ACADEMIC MANUSCRIPT

CURRICULUM

MERDEKA BELAJAR – KAMPUS MERDEKA

PSYCHOLOGY STUDY PROGRAM

UNDERGRADUATE LEVEL (BACHELOR)

UNDERGRADUATE PROGRAM IN PSYCHOLOGY (BACHELOR)

FACULTY OF PSYCHOLGY

UNIVERSITAS PADJADJARAN

2020

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INTRODUCTION

1.1 Background

Universitas Padjadjaran as an institution that organizes higher education is responsible for directing its students to actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and the society (UU No. 12 Tahun 2012 tentang Pendidikan Tinggi). Higher education is responsible for producing graduates who contribute to society. College graduates can contribute if during their college years they have a place to work according to their knowledge and interests. The opportunity for college graduates to be able to work optimally in society according to their potential and expertise will be greater if they have the skills needed to fill job vacancies or if they are able to create jobs for themselves and others.

In the era of globalization, the world of education is challenged to produce human resources that are expected to play a role globally. Along with the establishment of the ASEAN Economic Community (MEA) at the end of 2015, higher education institutions in Indonesia as incubators and also human resource developers should evaluate their educational curriculum to suit the demands of the global market, so that higher education graduates have competencies that can answer the changing demands of the world of work, the demands of the development of science, technology and art, the world of work, the profession. Currently, the type of work in various fields is developing very quickly with a variety of variations, including the field of psychology. The world of work requires psychology graduates who are ready to work, able to adapt to the work environment, and have the competencies required by their work. With the high level of competition to fill job vacancies, psychology graduates are required to have ready-to-use competencies. To produce a bachelor of psychology with qualified competencies, it is necessary to have a link and match between the Psychology Study Program at the Faculty of Psychology Unpad as a higher education institution that produces psychology graduates with the demands of the world of work and society.

This is in line with the Merdeka Belajar – Kampus MErdeka launched by the Minister of Education and Culture in Permendikbud No. 3 Tahun 2020. Through this policy, it is expected that students who are currently studying in higher education, must be prepared to become true

learners who are skilled, flexible, and resilient (agile learners). This policy complements the basis for the implementation of education as stated in UU No. 20 Tahun 2003 on the National Education System (Tentang Sistem Pendidikan Nasional) and UU No. 12 Tahun 2012 on Higher Education (Tentang Pendidikan Tinggi).

Changes in the higher education curriculum in Indonesia occurred following the demands of the times, which originally focused on solving internal problems of higher education (university) with the target of mastery in science and technology (SK Mendiknas No. 056/U/1994), developing with an emphasis on the context of culture and human development comprehensively and globally by producing graduates who are cultured and able to play a role in the international world. The new curriculum signs were then established and outlined in SK Mendiknas No. 232/U/2000 concerning Guidelines for Compilation of Higher Education Curriculum and Assessment of Student Learning Outcomes (tentang Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Peserta Didik) which was later completed in SK Mendiknas No. 045/U/2002 concerning the Core Curriculum for Higher Education (Tentang Kurikulum Inti Pendidikan Tinggi) replacing SK Mendiknas No. 056/U/1994. This series of curriculum is referred to as the content-based curriculum (KBI) which then switches to the competency-based curriculum (KBK). The spirit of SK Mendiknas No. 232/U/2000 is to provide flexibility and freedom of creativity for each university in developing curriculum according to their respective interests and potentials. Each 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 (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia) No. 73 year 2013 concerning the Implementation of the Indonesian National Qualifications Framework (KKNI) for Higher Education. In implementing the KKNI in the field of higher education, universities have the following functions and duties (Pasal 10 Ayat 4):

a. Each study program is required to compile a minimum description of learning achievements referring to the KKNI in the field of higher education in accordance with the level

b. Each study program is required to develop a curriculum, implement, and evaluate the implementation of the curriculum referring to the KKNI in the field of higher education in accordance with the policies, regulations, and guidelines on the preparation of the curriculum of the study program as intended in ayat 3 huruf b.

c. Each study program is required to develop an internal quality assurance system to ensure the fulfillment of study program learning outcomes.

Universitas Padjadjaran's vision in the Strategic Plan 2020-2024 is "Achieving a World Reputable University and Impacting Society" which is based on the Principal Scientific Pattern of "Development of the Law and the Environment" (Bina Mulia Hukum dan Lingkungan Hidup). In line with this vision, Unpad's strategic objectives are as follows:

1. Achievement of sustainable productivity of human resources and institutions in response to global changes
2. Achievement of internationally competitive graduates who have character and uphold local culture
3. Achievement of internationally recognized superior research and innovation results based on Basic Scientific Patterns
4. Realization of institutional independence supported by good governance and strategic partnerships at home and abroad
5. The realization of increased contributions to the development of West Java and Indonesia based on the quality and relevance of science and technology development and innovation
6. Recognition of Unpad's reputation on an international scale (Unpad Strategic Plan 2020–2024).

In order to produce qualified graduates, the preparation of the curriculum in every higher education institution must be in line with its vision, based on the Decree of the Dean (Surat Keputusan Dekan) from the Faculty of Psychology, Universitas Padjadjaran No. 1298/UN6.I/KEP/KP/2020 concerning the Vision, Mission, and Academic Vision of the Psychology Study Program (Undergraduate Program) Faculty of Psychology, Universitas Padjadjaran. The vision of the Faculty of Psychology Universitas Padjadjaran is "To become a superior higher education manager at the international level in the development of science and the application of psychology for the welfare of mankind in 2024". The missions of the Faculty of Psychology, Universitas Padjadjaran are:

1. Produce psychology graduates who have integrity in scientific practice and its development.
2. Develop activities and application of psychological scholars which can promote the welfare of mankind openly, innovative and sustainable.

The objectives of providing education which includes all study programs under the Faculty of Psychology, Universitas Padjadjaran are:

1. Achievement of research results in the field of Psychology that are innovative, superior, and regionally reputable.

2. Achievement of graduates of the Faculty of Psychology who have competencies that are in accordance with the needs of the community
3. Achievement of excellence in psychology study program at national level
4. The realization of the application of Psychological Science that is able to solve community problems
5. The realization of human resources that support excellent academic and non-academic services.

The Faculty of Psychology as part of Universitas Padjadjaran also has the same role in meeting user demands by reviewing what is the academic vision of the study program based on scientific roots and the characteristics of the Psychology Study Program compared to other psychology study programs, both in Indonesia and in regional – international areas. The curriculum of the Psychology Study Program at the undergraduate, master and professional levels also refers to the Decree of the Indonesian Psychological Higher Education Organizers Association (AP2TPI) No. 01/Kep/AP2TPI/2019. To highlight the characteristics of study program excellence, tracer study, analysis of graduate profiles, and formulation of competencies that need to be achieved by graduates as the basis for preparing a higher education curriculum. The compiled curriculum will be able to produce graduates of study programs who are competitive in accordance with market needs. The curriculum review of the Psychology Study Program at the undergraduate level will be explained further in Chapter III in this manuscript.

1.2 Objectives

The purpose of writing this academic manuscript is to build a solid foundation in the development of a new curriculum that will be applied in the Undergraduate Study Program of the Faculty of Psychology, Universitas Padjadjaran starting in the 2020/2021 academic year, which is based on provisions that include the Policy of Merdeka Belajar – Kampus Merdeka, Curriculum of Higher Education (KPT), Indonesian National Qualification Framework (KKNI), the Agreement of the Indonesian Psychological Higher Education Organizers Association (AP2TPI), and the policies of Universitas Padjadjaran. These provisions can be found in the following Chapter II.

CHAPTER II

LEGAL BASIS AND URGENCY

2.1 Legal Basis

I. **Law**

1. Law of the Republic of Indonesia (UU Republik Indonesia) No. 20 year 2003 concerning the National Education System (tentang Sistem Pendidikan Nasional).

2. Law of the Republic of Indonesia (UU Republik Indonesia) No. 12 year 2012 concerning Higher Education (tentang Pendidikan Tinggi).

3. Law of the Republic of Indonesia (UU Republik Indonesia) No. 36 year 2014 concerning Health Workers (tentang Tenaga Kesehatan).

II. **Presidential Regulation (Peraturan Presiden)**

1. Government Regulation of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 51 year 2015 concerning the Statute of Universitas Padjadjaran

2. Government Regulation of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 80 year 2014 concerning Designation of Universitas Padjadjaran as a Legal Entity State University (PTNBH).

3. Regulation of the President of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 8 year 2012 concerning the Indonesian National Qualifications Framework (KKNI).

4. Government Regulation of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 66 year 2010 concerning Amendments to Government Regulation No. 17 year 2010 concerning Management and Implementation of Education.

5. Government Regulation (Peraturan Pemerintah) No. 19 year 2005 concerning National Standards for Higher Education.

III. **Regulation of the Minister of National Education (Peraturan Menteri Pendidikan Nasional)**

1. Permendikbud No. 3 year 2020 concerning National Standards for Higher Education.

2. Permenristekdikti No. 44 year 2015 concerning National Standards for Higher Education.

3. Permendikbud No. 49 year 2014 concerning SNPT Dikti (Revised).

4. Permendikbud No. 73 year 2013 concerning the Implementation of KKNI in the Field of Higher Education.

5. Permendikbud No. 50 year 2014 concerning SPM Dikti.

6. Permendikbud No. 5 year 2020 concerning Accreditation of Study Programs and Universities.

7. Permendikbud No. 87 year 2014 concerning Accreditation.

8. Permendikbud No. 81 year 2014 concerning Diploma and SKPI.

9. Kepmendiknas No. 045/U/2002 concerning Higher Education Core Curriculum.

10. Kepmendiknas No. 232/U/2000 concerning Guidelines for Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes.

2.2 Decree of the Association of Indonesian Psychological Higher Education Organizers (AP2TPI)

Amendment to the Decree of the Association of Indonesian Psychological Higher Education Organizers (AP2TPI) Number 01/KEP/AP2TPI/2015 concerning the Core Curriculum of the Undergraduate Psychology Study Program at the Bachelor Level, which is stated in the Decree of the Association of Indonesian Psychological Higher Education Organizers (AP2TPI) Number 01/KEP/AP2TPI /2019.

