10<br>30 |
| | | 14. Involved as Assistant Lecturer, Member of the Center for Faculty (per semester) | | 35 |
| | | 15. Involved as field staff in research conducted by lecturers or other researchers (minimum 3 months of fieldwork must be documented by a letter of assignment) | | 30 |
| | | 16. Thesis is part of a collaborative project | | 70 |
| | | 17. Receiving a scholarship | **a.** For the first time<br>**b.** Extension | 40<br>30 |
| | | 18. Participating in the selection Mawapres | | 20 |
| | | 19. Becoming the PILMAPRES Champion | | |

| | | | | |
|---|---|---|---|---|
| | | **a.** 3rd Place | **a.** Faculty<br>**b.** University<br>**c.** National | 30<br>50<br>80 |
| | | **b.** 2nd Place | **a.** Faculty | 40 |

| No | Element | Sub-element | Item | Scoring |
|---|---|---|---|---|
| | | | b. University | 60 |
| | | | c. National | 90 |
| | | c. First Place | a. Faculty | 50 |
| | | | b. University of | 70 |
| | | | c. National | 100 |

| No | Element | Sub-element | Item | Assessment Score |
|---|---|---|---|---|
| B | Interests and Talents | | | |
| | | 1 Holding a Position in a Student Organization | | |
| | | a. Level Faculty each term management | a. Executive Board BEM Faculty/ Senate/UPK Faculty (Chairperson/Vice Chairperson/ Secretary/ Treasurer/ Coordinator field) | 30 |
| | | | b. Head of Division/Bureau BEM Faculty/ Senate/UPK Faculty, and Chairperson Commission/Board Senate | 40 |
| | | | c. Member Division/Bureau Student Executive Board Faculty/Member Department/ Division/UPK Bureau Faculty, and Commission Members/ Senate Body | 50 |
| | | b. Level University each period management | Faculty/UPK Faculty | 20 |
| | | | | 25 |
| | | | | 30 |
| | | | a. Members/Officers UPK | 35 |
| | | | b. Head of Division UPK | 40 |
| | | | c. Core Management UPK | |

| | | | | |
|---|---|---|---|---|
| | | | BEM University Executive Board/University Senate<br>e. Head of BEM Division/BEM Department/University/ University Senate<br>f. Core Executive Board Member University/University Senate (Chairperson/Vice Chairperson/Secretary/Treasurer) | 50 |

| No | Component | Sub-element | Item | Assessment Score |
|---|---|---|---|---|
| | | 2 Holding an organizational position outside the campus | | |
| | | a. Level Province/Region | a. Member of each period | 10 |
| | | | b. Board members of each term of office | 30 |
| | | | c. Core management (Chairperson/Vice Chairperson/ Secretary/ Treasurer) each term of office | 40 |
| | | b. National National as | a. Member for each period | 20 |
| | | | b. Management of each term of office | 40 |
| | | | c. Core management (Chairperson/Vice Chairperson/ Secretary/ Treasurer) each term of office | 60 |
| | | c. Level International as | a. Each member period | 30 |
| | | | b. Board members each term of office | 60 |
| | | | c. Core management (Chairperson/Vice Chairperson/ Secretary/ Treasurer) each term of office | 80 |

| | | | | |
|---|---|---|---|---|
| | | 3. Has achievements in non-academic fields (student affairs/ religious/sports/arts/other non-academic fields) | | |
| | | a. 1st-2nd runner-up | a. Faculty | 5 |
| | | | **b.** University | 10 |
| | | | **c.** Regional | 20 |
| | | | **d.** National | 30 |
| | | | **e.** International | 40 |
| | | **b.** 2nd-3rd Place Winners | **a.** Faculty | 15 |
| | | | **b.** University | 25 |
| | | | **c.** Regional | 30 |
| | | | **d.** National | 50 |
| | | | **e.** International | 60 |
| | | **c.** Best Achievement | **a.** Faculty | 30 |
| | | | **b.** University | 40 |
| | | | **c.** Regional | 60 |
| | | | **d.** National | 70 |
| | | | **e.** International | 80 |

| No | Element | Sub-element | Item | Assessment Score |
|---|---|---|---|---|
| | | d. First Place | **a.** Faculty | 25 |
| | | | **b.** University | 40 |
| | | | **c.** Regional | 60 |
| | | | **d.** National | 80 |
| | | | **e.** International | 100 |
| | | 4. Becoming a Delegate for participate in non-academic competitions (religious/sports/arts/other non-academic fields of interest fields) | **a.** Faculty | 5 |
| | | | **b.** University | 10 |
| | | | **c.** Regional | 20 |
| | | | **d.** National | 30 |
| | | | **e.** International | 40 |
| | | 5 Displaying work in non-academic fields (religion/sports/arts/specialized fields interests othe r non-academic fields) | **a.** Faculty | 10 |
| | | | **b.** University | 15 |
| | | | **c.** Regional | 25 |
| | | | **d.** National | 30 |
| | | | **e.** International | 50 |
| | | 6. Representing the university/faculty as an inter-institutional committee each period | **a.** Region | 10 |
| | | | **b.** Regional | 15 |
| | | | **c.** National | 25 |
| | | | **d.** International | 40 |
| | | 7. Attending meetings of organizations/institutions for each activity | **a.** Regional | 10 |
| | | | **b.** Regional | 20 |
| | | | **c.** National | 25 |
| | | | **d.** International | 30 |
| | | 8. Actively participate in the committee for each activity | | |

| | | | | |
|---|---|---|---|---|
| | | a. Member | **a.** Faculty<br>**b.** University<br>**c.** Regional | 5<br>10<br>15 |
| | | | **d.** National<br>**e.** International | 20<br>30 |
| | | **b.** Volunteer | **a.** Faculty<br>**b.** University<br>**c.** Regional<br>**d.** National<br>**e.** International | 10<br>15<br>20<br>25<br>35 |
| | | **c.** Core Committee | **a.** Faculty<br>**b.** University<br>**c.** Regional<br>**d.** National<br>**e.** International | 15<br>20<br>25<br>35<br>45 |
| | | 9. Participating in religious, interest, or talent training (per activity) | **a.** Faculty<br>**b.** University<br>**c.** Regional<br>**d.** National<br>**e.** International | 10<br>15<br>20<br>25<br>35 |
| No | Element | Sub-element | Item | Assessment Score |
| C | Social and Community | | | |
| | | 1 Participating in social and community activities as participant (per activity) | **a.** Region<br>**b.** Regional<br>**c.** National<br>**d.** International | 10<br>20<br>45<br>60 |
| | | 2. Participate in providing training (tutor)/resource person/moderator/judge in accordance with field of of to the community (per activity) | **a.** Faculty<br>**b.** University<br>**c.** Regional<br>**d.** National<br>**e.** International | 10<br>20<br>30<br>70<br>90 |
| | | 3. Participating in providing training (tutoring) that is not in line with the field of study of the relevant subject matter (per activity) to the community (per activity) | **a.** Region<br>**b.** Regional<br>**c.** National<br>**d.** International | 30<br>40<br>50<br>60 |
| | | 4. Participating in the field of community service as a lecturer (as evidenced by a letter of assignment from the Dean) | | 20 |

