

ACADEMIC DRAFT
OUTCOME-BASED EDUCATION CURRICULUM
PSYCHOLOGY STUDY PROGRAM (MASTER)



PSYCHOLOGY STUDY PROGRAM (MASTER)
FACULTY OF PSYCHOLOGY
UNIVERSITAS PADJADJARAN
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PREFACE

Praise to the presence of Allah Subhanahu Wa ta'ala, God Almighty, that this Academic Draft of Outcome-Based Education (OBE) Curriculum of Psychology Study Program (Master of Science), Faculty of Psychology, Universitas Padjadjaran can be completed. This academic paper has been successfully compiled by the Master of Psychology Study Program and the OBE Curriculum Adhoc Team in order to build a solid foundation in the development of a new curriculum that will be implemented in Master's Program at the Faculty of Psychology, Universitas Padjadjaran starting the 2020/2021 academic year. This OBE curriculum development also aims to improve the education quality of the Master of Psychology Study Program in order to achieve Outstanding and International qualifications.

The preparation of OBE Curriculum for the Master of Psychology Study Program refers to the Indonesian National Qualifications Framework (INQF), Agreement of the Indonesian Association of Higher Education Institutions of Psychology (AP2TPI), as well as Universitas Padjadjaran policies.

This Academic Draft serves as a guide for the implementation of the OBE curriculum in 2020/2021 Academic Year which has undergone changes in terms of Graduate Learning Outcomes (GLO) which refers to the change in the new Academic Vision, along with adjustments to all study materials which become Course Units and the number of Credits, adjustment to learning strategies (Blended Learning), as well as the process of evaluating/assessing the teaching and learning activities.

On this occasion, the Master of Psychology Study Program and the OBE Curriculum Adhoc Team extend gratitude to several parties who have facilitated, encouraged and assist the completion of this Academic Draft, the Honorable:

1. Dean of the Faculty of Psychology, Universitas Padjadjaran
2. Deputy Dean I of the Faculty of Psychology, Universitas Padjadjaran
3. Deputy Dean II of the Faculty of Psychology, Universitas Padjadjaran
4. Chair, Secretary and members of the Senate of the Faculty of Psychology, Universitas Padjadjaran
5. Witriani, M.Psi., Ed.S., Psychologist as a Resource Person
6. Related Managers in the Faculty of Psychology, Universitas Padjadjaran

and also to all resource persons that we cannot mention one by one.

Hopefully this Academic Draft will be very beneficial for the interests of the Faculty of Psychology Unpad (Universitas Padjadjaran) in general and for the operationalization of the Graduate Program in Psychology in particular.

Regards,

OBE Curriculum Development Team for Master of Psychology Study Program, Faculty of Psychology Unpad:

Dr. Marina Sulastiana, M.Si., Psychologist (Head of Psychology Study Program- Postgraduate)

Dr. Efi Fitriana, M.Si.

Dra. Marisa F Moeliono, M.Pd., Psychologist

Rezki Ashriyana, M.Psi., Psychologist

Miryam Wedyaswari, M. Psi., Psychologist

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CHAPTER I INTRODUCTION

1.1 Background

Master of Psychology Study Program, Faculty of Psychology, Universitas Padjadjaran is an institution that offers a graduate study program (Master's) which is a continuation from undergraduate program (Bachelor) either linear from Bachelor of Psychology, as well as multi-disciplinary or nonlinear, graduating from other Bachelor's degrees than psychology. For those who hold a Bachelor's degree in Psychology, they can continue to a doctoral program in psychology.

In the era of globalization, the world of education is challenged to produce human resources who are expected to be able to play a global role. As the establishment of the ASEAN Economic Community (AEC) at the end of 2015, higher education institutions in Indonesia as incubators and also human resource developers should evaluate the education curriculum to match the demands of the global market, so that higher education graduates have competencies that can respond to changing demands of the world of work, development of science, technology and art, world of work, profession. At the present time, the types of work in various fields grow rapidly with numerous variations, including the field of psychology. The world of work requires graduates of the master's program in psychology who are ready to work, capable of adapting to the work environment, and have the competencies required by the job.

Master of Psychology Study Program at Universitas Padjadjaran has a goal in accordance with the vision of the Faculty of Psychology of Universitas Padjadjaran "to be an outstanding higher education institution in regional (2018-2022) and international (2023 – 2027) levels in science development and application of psychology for the welfare of mankind". Meanwhile, the Mission of the Faculty of Psychology at Universitas Padjadjaran is to produce academics who are professional, competent, competitive and uphold academic and professional ethics. The Master's in Psychology graduates are expected to be capable of applying psychological concepts and implement them in applied fields according to their scientific background.

Higher education is responsible for directing students to actively develop self-potential in order to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Law No. 12 of 2012 on Higher Education). Following and responding to developments of technology, in order to narrow the gap between learning in education and human resources' needs in the community world of work, UNPAD's Psychology Study Program directs itself to apply the Outcome-Based Education (OBE) approach, an approach that emphasizes a sustainable learning process in an innovative, interactive and effective manner. (Harden R.M., 2007, Outcome-Based Education: the future is today, *Med Teach.* 29(7):625–629, doi:10.1080/01421590701729930). This OBE approach is seen in the curriculum design in terms of formulation of objectives, and learning outcomes, educational strategies, design of learning methods, assessment procedures and the educational environment itself (Harden R.M., 1999, AMEE Guide No. 14: Outcome-based education: Part 1-An introduction to outcome-based education, *Med Teach*, 21(1):7–14, doi:10.1080/01421599979969.).