2.3 Rector's Regulation/Rector's Decree (SK Rektor) concerning the Vision and Mission of the University and Faculties

1. Universitas Padjadjaran Strategic Plan for 2020-2024.

2. Decree of the Dean of the Faculty of Psychology (Surat Keputusan Dekan Fakultas Psikologi) Universitas Padjadjaran Number 1298/UN6.I/KEP/KP/2020 concerning the Vision, Mission, and Academic Vision of the Psychology Study Program (Bachelor Level) Faculty of Psychology, Universitas Padjadjaran.

CHAPTER III

CURRICULUM OF MERDEKA BELAJAR – KAMPUS MERDEKA

PSYCHOLOGY STUDY PROGRAM FOR UNDERGRADUATE LEVEL (BACHELOR)

FACULTY OF PSYCHOLOGY, UNIVERSITAS PADJADJARAN

3.1 Curriculum Documents

I.   Study Program Identity

The Psychology Undergraduate Study Program (Bachelor level) at Universitas Padjadjaran (Accredited A) is designed for students who have a strong interest in understanding human behavior and the psychological functions behind it through a bio-psycho-social approach. The Psychology Undergraduate Study Program at Universitas Padjadjaran provides comprehensive psychological concepts and theories and builds scientific and practical thinking skills so that students can solve psychological problems both at the individual, group, organizational, and community levels based on the provisions of the Indonesian code of ethics. In the Undergraduate Psychology Study Program of the Universitas Padjadjaran, the undergraduate education level can be completed in four years with a Bachelor of Psychology degree (S.Psi). According to the Decree of the Dean of the Faculty of Psychology (Surat Keputusan Dekan Fakultas Psikologi) Universitas Padjadjaran Number 1298/UN6.I/KEP/KP/2020 concerning the Vision, Mission, and Academic Vision of the Psychology Study Program (Bachelor level) Faculty of Psychology, Universitas Padjadjaran, the vision of the Unpad Psychology Study Program is to become an excellent manager of higher education at the international level in the development of science and the application of Psychology for the welfare of mankind in 2024. With that, the mission of the Psychology Study Program at the undergraduate level of the Faculty of Psychology is to produce psychology graduates who have integrity in scientific practice and development and develop the activities and application of psychological scholars who can advance the welfare of mankind openly, innovatively and sustainably.

II. Curriculum Evaluation and Tracer Study

Explain the results of the evaluation of curriculum implementation that has been and is currently running, by presenting the mechanism of curriculum evaluation results. The analysis of needs based on stakeholder needs from the results of the tracer study.

III. Foundation of Curriculum Design and Development

Philosophical, sociological, and psychological foundations can be found in chapter 1. The juridical foundation can be found in chapter 2.

IV. Formulation of Vision, Mission, Goals, Strategies, and University Value

In the implementation of education as required by law, Unpad establishes the Main Scientific Pattern (PIP) "Bina Mulia Hukum dan Lingkungan Hidup in National Development". The values contained in PIP become a foothold to strengthen the Vision of Unpad and become a guide for the academic community in achieving the Vision and Mission of Unpad.

The vision of Universitas Padjadjaran

Unpad vision in the Strategic Plan for 2020-2024 is "Achieving a World-Reputable University and Impacting Society" based on the Basic Scientific Pattern " Bina Mulia Hukum dan Lingkungan Hidup". World reputation is needed for the sustainability of Unpad's existence at the international level in ensuring the quality of the three pillars of higher education. The indicators of world-renowned universities are as follows:

1. Have the ability to build educational and teaching ecosystems, as well as research that produces competent human resources, superior graduates (competent, competitive, characterful, and productive), and internationally reputable research results
2. Have the ability to build a system of partnership with industry and business to support the quality and relevance of teaching and research activities of international standard
3. Have the ability to quickly adapt and innovate facing the development of science and technology at the international level
4. Have the ability to implement governance that meets international standards in carrying out the three pillars of higher education and supporting activities

Universities that have an impact on society are universities that can improve the quality of higher education, support education for all groups, support law enforcement and the environment, economic growth, as well as social security and cultural preservation.

Universitas Padjadjaran Mission

Therefore, to align with world-reputable indicators and impact society, unpad's mission is formulated to be:

1. Realizing academic excellence and obtaining national and international recognition;
2. Increasing relevance and innovation of education, research and community service;
3. Realizing independence with the capitalization of internal resources and strategic partnerships;
4. Increasing Unpad's contribution to solving problems that have an impact on the welfare of the people of West Java and Indonesia;
5. Build leadership character with a collective, professional, and integrity culture in the management of the Sustainability of the University.

The objectives of Universitas Padjadjaran

As Unpad Vision 2020–2024, the strategic objectives to be achieved are set as follows:

1. Achieving the sustainability of human and institutional resource productivity responds to global change;
2. Achieving the internationally competitive graduates who have character and uphold local culture;
3. Achieving the superior research and innovation results that are internationally recognized based on fundamental scientific patterns;
4. The realization of institutional independence supported by good governance and strategic partnerships at home and abroad;
5. The realization of increased contributions to the development of West Java and Indonesia based on the quality and relevance of science and technology development and innovation;
6. Achieving recognition of unpad's reputation on an international scale.

Then, these values became a benchmark in the preparation of the vision, mission, academic vision, and goals of the Faculty of Psychology and the Undergraduate Psychology Study Program

The Vision of the Undergraduate Psychology Study Program of the Faculty of Psychology Unpad

Based on the Decree of the Dean of the Faculty of Psychology, Universitas Padjadjaran Number 1298/UN6. I/KEP/KP/2020 concerning Vision, Mission, and Academic Vision of the Undergraduate Program of Psychology Faculty of Psychology, Padjadjaran, the vision of the Unpad Undergraduate Program of Psychology is to become a superior higher education manager at the International level in the development of science and the application of Psychology for the welfare of humanity in 2024

The mission of the Psychology Study Program at the Undergraduate Level of the Faculty of Psychology Unpad

Therefore, the mission of the Psychology Study Program at the undergraduate level of the Faculty of Psychology is as follows:

1. Producing graduates of psychology graduates who have integrity in scientific practice and development.
2. Developing activities and applications of psychological scholars who can advance the welfare of humanity in an open, innovative, and sustainable manner.

Academic Vision Undergraduate Program of Psychology, Faculty of Psychology, Universitas Padjadjaran

In accordance with the Decree of the Dean of the Faculty of Psychology, Universitas Padjadjaran Number 1298/UN6.I/KEP/KP/2020 concerning The Vision, Mission, and Academic of the Undergraduate Program of Psychology (S1) Faculty of Psychology, Universitas Padjadjaran, then set the Academic Vision of the Faculty of Psychology Unpad as follows, psychology is a science that studies human behavior and mental processes behind it. In studying human behavior, undergraduate psychology education at Universitas Padjadjaran emphasizes efforts to describe, predict, explain causes, and control human behaviour by referring to the basic teachings of personality, development, social, and general psychological functions, cognitive, bio-psycho-social through scientific studies.

Graduates of the Undergraduate Psychology Study Program have the competence to optimize human potential toward sustainable welfare improvement. The purpose of undergraduate

Psychology Study Program education is to produce graduates of psychology graduates who are able to solve problems and empower humans both individually and in groups according to the applicable psychological code of ethics.

The purpose of the Undergraduate Psychology Study Program, Faculty of Psychology UNPAD

The purpose of the Undergraduate Psychology Study Program is to produce a Bachelor of Psychology with the characteristics of:

1. Understand the basic knowledge of Psychology which includes concepts and theories as to the basis for diagnosing/interpreting human behavior (individuals, groups, and communities) based on the psychodiagnostic frame of mind.
2. Understand and master the basic principles of assessment and intervention.
3. Able to perform and skilled in using assessment and intervention methods.
4. Have the sensitivity and skills to observe, analyze, evaluate, formulate, and explain biopsychosocial problems in human life.
5. Able to conduct research, training, and analysis of social behavior using psychological rules.
6. Have a high motivation to follow and strive for the development of psychology, both as a pure and applied science that includes concepts, theories, methods, and assessment tools.
7. Think, behave, act, and be responsible for their professional work based on the Indonesian Psychology Code of Ethics 21.
8. Able and skilled in using the technology that has been learned for productive activities and services to the community.
9. Able to synergize psychological knowledge with other fields of science in research activities to develop psychological science.
10. Able to cooperate with other experts in serving the community

V. **Formulation of Graduate Competency Standards (SKL) stated in Graduate Learning Achievements (CPL)**

As the demands of the industrial era 4.0 change, it is necessary to adjust the profile of graduates who represent the demands of the global world. The profile of graduates of the Undergraduate Psychology Study Program of the Faculty of Psychology UNPAD is compiled by considering several sources to take policy, namely:

1. Academic Vision of The Undergraduate Psychology Study Program, Faculty of Psychology UNPAD
2. The results of the tracer study in 2009 & 2015 became the basis of the profile of KPT graduates in 2016
3. The results of focused group discussions with stakeholders (alumni and users of graduates of the Undergraduate Psychology Study Program) on July 22, 2017, & November 2018
4. SK AP2TPI No. 01/Kep/AP2TPI/2015 concerning Changes to Decree No. 01/Kep/AP2TPI/2013 concerning the Core Curriculum of the Undergraduate Psychology Study Program
5. SK AP2TPI No. 01/Kep/AP2TPI/2019 about Changes to Decree No. 01/Kep/AP2TPI/2015 concerning Core Curriculum of Undergraduate Psychology Study Program

The formulation of the graduate profile was carried out on January 7 and 23, 2020, attended by the Dean, Vice Dean, 6 (six) department heads and department representatives, 2 (two) Head of Undergraduate and Postgraduate Study Programs, 4 (four) Professors, and the Study Program Team for preparing the higher education curriculum. Then, 6 (six) graduate profiles and their descriptions were obtained, namely:

1. Developers of Psychological Measuring Instruments
   People who develop measurement instruments and procedures to be able to measure the characteristics of human psychology
2. Psychological Researchers
   People who investigate a psychological problem systematically, critically, and scientifically to increase knowledge and understanding, obtain new facts, or make better interpretations
3. Human resources in Human Development
   People who develop and manage human development to optimize their potential's effective and efficient use. Examples: HRD, mentor, coaches, teachers, facilitators, trainers, managers, and instructors
4. Digital Psychology Entrepreneurship
   Entrepreneurs use data-based psychological knowledge by utilizing advances in digital technology, which are solutions to problems that exist in society and the nation in the present and future that are innovative and futuristic. Examples: writers, content creators, YouTubers, influencers, and app-based entrepreneurs.