| | | | | |
|---|---|---|---|---|
| | | 5. Become a a peer counselor, volunteer | | 30 |
| D | Leadership and Work Readiness | | | |
| | | 1. Participating Activities | Faculty | 20 |
| | | LKMM level Pre Basic | | |
| | | 2. Participating Basic Level LKMM Activities | Faculty | 25 |
| | | 3. Participating in Intermediate Level LKMM Activities Intermed iate/Madya Level | University | 30 |
| | | 4. Participating in Activities Advanced LKMM | National | 40 |
| | | 5. Participating in Other Other LKMM | International | 60 |
| | | 6. Participating in Training Legislative | a. Faculty<br>University | 25<br>30 |
| | | 7. Obtaining PKM/ similar of a non-academic nature (Entrepreneurship PKM, etc.) | **a.** Other sources<br>**b.** University<br>**c.** National<br>**d.** National<br>b. International | 20<br>30<br>50<br>60<br>80 |

| No | Element | Sub-element | Item | Assessment Score |
|---|---|---|---|---|
| | | 8. Becoming a facilitator for non-academic activities | **a.** Faculty<br>**b.** University<br>**c.** Province<br>**d.** National<br>**e.** International | 5<br>10<br>15<br>20<br>25 |
| | | 9. Assisting Faculty activities at Diponegoro University, such as becoming a journal editor assistant, BKMF assistant, assistant JAPSI (as per the Dean's letter of assignment) | **a.** 6 months<br>**b.** >6 months-1 year | 30<br>50 |
| | | 10. Complete an internship | **a.** 1 month<br>**b.** > 1 month | 15<br>30 |
| | | 11. Have an active business that is currently being managed, proven by supporters | | 15 |

| | | | | |
|---|---|---|---|---|
| | | 12. Participating in Student student exchange | | 25 |
| | | 13. Possess a TOEFL/IELTS certificate recognized by UNDIP and still valid | **a.** 400-500<br>**b.** >500 | 40<br>60 |
| | | 14. Possess a certificate in other than other than English | | 50 |

## ATTACHMENT E

### STUDENT ACHIEVEMENTS 2021-2025

| No | Champion | Competition | Year |
|---|---|---|---|
| 1 | Second Place | Short Story, Commolympic - Contention Though Tale (Short Story) Brawijaya University | 2021 |
| 2 | 1st | National Student Scientific Writing Competition National, Aisyah University | 2021 |
| 3 | Silver Medal | ASEAN Innovative Science and Entrepreneurship Fair 2021, Indonesian Young Scientist Association | 2021 |
| 4 | 3rd Place | Photography, Agribusiness Art Festival | 2021 |
| 5 | Gold Diploma | Maranatha Virtual Choir Festival | 2021 |
| 6 | 2nd Place | Write a Short Story, Diponegoro Art Competition | 2021 |
| 7 | 2nd Place | Comic Strip, Diponegoro Art Competition | 2021 |
| 8 | 2nd Place | Seriosa Putri, Diponegoro Art Competition | 2021 |
| 9 | 2nd Place | Monologue, Diponegoro Art Competition | 2021 |
| 10 | 2nd Place | Dangdut Putra, Diponegoro Art Competition | 2021 |
| 11 | 3rd Place | Poetry Reading Putra, Diponegoro Art Competition | 2021 |
| 12 | 3rd Place | Playwriting, Diponegoro Art Competition | 2021 |
| 13 | 3rd Place | Poetry Writing, Diponegoro Art Competition | 2021 |
| 14 | 2nd Place | Design Intervention Psychology Scientific Event Hasanuddin University | 2021 |
| 15 | First Place | Psychedelic Essay 2021, Udayana University | 2021 |
| 16 | Second Place | Psychedelic Essay 2021, Udayana University | 2021 |
| 17 | Bronze Medal (3rd Place) | 800m Surface PON XX Papua | 2021 |
| 18 | Bronze Medal | Taekwondo Women's Under 67 kg Class PON XX Papua | 2021 |
| 19 | Bronze Medal (3rd Place) | Women's Under 62 kg Kyorugi Taekwondo PON XX Papua | 2021 |
| 20 | Favorite Champion | Psychology Fair Intervention Design, Faculty of Psychology, Widya Mandala Catholic University of Surabaya | 2022 |
| 21 | Gold Medal | 2nd Soegijapranata Choir Festival | 2022 |
| 22 | Grand Prix | 37th Marching Band Competition | 2022 |
| 23 | First Place | National Student Arts Week 2022 | 2022 |
| 24 | 1st Place | Indonesia Drum Corps Championship | 2022 |
| **No** | **Champion** | **Competition** | **Year** |

| | | | |
|---|---|---|---|
| 25 | 3rd Place | ASEAN Youth Chess Championship 2022 U18 Team Blitz Chess | 2022 |
| 26 | 3rd Place | ASEAN Youth Chess Championship 2022 U18 Team Blitz Chess, Rapid Individual | 2022 |
| 27 | Champion | ASEAN Youth Chess Championship 2022 U18 Team Blitz Chess, Individual | 2022 |
| 28 | First Place | Creating a Creative Creator in the Disruption Era | 2022 |
| 29 | Third Place | UGM Open Archery Championship | 2022 |
| 30 | 2nd Prize | Grand Prix Winner Taipei International Choral Competition | 2023 |
| 31 | Gold Medal | Mixed Choir Category Taipei International Choral Competition | 2023 |
| 32 | Gold Medal | Sacred Music Category Taipei International Choral Competition | 2023 |
| 33 | Gold Medal | Traditional Category Taipei International Choral Competition | 2023 |
| 34 | Gold Medal | Contemporary Music Category Taipei International Choral Competition | 2023 |
| 35 | Gold Medal | Sacred Music The 6th Karangturi International Choir Competition 2023 | 2023 |
| 36 | Gold Medal | Mixed Category The 6th Karangturi International Choir Competition 2023 | 2023 |
| 37 | Gold Medal | Folksong Category The 6th Karangturi International Choir Competition 2023 | 2023 |
| 38 | 2nd Place | Kyorugi Senior Achievement U-53 Kg Women's Jogjakarta Taekwondo International Open 2023 | 2023 |
| 39 | Gold Medal | PKM-PM PIMNAS (Week Scientific Student National) 2023 | 2023 |
| 40 | 3rd Place | 11th National Intercollegiate Swimming Championship (KRAMSI) 4x50 m Medley Relay Women | 2023 |
| 41 | 3rd Place | 11th National Intercollegiate Swimming Championship (KRAMSI) 4x50 m Freestyle Relay Women's Event | 2023 |
| 42 | Gold Medal | 11th National Intercollegiate Swimming Championship (KRAMSI) 100m Breaststroke | 2023 |
| 43 | Gold Medal | 11th National Intercollegiate Swimming Championship (KRAMSI) 200m Breaststroke | 2023 |
| 44 | Gold Medal | 11th National Intercollegiate Swimming Championship (KRAMSI) 50m Breaststroke | 2023 |
| 45 | Silver Medal | 11th National Intercollegiate Swimming Championship (KRAMSI) 4x50m Freestyle Mixed Relay | 2023 |
| 46 | Champion | 2023 National Chess Championship Rapid Category | 2023 |
| 47 | 2nd Place | Unsoed Chess Tournament 2023 | 2023 |
| **No** | **Champion** | **Competition** | **Year** |

