BOOK OF CURRICULUM

UNDERGRADUATE PSYCHOLOGY STUDY PROGRAM

FACULTY OF PSYCHOLOGY

DIPONEGORO UNIVERSITY

2024

FOREWORD

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I. STUDY PROGRAM IDENTITY

Writing the Study Program identity includes:

Name of College	: Diponegoro University
Faculty	: Psychology
Study Program	: Bachelor of Psychology
National Accreditation	: Superior
Accreditation Decree No.	: BAN-PT No.9868/SK/BAN-PT/Akred-Intl/s/I/2023
International Accreditation	: FIBAA (Valid until 25 November 2026)
Educational level	: Bachelor's Degree (S-1)
Graduate Degree	: Bachelor of Psychology (S.Psi)

Study Program's Scientific Vision : Bachelor's degree graduates are expected to be competent individuals in terms of hard skills and soft skills.

Vision UPPS : To become a center for the development of Indonesian family-based psychology that is adaptive to changing times in Southeast Asia by 2025

II. BASIS FOR CURRICULUM PLANNING AND DEVELOPMENT

The curriculum design and development of the Bachelor of Psychology program is based on a series of rules and regulations established by the government and universities to continuously improve the quality of education in the study program. These foundations are divided into philosophical, sociological, psychological, historical, and legal.

II.1. PHILOSOPHICAL BASIS

The philosophical foundation of the Bachelor of Psychology study program stems from Indonesia's need for good, qualified human resources to realize national development. This is stated in Law Number 23 of 2002 concerning Psychology Education and Services, which states that the human resources needed by Indonesia are those who believe in and are devoted to God Almighty, possess noble morals, are qualified, and possess competitiveness and responsibility to ensure the successful implementation of national development.

The complexity of human life across various aspects demands an increase in the standards of psychologists to address issues of psychological well-being in society. Therefore, planned, directed, and continuous education, aligned with regulations, is necessary to optimize graduates who can work competently, professionally, responsibly, possess ethics and morals, and possess a strong social spirit.

II.2. SOCIOLOGICAL BASIS

The sociological basis provides the basis for curriculum development as an educational tool consisting of objectives, materials, learning activities and a positive learning environment for the acquisition of learner experiences that are relevant to the personal and social development of learners (Ornstein & Hunkins, 2014, p. 128). The development of the 2024 curriculum is

based on the need for students' relevance in society to be increasingly high, and this is reflected in the Minister of Research, Technology and Culture Regulation Number 53 of 2023 which emphasizes the standards of graduates who are able to apply, develop, discover science and technology that are beneficial to society.

II.3. PSYCHOLOGICAL BASIS

Law Number 23 of 2022 concerning Psychological Education and Services states in Article 3 that a psychological service provider must carry out their activities based on the principle of professionalism, one of which is the ability to develop themselves continuously. Education that can stimulate student curiosity and can motivate students to learn throughout life is one of the goals of curriculum development. The development of the 2024 curriculum is compiled based on Regulation of the Minister of Research, Technology, and Culture Number 53 of 2023, which emphasizes that one of the learning outcomes for graduates is having the intellectual ability to think independently and critically as lifelong learners.

II.4. HISTORICAL BASIS

The 1991 Congress of the Indonesian Psychology Scholars Association (ISPsI) affirmed several challenges facing Indonesia, one of which is the role of psychology in national development and developing the quality of human resources (HR) as a whole. To address this challenge, it is important to understand human resources holistically as human beings, making psychology both a science and a profession indispensable. As a learning framework for students, the curriculum needs to facilitate them in learning about humans in a contemporary way. The 2024 Curriculum aims to equip students with an understanding of the cultural and historical values that shape current conditions and how to develop a positive perspective to address the increasingly complex challenges of the future.

II.5. LEGAL FOUNDATION

The legal basis for the establishment of the Diponegoro University Psychology Undergraduate Program is based on the Decree of the Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia No. 362/DIKTI/Kep/1995 concerning the Establishment of the Psychology Study Program at the Faculty of Medicine, Diponegoro University. The Faculty of Psychology of Diponegoro University was then established to oversee the undergraduate study program based on the Decree of the Rector of Diponegoro University number 208/SK/J07/2007 concerning the Establishment of the Faculty of Psychology, Diponegoro University. Permenristekdikbud Number 53 of 2023 and the implementation of psychology education are regulated in Law Number 23 of 2022 concerning Psychology Education and Services in the Chapter on Psychology Education, making several needs for curriculum adjustments to be carried out. The undergraduate study program is included in academic education which is organized in accordance with the provisions of laws and regulations, regulating more clearly about psychology services that have an impact on how psychology undergraduate education is carried out. The purpose of the 2024 curriculum is to adapt new regulations to students.

III. VISION, MISSION, EDUCATIONAL OBJECTIVES OF THE STUDY PROGRAM (PROGRAM EDUCATIONAL OBJECTIVE)

III.1. VISION OF THE STUDY PROGRAM

Write the scientific vision of the study program.

To become a center for the development of adaptive Indonesian family-based psychology in Southeast Asia by 2025.

III.2. STUDY PROGRAM MISSION

Write the study program mission.

1. Providing psychology education that is inclusive of other sciences and adaptive to current developments, to produce graduates who become dignified and globally superior lifelong learners.
2. Conducting superior research on family psychology and related fields that are responsive to current developments, prioritizing local culture and resources, to produce scientific publications at the national and international levels, as well as intellectual property rights, which are able to initiate and spur changes in science, knowledge, technology, and art (IPTEKS) that are beneficial to humanity.
3. Carrying out community service in the field of psychology according to community needs
4. Carrying out collaboration with institutions at the national and international levels that support the improvement of the competence of the academic community and the quality of output in the fields of education, research, and community service.

III.3. EDUCATIONAL OBJECTIVE OF STUDY PROGRAM / PROGRAM EDUCATIONAL OBJECTIVE (PEO)

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 of Higher Education, namely: (1) mastering theoretical concepts in certain fields of knowledge and skills in general and specifically to solve problems procedurally according to the scope of work; and (2) being able to adapt to changing situations faced. Based on these objectives, the educational objectives of the Bachelor of Psychology study program are as follows:

1. Mastering basic knowledge of psychologyin an effort to understand human behavior according to psychological rules.
2. Mastering the principles and methods of psychological assessment
3. Master the basic principles of psychological intervention
4. Able to conduct research, studies and scientific publications in the field of psychology

in accordance with the applicable code of ethics for psychology, particularly in family psychology.