5. Counselors

   People who facilitate individuals and groups to recognize and resolve psychological problems by using counseling techniques following the psychological code of ethics rules.

6. Psychology Consultant

   People who provide instructions, considerations, recommendations, or treatment related to psychological problems in non-clinical psychology and various other contexts. Examples: working in a psychology bureau, providing psychoeducation (community), consultants in other fields (companies, NGOs). Note: psychology graduate acts as principal

Based on AP2TPI Decree No. 1/Kep/AP2TPI/2019 concerning Amendments to Decree No. 01/Kep/AP2TPI/2015 concerning the Core Curriculum of the Undergraduate Psychology Study Program Article 3 regarding Learning Outcomes, it was obtained information that Learning Outcomes are the internalization and accumulation of knowledge, practical knowledge, skills, affection, and competencies achieved through a structured educational process and cover a particular field of knowledge/expertise or through work experience. The educational learning achievement in the Psychology Study Program at the Bachelor's Level in the Indonesian National Qualifications Framework (KKNI) is equivalent to Level 6 (Article 5 point f), which is grouped as a technician or analyst position (Article 2 paragraph 2 point b).

The Indonesian National Qualifications Framework (KKNI) is a competency qualification tiering framework that can juxtapose, equalize, and integrate the field of education and job training and work experience to provide recognition of work competencies following the work structure in various sectors. It is translated into competencies and learning achievements. Competence is the accumulation of a person's ability to carry out a job description in a measurable manner through structured assessment, covering aspects of individual independence and responsibility in his field of work. Learning outcomes are the internalization and accumulation of knowledge, skills, affection, and competencies achieved through a structured educational process covering a particular field of science/expertise or work experience.

The formulation of each field of graduate learning outcomes in parameters can be described in Table 1. Below:

Table 1. CPL Fields in the Core Curriculum of the Undergraduate Psychology Study Program according to SK AP2TPI

PARAMETERS OF LEARNING ACHIEVEMENT	
ATTITUDE AND VALUES	The attitude element must contain meaning following the details of the attitude elements specified in the Dikti SN. The addition of attitude elements is possible for study programs to add higher education characteristics to graduates or for programs whose graduates need special attitudes to carry out certain professions.
KNOWLEDGE	The element of knowledge must indicate the field/branch of science or knowledge group that describes the specificity of the study program by stating the level of mastery, breadth, and depth of knowledge that its graduates must master. The results of knowledge formulation must have equality to the standard of learning content in SN DIKTI. In mapping or describing the scientific field, can use references to existing science groups or areas of expertise or groups of scientific fields/knowledge built by similar study programs. This knowledge is established by the Association /Forum of Study Programs.
GENERAL SKILLS	For general skills, it must contain meaning following the details of the elements of general skills set out in SN DIKTI. The addition of the skill element is possible for the study program to add the characteristics of higher education to graduates.

SPECIAL SKILLS	Elements of special skills must demonstrate the ability to work in fields related to the study program, the methods or methods used in work, the level of quality that can be achieved, and the conditions/processes in achieving these results.

The four domains of Graduate Learning Outcomes (CPL) of Psychology at the undergraduate level are each derived from various sources, including:

A.   Formulation of Attitude and Value System comes from KKNI and SN Dikti Permendikbud 3/2020

General description of the formulation of attitudes and values of the Indonesian National Qualifications Framework (KKNI):

1. Fear the Almighty God
2. Have good morals, ethics, and personality in completing their duties
3. To act as a proud citizen who loves the country and supports world peace
4. Able to cooperate and have high social sensitivity and concern for the community and its environment
5. Appreciate cultural diversity, views, beliefs, religions, and original opinions/findings of others
6. Uphold law enforcement and have the spirit of putting the nation's interests and the wider community first.

Meanwhile, according to SN Dikti, attitude formulation (in attachment to Permendikbud Number 3 of 2020) is true and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research and/or community service related to learning. It consists of:

1. Fear the Almighty God and be able to show a religious attitude;
2. Upholding human values in carrying out duties based on religion, morals, and ethics;
3. Contributing to the improvement of the quality of life of society, nation, state, and the advancement of civilization based on Pancasila;
4. Acting as a proud citizen and love of the homeland, having nationalism and a sense of responsibility to the country and nation;
5. Respecting the diversity of cultures, views, religions, beliefs, and original opinions or findings of others;
6. Cooperate and have social sensitivity and concern for society and the environment;
7. Obey the law and discipline in community and state life;

8. Internalize academic values, norms, and ethics;
9. Demonstrate a responsible attitude towards work in his/her field of expertise independently;
10. Internalize the spirit of independence, struggle, and entrepreneurship

A.   Formulation of the Realm of Knowledge comes from the Association of Indonesian Psychological Higher Education Providers (AP2TPI)

The Realm of Knowledge at level 6 KKNI has the keyword "Theoretical concepts of certain fields of knowledge in general and theoretical concepts of special parts in the field of knowledge in depth." In Decree Number: 01/Kep/AP2TPI/2019 concerning Changes to the decree of the Indonesian Association of Higher Education Providers (AP2TPI) No. 01/Kep/AP2TPI/2015 concerning the core curriculum of the Undergraduate Psychology Study Program article 3 paragraph (3), obtained a specific description of the formulation of knowledge level 6 KKNI (second paragraph) as follows:

1. Able to apply basic theoretical concepts in psychology and formulate problem-solving procedures in the field of psychology according to the context.
2. Able to apply observation techniques objectively so that they can interpret human behavior (both individuals and groups) according to the principles of Psychology.

B. Formulation of the General Skill Domain comes from SN Dikti Permendikbud 3/2020 and level 6 KKNI

Article 6 paragraph (3) of the National Standard of Higher Education Permendikbud No. 3 of 2020 states, "The skills as referred to in Article 5 paragraph (1) is the ability to perform work using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research and/or community service related to learning, including:

a. General skills as general work abilities that every graduate must possess to ensure the equality of graduates' abilities according to the program level and type of Higher Education; and

b. Special skills as special work abilities that every graduate must possess following the scientific field of the Study Program.

The formulation of the general skill domain that must be owned by graduates of undergraduate programs in the attachment of SNPT Permendikbud No. 3 of 2020 is as follows:

a. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values following their areas of expertise

b.   Able to demonstrate independent, quality, and measurable performance

c.   Able to examine the implications of the development or implementation of science and technology that pays attention to and applies humanities values by their expertise based on scientific rules, procedures, and ethics to produce solutions, ideas, designs, or art criticisms;

d.   Able to compile a scientific description of the results of the studies mentioned above in the form of a thesis or final project report and upload it on the university's website;

e.   Able to make decisions appropriately in the context of problem-solving in their field of expertise, based on the results of information and data analysis;

f.   Able to maintain and develop a network of work with supervisors, colleagues, colleagues both inside and outside their institutions;

g.   Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;

h.   Able to carry out the process of self-evaluation of the workgroup under their responsibility, able to manage to learn independently; and

i.   Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

The general graduate workability formulation based on Level 6 KKNI has the following description:

1.   Able to carry out the final project in the field of expertise/science based on scientific rules, the results of which are compiled in the form of a thesis or design work/art/model along with a description based on standard design methods or rules

2.   Able to publish final project results or design/art/model works that the academic community can access

3.   Able to be responsible for work in the field of expertise independently and can be given responsibility for the achievement of institutional or organizational work results by prioritizing work safety and security

4.   Able to make the right decisions based on analysis and evaluation of the work for which they are responsible

5.   Able to manage own learning

6.   Able to communicate information and ideas through various forms of media to the public by their areas of expertise

7.   Able to manage (document, store, audit, and secure) data

8.   Able to develop and maintain a network of work with supervisors, colleagues inside and outside the institution

C. Special Skills Domain comes from the Association of Indonesian Psychological Higher Education Providers (AP2TPI)

Special skills as special work abilities that each graduate must possess following the scientific field of the Study Program. Therefore, special skills under Level 6 KKNI have keywords: Applying, Reviewing, Creating designs, Utilizing Science and Technology.

In the Appendix to the Presidential Regulation of the Republic of Indonesia No. 8 of 2012, there are 4 descriptions of qualification levels of KKNI level 6, which are in the realm of special skills. In SK AP2TPI No. 01/Kep/AP2TPI/2019, article 3 paragraph (3) describes the qualification descriptors for level 6 graduates in the Indonesian National Qualifications Framework produced by the Undergraduate Psychology Study Program as follows:

Table 2. Specific description of KKNI level 6 graduate qualifications from AP2TPI

DESCRIPTOR QUALIFICATION OF LEVEL 6 GRADUATES IN KKNI PRODUCED BY THE UNDERGRADUATE PSYCHOLOGY STUDY PROGRAM

Description 1 generic level 6 (first paragraph)

Able to utilize science and technology in their field of expertise and to adapt to situations encountered in solving problems

Specific description:

1. Able to demonstrate competence in the use of information technology and able to use computers and other technologies for various purposes, including searching for information using the internet, processing research data, compiling research reports, and making presentations

2. Able to update various developments in science, information, and communication technology related to the field of psychology

3. Able to recognize, understand and appreciate socio-cultural complexities and cultural diversity

4. Able to communicate effectively, including writing effectively, interpersonal communication, both oral and written, collaborating with others, and having broad insight.

5. Able to collect and analyze data to interpret human behavior according to psychological rules using assessment methods, namely interviews, observations, and psychological tests following their authority.

Description 1 generic level 6 (second paragraph)

Mastering theoretical concepts of a particular area of knowledge in general and theoretical concepts of specialized parts in that field of knowledge in depth, as well as being able to formulate procedural problem solving.

Specific description:

1. Able to apply basic theoretical concepts in psychology and able to formulate problem-solving procedures in the field of psychology according to the context.
2. Able to apply observation techniques objectively so that they can interpret human behavior (both individuals and groups) according to the rules of Psychology

Description 1 generic level 6 (third paragraph)

Able to make right decisions based on information and data analysis, and able to provide instructions in choosing various alternative solutions.

Specific description:

1. Able to conduct research that can be used to provide alternative problem solving in the field of psychology
2. Able to make decisions based on research results, and provide suggestions / recommendations in accordance with psychological rules.
3. Able to develop and empower human potential individually and in groups.

Generic description 1 level 6 (fourth paragraph)

Responsible for one's own work and can be given responsibility for the achievement of the organization's work results.