| | | | |
|---|---|---|---|
| 48 | Champion 1 | Royale Individual Contest | 2023 |
| 49 | 1st Place | Indonesia Drum Corps Championship | 2023 |
| 50 | 1st Place | Grand Prix Marching Band Competition, Committee Indonesian National Sports | 2023 |
| 51 | 2nd Place | The 2nd Percasi - SCUA FIDE Rated, International Chess Championship 2024 | 2024 |
| 52 | Gold Medal | Mixed Category 11th Sapta Gita Choral Festival | 2024 |
| 53 | First Place | Religion Category 11th Sapta Gita Choral Festival | 2024 |
| 54 | First Place | Folksong Category 11th Sapta Gita Choral Festival | 2024 |
| 55 | Second Place | Mixed Category 11th Sapta Gita Choral Festival | 2024 |
| 56 | Overall Champion | 11th Sapta Gita Choral Festival | 2024 |
| 57 | Best SDGs Project | International Youth Exchange and Conference #7 Chapter Malaysia, Singapore, Thailand | 2024 |
| 58 | Hope 1 | Food Event Competition 4.0 UPGRIS | 2024 |
| 59 | First Place | Regional Student Arts Week, Serious Category | 2024 |
| 60 | First Place | Competition Design Intervention Psychology National Psychedelic Udayana University | 2024 |
| 61 | 3rd Place | Psychographic Psycompetition UKSW | 2024 |
| 62 | Gold Medal | AISEEF (ASEAN INNOVATIVE Science, Environmental, and Entrepreneurial) | 2025 |
| 63 | 3rd Place | National Psychology Summit 2025 Essay Competition | 2025 |
| 64 | Silver Medal | Indonesian Language Subject | 2025 |
| 65 | Gold Medal | World Young Inventors Exhibition 2025 | 2025 |
| 66 | 2nd Place | Public Speaking National Competition Ecofair 2025 | 2025 |
| 67 | Bronze Medalist | International Teaching and Learning Innovation Competition (iTaLiiC 2025) | 2025 |
| 68 | Gold Medal | National Innovation Week 2025 + Special Awards from INNOPA for Excellent Contribution and Valuable Invention | 2025 |
| 69 | Bronze Medal | International Teaching and Learning Invention Innovation Competition 2025 | 2025 |
| 70 | Gold Medal in the Social Sciences Category | AISEEF (ASEAN INNOVATIVE SCIENCE ENVIRONMENTAL AND ENTREPRENEUR) | 2025 |
| 71 | Silver Medal | International Teaching & Learning Invention Innovation Competition (iTaLiiC) 2025 Universiti Teknologi Mara, Malaysia | 2025 |
| **No** | **Champion** | **Competition** | **Year** |

| | | | |
|---|---|---|---|
| 72 | 2nd Place | Eco Accounting 2025 | 2025 |
| 73 | Gold Medal | 5th IYBC (International Youth Business Competition) | 2025 |
| 74 | 3rd Place | HIMAPROTER BUSINESS COMPETITION (HBC) | 2025 |
| 75 | 1st Place | Karate Provincial Championship of Banten VIII 2025 | 2025 |
| 76 | Gold Prize & Champion | Vivo Orchestra Competition 2025 | 2025 |
| 77 | First Place | U21 Kumite -16kg Women's Forki Jawa Chairman's Cup Central | 2025 |
| 78 | 3rd Place | Silat Perisai Diri Perisai Diri Cup Championship throughout Central Java Central Yogyakarta | 2025 |
| 79 | Silver Medal | SFN 3: War of Spartans Kickboxing (64-66kg) Central Java Province Central Java | 2025 |
| 80 | 2nd Place | Cover Pop Solo Putra Diponegoro Art Competition 2025 | 2025 |
| 81 | 3rd Place | Cover Pop Solo Diponegoro Art Competition for Women 2025 | 2025 |
| 82 | 1st Place | Cover Pop Duet Diponegoro Art Competition 2025 | 2025 |
| 83 | Second Place | Cover Pop Duet Diponegoro Art Competition 2025 | 2025 |
| 84 | 1st Place | Monologue Diponegoro Art Competition 2025 | 2025 |
| 85 | 3rd Place | Diponegoro Monologue Art Competition 2025 | 2025 |
| 86 | 1st Place | Diponegoro Poetry Reading Art Competition 2025 | 2025 |
| 87 | 2nd Place | Denok City of Semarang 2025 | 2025 |
| 88 | 2nd Runner-Up | Denok City of Semarang 2025 | 2025 |
| 89 | Champion 1 | National Taekwondo Prabhu Challenge 2025 | 2025 |
| 90 | Champion | Kumite U21 -61kg Women's Inkado Empowering Championship 2025 | 2025 |
| 91 | Champion | Senior Kumite -68kg Women's National Karate Championship KASAL CUP IV 2025 | 2025 |
| 92 | Second Place | Kyorugi Men's U-74kg Provincial Sports Championships | 2025 |
| 93 | 2nd Place | Kyorugi Women's U-67kg Provincial Championships | 2025 |
| 94 | Champion | Kumite -61kg Women's POMPROV | 2025 |
| 95 | Champion | Individual Kata Brown Belt Women's UDINUS Karate Championship 2025 | 2025 |
| 96 | 3rd Place | Individual Category for Female Students UDINUS KARATE CHAMPIONSHIP 2025 | 2025 |
| 97 | Gold Medal | Provincial Sports Championships Chess Gold Medal in the Mixed Rapid Category | 2025 |
| 98 | Gold Medal | Provincial Sports Championships Chess Gold Medal Individual Category Classic | 2025 |
| 99 | Gold Medal | Provincial Sports Championships Chess Gold Medal Individual Category Rapid | 2025 |
| **No** | **Champion** | **Competition** | **Year** |

| | | | |
|---|---|---|---|
| 100 | Gold Medal | Provincial Sports Competition Chess Gold Medal Individual Category Blitz | 2025 |
| 101 | Champion | Swimming 100M Breaststroke Men<br>Provincial Sports Championships 2025 | 2025 |
| 102 | First Place | Semarang City Genre Ambassador | 2025 |