In line with the *Merdeka Belajar* (Independent Learning) Policy – *Kampus Merdeka* (Independent Campus) launched by the Minister of Education and Culture in Permendikbud (Regulation of the Minister of Education and Culture) Number 3 of 2020. Through this policy, it is expected that students who are currently studying in universities must be prepared to become true learners who are skilled, flexible, and tenacious (agile learner). This policy complements the legal basis of education

implementation stipulated in Law Number 20 of 2003 on the National Education System and Law Number 12 of 2012 on Higher Education.

Changes in the higher education curriculum in Indonesia occur following current developments, which initially focused on solving the university's internal problems with the target mastery in science and technology (Decree of the Minister of National Education) Number 056/U/1994), then it develops with an emphasis on the cultural context and human development comprehensively and worldwide by producing cultured graduates who are capable of participating in international world. The new curriculum signs are then enacted and stated in the Decree of the Minister of National Education Number 232/U/2000 concerning Guidelines for Higher Education Curriculum Preparation and Student Learning Outcomes Assessment which are then completed in the Decree of the Minister of National Education Number 045/U/2002 regarding The Higher Education Core Curriculum replaces the Decree of the Minister of National Education No. 056/U/1994. These curriculum series are referred to as the content-based curriculum (KBI) which then shifts to the competency-based curriculum (KBK). The spirit of the Decree of the Minister of National Education Number 232/U/2000 is to give flexibility and freedom to be creative for every university in developing curriculum according to their respective interests and potential. Every university can explore its potential to be the best and exceed the intended quality standards.

In 2013, the government through the Minister of Education and Culture of the Republic of Indonesia issued a Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 on the Implementation of the Indonesian National Qualifications Framework (INQF) in the Higher Education Sector. In implementing the INQF in the field of higher education, universities have functions and duties (Article 10 Paragraph 4):

- a. Each study program is required to compile a description of learning outcomes that at least refers to INQF in the field of higher education according to the level;
- b. Each study program is required to develop a curriculum, implement, and evaluate its implementation referring to the INQF in the field of higher education in accordance with policies, regulations, and guidelines regarding the curriculum development for study programs as referred to in paragraph 3 letter b;
- c. Each study program is required to develop an internal quality assurance system to ensure the fulfillment of study program learning outcomes.

The Faculty of Psychology as part of Universitas Padjadjaran also has the same role in meeting user demands by reviewing the academic vision of the study programs based on roots of knowledge and the characteristics of the Psychology Study Program compared with other psychology study programs, both in Indonesia and regionally – internationally. The curriculum of the Psychology Study Program at the undergraduate and graduate level also refers to the Decree of the Indonesian Association of Higher Education Institutions of Psychology (AP2TPI) Number 01/Kep/AP2TPI/2019. To highlight the outstanding characteristics of the study program, it is necessary to conduct a tracer study, analyze graduate profiles, and formulate competencies that need to be achieved by graduates as the basis for developing higher education curriculum. The developed curriculum will be able to produce graduates of Master of Science programs that are competitive in accordance with market needs.

1.2 Goal

This academic draft aims to build a solid foundation for developing a new curriculum that will be implemented in the Master's Programs, Faculty of Psychology, Universitas Padjadjaran starting the 2020/2021 academic year, under the provisions which include the policy of Independent Learning –

Independent Campus, Higher Education Curriculum (KPT), Indonesian National Qualifications Framework (INQF), Decree of the Indonesian Association of Higher Education Institutions of Psychology (AP2TPI), in accordance with the OBE approach and Universitas Padjadjaran policies .

CHAPTER II LEGAL BASIS AND URGENCY

2.1 Law

- a) Law of the Republic of Indonesia Number 20 of 2003 on the National Education System
- b) Law of the Republic of Indonesia Number 12 of 2012 on Higher Education
- c) Law of the Republic of Indonesia Number 36 of 2014 on Health Workers

2.2 Presidential Regulation

- a) Government Regulation of the Republic of Indonesia Number 51 of 2015 on Statute of Universitas Padjadjaran
- b) Government Regulation of the Republic of Indonesia Number 80 of 2014 on Stipulation of Universitas Padjadjaran as a Legal Entity State University (PTNBH)
- c) Presidential Regulation of the Republic of Indonesia Number 8 of 2012 on Indonesian National Qualification Framework (INQF)
- d) Government Regulation of the Republic of Indonesia Number 66 of 2010 on Amendment to Government Regulation Number 17 of 2010 on the Management and Implementation of Education
- e) Government Regulation Number 19 of 2005 on National Standards for Higher Education

2.3 Regulation of the Minister of National Education

- a) Regulation of the Minister of Education and Culture Number 3 of 2020 on National Standards for Higher Education
- b) Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 on National Standards for Higher Education
- c) Regulation of the Minister of Education and Culture Number. 49 of 2014 on National Standards for Higher Education (Revised)
- d) Regulation of the Minister of Education and Culture Number 73 of 2013 on Implementation of INQF in Higher Education Sector
- e) Regulation of the Minister of Education and Culture Number 50 of 2014 on Quality Assurance System of Higher Education
- f) Regulation of the Minister of Education and Culture Number 5 of 2020 on Accreditation of Study Program and Higher Education
- g) Regulation of the Minister of Education and Culture Number 87 of 2014 on Accreditation
- h) Regulation of the Minister of Education and Culture Number 81 of 2014 on Diploma and Diploma Supplement
- i) Decree of the Minister of National Education Number 045/U/2002 on Higher Education Core Curriculum
- j) Decree of the Minister of National Education Number 232/U/2000 on Guidelines for Higher Education Curriculum Preparation and Student Learning Outcomes Assessment

2.4 Decree of the Indonesian Association of Higher Education Institutions of Psychology (AP2TPI)

The AP2TPI decision used for developing the outcome-based curriculum is Decree Number 02/Kep/AP2TPI/2019 on amendment to the Decree of the Indonesian Association of Higher Education Institutions of Psychology (AP2TPI) NUMBER 01/Kep/AP2TPI/2014 on the core curriculum of psychological science study program at the master's level.