5. Have sensitivity to Pancasila values and actively participate in solving problems in the family, community and society.
6. Globally competitive with superior character

III.4. STUDY PROGRAM OBJECTIVES

The study program targets in the next 5 years, in accordance with the Decree of the Ministry of Education, Culture, Research, and Technology Number 210/M/2023 concerning the Main Performance Indicators of Higher Education Institutions and Higher Education Service Institutions at the Ministry of Education, Culture, Research, and Technology in the graduate standards section, the targets of the Bachelor of Psychology study program are as follows:

1. The average GPA of graduates exceeds 3.25.
2. The number of international academic achievements exceeds 0.1% of the total student body.
3. The number of national academic achievements exceeds 1% of the total student body.
4. The number of international non-academic achievements exceeds 0.2% of the total student body.
5. The number of national non-academic achievements exceeds 1% of the total student body.
6. The average study period for graduates is less than 4.5 years.
7. The on-time graduation percentage exceeds 75%.
8. The percentage of students who dropped out or withdrew was less than 6%.
9. The waiting time for graduates to get a job is less than 6 months.
10. The suitability of graduates' fields of work when getting their first job exceeds 60%.
11. The number of graduates working in multinational/international level business entities exceeds 10%.
12. The number of graduates working in national level business entities or as licensed entrepreneurs exceeds 25%.
13. The level of user satisfaction of graduates (*end user*) exceeds 75% and is classified as "Very Good".
14. 50 percent of learning activities are carried out outside the study program

III.5. CORE VALUES (UNIVERSITY VALUES)

Diponegoro University is determined to instill the following values of Prince Diponegoro's struggle in all students, alumni, lecturers and educational staff:

1. Honest. Namely a mental attitude that: 1) is honest; does not lie (for example by

saying what is); 2) does not cheat (for example in games, by following the applicable rules); 3) is sincere; sincere. So it is interpreted as an attitude that reflects the harmony between the heart, words and actions. What is intended by the heart, spoken by the tongue/mouth and displayed in actions is indeed what actually happens and is true. This is in line with the values of Prince Diponegoro who prioritizes honesty, reflected in the nature of the struggle that is anti-falsehood and evil.

2. **Be brave.**. Namely a strong mental attitude and great self-confidence in carrying out struggles, facing dangers, and difficulties; not afraid (trembling, cowardly) in defending the truth. This is in line with the values of Prince Diponegoro who prioritizes courage and having a firm stance (consistency). Having a high spirit, reflected in his actions, remaining steadfast and enthusiastic in continuing the ideals of the struggle without giving up, both physically and mentally.

3. **Care.** Namely, respecting; paying attention to; and heeding the condition of the environment and the surrounding community. This is in line with Prince Diponegoro's values of prioritizing the interests of the people, reflected in his very down-to-earth attitude, his residence among the people and his struggle to alleviate the suffering of the people.

4. **Fair**. Namely, a mental attitude that treats others proportionally and favors what is right; holds to the values of truth; is reasonable and appropriate; and is not arbitrary.

III.6. NATIONAL AND UNIVERSITY CHARACTERISTICS COURSES

Based on the Chancellor's Regulation (Perak) Number 28 of 2020 concerning Amendments to the Chancellor's Regulation Number 4 of 2020 concerning Academic Regulations for the Undergraduate Program Education Sector at Diponegoro University, the national and university compulsory courses are as follows:

National compulsory subjects

a. Religion
b. Pancasila
c. Citizenship; and
d. Indonesian;

Compulsory university courses consist of:

a. English
b. Sport
c. Entrepreneurship
d. Community Service Program (KKN);
e. Final Project; and

f. Internet of Things (IoT)

IV. CURRICULUM EVALUATION & TRACER STUDY RESULTS

IV.1. CURRICULUM EVALUATION

The discussion on the Redesign of the Undip Psychology Undergraduate Curriculum held on March 22, 2024, aimed to present the survey results and align perceptions regarding OBE (*Outcome Based Education*) and its relationship to curriculum redesign. This survey was participated by 121 respondents from various parties related to the Undip Psychology Undergraduate Program, including students, alumni, lecturers, education staff, stakeholders, and experts.

Party	Input	Follow-up
Lecturer	Some overlapping courses such as Biopsychology and PFMM, MK-MK Philosophy, and Family Psychology	- Biopsychology and PFMM are given in different semesters with revised material sequences in the WS RPS - Philosophy courses are combined into one in Philosophy for Psychology - The overlap points for the Family Psychology, Psychological Research, and Family Empowerment courses are determined in the WS RPS.
	Improving collaborative learning processes and examining the relevance of MK and the world of work	- Adjustment of credits for courses such as Consumer Psychology and Marketing (from 2 to 3 credits) - Personality Psychology from 3 credits to 2 credits
	The curriculum needs to reflect the latest trends in subject matter.	- Provide a wider choice of courses to accommodate trends such as Leadership Psychology, Higher Education Psychology, etc. - Provides mandatory MK Scientific Writing to prepare students in reading and writing for academic purposes which helps to read the latest psychology research trends.
Student	Students assess that several related MKs, such as MKs on Philosophy and Family Psychology, overlap.	- Biopsychology and PFMM are given in different semesters with revised material sequences in the WS RPS - Philosophy courses are combined into one in Philosophy for Psychology - The overlap points for the Family Psychology, Psychological Research, and Family Empowerment courses are determined in the WS RPS.

Party	Input	Follow-up
Alumni	The learning methods are more varied (more practice than theory)	The application of OBE is manifested in various learning methods such as PBL, CBL, and PjBL for each course.
	Students need to get more extensive practical exposure to gain a better perspective on the world of work.	- Implementing OBE and various learning methods in each course - Introducing new perspectives on courses with guest lecturer programs
Stakeholder (Mitra)	The curriculum is good and focuses more on an applicable curriculum with field activities.	Changes to the internship interest courses to be more applicable to all workplaces (For example, making the Positive Psychology and Community Mental Health courses for clinical internships, instead of the Forensic Psychology course which is more widely used in correctional settings).
Expert	MK Improvement related to English	English was changed to 3 credits and given for 3 consecutive semesters with details of 1 credit for 1 semester to improve the foundation of students' English language skills.
	Linking the Constitutional Court to technological change and digitalization	Providing selected MK-MK oriented towards technology and digitalization such as "IT-Based Clinical Psychology Intervention Design" or "Information Technology in Learning"
	Maintaining the distinctive MK of Undip's Psychology S1	Maintaining the MK Psychology of Nusantara as a mandatory MK

IV.2. TRACER STUDY

The types of jobs available for Undip Psychology graduates are quite varied. Based on the results*tracer study* which has been carried out in the 2017-2021 period, Psychology Bachelor graduates work in the following job sectors:

a. Workforce in the field of HR and education (teachers, school principals, madrasa heads, heads of departments, directors, heads of HR & GA, HRD staff)
b. Psychological assistant (Psychologist)
c. Independent entrepreneurs and creative economy (Founders, Business Owners, CEOs, *Content creator*)
d. Basic level researchers (Lecturers, Analysts)
e. Family and community empowerment facilitators (Extension workers, Social workers, Head of community empowerment services)
f. Marketing and Public Relations workers (Marketing Manager, Head of Marketing, Direct Sales)
g. Others (Assistant Investigator, Police)