Specific description:

1. Able to carry out tasks responsibly in accordance with the Psychological Code of Ethics, both against yourself and the organization

2. Able to cooperate constructively in the achievement of organizational work.

Based on the formulation of each realm, it is obtained an overview of the depth of competence that must be mastered by graduates from the Undergraduate Psychology Study Program in general. Graduates of a study program are expected not only to have competence in general and general expertise in the scientific field, but also expected to reflect the strengths and peculiarities of each study program. Therefore, in formulating CPL which has the peculiarities and strengths of the Undergraduate Psychology Study Program of the Faculty of Psychology Unpad, it is adjusted to the Graduate Profile that has been formulated in section C Profile of graduates of the Undergraduate Psychology Study Program of the Faculty of Psychology Unpad.

The graduate profile contains a content that is a peculiarity of Unpad which is expected to be owned by graduates of Unpad Psychology scholars. The graduate profile is formulated by considering the Academic Vision of the Faculty of Psychology that has been established, as well as the results of the graduate tracing study (*tracer* study). In each graduate profile that has been determined there are competency demands that must be mastered by graduates in order to meet the criteria of the graduate profile.

Details of the formulation of profiles and competencies that must be mastered can be seen in Table 3. here's the following.

Table 3. Formulation of Graduate Profiles and Competencies of Bachelor of Psychology, Universitas Padjadjaran

Profile	Definition	Competencies
Measuring instrument developer	People who develop instruments and measurement procedures to be able to measure human psychological characteristics.	- Develop measuring instruments until it can be used (in accordance with its authority) - Applying concepts that have been learned during undergraduate college
Psychology Researchers	People who conduct investigations of a psychological problem in a system-based, critical, and scientific manner to improve knowledge and understanding, obtain new facts, or make a better interpretation	- Able to meet and master the problem of why the research question arises. - Answer research questions based on psychological concepts and theories. - Conduct research in accordance with scientific rules and be able to write it / report it.
Workforce in the Field of Human Development	People who develop and manage human development with the aim of optimizing their potential use effectively and efficiently. (Labor in the Field of Human Development) Examples: HRD, teachers, coaches, teachers, facilitators, trainers, managers, and extensionists	- Filing administration - Recruitment - Assessment, training, facilitating - HR Development - Management (HR)

Digital Psychology Entrepreneurship	Entrepreneurial people who use data-driven psychological knowledge by utilizing the advancement of digital technology that is a solution to the problems that exist in society and the nation in the present and future that are innovative and futuristic. Examples: author, content creator, YouTuber, influencer	- The ability to take advantage of technological developments and information systems. - Applying concepts & psychological theory in the form of concepts. - Creativity in content creators, content writing, digital display. - Understand digital business design (digital business, planning).
Psychology Consultant	People who provide instructions, considerations, recommendations, or treatment related to psychological problems in the field of non-clinical psychology and various other contexts. Examples: Bureau of Psychology, Psychoeducation (community), Consultants in Other Fields (Companies, NGOs) Note: Perpetrator	- Ability to establish interpersonal and professional relationships. - - Assessment ability: Observation, interview, and assessment in accordance with their authority. - Designing non-clinical intervention techniques: based on need assessment. - Provide Advice/ Recommendations based on concepts, theories, and / or need assessment.

Counselor	People who facilitate individuals and groups to be able to recognize and solve psychological problems by using counseling techniques in accordance with the rules of the psychological code of ethics	- Ability to establish interpersonal and professional relationships.
		- - Assessment ability: Observation, interview, and assessment in accordance with their authority.
		- Designing non-clinical intervention techniques: based on need assessment.
		- Using counseling techniques (directive, non-directive) using microskills based on psychological concepts & theories, and/or need assessment in solving non-clinical problems.
		- Applying the ethical principles of counselors, including:
		1) Professional Identity
		2) Relationships
		3) Individual and Cultural Diversity
		4) Professional Values & Attitudes
		5) Reflective Practice/ Self-Assessment/ Self-care
		6) Scientific Knowledge and Methods
		7) Ethical, legal standards and policy.

Based on the competencies that must be owned in general and specifically in each profile of the graduates mentioned above, the Graduate Learning Achievements (CPL) are formulated from the Undergraduate Psychology Study Program of the Faculty of Psychology Unpad. The CPL has been adjusted to the Higher Education Core Curriculum Provisions and also adjusted to the Level 6 graduate qualification descriptor in the Indonesian National Qualifications Framework (KKNI). The preparation of CPL Psychology Study Program at the Undergraduate Level of the Faculty of Psychology Unpad still uses the minimum criteria for graduate ability qualifications in accordance with the Graduate Competency Standards based on SNPT (Permendikbud 3/2020 Article 5) which covers the realm of attitudes, knowledge, and skills.

In Table 4. The following are listed details of the CPL of the Undergraduate Psychology Study Program of the Faculty of Psychology Unpad which was agreed upon on March 11, 2020 which was attended by the Dean, Vice Dean, 6 (six) Heads of departments and deputy departments, 2 (two) Head of Study Programs (S1 and Postgraduate), 4 (four) Professors, and the Study Program Team for the college curriculum (KPT). Obtained 9 (nine) Graduate Learning Achievements with a minimum CPL as a *baseline* that can explain the details of competencies that need to be mastered by graduates of the Undergraduate Psychology Study Program, Faculty of Psychology Unpad.

Table 4. Learning Achievements of Graduates of the Undergraduate Psychology Study Program, Faculty of Psychology, Universitas Padjadjaran

No.	Graduate Ability Qualifications	Minimum Learning Achievements of Bachelor of Psychology (As Baseline)	Graduate Learning Achievements
1.		Demonstrate behavior based on noble moral values, respect differences and be empathetic. (AP2TPI)	
		Demonstrate behavior based on scientific attitudes and critical thinking. (PT)	

		Able to direct all academic and professional actions towards the ultimate goal of sustainable human potential development. (PT)	1) Integrating the Indonesian Psychological Code of Ethics in professional and personal contexts by considering the values of socio-cultural diversity.
	Attitudes and Values	Able to account for the results of work based on the Indonesian Psychological Code of Ethics. (AP2TPI)	
2.	Mastery of Science	Mastering major concepts about human mental processes and functions (such as memory, emotions, and motivation), as well as history and school of thought in psychology. (AP2TPI)	2) Apply knowledge and understanding of psychological concepts and theories, psychological measurement and assessment, psychological interventions and psychological research in problem solving in the context of individual groups, organization and community.
		Mastering theoretical concepts of the influence of the brain and nervous system on behavior. (AP2TPI)	
		Mastering theoretical concepts about the learning process. (AP2TPI)	
		Mastering personality theories. (AP2TPI)	
		Mastering theoretical concepts of human development from conception to old age. (AP2TPI)	

		Mastering theoretical concepts of mental health. (AP2TPI)	
		Mastering the theoretical concept of human relations with his social environment. (AP2TPI)	
		Mastering basic concepts and theories in Industrial psychology and organization. (AP2TPI)	
		Mastering the stages of preparing a psychological scale, concepts in psychological measurement (validity, reliability, norms), classical test theory, and basic concepts in psychometry. (AP2TPI)	
		Mastering the basic concepts and principles of psychodiagnostics, and interview techniques, observation techniques, as well as theoretical concepts underlying psychological tests. (AP2TPI)	
		Mastering the basics of counseling, psychoeducation, training, and psychotherapy. (AP2TPI)	

		Mastering the theoretical concepts of interpersonal communication and mass communication. (AP2TPI)	
		Mastering the principles of the community approach in	
		Strive for improvement of mental health. (AP2TPI)	
		Mastering theoretical concepts of self-development and career. (AP2TPI)	
		Mastering general philosophy, human philosophy, philosophy of science and logic that underlies the development of psychology as a science (science). (PT)	
		Mastering theoretical concepts of individual and group behavior based on the basic teachings of psychology (personality, development, social, and functions) especially in clinical, educational, industrial and organizational contexts. (PT)	
		Mastering the fundamentals of modern test theory (item response theory) in the development of psychological measurement instruments. (PT)	

		Mastering ways to get information about the latest scientific developments through various reliable sources. (PT)	
		Understand the concept of marketing and be able to apply psychological concepts in the field of marketing. (PT)	
		Understand psychological, biological, cultural, social, and environmental factors in relation to human well-being and health	
		(examples of graduate profiles: consultants / facilitators of health psychology, assistant therapists, research assistants in the field of health, programs leaders [smoking cessation] health educators; promotion of healthy living behaviors [dietician, health care facility administration, mental retardation aid, psychiatric technician]). (PT)	
3.	General Skills	SNPT Provisions in accordance with Permen No. 3 of 2020	3) Able to apply logical, critical, systematic, and innovative thinking presented in the form of scientific descriptions.

4.	Special Skills	Able to conduct interviews, observations, psychological tests both individually, groups and communities that are allowed in accordance with psychodiagnostic principles and the Indonesian Psychological Code of Ethics. (AP2TPI)	4) Able to conduct psychological assessments in accordance with psychodiagnostic principles and the Indonesian Psychological Code of Ethics.
		Able to conduct community assessment based on participation in efforts to develop the community. (PT)	
		Able to develop psychological measurement instruments based on the principles of classical test theory. (AP2TPI)	5) Able to design, conduct, and evaluate a problem solving and/or non-clinical psychological interventions appropriately based on the results of information and data analysis.
		Able to analyze non-clinical psychological problems and behavioral problems, and present alternative solutions to existing problems. (AP2TPI)	
		Able to perform psychological intervention using counseling, psychoeducation, training and other intervention techniques that are permitted by basing themselves on theoretical concepts in psychology and the Indonesian Psychological Code of Ethics. (AP2TPI)	

		Able to design and evaluate individual and group intervention programs. (AP2TPI)	
		Able build a rapport and build effective professional relationships and build healthy interpersonal relationships. (AP2TPI)	6) Able to build and maintain interpersonal and professional.
		Able to develop leadership skills in the group. (PT)	
		Able to speak English fluently both oral and written. (PT)	
		Able to convey ideas in writing, present presentations effectively, and use information technology responsibly. (PT)	7) Able to convey ideas orally and in writing supported by references (references or data) in accordance with utilizing technology in accordance with the psychological code of ethics.
		Able to convey the results of individual and group assessments, both oral and in writing, in accordance with the psychological code of ethics. (PT)	
		Able to convey ideas orally or in writing supported by accurate data. (PT)	

		Able to conduct psychological research using quantitative research methodologies (at least with descriptive statistical analysis or bivariate inferential, as well as non-parametric for the observed variables), and with generic qualitative research methodologies. (AP2TPI)	8) Able to design and conduct research in accordance with scientific rules of research and psychological codes of ethics by utilizing technology.
		Master the use of statistical software for quantitative data processing and analysis. (PT)	
		Master basic Statistical techniques and basic research methodologies. (PT)	
		Able to plan and conduct descriptive (survey) and experimental research. (PT)	
		Mastering the procedures of scientific writing with American Psychological Association (APA) standards. (AP2TPI)	
		Able to express conceptual thoughts and psychological research results in the form of scientific writings that can be published through scientific forums, scientific journals, and print media in the form of general articles, scientific journal articles, or books. (PT)	

		Able to plan and develop a career and self-development (career and personal development). (AP2TPI)	9) Able to plan personal and career development (career and personal development).
		Able to build networks that support career development and self-development. (PT)	
		Able to utilize information technology and computers in professional academic activities. (SNPT)	
		Able to manage oneself, others, as well as psychological instruments in professional academic activities. (SNPT)	

No	Graduate Ability Qualification	Minimum Learning Outcomes of Bachelor of Psychology (As Baseline)	Graduate Learning Outcomes
		Able to understand the administrative process in the management of activities and organization (SNPT).	

