

**UNDERGRADUATE THESIS
QUALITY STANDARDS
FACULTY OF PSYCHOLOGY
UNIVERSITAS PADJADJARAN**



**FACULTY OF PSYCHOLOGY
UNIVERSITAS PADJADJARAN
BANDUNG
2020**

Quality Standards for Undergraduate Thesis Course, Faculty of Psychology, Universitas Padjadjaran.

Compiled by The Undergraduate Thesis Team for Undergraduate Study Program, Faculty of Psychology, Universitas Padjadjaran.

FOREWORD

This "Undergraduate Thesis Quality Standard" book is a reference that can be used by supervisors and students of the Faculty of Psychology, Universitas Padjadjaran in the completion of the undergraduate thesis. By referring to this book, students are expected to complete the undergraduate thesis on time in accordance with the expected goals. Supervisors are expected to interact with students when preparing an undergraduate thesis by following the procedure properly. This book is a reference book compiled based on the Guidelines for the Preparation and Writing of Undergraduate Thesis for the Undergraduate Program of Universitas Padjadjaran in accordance with the SK Rektor Universitas Padjadjaran No.139 / H6.1 / KEP / PP / 2011 and the Undergraduate Thesis Quality Standard for Faculty of Psychology, Universitas Padjadjaran in 2016.

Bandung, March 2020

Editor Team of Undergraduate Thesis Quality Standard 2020

EXPLANATION OF UNDERGRADUATE THESIS

Understanding Undergraduate Thesis

A thesis is a scientific paper, in the form of an exposition to research writings that discuss a problem in a particular field of science by using the applicable rules in that field of science.¹ At the Faculty of Psychology, the undergraduate thesis must be based on the results of psychological research and use the concept of psychological theory.

Undergraduate Thesis Course Objectives

The undergraduate thesis is a course that requires mastery of materials from other courses that have been followed by students. Thus, it can be said that the undergraduate thesis course is the integration of the entire course that has been studied by students at the undergraduate level of the college. The objectives of undergraduate thesis courses at the Faculty of Psychology, Universitas Padjadjaran are:

Students are able to conduct psychological research in accordance with scientific research principles and are able to report the results of their research in the form of scientific papers.

¹(Attachment to the SK Rektor UNPAD No. 12/PT06.H/Kep/I/1993 concerning Guidelines for The Preparation and Writing of Unpad Undergraduate Thesis Program)

The above objectives include the students' abilities in:

(1) Formulate the research problem to be studied.

Some sources of problems that can be studied are:

(Christensen, 2007)

a) theory

b) rules everyday life

c) practical issues

d) past research

(2) Develop a research design.

(3) Conduct a literature study relevant to the problem being studied.

(4) Collecting primary or secondary research data.

(5) Selecting and using measuring instruments that are in accordance with the problems studied with evidence of validation and reliability of measuring instruments.

(6) Processing and analyzing research data using scientific methods

(7) Writing research results in the form of scientific works (undergraduate thesis manuscripts, scientific articles, research posters).

Scope of Undergraduate Thesis

Referring to the Indonesian National Qualifications Framework (KKNI), undergraduate graduates must reach level 6, namely applying their field of expertise and utilizing science and technology in their field in solving problems and being able to adapt to the situation at hand. Thus, undergraduate graduates are expected to apply the knowledge obtained during their studies.

The work of an undergraduate thesis is one of the medium for students to hone their problem-solving skills by knowing the picture of the actual problem and then comparing it with the theories and concepts that have been previously studied.

Undergraduate Thesis Position and Semester Credit

At the Faculty of Psychology, the undergraduate thesis weighs 6 credits, equivalent to 24 – 30 hours per week, or 600 – 750 hours in 1 semester. These activities include face-to-face meetings with supervisors, independent assignments, structured assignments, and seminars.

Undergraduate Thesis Substance

1) Material

Undergraduate thesis research topics are studied using psychological concepts and theories and other related fields of science. Written work material (undergraduate thesis manuscript) is based on research data, either which is field research or laboratory research.

2) Theoretical Approach

- a. Thesis writing must be done using concepts and theories to explain the relationship between variables or problems of a variable that is scientifically researched.
- b. The use of Grand Theory is not required as long as the theory used can explain the relationship between variables or the problem of a variable that is logically scientifically researched.
- c. In qualitative research, the involvement of theory can be adapted to the rules of qualitative research in general.

3) Research Approach

The research approach is an approach to answer research questions that are divided into (Goodwin, 2010):

- a) Quantitative Research, namely data collected and presented in the form of numbers.
- b) Qualitative Research, namely studies that collect interview information, both from individuals and groups; which sometimes involve detailed case studies; sometimes it involves carefully compiled observational studies.

SYSTEMATICS AND HOW TO WRITE UNDERGRADUATE THESIS

UNDERGRADUATE THESIS WRITING STRUCTURE

In general, thesis writing can be divided into three main parts, namely: (1) the beginning, (2) the core, and (3) the end.