The suitability of the field of work derived from the tracer study of graduates in 2018-2020

shows that the majority of Undip Psychology Bachelor graduates work in areas/fields that are in line with the discipline of Psychology they are studying, both in national business entities and entrepreneurship. The waiting time for Undip Psychology Bachelor graduates to get a job is less than 3 months, indicating that Undip Psychology Bachelor graduates have a number of competencies and*skill*This is reinforced by evaluations from graduate users who expressed satisfaction with Undip's Bachelor of Psychology graduates' ethical behavior, teamwork skills, communication skills, expertise, language skills, information technology mastery, and self-development.

v. GRADUATE PROFILE & FORMULATION OF GRADUATE LEARNING OUTCOMES (CPL)

V.1. GRADUATE PROFILE

The profile of Diponegoro University graduates is **COMPLETE** which is an abbreviation of

1. *Communicator* (able to communicate verbally and in writing),
2. *Professional* (working according to principles, development based on achievements, upholding the code of ethics),
3. *Leader* (adaptive, responsive to the environment, proactive, motivator, cooperative),
4. *Thinker* (critical thinking, lifelong learning, research),
5. *Entrepreneur* (high work ethic, entrepreneurial skills, innovative, independent), and
6. *Educator* (able to be*agent of change*).

Based on the graduate profile from Undip and AP2TPI Decree Number 01/Kep/AP2TPI/2015 Article 2 Number 2, the S1 Psychology study program is as follows.

Table. Graduate Profile and Description

No	Graduate Profile	Description
1.	Workforce in the field of HR and education	Roles involving human resource management in educational organizations and institutions
2.	Psychological assistant	The role involves activities to assist psychologists in providing psychological services to the community of service users, including administration, assessment, intervention, and evaluation in accordance with the Indonesian Code of Ethics for Psychology.
3.	Independent entrepreneurs and creative economy	A role that involves creativity, innovation, risk taking, decision making, managerial skills, understanding consumer behavior, and marketing strategies to gain 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	Role in conducting basic psychological research that can be presented in writing or orally.
5.	Family and Community Empowerment	Roles that involve community empowerment activities and providing*Psychological First Aid*(PFA) and the ability to provide

	Facilitator	family support regarding daily psychological problems
6.	Workforce in Marketing and Public Relations	A role that involves the ability to build networks, manage communications with stakeholders, and identify market needs, to build the organization's image and market products and services.

V.2. CPL FORMULATION

The CPL formulation refers to Permendikbudristek No. 53 of 2023 Article 7, namely that graduate learning for each study program includes competencies that include:

a. mastery of science and technology, specific skills/expertise and their application to 1 (one) or a group of specific scientific fields;

b. general skills required as a basis for mastering science and technology and relevant fields of work;

c. knowledge and skills needed for the world of work and/or to continue studies at a higher level or to obtain a professional certificate; and

d. intellectual ability to think independently and critically as a lifelong learner.

Table. Formulation of Graduate Learning Outcomes

No.	Code CP	CPL Description
	A	ATTITUDE
1	A-01	Able to apply the values of Pancasila and the Code of Ethics of Psychology in thinking, behaving, and acting to adapt to the dynamics of change and technological progress.
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 scientific knowledge by upholding academic integrity, humanities 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 the principles of psychodiagnostics and the Indonesian psychological code of ethics.
5	C-02	Able to design non-clinical psychological interventions for behavioral change in individuals, groups, organizations and communities based on the principles and code of ethics of psychology.
6	C-03	Able to obtain and process information through the responsible use of technology in a psychological context
7	C-04	Able to conduct basic psychological research that can be presented in writing and orally.
8	C-05	Able to convey ideas in writing to develop creative programs aimed at increasing community and family empowerment, which are presented in an effective presentation.
	D	KNOWLEDGE MASTERY
9	D-01	Able to master the basic concepts of psychological theory to describe and analyze various psychological symptoms in individuals, groups, organizations, and communities.

V.3. CPL RELATIONSHIP MATRIX WITH GRADUATE PROFILE

Table. Mapping Graduate Profiles with Graduate Learning Outcomes

No	GRADUATE PROFILE	GRADUATES LEARNING OUTCOMES (CPL)								
		A-01	A-02	B-01	C-01	C-02	C-03	C-04	C-05	D-01
1	Workforce in the field of HR and education	V	V	V	V	V				V
2	Psychological assistant	V	V	V	V	V				V
3	Independent entrepreneurs and creative economy	V	V	V	V	V	V		V	V
4	Basic Level Researcher	V	V	V	V	V	V	V	V	V
5	Family and Community Empowerment Facilitator	V	V	V	V	V	V	V	V	V
6	Workforce in Marketing and Public Relations	V	V	V	V	V				V

VI. DETERMINATION OF STUDY MATERIALS

The study materials for the Undergraduate Psychology study program are based on Article SK of the Association of Indonesian Psychology Higher Education Providers (AP2TPI) Number 01/Kep/AP2TPI/2015concerning amendments to AP2TPI Decree Number 01/Kep/AP2TPI/2013 concerning the Core Curriculum of the Undergraduate Psychology Study Program. There are 19 study materials established to achieve learning outcomes. In addition, the Undip Undergraduate Psychology program adds one study material that represents the vision and mission of the Faculty of Psychology, Diponegoro University, namely family psychology. Therefore, the study materials become 21 as follows:

a. History of Schools and Perspectives of Psychology
b. Biopsychologists
c. Human Mental Processes and Functions
d. Personality Theory
e. Human Development Science
f. Mental Health Science and Psychopathology
g. The Relationship between Humans and Their Social Environment

h. Organizational Psychology
i. Basic Statistics
j. Basic Research Methodology
k. Basic Psychometrics
l. Basics of Assessment and Psychodiagnostics
m. Basics of Non-Clinical Psychological Interventions
n. Counseling Basics
o. Principles of Learning
p. Principles of Behavior Change
q. Principles of Data Literacy, Technology, and Humanity
r. Code of Ethics for Psychology
s. Principles of Communication
t. Self and Career Development
u. Family Psychology

VI.1. DESCRIPTION OF STUDY MATERIALS

The description of the study material is as follows:

No.	Study Materials	Short Description
1	History of Schools and Perspectives of Psychology	Study the philosophical foundations of the development of psychology from the past to the present, including various schools and perspectives of modern psychology.
2	Biopsychologists	Studying the relationship between brain function and human physiology with mental processes and behavior.
3	Human Mental Processes and Functions	Studying various mental processes and human behavior from a psychological perspective.
4	Personality Theory	Study various psychological theories that explain human personality patterns.
5	Human Development Science	Studying human development from prenatal to adulthood, including physical, cognitive, social, and emotional aspects.
6	Mental Health Science and Psychopathology	Study the concepts of mental health, mental disorders, and various approaches to understanding and treating mental disorders.
7	The Relationship between Humans and Their Social Environment	Studying how individuals interact and behave in social contexts, including social influences, attitudes, and prejudices.
8	Organizational Psychology	Studying human behavior in the workplace, including motivation, leadership, and organizational culture.
9	Basic Statistics	Study the statistical concepts and methods used in psychological research.
10	Basic Research Methodology	Study various research designs and data collection methods used in quantitative and qualitative perspectives.
11	Basic Psychometrics	Study the principles of constructing psychological measurements.
12	Basics of Assessment and Psychodiagnostics	Studying the use of various psychological measurement techniques to assess various psychological aspects of an individual.
13	Basics of Non-Clinical Psychological Interventions	Studying the concepts of non-clinical psychological interventions applied in the design of interventions to help individuals improve their mental and emotional well-being.

No.	Study Materials	Short Description
14	Counseling Basics	Study the principles and techniques of counseling used to help individuals cope with everyday psychological problems.
15	Principles of Learning	Study the theories and principles of learning that explain how humans acquire new knowledge and skills.
16	Principles of Behavior Change	Study the theories and methods used to change human behavior.
17	Principles of Data Literacy, Technology, and Humanity	Study the basics of scientific writing and the use of information technology in the field of psychology.
18	Code of Ethics for Psychology	Study the ethical principles that psychological scientists must adhere to when conducting assessments, research, and interventions.
19	Principles of Communication	Study the principles of effective communication and how communication can influence human behavior.
20	Self and Career Development	Learn strategies and techniques for self-development and career planning.
21	Family Psychology	Studying the concepts of family studies and their application in psychological research and intervention.

Mapping of study materials with profiles and CPL can be presented in the following table:

No.	Study Materials	Graduate Learning Outcomes								
		A-01	A-02	B-01	C-01	C-02	C-03	C-04	C-05	D-01
1	History of Schools and Perspectives of Psychology	V	V							V
2	Biopsychologists			V						V
3	Human Mental Processes and Functions		V	V						V
4	Personality Theory				V				V	V
5	Human Development Science				V				V	V
6	Mental Health Science and Psychopathology			V	V		V			
7	The Relationship between Humans and Their Social Environment		V	V						V
8	Organizational Psychology					V			V	V
9	Basic Statistics			V			V		V	
10	Basic Research Methodology			V		V		V		V
11	Basic Psychometrics	V		V	V			V		V

No.	Study Materials	Graduate Learning Outcomes								
		A-01	A-02	B-01	C-01	C-02	C-03	C-04	C-05	D-01
12	Basics of Psychological Assessment and Psychodiagnostics				V	V	V			
13	Basics of Non-Clinical Psychological Interventions				V	V		V		
14	Counseling Basics		V	V					V	
15	Principles of Learning			V	V	V			V	
16	Principles of Behavior Change		V	V	V	V			V	
17	Principles of Data Literacy and Information Technology Applications			V			V	V		V
18	Code of Ethics for Psychology	V	V			V				
19	Principles of Communication			V	V	V			V	
20	Personal and Career Development			V	V	V	V		V	
21	Family Psychology		V	V		V		V		

VII. COURSE FORMATION AND DETERMINATION OF CREDIT WEIGHT

The formation of courses is linked to CPL and its study materials. A description of the relationship between CPL, study materials, and courses is shown in the following table:

No	Study Materials	A-01	A-02	B-01	C-01	C-02	C-03	C-04	C-05	D-01	Subject
1	History of Schools and Perspectives of Psychology	V	V							V	History and Schools of Psychology Philosophy for Psychology
2	Biopsychologists			V						V	Biopsychologists
3	Human Mental Processes and Functions		V	V						V	Human Mental Processes and Functions

No	Study Materials	A-01	A-02	B-01	C-01	C-02	C-03	C-04	C-05	D-01	Subject
4	Personality Theory				V				V	V	Personality Psychology
5	Human Development Science				V				V	V	Child and Adolescent Developmental Psychology
											Psychology of Adult Development and Adiyuswa
											Positive Parenting
											Psychology of Playing
											Psychogeriatrics
											Developmental Barriers
											Optimizing Development
											Women's Psychology
6	Mental Health Science and Psychopathology			V	V		V				Mental Health
											Clinical Psychology
											Psychopathology
											Positive Psychology
											Sports Psychology
											Eastern Psychology
											Forensic Psychology
											Health Psychology
											IT-Based Clinical Psychology Intervention Design
											Community Mental Health
7	The Relationship between Humans and Their Social Environment		V	V						V	Social Psychology
											Indonesian Psychology
											Political Psychology
											Islamic Psychology
											Group and Mass Dynamics
											Environmental Psychology
											Introduction to Marriage Studies
8	Industrial & Organizational					V			V	V	Industrial and Organizational

No	Study Materials	A-01	A-02	B-01	C-01	C-02	C-03	C-04	C-05	D-01	Subject
	Psychology										Psychology
											Consumer Psychology and Marketing
											Human Resource Psychology
											Psychology of Entrepreneurship
											Employment Psychology
											Occupational Health and Safety Psychology
											Assessment Center
											Organizational Analysis and Development
											Marketing Psychology
											Psychology of Leadership
9	Basic Statistics			V			V		V		Psychological Statistics
10	Basic Research Methodology			V		V		V		V	Quantitative Research Methods
											Experimental Research Methodology
											Qualitative Research Methods
											Thesis Writing Techniques
											Thesis
11	Basic Psychometrics	V		V	V						Psychological Measurement 1
											Psychological Measurement 2
12	Basics of Psychological Assessment	V	V		V					V	Introduction to Observation and Interviews
											Introduction to Intelligence Assessment
											Introduction to Personality Assessment
											Introduction to Psychological Assessment
											Psychological Assessment Design

No	Study Materials	A-01	A-02	B-01	C-01	C-02	C-03	C-04	C-05	D-01	Subject
13	Basics of Non-Clinical Psychological Interventions	V			V	V		V			Introduction to Psychological Interventions
											Advanced Psychological Design
14	Counseling Basics		V	V					V		Counseling Psychology
15	Principles of Learning			V	V	V			V		Educational Psychology
											Evaluation of Learning Outcomes
											Information Technology in Education
											Educational Psychology for Children with Special Needs
											School Psychology
											Coaching in Education
											Psychology of Higher Education
											Psychology of Learning
16	Principles of Behavior Change		V	V	V	V			V		Training Engineering Design
17	Principles of Data Literacy, Technology, and Humanity			V			V	V		V	Scientific Writing
18	Code of Ethics for Psychology	V	V			V					Code of Ethics for Psychology
19	Principles of Communication			V	V	V			V		Communication Psychology
20	Personal and Career Development			V	V	V	V		V		Personal and Career Development
21	Family Psychology		V	V		V		V			Family Psychology
											Family Research
											Family Empowerment

Determination of credits in each course is based on agreements between lecturers, such as the need to fulfill CPL and Graduate Profile, the urgency of the subject matter in the course or study material, and other issues.