ATTACHMENT F

## CAMPUS LIFE STANDARDS

1. Students are required to use campus facilities in accordance with applicable rules and norms. For example: halls may only be used after permission has been granted by the faculty, toilets must be used according to gender, lecturers and teaching staff (6th & 7th floors)
2. Students are required to dress neatly, behave politely, and ensure the comfort of those around them:
   a. Do not wear tank tops, see-through shirts, or tank tops paired with unbuttoned shirts;
   b. If wearing a T-shirt, it must have a collar;
   c. Do not wear sandals or open-toed shoes; instead, wear closed-toe shoes;
   d. Do not wear tight clothing, sleeveless shirts, or clothing that exposes the stomach and back;
   e. Do not wear shorts, 3/4-length pants, or 7/8-length pants;
   f. Do not wear skirts above the knee;
   g. Control body odor, for example by using deodorant, maintaining personal hygiene, and keeping shoes clean (wear clean socks);
3. Male students are not permitted to wear earrings, paint their nails, wear makeup, or grow their hair longer than the collar of their shirt
4. Students are required to maintain cleanliness, order, and comfort on campus. For example: no smoking on campus, no fighting on campus, no drug use, no casual sex
5. Students are required to participate and strive to create a conducive academic atmosphere for the entire academic community. For example: not playing with cell phones in class during lectures; listening to friends who are presenting or expressing their opinions; maintaining quiet in the library.
6. Recording during lectures must be approved by the lecturer (*by consent*).
7. Students are prohibited from bringing alcohol onto campus.
8. Students are prohibited from using the name of the faculty or university in personal matters such as online gambling or online loans.
9. Students are required to maintain cleanliness in the classroom and throughout the campus
10. Students must not tarnish the reputation of the instructor or faculty in any way

## APPENDIX G

### ETHICS OF CONTACTING FACULTY MEMBERS

**Student Etiquette for Contacting Faculty via Mobile Phone (Phone/SMS/WhatsApp/Line)**

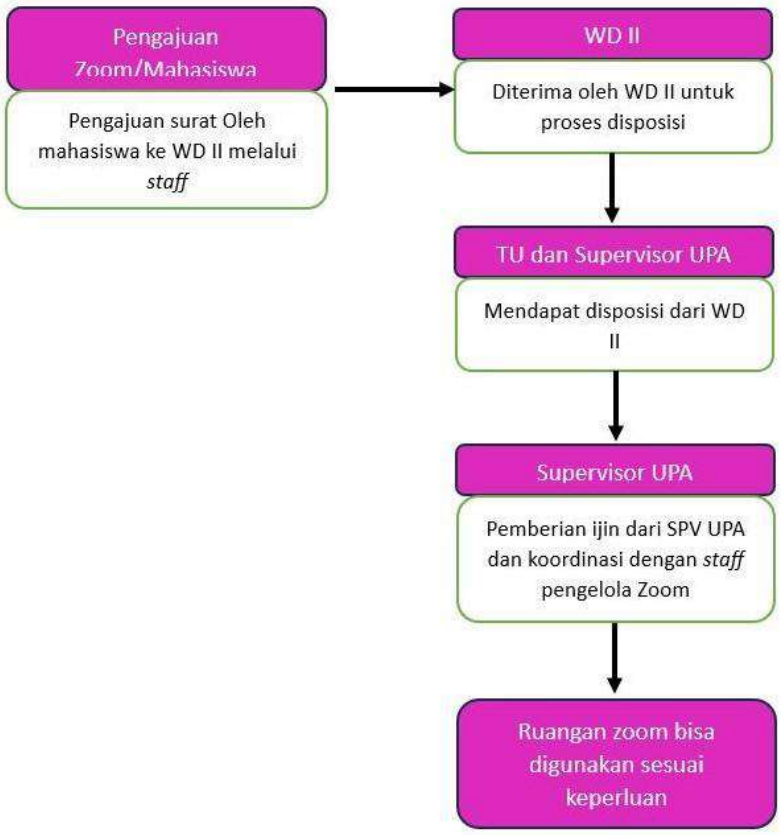
1. Pay attention to the appropriate time to contact lecturers. Avoid contacting them during breaks or prayer times.
2. Begin with a greeting or salutation. Example: Good morning, Sir/Madam, Assalamu'alaikum Wr. Wb.
3. Use of language. Use polite, formal language, proper punctuation, and avoid abbreviations. Examples: sy, jg, ok, aku, kamu.
4. Use words that show your politeness. Examples: I apologize for interrupting your time, Sir/Ma'am.
5. Make sure you state your identity at the beginning of every conversation. Example: I am Akbar, class of 2017, and this semester I am taking the Psychopathology course that you teach.
6. Be to the point. Write your request concisely, clearly, and precisely. Example: I need your signature on my thesis approval form. When would be a good time to meet with you?
7. End the message with a thank you or a closing greeting.

**Email Etiquette for Professors**

1. Write the subject of the email to be sent to the professor concisely and clearly. Avoid sending emails without a subject.
2. Write the content of the email concisely and politely, including:
    a. Greetings or salutations
    b. Self-introduction
    c. Stating your needs/purpose
    d. Closing
    e. Signature
3. Language usage. Use polite, formal language, proper punctuation, and avoid abbreviations. Examples: sy, jg, ok, aku, kamu.

ATTACHMENT H

ZOOM ACCOUNT LOAN PROCEDURE




NB:

1. In the request letter, include the number of people involved and who will be *the co-host of* the activity
2. The Zoom account available to the faculty can only accommodate 300 participants. If there are more than 300 participants, coordinate with the university regarding the addition of *licenses.*

# LAMPIRAN I



**Dra. Endang Sri Indrawati, M.Si**
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**Dito Aryo Prabowo, S.Psi., M.Si**
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**Vemita Sinantia, S.Psi., M.Si**
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**Arif Triman, S.Psi., M.Ed**
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**Milcha Fajhria, S.Psi., M.Psi., Psikolog**
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**Eugene Dearuli Marissanti Tindaon, S.Psi., M.Si**
NIP. 199601182024062002

APPENDIX J

## LIST OF UNDIP LECTURERS TEACHING AT THE FACULTY OF PSYCHOLOGY

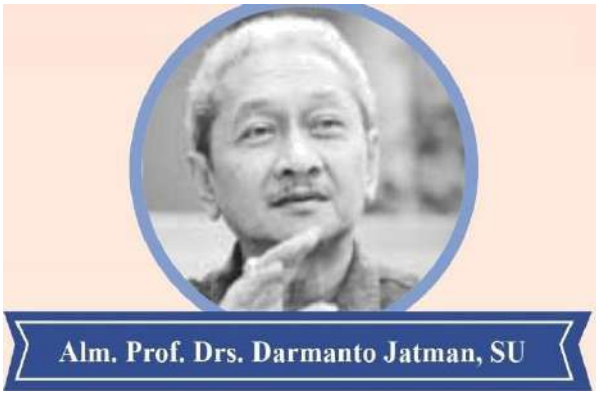
| NO | NAME | FACULTY |
|---|---|---|
| 1 | Dr. Drs. Catur Kepirianto, M.Hum. | English |
| 2 | Dr. Drs. Mualimin, M.Hum. | English |
| 3 | Arido Laksono, S.S., M.Hum. | English |
| 4 | Dra. Ana Irhandayaningsih, M.Si. | Pancasila Education & Citizenship |