VI.   Determination of Study Materials

The study materials are determined based on the academic vision of the Unpad psychology study program (vision and mission decree) which includes five pillars of psychology, namely the basic teachings of personality, human development, social, and general psychological functions, based on the bio-psycho-social paradigm using the quantitative research method (experimental and non-experimental) and qualitative research methods. In addition, the stipulated study materials refer to the provisions of the AP2TP2I. In SK/01/Kep/AP2TPI/ 2019 article 4 paragraph (1) it is stated that to achieve learning objectives, a minimum study material limit is given for graduates of the Psychology Study Program at the Bachelor's Level (S1), which are:

1. History of Psychological Paradigm and Perspectives
2. Biopsychology
3. Human Mental Processes and Functions
4. Personality Theory
5. Human Development Science
6. Mental Health Science & Psychopathology
7. Human Relations with their Social Environment
8. Industrial & Organizational Psychology
9. Basic Statistics
10. Basic Research Methodology
11. Basic Psychometry
12. Basics of Psychological Assessment
13. Fundamentals of Intervention
14. Non-Clinical Psychology
15. Basics of Counseling Learning Principles
16. Principles of Behavior Change
17. Principles of Data Literacy, Technology, and Humanity
18. Psychology Code of Ethics
19. Self & Career Development

VII. Formation of Courses and Determination of Credit

The curriculum development of Merdeka Belajar - Kampus Merdeka Program for Psychology Study Program for the Bachelor Level (S1) Faculty of Psychology, Universitas Padjadjaran is carried out based on the Outcome-Based Education (OBE) principle that uses a student-centered Backward Curriculum Design. The curriculum alignment design includes the stages of formulating broad learning objectives, setting specific learning objectives, determining learning assessments, and developing learning activities.
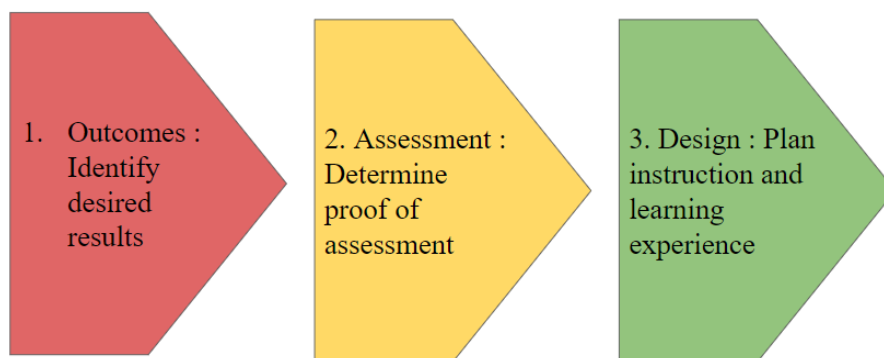
Figure 1. Backward Curriculum Design

In stage 1, namely Outcomes, undergraduate graduates is determined through the Merdeka Belajar-Kampus Merdeka curriculum learning program. Therefore, a graduate profile is determined in the form of a profession that can be occupied by graduates of the Psychology study program at the undergraduate level, some of which are obtained through tracer studies to alumni and users. Furthermore, the Graduate Learning Outcomes (CPL) are determined which include the competencies that all graduates need to achieve.

Stage 2 Assessment is to determine the method of assessment that can prove that graduates have the CPL specified in Stage 1 Outcomes. The selection of the right assessment method needs to be done in order to be able to assess and provide evidence of the achievement of a competency. The right assessment method can assess that graduates get teaching materials and appropriate learning methods to acquire a competency. Assessment can be in the form of formative or summative assessments that can help students learn and identify student strengths. Assessment is also expected to assess the effectiveness of teaching strategies (instructional strategies).

Stage 2 Assessment wil determine stage 3 Design, namely designing learning activities and teaching materials that can direct students to achieve the intended competencies. At this stage, learning activities are determined that can provide certain learning experiences so that competencies according to CPL can be achieved. In addition to learning activities, teaching

materials, instructions, and resources needed to achieve these competencies are also determined. Planning at this stage is reflected in the Semester Learning Plan (SLP) document. Based on the analysis of the stages of curriculum preparation, not all CPL can be achieved through curricular activities, so there are competency targets that will be met by students through student curricular activities.

To be able to develop a curriculum that is in accordance with the concept of Merdeka Belajar - Kampus Merdeka which emphasizes a student-centered curriculum, it is necessary to go through several important stages.

STAGES OF CURRICULUM DESIGN
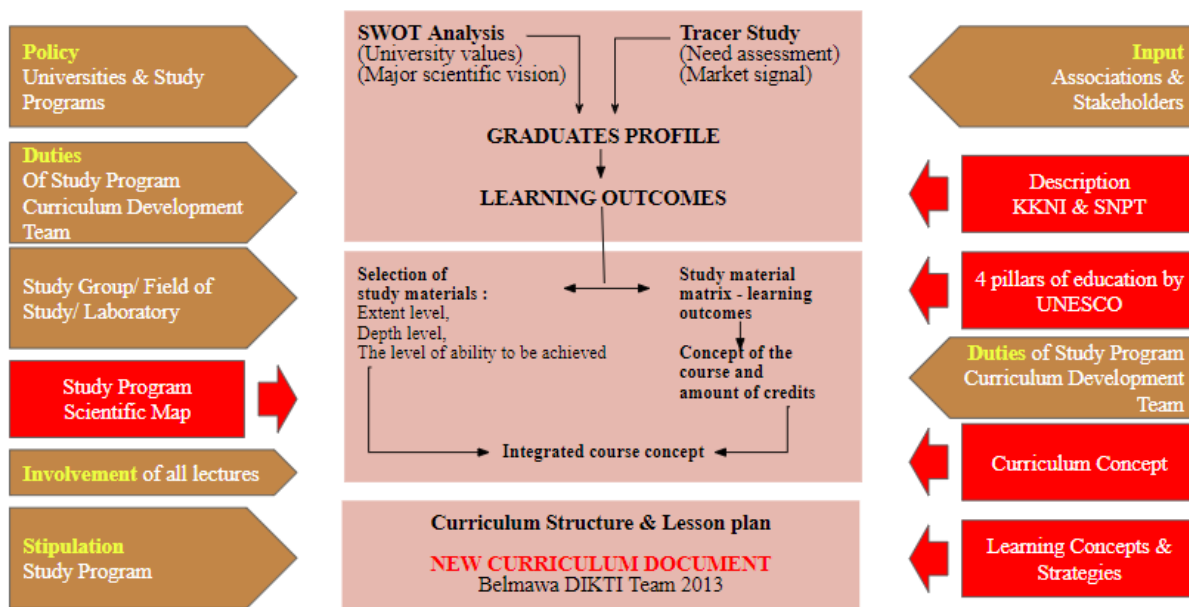
Figure 2. Stages of Curriculum Development (Source: Belmawa Dikti Team, 2013)

Figure 2. Stages of Curriculum Development illustrates that in order to obtain a learning outcome formulation, it is necessary to carry out a SWOT analysis of the values of the university, faculty, and the scientific/academic vision of the Psychology S1 Study Program, as well as data on the results of the assessment of the needs of the graduate hirer (users, stakeholders) and alumni obtained through tracer studies, as well as data from associations. Based on the results of the SWOT analysis and need assessment data as well as market signals, a graduate profile is prepared. The determination of the graduate profile is based on the academic vision of the Psychology Study Program at the undergraduate level, the vision of the Faculty of Psychology, and the vision of Universitas Padjadjaran as well as the results of tracer studies and focused group discussions (FGD) with stakeholders in 2015, 2017, and 2018. The graduate profile is a profession or job profile that can be done by graduates of a study program, while at the same time it can also reflect

the uniqueness and strength of the study program. Study program graduates will have a certain number of abilities so that they can pursue one or several jobs/professions that are set as graduate profiles, and/or they can also continue their studies to the next level.

In order for graduates to achieve the competency profile of graduates, appropriate learning outcomes or Graduate Learning Outcomes (CPL) are determined. Graduate Learning Outcomes (CPL) are the internalization and accumulation of knowledge, skills, attitudes, and competencies that are achieved through a structured educational process covering a particular field of knowledge/expertise or through work experience. The CPL is prepared by considering the qualifications of level 6 graduates in the guidelines of the Indonesian National Qualifications Framework (KKNI), National Higher Education Standards (SNPT), and the Decree of the Association of Indonesian Psychological Higher Education Providers (AP2TPI) for undergraduate level.

After compiling the graduate profile and graduate learning outcomes, the curriculum preparation enters stage 2, namely an assessment that will provide a framework to prove whether or not a CPL has been achieved. By knowing how to prove the achievement of CPL and its indicators of achievement, the next step is to prepare study materials and how to provide learning experiences to students to ensure the achievement of CPL. At this stage, curriculum design is carried out in the form of teaching materials, technical delivery of learning, consideration of the time required for mastery of teaching materials, as well as the weight of credits so that students can master the competencies according to the established CPL.