VIII. COURSE STRUCTURE IN THE STUDY PROGRAM CURRICULUM

This section will explain the division of courses by group (national characteristics, university characteristics, faculty requirements, faculty elective requirements, and faculty electives). This presentation is followed by the curriculum structure and a curriculum map depicting the courses offered in each semester.

NATIONAL COMPULSORY COURSES				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Pancasila	UUW1624002	2	
2	Citizenship	UUW1624003	2	
3	Bahasa Indonesia	UUW1624004	2	
4	Religion: - Islam - Christian - Catholic - Hindu - Buddhist - Kong Hu Chu	 UUW1624011 UUW1624021 UUW1624031 UUW1624041 UUW1624051 UUW1624061	2	
NUMBER OF CREDITS			**8**	

COMPULSORY UNIVERSITY COURSES				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
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	
NUMBER OF CREDITS			**15**	

COMPULSORY FACULTY COURSES				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Child and Adolescent Developmental Psychology	KPS1624101	3	
2	Human Mental Processes and Functions	KPS1624102	2	
3	History and Schools of Psychology	KPS1624103	2	
4	Personal and Career Development	KPS1624104	2	
5	Scientific Writing	KPS1624105	2	

COMPULSORY FACULTY COURSES				
No	Subject	Subject Code	Credits	Prerequisite
6	Code of Ethics for Psychology	KPS1624106	2	
7	Psychology of Learning	KPS1624201	2	
8	Philosophy for Psychology	KPS1624202	3	
9	Social Psychology	KPS1624203	4	
10	Psychology of Adult Development and Adiyuswa	KPS1624204	2	KPS1624101
11	Biopsychologists	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 Interviews	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	
25	Human Resource Psychology	KPS1624405	2	
26	Family Research	KPS1624406	2	KPS1624306
27	Clinical Psychology	KPS1624407	3	
28	Training Engineering Design	KPS1624408	3	
29	Psychology of Entrepreneurship	KPS1624501	2	
30	Qualitative Research Methodology	KPS1624502	3	
31	Introduction to Intelligence Assessment	KPS1624503	3	

COMPULSORY FACULTY COURSES				
No	Subject	Subject Code	Credits	Prerequisite
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 Interventions	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	
NUMBER OF CREDITS			102	

ELECTIVE COURSES				
No	Subject	Subject Code	Credits	Prerequisite
1	Positive Parenting	KPS1624308	2	
2	Psychology of Religion	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	Psychology of Leadership	KPS1624411	2	
9	Psychology of Higher Education	KPS1624412	2	
10	Eastern Psychology	KPS1624413	2	
11	Assessment Center	KPS1624509	2	
12	Coaching in Education	KPS1624510	2	
13	Evaluation of Learning Outcomes	KPS1624511	2	
14	Introduction to Marriage Studies	KPS1624512	2	
15	Psychology of Playing	KPS1624513	2	
16	Health Psychology	KPS1624514	2	
17	Communication Psychology	KPS1624515	2	

ELECTIVE COURSES				
No	Subject	Subject Code	Credits	Prerequisite
18	Sports Psychology	KPS1624516	2	
19	Organizational Analysis and Development-Internship	KPS1624603	3	
20	Group and Mass Dynamics-Internship	KPS1624604	3	
21	Barriers to Internship Development	KPS1624605	3	
22	Community Mental Health-Internship	KPS1624606	3	
23	Optimizing Internship Development	KPS1624607	3	
24	Environmental Psychology-Internship	KPS1624608	3	
25	Marketing Psychology-Internship	KPS1624609	3	
26	Inclusive Educational Psychology-Internship	KPS1624610	3	
27	Positive Psychology-Internship	KPS1624611	3	
28	School Psychology-Internship	KPS1624612	3	
29	Forensic Psychology	KPS1624703	2	
30	Employment Psychology	KPS1624704	2	
31	Political Psychology	KPS1624705	2	
32	IT-Based Clinical Psychology Intervention Design	KPS1624706	2	

IX. LIST OF COURSE DISTRIBUTION EACH SEMESTER

SEMESTER 1				
No	Subject	Subject Code	Credits	Prerequisite
1	English 1		1	
2	Bahasa Indonesia		2	
3	Pancasila		2	
4	Internet of Things		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	Personal and Career Development	KPS1624104	2	
9	Scientific Writing	KPS1624105	2	

10	Code of Ethics for Psychology	KPS1624106	2	
NUMBER OF CREDITS			**20**	

SEMESTER 2				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	English 2		1	
2	Psychology of Learning	KPS1624201	2	
3	Philosophy for Psychology	KPS1624202	3	
4	Social Psychology	KPS1624203	4	
5	Psychology of Adult Development and Adiyuswa	KPS1624204	2	KPS1624101
6	Biopsychologists	KPS1624205	2	
7	Personality Psychology	KPS1624206	4	
8	Mental Health	KPS1624207	2	
NUMBER OF CREDITS			**20**	

SEMESTER 3				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	English 3		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 Interviews	KPS1624307	3	
9	**Elective courses**		2	
10	**Elective courses**		2	
NUMBER OF CREDITS			**24**	

SEMESTER 4				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Sport		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 Engineering Design	KPS1624408	3	
10	**Elective courses**		2	
NUMBER OF CREDITS			**23**	

SEMESTER 5				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Psychology of Entrepreneurship	KPS1624501	2	
2	Qualitative Research Methodology	KPS1624502	3	
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 Interventions	KPS1624508	3	
9	**Elective courses**		2	
NUMBER OF CREDITS			**23**	

SEMESTER 6				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	KKN		3	

2	Psychological Assessment Design	KPS1624601	3	KPS1624507
3	Psychological Intervention Design	KPS1624602	3	KPS1624508
4	Internship: Compulsory Course 1		3	
5	Internship: Compulsory Course 1		3	
6	Internship: Compulsory MK Interest 2		3	
7	Internship: Compulsory MK Interest 2		3	
NUMBER OF CREDITS			21	

SEMESTER 7				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Thesis Writing Techniques	KPS1624701	2	
2	Citizenship		2	
3	Religion		2	
4	Psychology of Nusantara	KPS1624702	2	
5	**Elective courses**		2	
NUMBER OF CREDITS			10	

SEMESTER 8				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Thesis		6	
NUMBER OF CREDITS			6	
TOTAL CREDITS			147	