**APPENDIX K**

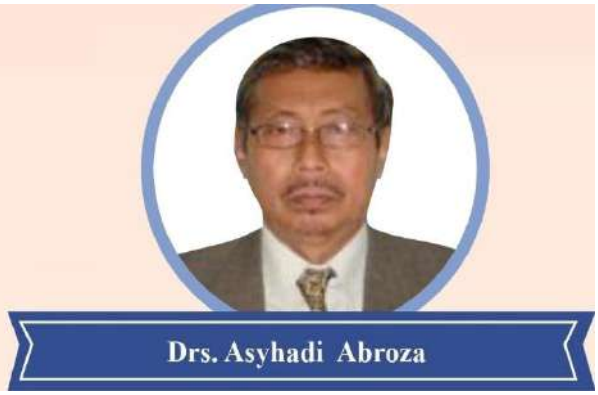
## LIST OF EXTRAORDINARY LECTURERS FROM OUTSIDE UNDIP

| NO | NAME | COURSE INSTRUCTOR |
|---|---|---|
| 1 | Drs. Karyono, M.Si., Psychologist | 1. Psychopathology<br>2. Psychodiagnostics 1: Observation and Interview |
| 2 | Dra. Siswati, M.Si | 1. Psychodiagnostics 2: Intelligence Assessment<br>2. Child and Adolescent Developmental Psychology |
| 3 | Dr. Frieda NRH, M.S | 1. Child and Adolescent Developmental Psychology<br>2. Personality Psychology |
| 4 | Dr. Mirya Anggrahini Nimpuno, M.Hum | Indonesian Language |
| 5. | Zaenal Abidin, M.Si. | 1. Personality Psychology<br>2. Phenomenology and Existentialism Philosophy<br>3. History of Psychological Schools<br>4. Philosophy for Psychology<br>5. Psychology of the Archipelago |
| 6. | Anung Trirumantyo, STh, M.Th | Christian Religious Education |
| 7. | Drs. Anak Agung Ketut Darmaja, M.Pd.H. | Hindu Religious Education |
| 8. | Priyati Ningsih, S.Ag,.M.Pd.B. | Buddhist Religious Education |
| 9. | Johanes Wahyu Tris Murdani, S.S. | Catholic Religious Education |

APPENDIX L



Alm. Prof. Drs. Darmanto Jatman, SU



Drs. Asyhadi Abroza



Drs. Karyono, M.Si



Dra. Sri Hartati, M.S



Dra. Frieda NRH, M.S



Dra. Siswati, M.Si



Drs. Zaenal Abidin, M.Si



Dr. Yeniar Indriana, M.S., Psikolog



Dra. Diana Rusmawati, M.Psi



Dr. Hastaning Sakti, M.Kes., Psikolog

**LAMPIRAN M**

## PIMPINAN ADMINISTRASI



**MANAJER TATA USAHA**
**Edi Suprapto, S.Kom**
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**SUPERVISOR SUMBER DAYA**
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**LAMPIRAN M**

# PROFIL TENAGA KEPENDIDIKAN FAKULTAS PSIKOLOGI UNDIP

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# PROFIL TENAGA KEPENDIDIKAN FAKULTAS PSIKOLOGI UNDIP

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# PROFIL TENAGA KEPENDIDIKAN FAKULTAS PSIKOLOGI UNDIP

## BAGIAN SUMBER DAYA



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**BENDAHARA**
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**PENYUSUN PROGRAM ANGGARAN DAN PELAPORAN**
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**PENGELOLAAN KEPEGAWAIAN**
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**PENGADMINISTRASI KEUANGAN**
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**TEKNISI SARANA DAN PRASARANA**
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**PENGADMINISTRASI SARANA DAN PRASARANA**
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**PENGADMINITRASI PERUNDANG-UNDANGAN**
**Joni Syahbana**
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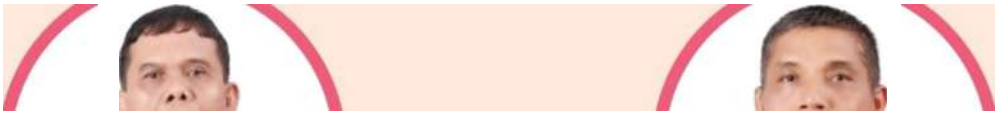


**HUMAS**
**Muhamad Rohmatul Amin**
NIP. H.7.199412262021101001



**DRIVER PIMPINAN**
**Khoyun Hernata**
NIP. 198904120223011176

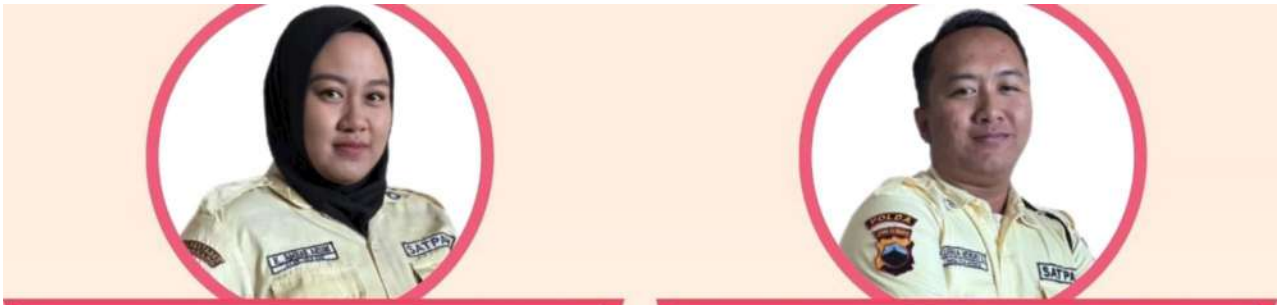
# BAGIAN SUMBER DAYA





**TENAGA KEAMANAN**
**Toyib Winarso**
NIP. 196906112007011001

**TENAGA KEAMANAN**
**Setiyawan**
NIP. 197510162009101002



**TENAGA KEAMANAN**
**Kumaekah Ambararum**

**TENAGA KEAMANAN**
**Kurnia Hendri Saputro**





**TENAGA KEAMANAN**
**Muhammad Hasan**

**TENAGA KEAMANAN**
**Puri Yanto Adi Nugroho**

APPENDIX N

## FACILITIES OF THE UNDIP PSYCHOLOGY FACULTY

The UNDIP Psychology Faculty provides facilities for both academic and non-academic activities for all students. Some of these facilities include:

1. Information System

   In addition to providing hotspot areas, the Faculty of Psychology UNDIP has integrated internet networks into nearly all its activities, including online learning through the Online Lecture System (KULON).

   All the latest information regarding the academic community can also be downloaded via the website http://www.psikologi.undip.ac.id

   To facilitate scientific activities, UNDIP has subscribed to international journals online that can be accessed for free throughout the University of Diponegoro campus, namely:

   a. ProQuest : http://search.proquest.com
   b. EBSCO : http://search.epnet.com
   c. Cengage : http://infotrac.galegroup.com/itweb
   d. Science Direct : http://www.sciencedirect.com
   e. Cambridge Online Journals : http://journals.cambridge.org
   f. Oxford Journals : http://www.oxfordjournals.org
   g. Springerlink Journals Collection : http://link.springer.com For more details, please visit http://journal.undip.ac.id

2. Academic System

   The academic system of the Faculty of Psychology at UNDIP is integrated with SIAP (Academic, Research, and Community Service Information System), accessible via sso.undip.ac.id.