A. Beginning Section

The initial section consists of:

- Title page (and subtitles):
- Supervisor Approval page;
- Statement page that Scientific Work has compiled yourself, not plagiarism
- Abstrak page (in Indonesian);
- Abstract page (in English);
- Preface page (Preface)
- Table of Contents
- List of Tables page (if any);
- List of Figures page (if any);
- List of Attachments page (if any).

B. Core Section

In general, this section begins with a description of the general and specific problems studied and a description of the importance of the research conducted. The core section consists of:

CHAPTER I INTRODUCTION

- 1.1 Background
- 1.2 Problem Identification
- 1.3 Research Objectives
- 1.4 Research Use

CHAPTER II LITERATURE REVIEW

- 2.1 Theories, Concepts, and Research Previously
- 2.2 Framework of Thinking
- 2.3 Hypothesis (for two-variable research)

CHAPTER III RESEARCH METHODS

- 3.1 Research Approach
- 3.2 Research Design
- 3.3 Research Variables
- 3.4 Measuring Instruments
- 3.5 Research Participants
- 3.6 Research Procedure
- 3.7 Data Analysis
- 3.8 Research Plan Timeline (for Research Proposal Seminar)

CHAPTER IV RESULTS AND DISCUSSION

4.1 Research Results

4.2 Discussion

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

5.2 Suggestions

C. End Section

Bibliography

Attachment

UNDERGRADUATE THESIS WRITING CONTENT

The following presents the systematics and understanding of each part of the undergraduate thesis.

A. The Beginning

ABSTRACT

Abstract:

Abstracts, which are the essence of the writing, includes a brief background of the research, the theory used, the objectives, research methods (subjects, measuring instruments, research design, data collection procedures, data collection techniques), results, and research conclusions.

B. Core Section

CHAPTER 1 INTRODUCTION

1.1 Research Background

The background section outlines the problems that occur and provides reasons for the need of the research topic to be researched.

The background components of the problem that need to be considered are:

1. Symptoms of the problem to be studied;
2. The relevance and intensity of the influence of the problem studied on the psychological aspects measured in individuals, groups, communities, or organizations subject to the research;

Writing this background section can be based on the following questions:

- (1) About the topic under study: what information is known, both theoretical and factual? Research topics should be studied using psychological concepts and theories.
- (2) Based on the information obtained, are there any problems based on gaps between concepts/theories or between concepts/theories with facts?

(3) Is the problem technically possible to investigate?

1.2 Problem Identification

Identification of the problem should convey the gaps that occur (expectations with facts or theories with facts) and end with research questions. Goodwin (2010) states that research questions must be measurable, that can be answered with data (quantitative/qualitative) and defined precisely through operational definitions.

1.3 Research Objectives

Research objectives reveal the direction to be achieved by the research. The purpose of the research is to present the indicators to be found in the research, especially with regard to the variables to be studied.

1.4 Research Use

This section explains concretely about the research results that will be obtained and the benefits of the research results, both theoretically and/or practically. It is necessary to explicitly mention the type of data obtained and which parties will use.

CHAPTER II LITERATURE REVIEW

2.1 Theory, Concepts, and Previous Research

This chapter explains the theories, concepts, and previous studies that are relevant to the problem being studied. In selecting relevant theories, concepts, and previous studies, researchers need to consider not only the content studied but also the appropriateness of the research context, such as the sociodemographic characteristics of the participants. In addition, the literature review can be in the form of techniques, methods, strategies, or approaches that will be chosen to carry out research whose results are reported in the undergraduate thesis.

In the Literature Review section, the researcher not only translates the theories, concepts, and previous studies used, but must abstract, paraphrase, critically examine the theories, concepts, and previous studies that he/she has read from various sources of scientific literature.

Some suggested reference sources, namely:

1. Peer review journal
2. Handbook
3. Textbooks

4. References from professional associations (eg APA, SRCD)
5. Formal laws and regulations
6. Expert opinion in their field
7. Other sources

60% of references used are published maximum/at most 10 years back from the year that the undergraduate thesis is written. In this chapter, students must include the results of reviewing (understanding) at least 5 reputable journal articles written in the last 10 years before the undergraduate thesis is done.

2.2 Framework of Thought

In a study with one variable, the frame of mind describes the relationship between the dimensions in the variable as measured by other factors that influence it. In studies with two or more variables, the frame of mind reviews the interrelationships between the variables studied. To then be formulated into a hypothesis that can be tested.

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studies with two or more variables, the frame of mind reviews the interrelationships between the variables studied. To then be formulated into a hypothesis that can be tested.

2.3 Hypothesis (for the study of two or more variables)

A hypothesis is a temporary answer to the relationship (association/causality) between several variables based on a theoretical review.

CHAPTER III RESEARCH METHODS

Scientific research must meet the principle of *repeatability* and produce the same research results (*reproducible*). Therefore, the research methods section should be clear and detailed so that if anyone wants to do the same research, they will be able to follow all research procedures and obtain relatively similar results.