In stage 3 of this curriculum design, the structure of the curriculum is determined, in the form of curriculum maps, integrated course concepts, courses, and capstone projects, namely tasks that involve the application of various teaching materials that function to display competencies in accordance with certain CPL. The capstone project is also facilitated by the Merdeka Belajar-Kampus Merdeka program.

Merdeka Belajar - Kampus Merdeka program provides different opportunities through various learning experience activities and showcases students' abilities in eight choices of off-campus learning activities. The granting of the right to independent study for three semesters or the equivalent of 60 credits (Permendikbud 3/2020 Article 18 paragraph 3) provides opportunities for students to explore knowledge and skills according to the profile of the graduates they are interested in. The right to independent learning can also provide a broad learning experience for several graduate profiles that are of interest to students. The level of depth and breadth of learning materials is formulated with reference to the description of the learning outcomes of graduates from the KKNI (Permendikbud 3/2020 Article 9 paragraph 1). All laws and regulations, both national, professional, and university in nature are used to formulate the curriculum from the determination of the graduate profile to the design of the curriculum structure.

The preparation of study materials or teaching materials is carried out which is then developed into courses. Study materials are arranged based on the need to achieve CPL for the Psychology Study Program at the undergraduate level. To ensure that the CPL is achieved, it is necessary to carry out an assessment or assessment that can prove the achievement of the targeted competence.

Through an assessment of the CPL or competency of graduates, it is possible to determine the minimum criteria for the depth and breadth of learning materials that become the standard for learning content (Permendikbud 3/2020 Article 8 paragraphs 1 and 2). The level of depth and breadth of learning material is formulated by referring to the CPL from the KKNI which is cumulative and/or integrative. The level of depth and breadth of learning material is poured into study materials that are structured in the form of courses (Permendikbud 3/2020 Article 8 paragraphs 1, 3, and 4).

Based on the CPL of the Psychology Study Program at the undergraduate level of the Faculty of Psychology, Unpad, it has been determined that the minimum learning achievement of a psychology degree can be used as the basis for minimum competency reference. To prove the achievement of competence, it can be done through a summative assessment. Types of diagnostic assessment (pre-assessment) and formative assessment can be used in the learning method, but to prove the achievement of competence only a summative assessment is used at the end of the learning process of teaching material.

Summative assessment has various ways and different types depending on the taxonomy level of knowledge, skills, or competencies that students will prove to have. The higher the taxonomy of a required competency, the assessment is carried out not only to test theoretical knowledge but also to test the ability to apply that knowledge. After the assessment is determined, the study materials that need to be taught are prepared to pass the competency assessment. In addition, the assessment also helps plan strategies and student learning experiences so that the form of learning and teaching instructions (teaching instructional) can be adjusted so that the competencies required in CPL can be achieved.

In the basic competencies of graduates of the Psychology Study Program at the S1 level, the minimum study material has been determined by SK 01/Kep/AP2TPI/2019 (Article 4 regarding the minimum study material for the Psychology Study Program at the undergraduate level). In addition to the minimum study materials that have been determined, other sources of study materials are those that are in accordance with the strengths and characteristics of the study program. Study materials or teaching materials at the Psychology Study Program at the undergraduate level of the Faculty of Psychology, Unpad, are built based on basic ideas regarding the purpose of science, the pillars of psychology, methodology, and its application.

The study material still has to be equipped with teaching methods so that the intended CPL can be achieved. The way of teaching can be done through direct instructional methods such as lectures, demonstration methods such as giving examples or experiments, as well as collaborative methods that involve the teacher as a facilitator and emphasize the ongoing discussion. Determining how to teach needs to consider the assessment that must be passed by students to prove their mastery of CPL.

The higher the competence that must be mastered, then the assessment to prove competence must be through competency demonstration, for example through the role-play method, project-based, and others. So that during the assessment students can demonstrate their competence, the method of teaching study materials or teaching materials must take this into account. Study materials or teaching materials in the Curriculum of the Undergraduate Study Program of the Faculty of Psychology, Universitas Padjadjaran are developed and organized based on the above frame of reference.

The study materials and grouping of Psychology Study Program courses at the Faculty of Psychology Unpad were built based on several basic ideas regarding the purpose of science, the pillars of psychology, methodology, and its application. The first basic idea is that ultimately the goal of science, in this case, psychology, is to be able to describe, predict, explain, and control human behavior and the mental processes that underlie it. Therefore, study materials, all courses, and Semester Learning Activity Program Plans are prepared to fulfill the four scientific objectives above.

The second basic idea is that in describing, predicting, explaining, and controlling human behavior and the mental processes that underlie it, psychology as a scientific science is based on four scientific pillars: Personality, Development, Social, and Functions. Throughout the educational process at the Psychology Study Program at the Unpad Faculty of Psychology, students are guided to master the theories of each of these pillars.

Furthermore, as a scientific science that must advance and develop, mainly through research, psychology has specific methods. The various methods, the accompanying data analysis, and the underlying philosophy are a separate group of teachings, namely the teaching of methodology. Students of the Psychology Study Program at the undergraduate level of the Faculty of Psychology Unpad are prepared to become prospective researchers who master scientific research methods and data analysis, especially experimental research.

The development of psychology as a scientific science in the last two decades refers to efforts to uncover biological and neurological aspects of humans as the basis for explaining behavior, both normal and abnormal. Therefore, the Psychology Study Program curriculum for the undergraduate

level of the Faculty of Psychology, Unpad, prioritizes mastery of the neurobiopsychological approach in relation to individual behavior.

Psychological concepts have a very broad scope of application in various fields of human life. This is reflected in the diverse profiles of graduates from the Psychology Study Program at the undergraduate level of the Faculty of Psychology, Unpad. These various graduate profiles can take part in various fields of life. In this case, the Psychology Study Program at the undergraduate level of the Faculty of Psychology Unpad provides courses with studies focused on the application of psychological principles and concepts in Education (Educational Psychology), Industry & Organizations (Industrial & Organizational), and Clinical (Clinical Psychology)

Psychology is often seen as a science about humans that has a long past but short history. An understanding of the growth and development of psychology as a science, the emerging currents, and a philosophical understanding of humans is needed to understand psychology as a whole and its material objects. The Psychology Study Program at the undergraduate level of the Faculty of Psychology, Unpad provides a group of basic introductory courses related to knowledge of philosophy and the history of psychology.

The learning achievement is then weighed by the study material by considering the depth and breadth of the material covered. After that, courses and credits are formed in the form of a Curriculum Structure Series which will be carried out by students of the Psychology Study Program at the undergraduate level of the Faculty of Psychology Unpad for 8 semesters. In accordance with Permendikbud 3/2020 regarding SNPT in Article 17 paragraph 1 point d, this Study Program can be completed in a minimum of 7 semesters and a maximum of 14 semesters with a student study load of at least 144 credits.

The fulfillment of the learning process at the Psychology Study Program at the undergraduate level of the Unpad Faculty of Psychology is divided into the learning process within the study program and outside the study program. This is in accordance with the spirit Merdeka Belajar - Kampus Merdeka program as stated in Permendikbud 3/2020 article 18 paragraph 3, namely: "(3) Facilitation by Universities to fulfill the period and burden of learning in the learning process as referred to in paragraph (1) letter b in the following manner:

a. at least 4 (four) semesters and a maximum of 11 (eleven) semesters are Learning in the Study Program;
b. 1 (one) semester or equivalent to 20 (twenty) semester credit units is Learning outside the Study Program at the same Higher Education; and
c. a maximum of 2 (two) semesters or equivalent to 40 (forty) semester credit units are:
    1. Learning in the same study program at different universities;
    2. Learning in different study programs at different universities; and/or

3. Learning outside of Higher Education."

With this regulation, the minimum study material for the Psychology Study Program at the undergraduate level will be delivered in the first 4 (four) semesters, followed by 3 (three) semesters for forms of learning outside the study program or within the study program to fulfill the right of students at Merdeka Belajar - Kampus Merdeka program.

In accordance with Law No. 12/2012 concerning Higher Education in paragraph 2 Curriculum article 35 paragraph (3) "The higher education curriculum as referred to in paragraph (1) must contain the following subjects:
  a. Religion;
  b. Pancasila;
  c. Citizenship; and
  d. Indonesian"

Universitas Padjadjaran requires courses that is exclusively for Unpad, namely:
  a. English;
  b. Sports Arts and Creativity (OKK);
  c. Learning Skills and Information Literacy (KBLI);
  d. Social Action Internship for Advanced University Students (KKN)
This course is hereinafter referred to as MKU and MKWU with a total learning load of 14 credits.

The distribution of the learning load or credits from a total of 144 available credits is as follows:

Table 5. Credit Distribution

Learning Process	Credit Hour
Inside major	84
MKU: 8 SCH	8
MKWU: 6 SCH	6
Study Program Teaching Materials	70
Other study programs within College	20
Other Study Programs Other Colleges Same with Other College Study Programs	40

Outside College	
Total	144

The study load which contains study programs is 70 credits.

VIII.   Curriculum Matrix and Map

The design of the curriculum structure and learning design is contained in the curriculum map of the Psychology Study Program at the S1 level, Faculty of Psychology, University of Padjadjaran. Of the 8 (eight) scheduled semesters, the semester allocated for general and professional courses is 4 (four) semesters, while 3 (three) semesters are for the Merdeka Belajar - Kampus Merdeka program, and the final semester is for the completion of the final project.

Figure 3. Semester Path at Kampus Merdeka UNPAD

The Psychology Study Program at the undergraduate level, Faculty of Psychology, Universitas Padjadjaran chose a path that allows students to complete basic study programs before students use their right to Merdeka Belajar program, as shown in Figure 3 as an alternative to the Kampus Merdeka's semester path.