3. Other Supporting Facilities (non-academic)

   a. Student organization rooms
   b. Prayer room
   c. Parking lot
   d. Cooperative
   e. Auditorium

ATTACHMENT O

## SCHOLARSHIP LIST FOR STUDENTS

- Bidikmisi Scholarship
- Bank Indonesia Scholarship
- BCA Bakti Scholarship
- BCA Finance Scholarship
- Charoen Pokphand Scholarship
- Central Java Baznas Scholarship
- Marga Pembangunan Jaya Foundation Scholarship
- Karya Salemba Empat Scholarship
- Baitul Maal BRI Foundation Scholarship
- Mayapada Bank Scholarship
- Tanoto Foundation Scholarship
- IKA Alumni Scholarship
- BRI Smart Indonesia Scholarship
- Paragon Scholarship
- Juara Scholarship
- Data Print Scholarship
- Outstanding Scholarship
- Sragen Local Government Scholarship
- Bontang City Government Scholarship
- XL Future Leader Scholarship
- Toyota and Astra Foundation Scholarship
- Matahari Sakti Scholarship
- Bakti Nusa Scholarship
- Bukalapak Scholarship
- Mandala Finance Scholarship
- Mirzan Scholarship
- Muamalat Scholarship
- Surabaya City Government Scholarship
- Iman Usman Scholarship
- DT Peduli Generation of Achievement Scholarship
- Pertamina Baituzzakah (Bazma) Scholarship
- Astra 1st Scholarship
- Baznas Cendikia Scholarship
- Bakti Etos
- CIMB Niaga Scholarship
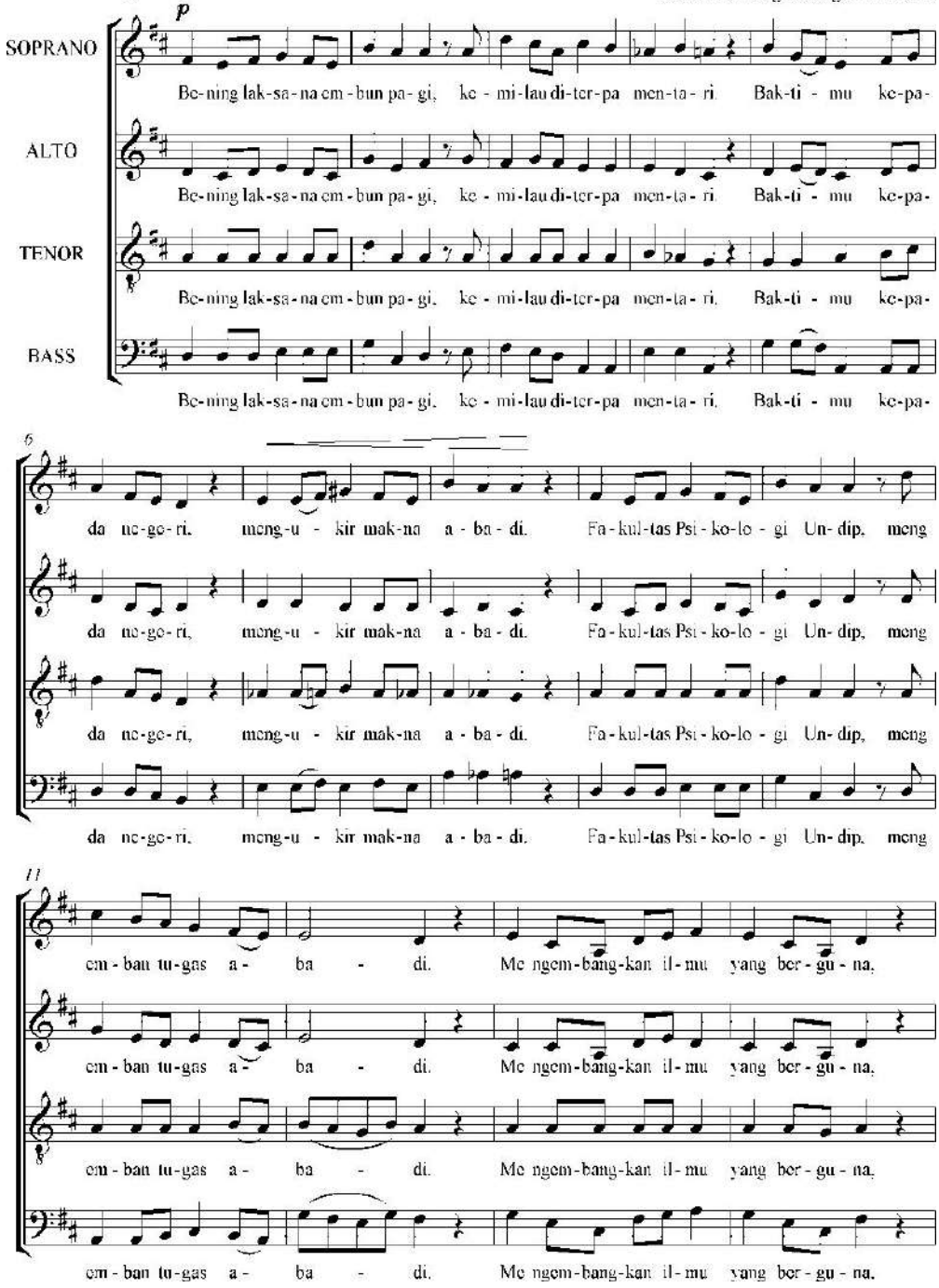
Scholarship requirements can be found on the website: bak.undip.ac.id. In addition to the information in the attachment above, students can contact the Academic and Student Affairs Section of the UNDIP Faculty of Psychology on the 7th floor of the UNDIP Faculty of Psychology building, check the website and social media (Instagram) of the UNDIP Faculty of Psychology.
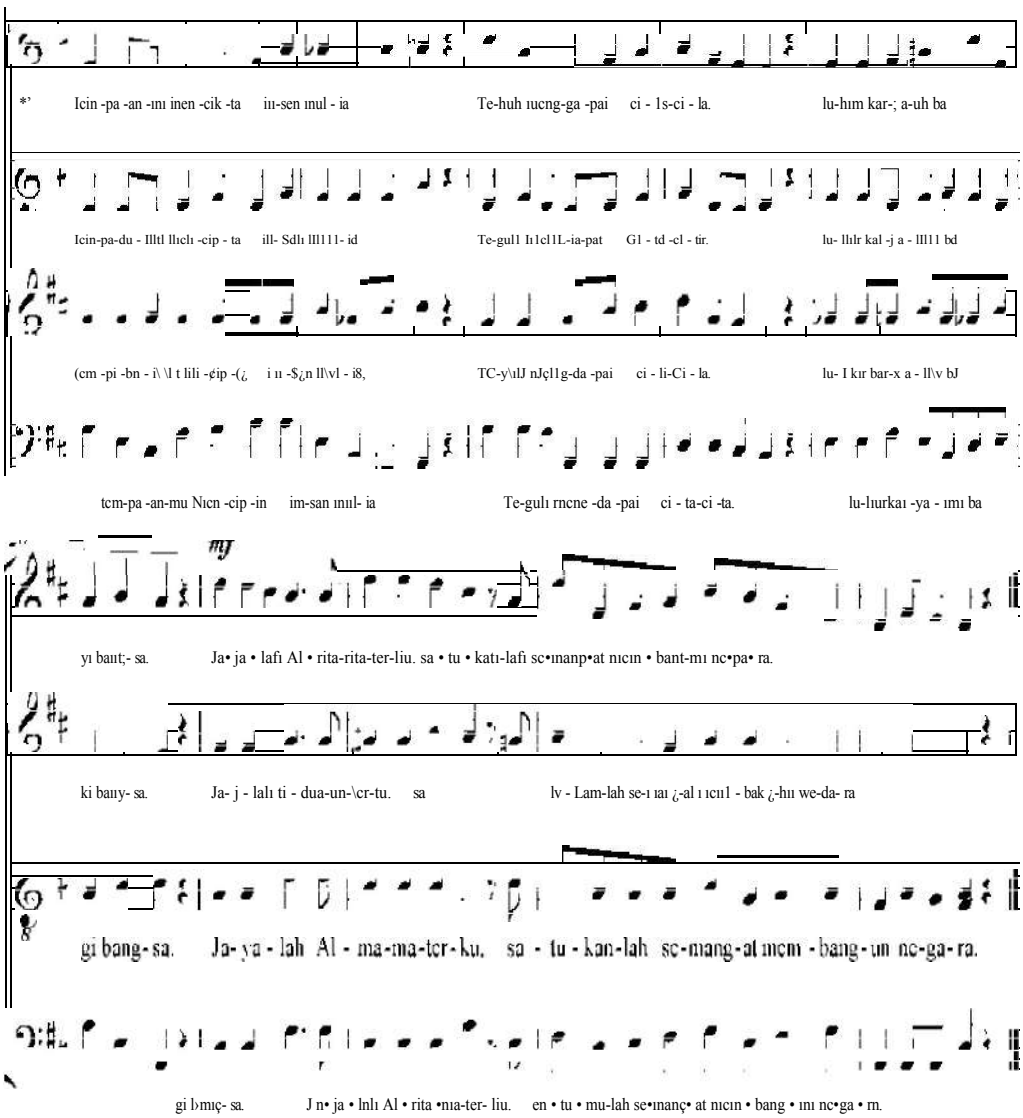
ATTACHMENT P