2.5 Rector's Regulation/Rector's Decree on the Vision and Mission of the University and Faculties

- a) Universitas Padjadjaran Strategic Plan 2020-2024

- b) Decree of Dean of Faculty of Psychology, Universitas Padjadjaran Number: 149/UN6.I/Kep/OT/2020 on Vision, Mission, Objectives, and Strategic Plans of Faculty of Psychology of Universitas Padjadjaran 2020-2024 Period.
- c) Decree of Dean of Faculty of Psychology, Universitas Padjadjaran Number: SK836/UN6.I/KEP/EP/2021 on June 15, 2021 on Vision and Mission of Study Programs

CHAPTER III
DOCUMENT OF OUTCOME-BASED CURRICULUM OF MASTER OF PSYCHOLOGY STUDY
PROGRAM
FACULTY OF PSYCHOLOGY, UNIVERSITAS PADJADJARAN

3.1 Study Program Identity

Based on the Decree of Dean of Faculty of Psychology, Universitas Padjadjaran Number: SK836/UN6.I/KEP/EP/2021 On June, 15 2021, Master of Psychology Study Program, Faculty of Psychology Universitas Padjadjaran has a vision to become a higher education institution in organizing master's programs in Psychology that is acknowledged nationally and internationally as a research-based institution with a multi-disciplines approach in order to develop knowledge and apply psychological studies as an effort to improve human welfare. While its mission is to provide education and teaching of psychology at the master's level which refers to recent development and application of psychological science to produce graduates who are capable of working Nationally and Internationally, to produce psychological research by including the application of other sciences that becomes a reference for the development of science nationally and internationally, to contribute to the improvement of individuals, groups, or communities welfare through ideas from research results and/or service activities that are scientific and applicable. This study program accepts prospective students from various disciplines to provide an understanding of basic and comprehensive psychological concepts for the development and application of psychology and other sciences through quantitative and qualitative research. The Master of Psychology Study Program can be completed within four semesters or two years **with a Master's degree in Psychology (M.Psi)**

3.2 Curriculum Evaluation and Tracer Study

One of the basic directions for developing the Master of Psychology Study Program curriculum is through analysis of results of the Tracer Study on graduates. Based on these results, an important overview regarding the urgency of developing Outcome Based Education (OBE)-based curriculum is obtained. The current educational process has used lecture, demonstration and discussion methods on cases or problems related to course units. These methods provide adequate knowledge to students, however apparently it is far from enough. Based on tracer study assessment, in addition to lectures and discussions, students require participation in a larger research project than the current educational process. When compared to alumni assessment regarding the competencies possessed at graduation and the actual needs, the ability to publish scientific research has a larger gap compared to other competencies. This includes the ability to communicate and publish scientific research results both nationally and internationally.

The relevance between the teaching content and the methods used is closely related to its usefulness with the graduates' occupations. The types of occupation vary from educational personnels in public and private higher education institutions, consultants at institutions or private organizations, researchers and entrepreneurs. According to the results of deeper analysis, it can be concluded that in every profession that is involved, the provision of understanding of psychological concepts is an important thing that can be used by alumni to be capable of displaying their optimized task performance. Study materials related to this case include knowledge and ability in conducting psychological assessments, psychological measurements, and psychological interventions. Certainly, this considers the code of ethics for graduates of the

Master of Psychology in performing tasks. Therefore, it is necessary to have clear boundaries between rights and authorities for graduates to be in line with ethics.

In addition to the findings analysis based on the objective data, the results of studies and evaluations are also considered regarding the implementation of education from lecturers and organizers. Therefore, emphasis on study materials that can enrich the ability to conduct research, identify development needs in improving human welfare, conduct relevant development programs to the evaluation of their effectiveness becomes the main point in the development of the OBE curriculum applied in the Master of Psychology Study Program.

3.3 Formulation of Vision, Mission, Objectives, Strategy, and University Values

3.3.1 Vision of Universitas Padjadjaran

Unpad's vision in the 2020-2024 Strategic Plan is to “Achieve a World Reputable University and be Impactful on Society” which is based on the Principal Scientific Pattern “Foster Noble Law and Environment”. The world's reputation is needed for the sustainability of Unpad's existence at international level in ensuring the quality of the three pillars of higher education. The indicators of a world reputable university are as follows:

1. Possess the ability to build an education and teaching ecosystem, as well as conduct research that produces competent human resources, excellent graduates (competent, competitive, decent, and productive), and produce reputable research results at the international level;
2. Possess the ability to build a partnership system with industry and business to support the quality and relevance of teaching and research activities with international standards;
3. Possess the ability to quickly adapt and innovate to face development of science and technology at the international level;
4. Possess the ability to implement governance that meets international standards in carrying out the Three Pillars of Higher Education and supporting activities;

University that has an impact on society is the university that can improve the quality of higher education, support education for all circles, support law enforcement and the environment, economic growth, social security and cultural preservation.

3.3.2 Mission of Padjadjaran University

1. **Realizing** academic excellence and obtaining national and international recognition;
2. Improving relevance and innovation in education, research and service to the society;
3. **Realizing** independence by capitalizing on internal resources and strategic partnerships;
4. Improving Unpad's contribution in solving problems that have an impact on the welfare of people of West Java and Indonesia;
5. Building a leadership with a collective, professional, and upstanding character in the University's sustainability management.