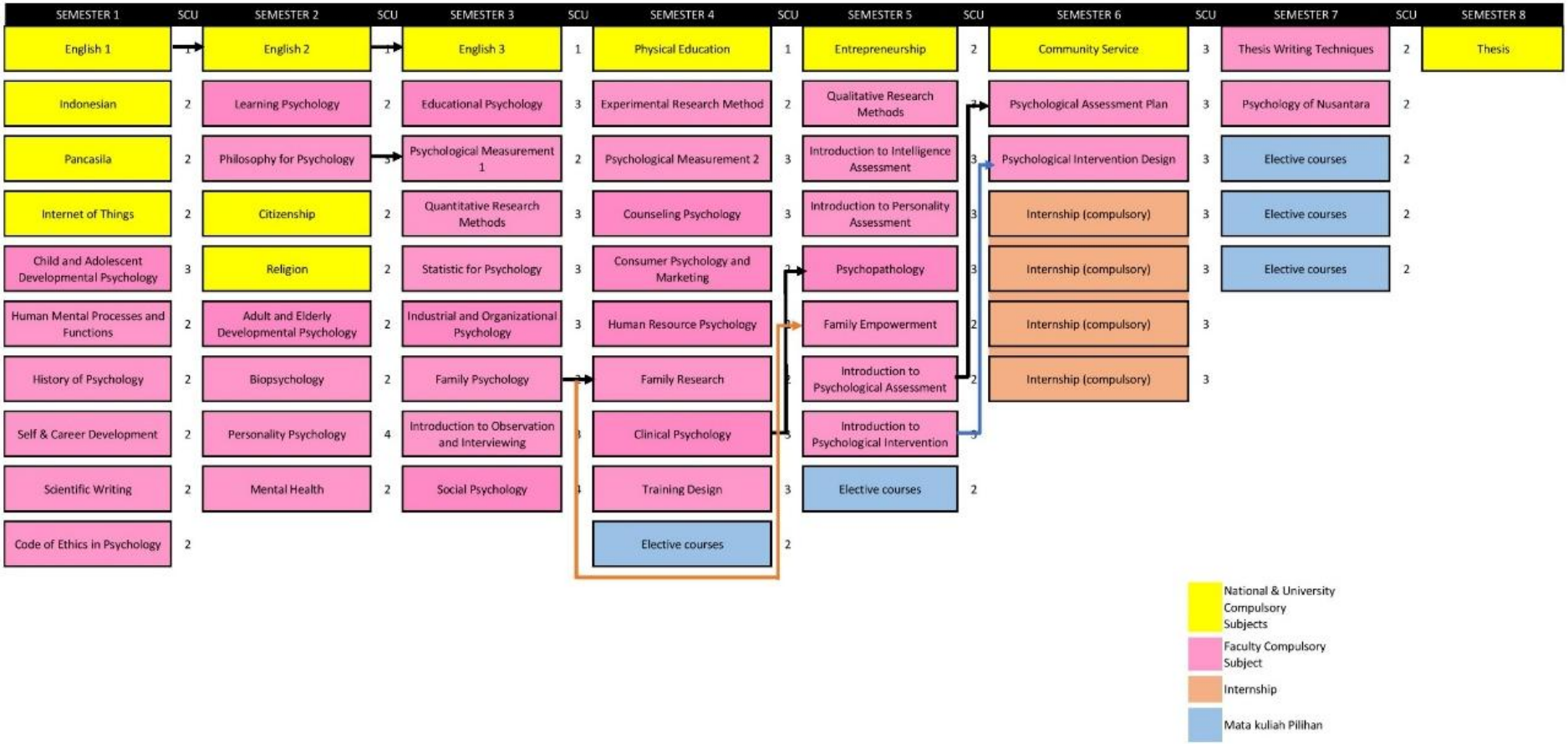
ELECTIVE COURSES

SEMESTER 3				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Positive Parenting	KPS1624308	2	
2	Psychology of Religion	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				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Psychogerontology	KPS1624409	2	
2	Islamic Psychology	KPS1624410	2	
3	Psychology of Leadership	KPS1624411	2	
4	Psychology of Higher Education	KPS1624412	2	
5	Eastern Psychology	KPS1624413	2	
SEMESTER 5				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Assessment Center	KPS1624509	2	
2	Coaching in Education	KPS1624510	2	
3	Evaluation of Learning Outcomes	KPS1624511	2	
4	Introduction to Marriage Studies	KPS1624512	2	
5	Psychology of Playing	KPS1624513	2	
6	Health Psychology	KPS1624514	2	
7	Communication Psychology	KPS1624515	2	
8	Sports Psychology	KPS1624516	2	
SEMESTER 6				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Organizational Analysis and Development-Internship	KPS1624603	3	
2	Group and Mass Dynamics-Internship	KPS1624604	3	
3	Barriers to Internship Development	KPS1624605	3	
4	Community Mental Health-Internship	KPS1624606	3	
5	Optimizing Internship Development	KPS1624607	3	
6	Environmental Psychology-Internship	KPS1624608	3	
7	Marketing Psychology-Internship	KPS1624609	3	
8	Inclusive Educational Psychology-Internship	KPS1624610	3	
9	Positive Psychology-Internship	KPS1624611	3	
10	School Psychology-Internship	KPS1624612	3	
SEMESTER 7				
No	**Subject**	**Subject Code**	**Credits**	**Prerequisite**
1	Forensic Psychology	KPS1624703	2	
2	Employment Psychology	KPS1624704	2	

3	Political Psychology	KPS1624705	2	
4	IT-Based Clinical Psychology Intervention Design	KPS1624706	2	

The 2024 Curriculum Map refers to the graph below:



x. SEMESTER LEARNING PLAN (RPS)

The Semester Learning Plan (RPS) refers to Permendikbudristek No. 53 of 2023, Learning Process Standards, Article 12. Learning process planning is an activity of formulating:

a. learning outcomes that are learning objectives;

b. how to achieve learning objectives through learning strategies and methods; and

c. how to assess the achievement of learning outcomes.

The RPS is compiled from the results of the learning plan, written in full for all courses in the Study Program, accompanied by other learning tools including: assignment plans, assessment instruments in the form of rubrics and/or portfolios, teaching materials, and others.
RPS Example Attached.

xi. LEARNING METHODS AND ASSESSMENT

Assessment is one or more processes of identifying, collecting and preparing data and evidence to evaluate the process and results of student learning in order to fulfill Graduate Learning Outcomes.