# HYMNE PSIKOLOGI UNDIP
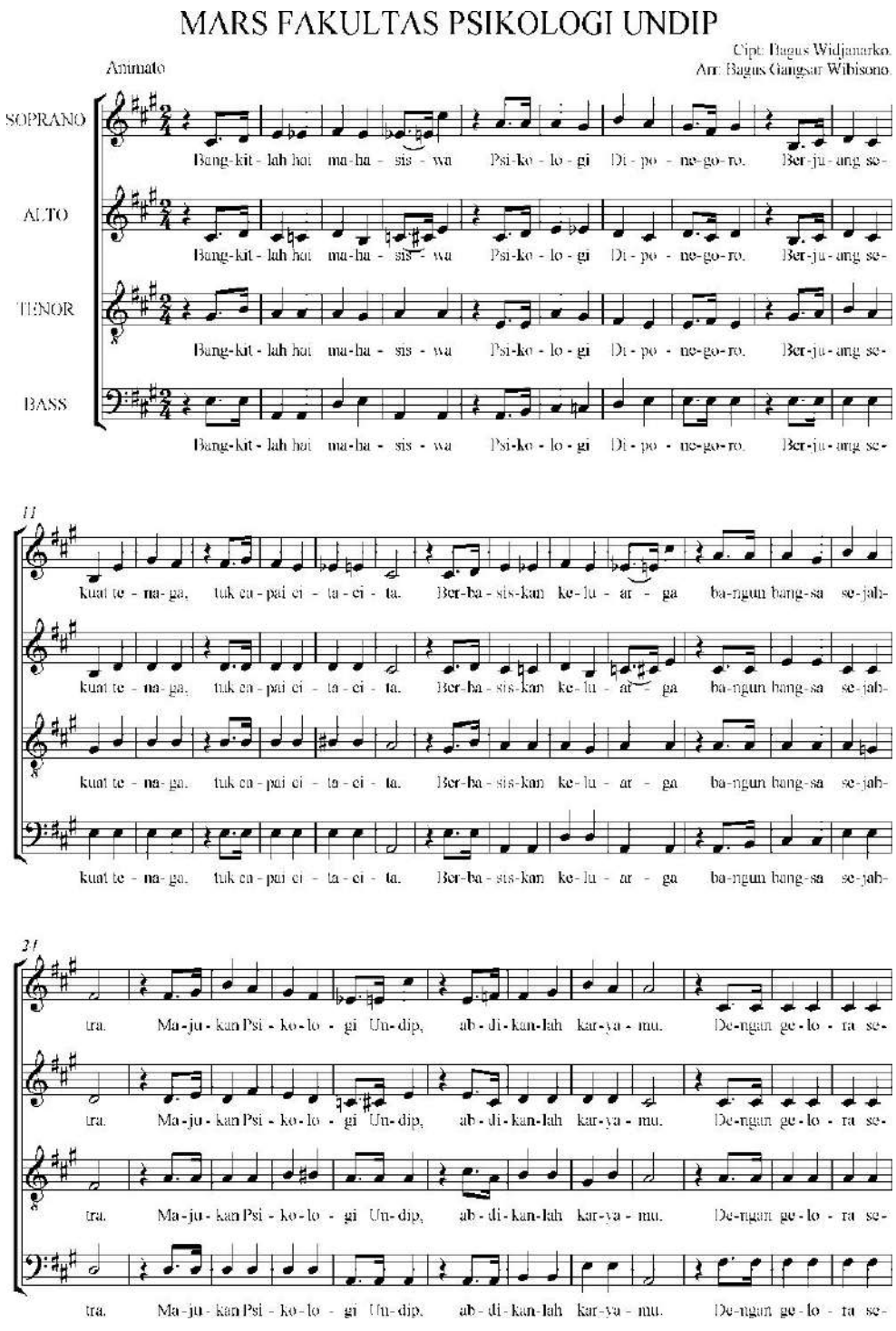
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Aransemen: Bagus Gangsar Wibisono
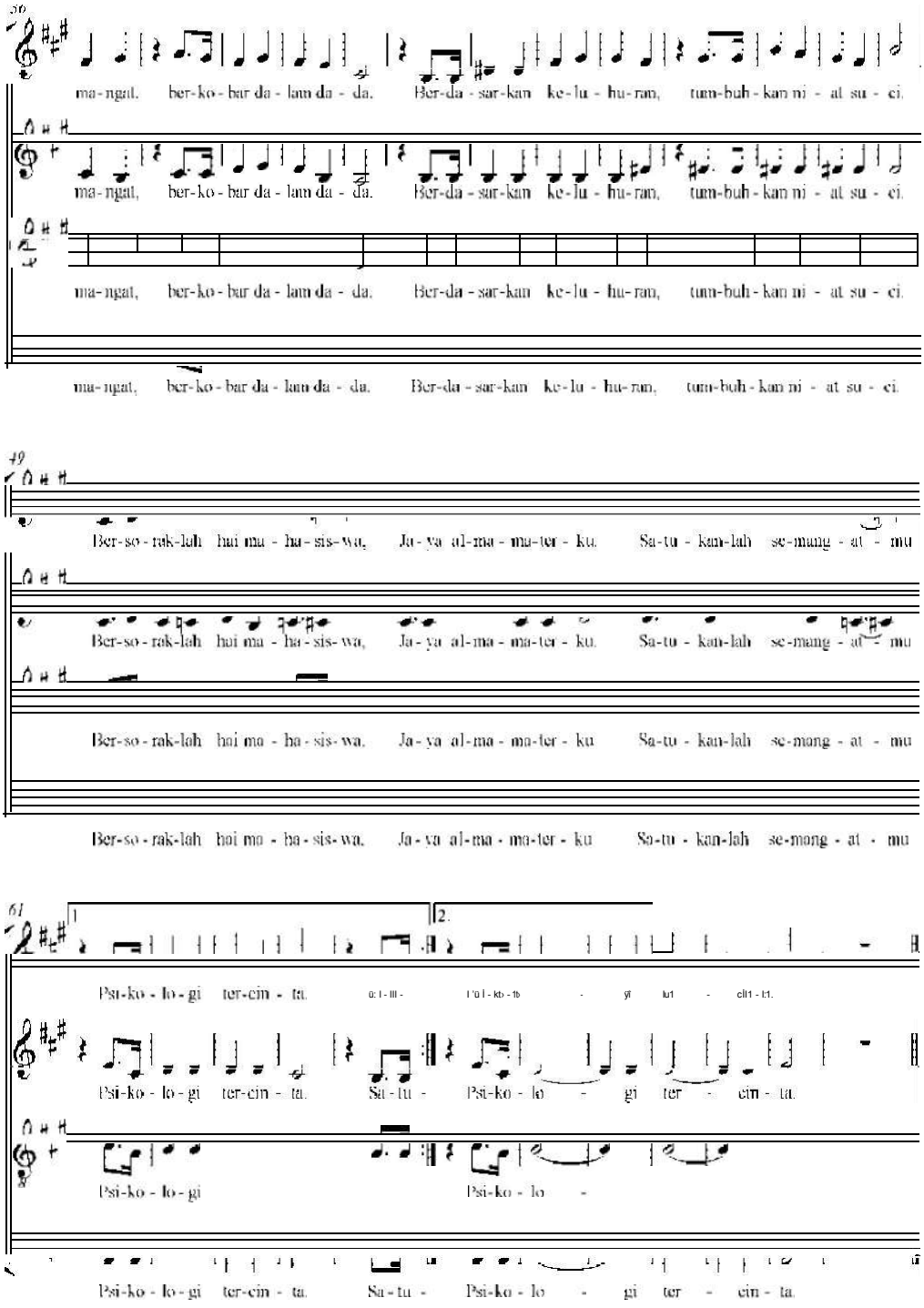
*legato expressi*