3.3.3 Objectives of Universitas Padjadjaran

As Unpad Vision 2020-2024, strategic goals are set to be achieved as follows:

1. Attaining sustainable productivity of human resources (HR) and institutions respond to global change;
2. Attaining internationally competitive graduates who are decent and respect local culture;
3. Achieving outstanding research and innovation results that are internationally recognized based on Principal Scientific Patterns;
4. Achieving institutional independence supported by good governance and strategic partnerships at home and abroad;
5. Achieving increased contributions to the development of West Java and Indonesia based on the quality and relevance of science, technology, and innovation development; **Unpad achieves recognition as a reputable international university.**

3.3.4 Vision of the Faculty of Psychology, Universitas Padjadjaran

Year 2020 – 2024: Becoming an international standard higher education institution in the development of science and the application of psychology for the welfare of mankind.

3.3.5 Mission of the Faculty of Psychology, Universitas Padjadjaran

1. Implementing *Pentadharma* (Five Pillars) (teaching, research, community service, student activities and partnerships) that are integrated, capable of fulfilling the demands of community as users of higher education services and be competitive regionally;
2. Conducting the development of psychological sciences which is internationally competitive, relevant to the demands of science and technology development, and the needs of the community through strategic partnerships;
3. Organizing professional and accountable management of *caturdharma* (four pillars) to increase the trust and image of the Faculty of Psychology;
4. Creating academics who possess leadership traits and orient themselves towards the nobility of local culture, national culture in the diversity of world cultures, as well as psychological ethics.

3.3.6 Vision of the Master of Psychology Study Program, Faculty of Psychology, Universitas Padjadjaran

YEAR 2021 – 2025: Becoming a higher education institution in organizing master's programs in Psychology that is acknowledged nationally and internationally as a research-based institution with a multi-disciplines approach in order to develop knowledge and apply psychological studies as an effort to improve human welfare.

3.3.7 Mission of the Master of Psychology Study Program, Faculty of Psychology, Universitas Padjadjaran

1. Organizing education and teaching of psychology at the master's level refers to the development and application of the latest psychological science to produce graduates who are capable of working nationally and internationally.

2. Producing psychological research by including the application of other sciences that become a reference for the development of science nationally and Internationally.
3. Contribute to the improvement of the welfare of individuals, groups, or the community through ideas generated from research results and/or service activities that are scientific and applicable.

3.3.8 Academic Vision of the Master of Psychology Study Program, Faculty of Psychology, Universitas Padjadjaran

Psychology is the science that studies human behavior and the background of its mental processes. In studying human behavior, the psychology master's program at Universitas Padjadjaran emphasizes efforts to analyze and solve human behavior problems through research integrated with other disciplines in order to improve human welfare.

Program Educational Objectives (PEO) of the Master of Psychology Study Program are to produce graduates who:

1. Possess high moral integrity; appreciate the diversity of values, social, and cultural; and are responsible in accordance with the demands of the profession and the effective code of ethics.
2. Master knowledge in the field of Psychology and integrate it into other disciplines to contribute to the welfare of society.
3. Are capable of managing research and its development that is beneficial to the community and psychological discipline and capable of attaining national and/or international recognition for their work.
4. Are capable of solving problems in the community through the contribution of ideas generated from innovative and current research results, and involve in scientific service activities.
5. Possess motivation and commitment to sustainable self-development (continuous development) in their field of science and profession.

3.4 Graduate Profiles and Competencies

3.4.1 Graduate Profiles

1. **EDUCATOR (Lecturer and Teacher)**
Definition: graduates who become professional educators and scientists in their fields by utilizing the knowledge and principles of psychology in accordance with their main tasks
2. **RESEARCHER**
Definition: Graduates who manage inter- and multidisciplinary psychological research in order to develop knowledge and/or solving community problems and attaining recognition through scientific publications in national or international scope
3. **HR DEVELOPMENT**
Definition: Graduates who work as strategy developers, program designers in order to optimize the capacity of individuals, communities/society and organizations/industry through integration of psychological principles and other disciplines (including the role as managers).

4. NON-CLINICAL PSYCHOLOGICAL CONSULTANT

Definition: Graduates who work to provide instructions/considerations/recommendations to solve non-clinical psychological and non-psychological problems by integrating psychological principles and other disciplines.

5. ENTREPRENEUR

Definition: Graduates who build and develop a business/business to produce innovative products or services by integrating psychological principles, other disciplines and technology.

3.4.2 Analysis of Graduate Competencies

3.4.2.1 Formulation of Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO) are formulated based on competencies of graduate profiles which are then adjusted to Permendikbud Number 3 of 2020 on National Standards for Higher Education (NSHE), INQF Level 8, along with the provisions of AP2TPI. Graduate Learning Outcomes include three domains set out in the National Standards for Higher Education, namely the domain of attitude, knowledge, and skills. In the following table, the details of GLO in the Master of Psychology Study Program are provided.