No	Subject	Maximum Constructive Alignment Level	Learning Methods	Evaluation Form
1	History and Schools of Psychology	Level 2	Lecturing; SGD	Evaluation
2	Philosophy for Psychology	Level 2	Lecturing; SGD	Evaluation
3	Biopsychologists	Level 2	Case-based; Presentation of material	Written exam
4	Human Mental Processes and Functions	Level 3	Application of theory; Presentation of material	Written exam
5	Personality Psychology	Level 3	Application of theory, case-based & discovery learning	Written exam
6	Child and Adolescent Developmental Psychology	Level 4	Lecturing; SGD; Contextual Instruction (Field Study)	Written exam; Field study evaluation (report, presentation)
7	Psychology of Adult Development and Adiyuswa	Level 4	Lecturing; SGD; Contextual Instruction (Field Study)	Written exam; Field study evaluation (report, presentation)
8	Positive Parenting	Level 4	Lecturing; SGD; Problem Based Learning	Written exam; PBL evaluation (report, presentation)

No	Subject	Maximum Constructive Alignment Level	Learning Methods	Evaluation Form
9	Psychology of Playing	Level 6	Lecturing; SGD; Project Based Learning	Written exam; Project evaluation (Report, Output, Presentation)
10	Psychogeriatrics	Level 4	Lecturing; SGD; Case Based Learning	Written exam; CBL evaluation (report, presentation)
11	Developmental Barriers	Level 6	Project Based Learning	Project Evaluation (Reports, Outputs, Presentations)
12	Optimizing Development	Level 6	Project Based Learning	Project Evaluation (Reports, Outputs, Presentations)
13	Women's Psychology	Level 4	Lecturing; SGD; Discovery Learning and Inquiri	Written exam; DLI evaluation (Report/Article, Presentation)
14	Mental Health	Level 4	Lecturing; SGD; Project Based Learning	Written Exam: paper test evaluating PBL, mental health portfolio, and psychoeducational media products for health.
15	Clinical Psychology	Level 3	Lecturing, case-based, presentation	Written exam; film analysis report
16	Psychopathology	Level 3	Lecturing, case-based, case film presentations	Written exam; film analysis report
17	Positive Psychology	Level 6	Project Based Learning	Project Evaluation (Reports, Outputs, Presentations)
18	Sports Psychology	Level 3	Lecturing, case-based, presentation	Written exam; case analysis report
19	Eastern Psychology	Level 2	Lecturing; Discovery Learning	Written exam; journal review
20	Forensic Psychology	Level 3	Lecturing, case-based, presentation	Lecturing, case-based, presentation
21	Health Psychology	Level 3	Lecturing, case-based, presentation	Lecturing, case-based, presentation
22	IT-Based Clinical Psychology Intervention Design	Level 4	Lecturing; SGD; Project Based Learning	Project Evaluation (Reports, Outputs, Presentations)
23	Community Mental Health	Level 6	Project Based Learning	Project Evaluation (Reports, Outputs, Presentations)
24	Social Psychology	Level 2	Lecturing; SGD	Evaluation
25	Indonesian Psychology	Level 2	Lecturing; SGD	Evaluation
26	Communication Psychology	Level 2	Lecturing; SGD	Evaluation

No	Subject	Maximum Constructive Alignment Level	Learning Methods	Evaluation Form
27	Political Psychology	Level 2	Lecturing; SGD	Evaluation
28	Islamic Psychology	Level 2	Lecturing; SGD	Evaluation
29	Group and Mass Dynamics	Level 4	Lecturing; SGD	Evaluation
30	Environmental Psychology	Level 4	Lecturing; SGD	Evaluation
31	Introduction to Marriage Studies	Level 3	Lecturing; SGD	Evaluation
32	Industrial and Organizational Psychology	level 2	SGD, Discovery learning	evaluation test
33	Consumer Psychology and Marketing	level 4	SGD, PBL	project based, case study, evaluation test
34	Human Resource Psychology	level 3	SGD, Discovery learning	Case study, evaluation test
35	Psychology of Entrepreneurship	level 6	PBL	project based evaluation
36	Employment Psychology	level 4	SGD	case study, evaluation test
37	Occupational Health and Safety Psychology	level 4	SGD	case study, evaluation test
38	Assessment Center	level 6	PBL	Project based evaluation
39	Organizational Analysis and Development	Level 6	PBL	Project based evaluation
40	Marketing Psychology	Level 5	PBL	case study evaluation
41	Psychology of Leadership	Level 3	SGD	evaluation test
42	Psychological Statistics	Level 3	PBL; CBL	case study, evaluation test
43	Quantitative Research Methods	Level 6	PjBL	Project based evaluation
44	Experimental Research Methodology	Level 6	PjBL	Project based evaluation
45	Qualitative Research Methods	Level 6	Project-based	Presentation; Evaluation of research results
46	Thesis Writing Techniques	Level 6	Project-based	Presentation
47	Thesis	Level 6	Project-based	Presentation; Evaluation of research results
48	Psychological Measurement 1	Level 2	Lecturing; SGD	Evaluation

No	Subject	Maximum Constructive Alignment Level	Learning Methods	Evaluation Form
49	Psychological Measurement 2	Level 6	Project-based	Presentation; Evaluation of research results
50	Introduction to Observation and Interviews	Level 6	Lecturing, Presentation of material and cases	Written exam; OBSIN results report
51	Introduction to Intelligence Assessment	Level 3	Lecturing, Role play	Simulation; evaluation test
52	Introduction to Personality Assessment	Level 3	Lecturing, Role play	Simulation; evaluation test
53	Introduction to Psychological Assessment	Level 3	SGD	Evaluation test
54	Psychological Assessment Design	Level 6	Project-based	Presentation; Evaluation of research results
55	Introduction to Psychological Interventions	Level 3	SGD	Evaluation test
56	Advanced Psychological Design	Level 6	Project-based	Presentation; Evaluation of research results
57	Counseling Psychology	Level 3	Lecturing, Role play	Simulation; evaluation test
58	Educational Psychology	Level 2	Lecturing; SGD	Evaluation
59	Evaluation of Learning Outcomes	Level 2	Lecturing; SGD	Evaluation
60	Information Technology in Education	Level 2	Lecturing; SGD	Evaluation
61	Educational Psychology for Children with Special Needs	Level 2	Lecturing; SGD	Evaluation
62	School Psychology	Level 2	Lecturing; SGD	Evaluation
63	Coaching in Education	Level 2	Lecturing; SGD	Evaluation
64	Psychology of Higher Education	Level 2	Lecturing; SGD	Evaluation
65	Psychology of Learning	Level 2	Lecturing; SGD	Evaluation
66	Training Engineering Design	Level 6	PBL	project based evaluation
67	Scientific Writing	Level 3	Application of material, Lecturing	Evaluation test

No	Subject	Maximum Constructive Alignment Level	Learning Methods	Evaluation Form
68	Code of Ethics for Psychology	Level 4	Case-based learning	Case analysis, written exam
69	Personal and Career Development	Level 2	Lecturing; SGD	Evaluation
70	Family Psychology	Level 2	Lecturing; SGD	Evaluation
71	Family Research	Level 4	Case-based learning	Case analysis, written exam
72	Family Empowerment	Level 2	Lecturing; SGD	Evaluation

XI.1. RUBRIC

A rubric is a guide or assessment guideline that describes the desired criteria in assessing or ranking the results of student learning performance.