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yı baıt;- sa. Ja• ja • lafı Al • rita-rita-ter-liu. sa • tu • katı-lafı sc•ınanp•at nıcın • bant-mı nc•pa• ra.
ki banı- sa. Ja- j - lalı ti - dua-un-\cr-tu. sa lv - Lam-lah se-ı ıaı ¿-al ı ıcıı1 - bak ¿-hıı we-da- ra
gi bang- sa. Ja- ya - lah Al - ma-ma-ter-ku. sa - tu - kan-lah sc-mang-at ınem - bang - un nc-ga- ra.
gi bmıç- sa. J n• ja • lnlı Al • rita •nıa-ter- liu. en • tu • mu-lah se•ınanç• at nıcın • bang • ını nc•ga • rn.

**APPENDIX Q**


MARS FAKULTAS PSIKOLOGI UNDIP
Cipt. Bagus Widjanarko.
Arr. Bagus Gangsar Wibisono.
Animato
SOPRANO
ALTO
TENOR
BASS
Bang-kit - lah hai ma-ha - sis - wa Psi-ko - lo - gi Di - po - ne-go-ro. Ber-ju-ang se-
11
kuat te - na-ga, tuk en-pai ci - ta-ci - ta. Ber-ba - sis-kan ke-lu - ar - ga ba-ngun bang-sa se-jah-
21
tra. Ma-ju - kan Psi - ko-lo - gi Un-dip, ab - di-kan-lah kar-ya - mu. De-ngan ge-lo - ra se-


ma-ngat, ber-ko-bar da-lam da-da. Ber-da-sar-kan ke-lu-hu-ran, tum-buh-kan ni-at su-ci.
ma-ngat, ber-ko-bar da-lam da-da. Ber-da-sar-kan ke-lu-hu-ran, tum-buh-kan ni-at su-ci.
ma-ngat, ber-ko-bar da-lam da-da. Ber-da-sar-kan ke-lu-hu-ran, tum-buh-kan ni-at su-ci.
Ber-so-rak-lah hai ma-ha-sis-wa, Ja-ya al-ma-ma-ter-ku. Sa-tu-kan-lah se-mang-at-mu
Ber-so-rak-lah hai ma-ha-sis-wa, Ja-ya al-ma-ma-ter-ku. Sa-tu-kan-lah se-mang-at-mu
Ber-so-rak-lah hai ma-ha-sis-wa, Ja-ya al-ma-ma-ter-ku Sa-tu-kan-lah se-mang-at-mu
1
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Psi-ko-lo-gi ter-cin-ta.
Psi-ko-lo-gi ter-cin-ta. Sa-tu- Psi-ko-lo-gi ter-cin-ta.
Psi-ko-lo-gi
Psi-ko-lo-
Psi-ko-lo-gi ter-cin-ta. Sa-tu- Psi-ko-lo-gi ter-cin-ta.

APPENDIX R


PKKMB
Pengenalan Kehidupan Kampus bagi Mahasiswa Baru (PKKMB)
Pendidikan Karakter (PENDIKAR) Mahasiswa Baru


Visiting Professor Program
Pengabdian Masyarakat Fakultas Psikologi Undip di Yayasan Darussalam 1969


THE 7th PSYCHE 2025
The 7th PSYCHE 2025



Bilateral PSYCHE 2025




Kerja Sama Tri Dharma Perguruan Tinggi dengan Bagian Psikologi Polda Jateng




Orasi Ilmiah dalam Rangka Dies Natalis Ke-29 Fakultas Psikologi UNDIP




Magenta Market Day



International Event
Empathy in Action (EPIC)

# ACADEMIC INFORMATION BOOKLET FOR THE 2025 PSYCHOLOGY UNDERGRADUATE PROGRAM