Table 1. GPO of Master of Psychology Study Program

Graduate Capability Qualifications	Minimum Learning Outcomes of Master of Psychology (As Baseline)	Program Learning Outcomes of Master of Psychology Study Program
ATTITUDE	Uphold human values in job performance based on religion, morals, ethics. (NSHE)	PLO 1: Demonstrate awareness of the role of a psychological scientist according to authority and responsibilities under the Indonesian Psychology Code of Ethics. PLO 2: Implement psychology code of ethics by considering code of ethics in other disciplines to solve problems and improve human welfare.
	Demonstrate responsibilities towards a manner of work in the area of expertise independently. (NSHE)	
	Internalize the values, norms, and academic ethics. (NSHE)	
	Capable of taking responsibility for work results based on Indonesian Psychology Code of Ethics (AP2TPI - Ethics in Psychology)	
	Capable of demonstrating behavior based on moral values of respecting differences according to empathy and equality. (AP2TPI - Moral Values)	
KNOWLEDGE	Capable of describing human behavior according to socio-cultural context at the level of individuals, groups, communities, and organizations by utilizing	PLO 3: Analyze psychological theories & concepts,

	psychological concept and theory that refer to a cross-disciplinary approach	psychological measurement, psychological research methods, non-clinical psychological interventions and correlate them to concepts in other fields of science.
	Capable of understanding the basics of qualitative and quantitative research and mastering research design. (AP2TPI)	
	Capable of criticizing and comparing various concepts, models, and approaches related to psychology. (AP2TPI)	
	Capable of mastering the principles of data, technology, and humanity literacy for human problem-solving. (AP2TPI)	
SKILLS I	Capable of developing logical, critical, systematic, and creative thinking through scientific research (NSHE)	PLO 4: Design and manage basic research or applied research (action research) using approaches of psychology and other sciences in an integrated and innovative way, focuses on the current science and technology
	Capable of identifying scientific fields as the object of research and put them in the research roadmap (NSHE)	
	Capable of documenting, saving, and securing and retrieving the data of research results in order to ensure validity and prevent plagiarism. (NSHE)	
	Capable of developing knowledge, technology, and/or art within their scientific expertise or professional domain through research to produce innovative and tested creations. (INQF Generic Description 1, Level 8, First Paragraph).	
	Capable of solving science, technology, and/or art problems within their scientific expertise through inter- or multidisciplinary approaches . (INQF Generic Description 1, Level 8)	
	Capable of mastering the technique of observation, interview, and the use of psychological instruments under the Indonesian Psychology Code of Ethics especially for the significance of science, and understanding of human behavior and problem solving. (AP2TPI-Assessment)	
	Capable of applying the principles of data literacy through the use of technology for the study of science and problem solving for human welfare. (AP2TPI-Data Literacy & Technology)	
	Capable of conducting research based on science development, in accordance with the psychological concept/theory by using research quantitative methods and/or cross-disciplinary approaches (inter/multidisciplinary). (AP2TPI-Research)	

	Capable of organizing research which has the potential to be applied in solving human problems. (AP2TPI-Research)	
SKILLS II	Capable of carrying out academic validation or research within their area of expertise to solve problems in the community or industry relevant to their knowledge and expertise. (NSHE)	PLO 5: Develop alternative ideas and/or problem solving actions based on the results of practical and scientific analysis using a psychological approach and other knowledge to improve human wellbeing in the individual, community-communication, and/or industry-organization settings.
	Capable of making decisions in the context of solving problems of scientific knowledge and technology development based on analytical or experimental studies. (NSHE)	
	Capable of solving science, technology or/and art problems within their scientific expertise through inter- or multi-disciplinary approaches (INQF Generic Description 1, Level 8)	
	Capable of mastering the technique of observation, interview, and the use of psychological instruments under the Indonesian Psychology Code of Ethics especially for the significance of science, and understanding of human behavior and problem solving. (AP2TPI-Asesmen)	
	Capable of managing education, training, and consultation programs that have potential to be applied in solving human problems. (AP2TPI-Troubleshooting)	
	Capable of providing recommendations for non-clinical psychological interventions based on theories and research results to individual, group, community, and organization that are permitted by the Indonesian Psychology Code of Ethics (AP2TPI-Intervention)	
SKILLS III	Capable of organizing scientific ideas, thoughts, and arguments based on academic ethics as well as communicating them to the public through the media (NSHE)	
	Capable of expressing conceptual thoughts as well as results of psychological research in the form of scientific papers worthy of publication. (AP2TPI-Communications & Scientific Publications)	
	Capable of presenting psychological science in academic forums and the general public. (AP2TPI Communication & Scientific Publications)	
	Capable of communicating and disseminating research results in national/international academic forums as well as in nationally accredited/international scientific journals. (AP2TPI Communication & Scientific Publications)	

	Capable of establishing professional and interpersonal relationships constructively with other individuals and their social environment with integrity and professionalism (AP2TPI Professional & Interpersonal Relations)	
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3.4.3 Determination of Study Materials

Study materials are derived based on Program Learning Outcomes and AP2TPI provisions in Decree Number 02/Kep/AP2TPI/2019 on amendment to the Decree of the Indonesian Association of Higher Education Institutions of Psychology (AP2TPI) No.01/Kep/AP2TPI/2014 on the core curriculum of psychological science study program at the master's level.