Example 1.

GRADE	SCORE	ASSESSMENT CRITERIA
Very Poor	< 20	The presented design is disorganized and does not solve the problem.
Poor	21 – 40	The presented design is organized but fails to adequately solve the problem.
Fair	41 – 60	The presented design is systematic and solves the problem, but lacks implementability.
Good	61 – 80	The presented design is systematic, solves the problem, and is implementable, but lacks innovation.
Excellent	> 81	The presented design is systematic, solves the problem, is implementable, and innovative.

Example 2.

Aspect / Dimension	Very Poor (< 20)	Poor (21-40)	Fair (41-60)	Good (61-80)	Excellent (≥ 81)
Organization	No clear organization. Facts are not used to support statements.	Sufficiently focused, but lacks enough evidence to draw conclusions.	Presentation has a focus and provides some evidence to support conclusions.	Well-organized; presents convincing facts to support conclusions.	Well-organized; presents facts supported by analyzed examples according to concepts.
Content	Content is inaccurate or too general. Listeners learn nothing or it is misleading.	Content is inaccurate because it lacks factual data and does not increase listener understanding.	Content is generally accurate but incomplete. Listeners learn some implicit facts but no new insights.	Content is accurate and complete. Listeners gain new insights into the topic.	Content is capable of inspiring listeners to expand their thoughts.
Presentation Style	Speaker is anxious, uncomfortable, and reads notes rather than speaking. Audience is ignored. No eye contact.	Relies on notes; no ideas developed outside of notes; monotonous voice.	Speaker is generally calm but speaks in a flat tone and relies quite often on notes. Occasional eye contact.	Speaker is calm, uses correct intonation, speaks without relying on notes, and interacts intensely with the audience. Consistent eye contact.	Speaks with enthusiasm, spreading energy and excitement to the audience.

XII. CURRICULUM MANAGEMENT & IMPLEMENTATION MECHANISM

This section explains the management and implementation mechanisms of the curriculum based on the Quality Assurance System. The Internal Quality Assurance System of Diponegoro University (SPMI UNDIP) refers to the Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education. At the university level, the cycle of Determination, Implementation, Evaluation, Control and Development of Quality Assurance is carried out by the Institute for Development and Quality Assurance of Education (LP2MP). The implementation of SPMI at the Faculty level is carried out by the Faculty Quality Assurance Team (TPMF) and at the Psychology Undergraduate Study Program by the Quality Assurance Group (GPM).

The SPMI policy document refers to the university-level policy, namely UNDIP Rector Regulation No. 22 of 2016 concerning the Internal Quality Assurance System of Diponegoro University and is implemented continuously at the faculty level. The scope of the internal quality assurance system consists of the development and implementation of quality standards and audits in the fields of: a. education; b. research; c. community service; d. student affairs. The SPMI policy of the Faculty of Psychology applies to all units within the faculty and all levels of education, in this case the management of the S1 Psychology program as the implementer of the policy.

In implementing the Determination, Implementation, Evaluation, Control and Development of Standards (PPEPP), UNDIP sets out in a Quality Manual which includes the SPMI policy manual, SPMI determination manual, SPMI Implementation manual, SPMI Control Manual, and SPMI Development Manual. The SPMI Research and Community Service policy refers to the guidelines from the Institute for Research and Community Service (LPPM). The quality manual then becomes a reference for the Faculty of Psychology in determining the Faculty's SPMI policy implemented by the Psychology Undergraduate Program.

XIII. CLOSING

This curriculum document aims to improve the quality of learning for students in the Psychology undergraduate program. While this curriculum is far from perfect, improvements and feedback are continually provided throughout its implementation to achieve the program's objectives. With collaboration from various parties, including faculty, students, educational staff, alumni, partners, and experts, the Psychology undergraduate program can produce graduates who are beneficial to society.

Notes:

1. **Study Program Graduate Learning Outcomes (CPL-PRODI)**is the ability possessed by each graduate of the PRODI which is the internalization of attitudes, mastery of knowledge and skills according to the level of the study program obtained through the learning process.
2. **CPL** The subjects assigned to the course are several learning outcomes of study program graduates (CPL-PRODI) which are used to form/develop a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Course CP (CPMK)**) is a capability that is specifically described from the CPL assigned to the course. CPMK must show the level of breadth and depth of learning material and refer to the related CPL and consist of cognitive, psychomotor, and affective domains according to the elements of attitude, general skills, knowledge, and specific skills targeted.
4. **Sub-CP Course (Sub-CPMK)**is a capability that is specifically described from CPMK that can be measured or observed and is the final capability planned at each stage of learning, and is specific to the learning material of the course.
5. **Learning materials**is a breakdown or description of the study material which can be presented in the form of several main and sub-main topics.
6. **Assessment indicators**The ability in the process and results of student learning is a specific and measurable statement that identifies the ability or performance of student learning results accompanied by evidence.
7. **Evaluation Criteria**A benchmark is a standard used as a measure or yardstick for learning achievement in an assessment based on established indicators. Assessment criteria serve as a guide for assessors to ensure consistent and unbiased assessments. Criteria can be quantitative or qualitative.
8. **Assessment weight**is the percentage of assessment of each sub-CPMK achievement, the amount of which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
9. **Learning form**: Lectures, Responses, Tutorials, Seminars or equivalent, Practicals, Studio Practicals, Workshop Practicals, Field Practicals, Student Exchanges, Internships, Entrepreneurship, Research, Community Service and/or other equivalent forms of learning.
10. **Learning methods**: *Small Group Discussion*, *Role-Play & Simulation*, *Discovery Learning*, *Self-Directed Learning*, *Cooperative Learning*, *Collaborative Learning*, *Contextual Learning*, *Project Based Learning*, and other equivalent methods.
11. **Instructional Media**interpreted as a physical means to convey content or learning materials such as books, films, videos, slides, and so on.. In this column, you canContains information on the learning media used, the contents can be Offline/Mixed/Online

    Offline (Outside Network): media used without using media*e-learning*
    Mixture (*Blended Learning*) : lectures using a combination of media*e-learning*face to face
    Online (Online): lectures using media*e-learning*completely
12. **Student learning experience**is an activity carried out by students which is designed by lecturers so that the person concerned has the specified abilities, such as giving assignments, surveys, compiling papers, comparative studies, practice
13. **Reference:**contains reference information used in a particular meeting, complete with detailed information such as chapters and/or pages.
14. **Time Allocation.** For the duration of implementation, you can refer to the study load provisions as follows: A study load of 1 (one) semester

credit unit is equivalent to 45 (forty-five) hours per semester.