To equip students before doing learning outside the study program, students must be equipped with the basic knowledge and skills of undergraduate graduates of the Psychology study program

at the undergraduate level. The use of a tiered curriculum is chosen so that knowledge and skills are the cumulative results of a series of learning that is arranged based on the level of knowledge. Sequentially, teaching materials are given with basic, intermediate, advanced, and applied basic materials. The following is a design for the level of knowledge of teaching materials for the Psychology Study Program at the undergraduate level of the Faculty of Psychology, University of Padjadjaran.
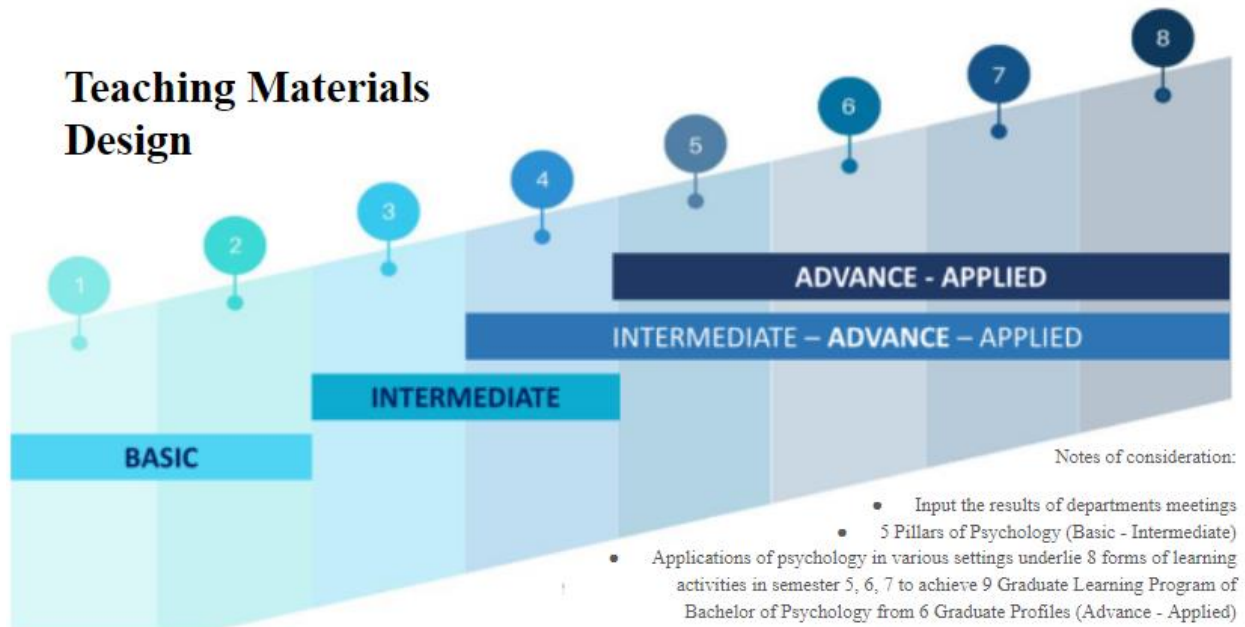
Figure 4. Curriculum Structure Level Design

In Figure 4. The design level of the curriculum structure shows that the first two semesters are filled with various basic knowledge and theories. In the next two semesters, the basic knowledge gained in the basic semester begins to be given context and begins with a demonstration and project-based learning as an intermediate learning experience so that it is expected to equip students before experiencing learning experiences outside the study program. In the remaining four semesters, students are expected to get Advanced and Applied to learn experiences so that they can hone their skills according to the profile of graduates of the Psychology study program at the undergraduate level.
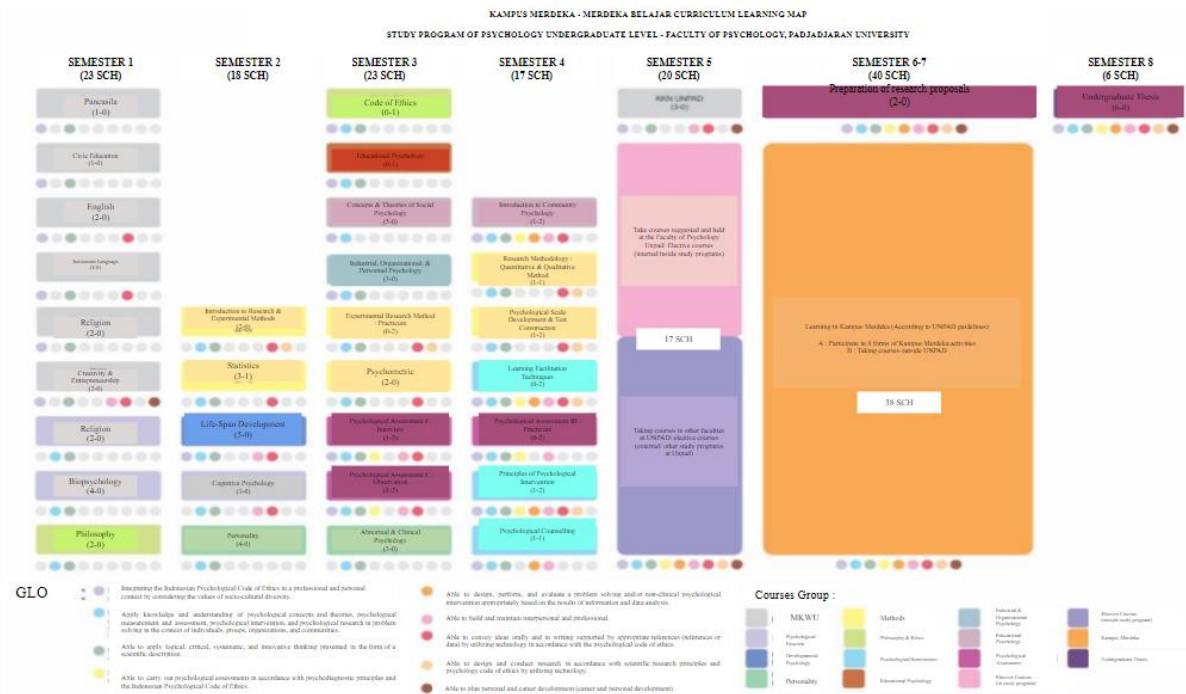
Figure 5. Mapping of Curriculum-Based on CPL & Learning Materials
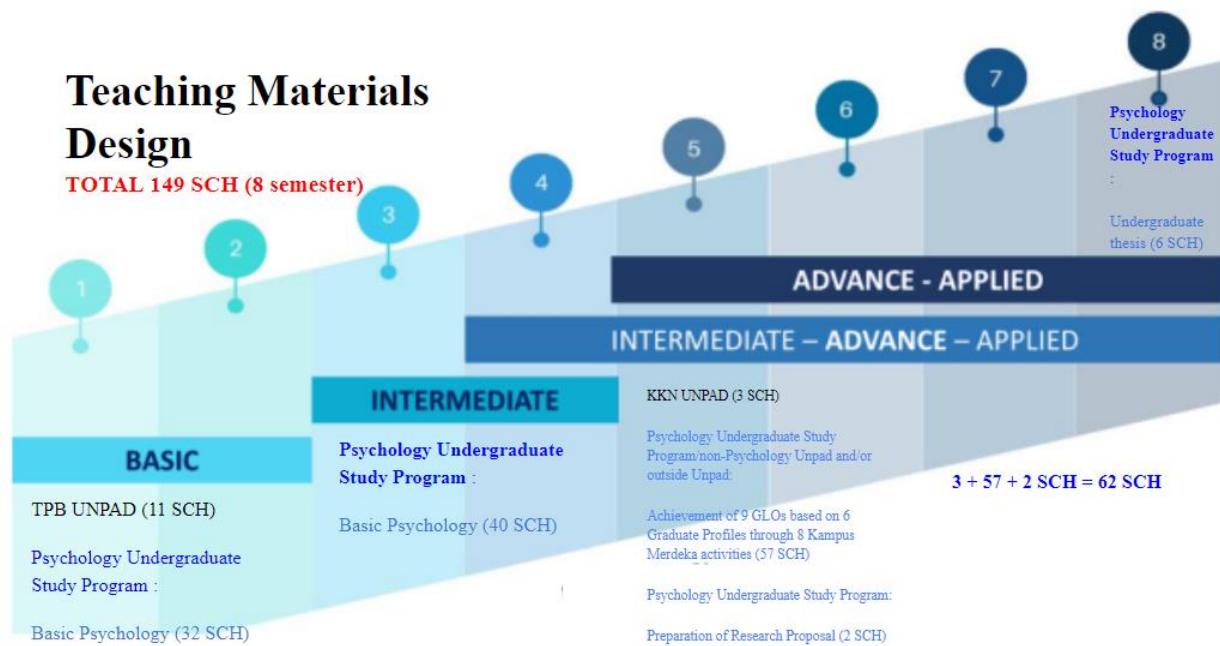
Figure 6. Curriculum structure design and content of teaching materials

In Figure 6. The design of the curriculum structure and content of teaching materials by considering study materials or teaching materials at least a psychology degree is determined by teaching materials and learning loads in the form of credits in each semester and subject. The CPL matrix in Figure 5 describes the teaching materials that need to be mastered and the depth of the desired material to achieve the 9 CPLs.

Based on the study, the learning loads of each material is determined. It is necessary to achieve CPLs. Teaching materials regarding knowledge and competencies are given gradually to be mastered integrative and cumulatively. The preparation of teaching materials is grouped according to the level of ability and knowledge. Through this process, cumulative learning loads or total credits are obtained to take the Bachelor of Psychology program, namely a total of 149 credits spread across 8 (eight) semesters. There is an excess of 5 (five) credits from 144 (one hundred and forty four) minimum credits required to graduate a bachelor of psychology.

The details of each teaching material or study material that has been collected through discussion from each department represented by Head of Department as well as representatives from the department with the Kampus Merdeka. The following is a mapping of teaching materials, learning expenses in credits, as well as the placement in semesters.

The process of preparing the design of teaching materials of the Undergraduate Psychology Study Program, Faculty of Psychology Padjajaran University began with a material submission from Curriculum Merdeka Belajar- Kampus Merdeka teams. In June - July 2020, a discussion was held with 6 head departments and department representatives regarding the material submission from team. Through the discussion process, some refinements are obtained, either from the curriculum flow or map, nor some proposed elective courses that are placed as teaching materials for deepening or expanding insight in semesters 5 to 7 which are part of Merdeka Belajar-Kampus Merdeka.