Table 2. Determination of Study Materials

Basis of Determination of Study Materials	Study Materials
AP2TPI for Master of Psychological Science Study Programs	Minimum study materials: <ol style="list-style-type: none"> 1. Philosophy 2. Research Methods in Psychology 3. Multivariate Statistics 4. Formulation and Development of Psychological Instruments 5. Human Relations with their Social Environment 6. Various Theoretical Approaches in Psychology 7. Code of Ethics for Psychologists
PLO 1	<ol style="list-style-type: none"> a. Philosophy of science (ontological, epistemological, axiological) b. Ethics in Psychological research
PLO 2	<ol style="list-style-type: none"> a. Ethics of psychological scientists b. Individualism & Collectivism c. Cross-cultural psychology d. Indigenous psychology e. Culture & development
PLO 3	<ol style="list-style-type: none"> a. Cognitive learning b. Learning process c. Motivational process d. Emotional processes e. Neurobiological aspects in psychological process f. Types of personality g. Social thinking h. Social Influence i. Social relations j. The life span perspective & nature of development k. Development in motor, biological, and physical aspects l. Development of cognitive & language m. Development of emotional, moral, and social aspects n. Quantitative methods o. Qualitative methods

	<ul style="list-style-type: none"> p. Mixed methods q. Statistical terms r. Descriptive Statistics s. Inferential statistics t. Multivariate statistics u. Measurements in psychology v. Specialization Studies: Theories and Concepts
PLO 4	<ul style="list-style-type: none"> a. Specialization Studies: Mini Research b. Research design
PLO 5	<ul style="list-style-type: none"> a. Specialization Studies: application of interventions in the field of studies b. Types and ways of arranging non-clinical psychological interventions
PLO 6	<ul style="list-style-type: none"> a. Scientific writing techniques b. Scientific presentation techniques

3.4.4 Formation of Course Unit, Determination of Credits, and Curriculum Map

Based on the provisions of AP2TPI, the study load to complete the Master of Psychological Science Study Program is a minimum of 36 credits within 4 semesters. The formation of course units is done by combining and also describing the study materials which are set previously. The study period for 4 semesters becomes a consideration in determining the course units and credit loads.

Semester	Course Unit Title	Credit Loads	PLO
1	General Psychology	3 (2-1)	PLO 3
	Social Psychology	2 (1-1)	PLO 3
	Lifespan Development	3 (2-1)	PLO 3
	Philosophy of Science	2 (1-1)	PLO 1
	Research Methods in Psychology	2 (1-1)	PLO 3
	Statistics	2 (1-1)	PLO 3
	Major-related Course 1: Theories & Concepts (1)	2	PLO 3
	TOTAL CREDITS FOR THE 1st SEMESTER	16	
2	Measurement in Psychology	2 (1-1)	PLO 3
	Psychology and Culture	2 (1-1)	PLO 2 & PLO 3

	Academic Writing	2 (1-1)	PLO 4 & PLO 6
	The Basic of Non-Clinical Psychological Intervention	2 (1-1)	PLO 2, PLO 3 & PLO 5
	Major-related Course 2: Theories & concepts (2)	2	PLO 1 & PLO 3
	Major-related Course 3: Research in Areas of Specialization	3	PLO 4 & PLO 6
	TOTAL CREDITS FOR THE 2nd SEMESTER	13	
3	Major-related Course 4: Applied/intervention/action research in areas of specialization	3	PLO 2, PLO 5, & PLO 6
	Elective Course 1 (Choose course outside their major)	2	
	Elective Course 2 (Choose course outside their major)	2	
	Research Proposal Seminar	2 (0-2)	PLO 1,2,3,4
	TOTAL CREDITS FOR THE 3rd SEMESTER	7	
4	Master's thesis	6 (0-6)	PLO 1,2,3,4,5,6
	TOTAL CREDITS FOR THE 4th SEMESTER	6	
TOTAL CREDITS OF MASTER OF PSYCHOLOGY STUDY PROGRAM		43	

HR PSYCHOLOGY MAJOR

Semester	Type	Course Unit Title	Credit Loads
1	Major-related Course 1	Industrial and Organizational Psychology	2 (2-0)
2	Major-related Course 2	Psychology of HRM	3 (3-0)
3	Major-related Course 3	Organizational Development	2 (1- 1)
4	Major-related Course 4	Industrial & Organizational Intervention	3 (0-3)

DEVELOPMENTAL PSYCHOLOGY MAJOR

Semester	Type	Course Unit Title	Credit Loads
1	Major-related Course 1	Child and Adolescent Development of the 21 st Century	2 (2-0)
2	Major-related Course 2	Efforts to Achieve Child and Adolescent Welfare	2 (2-0)
2	Major-related Course 3	Study of Developmental Psychology Research	3 (1-2)
3	Major-related Course 4	Developmental Psychology Interventions	3 (1-2)

HEALTH PSYCHOLOGY MAJOR

Semester	Type	Course Unit Title	Credit Loads
1	Major-related Course 1	Biobehavioral Mechanism of Stress & Disease	2 (2-0)
2	Major-related Course 2	Psychology and Communication in health settings	2 (1-1)
2	Major-related Course 3	Health Psychology Research	3 (1-2)
3	Major-related Course 4	Health Psychology Promotion for Quality of Life & Welfare Improvement	3 (1-2)

SOCIAL PSYCHOLOGY MAJOR

Semester	Type	Course Unit Title	Credit Loads
1	Major-related Course 1	Mini Research on Social Psychology	2 (1-1)
2	Major-related Course 2	Political Behavior	2 (2-0)
2	Major-related Course 3	Critical Psychology	3 (2-1)
3	Major-related Course 4	Psychological Intervention for Community	3 (1-2)

PSYCHOMETRIC MAJOR

Semester	Type	Course Unit Title	Credit Loads
1	Major-related Course 1	Test Theories and Their Applications	2 (1-1)
2	Major-related Course 2	Performance Based Assessment	2 (1-1)
2	Major-related Course 3	Validity, Confirmatory Factor Analysis, and Structural Equation Model	3 (1-2)
3	Major-related Course 4	Development and Adaptation of Measurement Instruments for Psychology, Education, and Social Sciences	3 (1-2)

EDUCATIONAL PSYCHOLOGY MAJOR

Semester	Type	Course Unit Title	Credit Loads
1	Major-related Course 1	Educational Psychology	2 (2-0)
2	Major-related Course 2	Contemporary Learning Theories	2 (2-0)
2	Major-related Course 3	Mini Research on Educational Psychology	3 (1-2)
3	Major-related Course 4	Applied Psychology in Educational Settings	3 (1-2)

3.4.5 Semester Learning Plan (SLP)

Semester Learning Plan (SLP) for each course unit is flexible and will be adjusted periodically as a follow-up to the results of the evaluation of the learning process and tracer study. The SLP can be found in the Appendices.