On July 20 2020, FGD was conducted with alumni who represented graduated profiles to get input on the flow of teaching materials on curriculum as well as the development of self-skills that need to be done by students and owned by graduates of the Psychology Study Program, The invited alumni are:

a. Brigjen (Purn) TNI Dr. Arief Budiarto, DESS.
   Dean of Faculty of Psychology Unjani
   Graduate Profile: Employment in field of Human Development (Education and Agencies of Indonesia Army- TNI AD)
b. Theresia, M. Psi.,Psikolog.
   Adult Clinical Psychologist, Hasan Sadikin Hospital
   Graduate Profile: Counselor
c. Andi Wiryanto, S. Psi.
   Managing Partner Partner Inc
   Graduate Profile: Psychology Consultant
d. Muhammad Hamid Muktashim, S. Psi.
   President Director of PT. KARISMA BAHARI NUSANTARA

Graduate Profile: Entrepreneurship and Marketing Researcher

e. Fajar Trihadi, S. Psi., Psikolog.
   Manager of HC Business Process at PT Telekomunikasi Selular (Telkomsel)
   Graduate Profile: Employment in field of Human Development (BUMN)

f. Sukmayanti Ranadireksa, M.Psi.,Psikolog.
   Motekar Psychology Bureau
   Graduate Profile: Employment in field of Human Development (Trainer) and Psychology Consultant

Table 6. Curriculum mapping with the arrangement of teaching materials per semester

SEMESTERS																
I		II		III		IV		V		VI		VII		VIII		Total
Credits	23	Credits	18	Credits	23	Credits	19	Credits	20	Credits	20	Credits	20	Credits	6	149
Learning Skills and Information Literacy	1	Intro Research methods & Experiment	2	Experiment mapping	2	Community Psychology	3	Community Service Program (KKN) Unpad	3			Research proposals (online)	2	Thesis	6	
Pancasila / Citizenship	2	Cognitive Psychology	3	Concept and Theory of Social Psychology (+DISB)	5	TPM	2	It is recommended to take courses at the Faculty of Psychology Unpad in accordance with the intended profile or take other courses on Unpad that match the profile		It is recommended to follow 8 type of Kampus Merdeka Learning Activities (according to Unpad guidelines), such as: •Student Exchange •Internships •Teaching Assistants •Research •Humanity Project •Entrepreneurship •Independent Projects •Community Development						

								The Faculty of Psychology opens courses to:
English Language	2	Psychology of Personality	4	Industry and Personal Psychology	3	Intervention Basics and PST	3	• Taken by students of the Faculty of Psychology Unpad / other universities • Taken by psychology or nonpsychology students
Religion	2	Life span Development	5	Psychometry	2	Construction test	3	
Indonesia Language	2	Statistics	4	Introduction to Assessment: Inventory, projective, and Interview	3	Methodical Test	2	
Creativity and Entrepreneurship (OKK)	2			Assessment: Statement Science & Observation	3	Counseling Psychology	2	
Psychology 101	6-			Clinical &	3	Research Methods	2	

	0			Abnormal Psychology		(quantitative and qualitative)					
Philosophy	2-0			Code of Ethics	1						
Biopsychology and Neuropsychology	4-0			Educational Psychology	1						

Table 7. Recapitulation of the distribution of learning loads in the curriculum structure

No	Courses	Total Credits	Percentage
1.	Unpad Compulsory Public Courses (TPB+KKN)	14	9,4%
2.	Study Program Courses + thesis	80	53,7%
3.	Learning the same study program and/or different University (PT) or outside PT (8 types of courses)	38	25,5%
4.	Learning outside the Study Program at the same University (PT)	17	11,4%
Total		149	100,0%

In general, referring to the Decree of the Dean of the Faculty of Psychology Padjadjaran University Number 1297 / UN6. I / Kep / KP / 2020 concerning the implementation of the Curiculum "Merdeka Belajar- Kampus Merdeka 2020" for students of the class of 2020 with Psychology Study Program (S1), Faculty of Psychology Padjadjaran University, placement of teaching materials / study materials on the curriculum structure of the Undergraduate Psychology Study Program, Faculty of Psychology, Padjadjaran University are as follows:

Table 8. **SEMESTER I**

No.	Code	Courses	Credits	Prerequisite	Group
1.		Pancasila	1 (1-0)		MKWU
2.		Civic Education	1 (1-0)		MKWU
3.		English Language	2 (2-0)		MKWU
4.		Religion	2 (2-0)		MKWU
5.		Indonesian Language	2 (2-0)		MKWU
6.		Creativity and Entrepreneurship (OKK)	2 (2-0)		MKWU
7.		General Psychology	6 (6-0)		MKF
8.		Philosophy	2 (2-0)		MKF
9.		Biopsychology	4 (4-0)		MKF

No.	Code	Courses	Credits	Prerequisite	Group
		Total Credits	23		

Table 9. **SEMESTER II**

No.	Code	Courses	Credits	Prerequisite	Group
1.		Introduction to Research & Experimental Methods	2 (1-1)		MKF
2.		Cognitive Psychology	3 (3-0)		MKF
3.		Personality	4 (4-0)		MKF
4.		Life Span Development	5 (5-0)		MKF
5.		Statistics	4 (3-1)		MKF
		Total Credits	18		

Table 10. **SEMESTER III**

No.	Code	Courses	Credits	Prerequisite	Group
1.		Experimental Research Methods: Practicum	2 (0-2)		MKF
2.		Concepts and Theories of Social Psychology	5 (5-0)		MKF
3.		Industrial, Organizational and Personnel Psychology	3 (3-0)		MKF
4.		Psychometrics	2 (0-2)		MKF
5.		Psychological Assessment I: Interview	3 (1-2)		MKF
6.		Psychological Assessment II: Observation	3 (1-2)		MKF
7.		Abnormal and Clinical Psychology	3 (3-0)		MKF
8.		Code of Ethics	1 (0-1)		MKF
9.		Educational Psychology	1 (0-1)		MKF

No.	Code	Courses	Credits		
		Total Credits	23		

Table 11. **SEMESTER IV**

No.	Code	Courses	Credits	Prerequisite	Group
1.		Introduction to Community Psychology	3 (1-2)		MKF
2.		Learning Facilitation Techniques	2 (0-2)		MKF
3.		Behavioral Modification	3 (1-2)		MKF
4.		Psychological Scale Development and Test Construction	3 (1-2)		MKF
5.		Psychological Assessment III: Practicum	2 (0-2)		MKF
6.		Counseling Psychology	2 (1-1)		MKF
7.		Research Methodology: Quantitative & Qualitative Methods	2 (1-1)		MKF
		Total Credits	17		

Table 12. **SEMESTER V**

No.	Code	Courses	Credits	Prerequisite	Group
1.		Community Service Program (KKN)	3		MKWU
2.		Elective courses (internal/inside study program)	17		
3.		Elective courses (external/in other study programs at Unpad)			
		Total Credits	20		

Table 13. **SEMESTER VI - VII**

No.	Courses	Credits	Prerequisite	Group
1.	It is recommended to follow 8 type of Kampus Merdeka Learning Activities (according to Unpad guidelines), such as:	38		
2.				
3.	1. Student Exchange			
	2. Internships			
4.	3. Teaching Assistants			
	4. Research			
5.	5. Humanity Project			
6.	6. Entrepreneurship			
	7. Independent Projects			
7.	8. Community Development			
8.				
9.	Research Proposal	2		
	Total Credits	20		

Table 14. **SEMESTER VIII**

No.	Code	Courses	Credits	Prerequisite	Group
1.	UNI10.06018	Skripsi	6 (0-6)		MBB

Table 15. **ELECTIVE COURSES IN SEMESTER V, VI, VII**

No.	Code	Courses	Credits
1.		Group Dynamic	2
2.		Psychosocial Intervention	2
3.		Ethnography in Social Psychology	2
4.		Projective Test	2

5.		Inventories	2
6.		Health Psychology	2
7.		Therapeutic Communication	2
8.		Psychological Self-Help Programme	2
9.		Political Psychology	2
10.		Designing Training Program	2
11.		Psychology and Special Educational Needs	2
12.		Psychology in Early Childhood Education	2
13.		Introduction to Assessment and Intervention Techniques in PIO	2
14.		Consumer Psychology	2
15.		Psychology of Services	2
16.		Entrepreneurial Psychology	2
17.		Applied Developmental Psychology	2
18.		Psychology of Family Development	2
19.		Developmental Psycholinguistics	2
20.		21st-Century Parenting	2
21.		Child and Adolescent Health and Well-being	2
22.		Psychology of Everyday Life	2
23.		Statistics for Social Sciences	2
24.		Experiment for Social Sciences	2
25.		Engineering Psychology	2
26.		Applied Psychometrics and Development of Assessment Instrument	2
27.		Intervention Mapping	2
28.		Interpersonal Relationship	2

IX. Semester Learning Plan (RPS)

Semester Learning Plan (RPS) attached to appendices.

CLOSING

Concept of perception and explanation of the preparation of the College Curriculum that will applied in Undergraduated of Psychology, Faculty of Psychology Padjadjaran University, in this academic manuscript shows that the preparation of the curriculum that will enforced in the 2020-2021 academic year has changed both in terms of the direction of curriculum achievement, the number of credits of courses, study materials, adjustment of learning strategies, and the process assessment / assessment of teaching and learning activities. It cannot be denied, that there are still data and variables that must be discussed, strengthened, and equipped. This is part of the plan for the preparation and development of the next College Curriculum that will be carried out in the framework of organizing academic activities in the future.

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APPENDICES

I. RPS Semester 1

    1. TPB Pancasila

    2. TPB Civic Education

    3. TPB English Language

    4. TPB Indonesian Language

    5. TPB Religion

    6. TPB Creativity and Entrepreneurship (OKK)

    7. General Psychology

    8. Philosophy

    9. Biopsychology

II. RPS Semester 2

    1. Introduction to Research & Experimental Methods

    2. Cognitive Psychology

    3. Personality

    4. Life Span Development

    5. Statistics

III. RPS Semester 3

    1. Experimental Research Methods: Practicum

    2. Concepts and Theories of Social Psychology

    3. Industrial, Organizational and Personnel Psychology

    4. Psychometrics

    5. Psychological Assessment I: Interview

    6. Psychological Assessment II: Observation

    7. Abnormal and Clinical Psychology

    8. Code of Ethics

    9. Educational Psychology

IV. RPS Semester 4

    1. Introduction to Community Psychology

    2. Learning Facilitation Techniques

    3. Behavioral Modification

    4. Psychological Scale Development and Test Construction

    5. Psychological Assessment III: Practicum

    6. Counseling Psychology

    7. Quantitative & Qualitative Methods

V. RPS Semester 5, 6, dan 7

    1. Designing Training Program

    2. Perkembangan Kehidupan Keluarga

    3. Developmental Psycholinguistics

    4. Child and Adolescent Health and Well-being

    5. Interpersonal Relationship

    6. Entrepreneurial Psychology

    7. Psychology of Services

    8. Consumer Psychology

    9. Political Psychology

    10. Inventories

    11. Projective Test