3.4.6 Assessment of Graduate Learning Outcomes

The Achievement of Program Learning Outcomes (PLO) is determined in two ways, namely course units and study program assessments. Course unit assessments are designed and carried out by the relevant teaching team. To ensure the suitability of the course unit assessment with the learning process and PLO, the study program conducts an SLP preparation workshop which contains discussion of assessment. The study program assessment is designed and carried out by the study program. In section, the study program assessment will be described.

Table. Assessment of Graduate Learning Outcomes

Graduate Learning Outcomes	Data Source	Criteria
1 Demonstrate awareness	Comprehensive	A (80-100): Students are able to

	<p>of the role of a psychological scientist according to authority and responsibilities under the Indonesian Psychology Code of Ethics.</p>	<p>Examination (part of thesis defense)</p>	<p>elaborate how to apply psychological scientists' code of ethics in the environment/field of expertise along with the reason.</p> <p>B(68-79): Students are able to elaborate the points of the psychological scientists' code of ethics</p> <p>C (56-67): Students cannot explain the points of the psychological scientists' code of ethics</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
<p>2</p>	<p>Implement psychology code of ethics by considering code of ethics in other disciplines to solve problems and improve human well-being.</p>	<p>Observation of intervention implementation (Final project of the Major-related Course 4 unit)</p>	<p>A (80-100): Intervention program designed is according to subject's needs, there are still problems in the relevance of resources possessed by the subject in implementing program although can finally be solved</p> <p>Interventions are carefully implemented by considering the code of ethics, authority, matters and responsibilities as a psychological scientist</p> <p>The implementation of the intervention is evaluated by using the evaluation stages in accordance with the objectives that have been determined, analyzed in the form of accurate data and general conclusion</p> <p>B (68-79): Intervention program designed is according to subject's needs, there are still some problems in program incompatibility with the subject's resources</p> <p>The implementation of the intervention sometimes does not consider the code of ethics, authority, matters and responsibilities as a psychological scientist</p> <p>The implementation of the intervention is evaluated by using the evaluation stages according to the stated objectives, the analysis of the</p>

			<p>evaluation results does not describe overall program effectiveness</p> <p>C (56-67): The implementation of the intervention is carried out without planning adequate program</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
		Thesis Defense (execution of thesis work)	<p>A (80-100): There is complete informed consent (according to APA standards there are 8 points) & Points on informed consent are fully realized.</p> <p>B(68-79): There is informed consent which meets 5 - 7 points according to APA standards & Points on informed consent are realized by 50-75%</p> <p>C (56-67): There is informed consent which meets 1-4 points according to APA standards & Points on informed consent are realized by <50%</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
3	Analyze psychological theories & concepts, psychological measurement, psychological research methods, non-clinical psychological interventions and correlate them to concepts in other fields of science.	Thesis Defense Thesis CHAPTER I-IV	<p>A (80-100): Students are able to explain dynamics between problems, methodologies, thesis research findings, psychological theories/concepts, and theories of other fields' origin</p> <p>Students are able to explain implementation of those dynamics both for future research as well as in everyday life</p> <p>B (68-79): Students are able to dynamize problems, thesis research findings, psychological theories/concepts, and theories of other fields' origin</p> <p>Students are able to explain the implementation of their research.</p>

			<p>C (56-67): Students cannot dynamize problems, thesis research findings, psychological theories/concepts, and theories of other fields' origin</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
		Comprehensive Exam	<p>A (80-100): Students are able to compare/evaluate/differentiate psychological theories and concepts which are relevant to the professional environment/other disciplines</p> <p>B (68-79): Students are able to compare/evaluate/differentiate several psychological theories and concepts.</p> <p>C (56-67): Students can only explain one concept but not cannot compare/evaluate/differentiate it with other concepts.</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
4	Design and manage basic research or applied research (action research) using approaches of psychology and other sciences in an integrated and innovative way, oriented to the current science and technology	Final project output of Major-related Courses 3 course unit	<p>A (80-100): Students are able to fully complete the research process in the specialization studies independently in accordance with the rules of research management.</p> <p>Manuscripts are written systematically and completely including the introduction, methods, results, discussion, and suggestions and developments</p> <p>Manuscripts have a novelty value for psychological sciences and its integration with other disciplines</p> <p>B (68-79): Students are able to complete the research process in the specialization studies with guidance from the lecturers</p> <p>Manuscripts are written systematically</p>

			<p>and completely including the introduction, methods, results, and need minor refinements in the discussion section as well as suggestions and developments.</p> <p>Manuscripts are still relevant to developments in psychological sciences and its integration with other disciplines</p> <p>C (56-67): Students are able to complete the research process in the specialization studies with guidance from the lecturers, however manuscripts are not finished.</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
		<p>Thesis Defense Conceptual Framework CHAPTER III of Thesis</p>	<p>A (80-100): Students are able to explain the reasons for method selection compared to other methods. Students design research CORRECTLY and PROPERLY according to the rules. Students manage research effectively and efficiently (research objectives are achieved in sufficient time). The research designed has innovative elements and recency of science/technology.</p> <p>B (68-79): Students are able to explain the reasons for method selection compared to other methods. Students design research CORRECTLY and PROPERLY according to the rules. Students manage research effectively and efficiently (research objectives are achieved in sufficient time)</p> <p>C (56-67): Students determine research methods without comparing them with other methods. Students complete their research over a long period of time (> 1 year)</p>

			<p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
5	<p>Develop alternative ideas and/or problem solving actions based on the results of practical and scientific analysis using a psychological approach and other knowledge to improve human welfare in the individual, community-communication, and/or industrial-organizational settings.</p>	<p>Final project output of Major-related Course4 course unit (evaluation of the participants' reaction)</p>	<p>A (80-100): Intervention program is designed exactly according to the subject's needs.</p> <p>The implementation of the intervention is evaluated by using the evaluation stages in accordance with the objectives that have been determined, analyzed in the form of accurate data and general conclusion</p> <p>B (68-79): Intervention program that is designed is still quite accurate in accordance with the subject's needs</p> <p>The implementation of the intervention is evaluated by using evaluation stages according to the objectives that have been determined, the analysis of evaluation results can't describe program effectiveness thoroughly</p> <p>C (56-67): Intervention program is not designed in accordance with the subject's needs.</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
		<p>Thesis Defense CHAPTER I CHAPTER IV CHAPTER V</p>	<p>A (80-100): Students are able to identify problems and explain it well from perspectives of psychology and other disciplines.</p> <p>Students are able to formulate ideas to solve the problems from the perspectives of psychology and other disciplines.</p> <p>Students are able to assess objectively (evidence-based) how far the idea can improve human welfare.</p> <p>B (68-79):</p>

			<p>Students are able to identify problems and explain it well from perspectives of psychology and other disciplines.</p> <p>Students are able to formulate ideas to solve the problems from the perspectives in psychology and other disciplines.</p> <p>Students are able to assess theoretically how far the ideas can improve human welfare</p> <p>C (56-67): Students convey ideas that are not relevant to research findings.</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
6	Formulate ideas, concepts, recommendations and scientific research results for oral and written publications in the national and international scope.	Research articles draft Output of Major-related Course 3 & 4 course unit	<p>A (80-100): Manuscript has been accepted in a national journal accredited by SINTA (Science and Technology Index) 3 or 4, which is proven by the existence of LOA</p> <p>B (68-79): Manuscript has been accepted in a national journal accredited by SINTA 5 or 6, which is proven by the existence of LOA</p> <p>C (56-67): Manuscript accepted in a national journal which is proven by the existence of LOA.</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
		Major-related Course 4: Presentation * Thesis defense presentation	<p>A (80-100): Presentation materials are systematic, concise, effective and contain main ideas by following the rules of making presentations with the right/appropriate technique. The design of presentation materials are interesting, easily understood, up to date, according to the theme materials, used effectively and proportionally. The material is presented with full mastery, enthusiastically, fluently, easily understood, attracting audience's attention, effectively, according to time</p>

			<p>allocation, flexible presentation style, interactively to encourage discussion</p> <p>B(68-79): The main idea in presentation materials is written clearly so that it can be understood. Presentation design is simple, uses old design but still legible. Material is delivered with formal style, clear articulation, on time so it can be understood by listeners</p> <p>C (56-67): Presentation is convoluted so that the systematics and information are hard to understand.</p> <p>D: Not finishing tasks/tasks are incomplete</p> <p>E: Not participating in activities</p>
		Thesis paper	<p>A (80-100):</p> <ul style="list-style-type: none"> - Writing research proposals by using Indonesian according to standard grammar of Indonesian. - Using APA style guidelines (American Psychological Association). - Capable of writing ideas systematically (e.g., logical order, chronological order, Comparison/contrast, logical division of ideas, Order of importance, cause and effect). There are no typographical errors <p>B(68-79):</p> <ul style="list-style-type: none"> - Writing research proposals by using Indonesian according to standard grammar of Indonesian - Some parts of the thesis have used APA style guidelines (American Psychological Association). - There are a few typographical errors but still legible

			<p>C (56-67):</p> <ul style="list-style-type: none">- Writing research proposals using Indonesian.- Some parts of the thesis have used APA style guidelines (American Psychological Association).- There are quite a lot of typographical errors which interfere with readability. <p>D : Not using APA style guidelines (American Psychological Association) and there are a lot of inaccuracies in scriptwriting (>75%)</p> <p>E: Not participating in activities</p>
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CHAPTER IV CONCLUSION

The conceptual framework and explanation of the preparation of the Curriculum in Higher Education that will be implemented in Psychology Study Program (Master's), Faculty of Psychology, Universitas Padjadjaran in this Academic Draft show that the preparation of the curriculum that will be implemented in the 2021-2022 Academic Year has undergone changes in terms of the direction of curriculum achievement, the number of course credits, Study Materials, adjustment to learning strategies, as well as the process of evaluating/assessing the teaching and learning activities. It is undeniable that there are data and variables that must be discussed, strengthened, and completed. Those things become the parts of the drafting and development plan of the next curriculum in higher education that will be conducted in the context of organizing activities for future academics.

OBE Curriculum Development Team for Psychology Study Program (Master's), Faculty of Psychology Unpad:

Dr. Marina Sulastiana, M.Si, Psychologist (Head of Master of Psychology Study Program)

Dr. Efi Fitriana, M.Si

Dra. Marisa F Moeliono, M.Pd, Psychologist

Rezki Ashriyana, M.Psi., Psychologist

Miryam Wedyaswari, M. Psi., Psychologist