Here is the content in the research methods section, among others:

3.1 Research Approach

A research approach is an approach to answering research questions (Goodwin, 2010).

- a) Quantitative research is data collected and presented in the form of numbers.
- b) Qualitative research is a study that collects interview information from both individuals and groups, which sometimes involves detailed case studies; sometimes involves carefully compiled observational studies.

Example of writing: "The research approach that researchers use in this study is research with a quantitative approach. Quantitative research is data collected and presented in the form of numbers (Goodwin, 2010).

3.2 Research Design

Research design is a strategy chosen to integrate several components of research coherently and logically to obtain accurate answers to research questions.

For quantitative research, the research design is divided into 2, namely (Christensen, 2007):

- a) Experimental design is a research design that tests the influence of free variables on variables by controlling the influence of other irrelevant variables (*extraneous variables*) controlled by researchers as long as the influence of free variables is being tested. Research example: "The Influence of Giving Jazz Music to Increase Concentration in High School Students in the City of Bandung."
- b) Non-Experimental Design is a type of descriptive research that collects quantitative data to describe the variables studied (Christensen, 2007). Research example: "Coping Stress Overview in Students Who Are Doing Thesis."

For qualitative research, research designs that can be used include (Cresswell 2007):

- a) Narrative research investigates the life of an individual.
- b) Phenomenology understands the essence of experience.

- c) Grounded theory is developing a theory based on data from the field.
- d) Ethnography describes and understands a particular cultural group or community.
- e) Case Studies develop an in-depth description and analysis of a case or multiple cases.

Example of writing: "The research design used in this study is a non-experimental design, i.e. a research design whose influence of *irrelevant variables* (*extraneous variables*) is controlled by the researcher as long as the influence of the free variable is being tested (Christensen, 2007)."

3.3 Research variables

Research variables are explained through conceptual definitions and operational definitions. Conceptual definitions must first list the definition of variables in the original language of the theory used, only then translated into Indonesian. An

operational definition is the operationalization of concepts/variables measured in research. According to Kerlinger (1992), an operational definition is the definition of a variable following the procedures performed by researchers to measure or manipulate the variable. Table 2.1 presents examples of different operational definitions for the same variable

Table 2. 1 Examples of Operational Definitions

Variable	Operational Definitions
Anxiety	<ol style="list-style-type: none"> 1. An anxiety score results from the study subject's assessment of himself. 2. Direct observation of avoidance behavior. Any avoidance behavior that appears will get a score of 1.
Intelligence	<ol style="list-style-type: none"> 1. Standardized IQ test scores. 2. Other people's assessment of a person's ability to solve social problems.

Source: Research Methods: A process of inquiry (Graziano, 2000)

3.4 Measurements

This section describes measurement development (theory constructs referred to for measurement development, adaptation and/or translation processes), validity, reliability, scoring, interpretation and data categorization testing.

In thesis research, measurements that can be used include:

- a) Measuring instruments that have been used in previous studies, including proof of permission to use measuring instruments and citing the research. Researchers are advised to use measuring instruments that already have adequate validity evidence and have been published in journal articles published through peer review (national and international journals). If it has not been published in a peer-reviewed journal, it is highly recommended to collect at least one piece of evidence of validity. Some sources of evidence for validity include evidence based on the content of measuring instruments (evidence based on test content, for example, expert judgment), response processes (evidence based on response processes

such as cognitive interviews and item response theory), internal structures (evidence based on internal structures, for example). Confirmatory Factor Analysis), and the relationship with other variables (evidence based on relations to other variables). Researchers need to explain the procedures and results of collecting valid evidence carried out in research (APA, 2014).

- b) Measurements that have been adapted/translated from foreign languages into Indonesian. If the measurement has been adapted/translated for research / other purposes, then students must add one proof of validity to understand the validation process and the steps of preparing the measuring instrument. If the measuring instrument is adapted/translated by itself for research to be carried out, students must list in detail the adaptation steps along with the evidence of their validity. Some researchers also need to provide information if the validity and reliability data are obtained from the research sample being conducted by stating, "This measuring instrument has some evidence of validity..."

- c) Measurements that are prepared independently from the theory used and through validation and reliability testing. If the measurement never existed before (the researcher makes a new one), it must conduct a trial of the measuring instrument. The author needs to explain the procedures for preparing the instruments and collecting evidence of their validity.
- d) Psychological tests are used under the manual and proper procedures.
- e) The author collects other data, such as sociodemographic data. The basis for collecting data and how the data is collected in the measurement should be explained.
- f) In order to understand the validation process of measuring instruments, students can learn reliable reading sources, including:
 - (1) Standard for Educational and Psychological testing (APA, 1999)
 - (2) Statistical Test Theory for the Behavioral Science (de Gruijter, 2008)

3.5 Research Participants

This section describes the population, the sample used, the characteristics of the participants, the sampling method, and the sampling time used in the thesis research. Researchers are allowed to use secondary data (See section 3.7 Data Analysis) by including the time of secondary data collection, how the researcher accessed the data, and the time the researcher accessed the data

3.6 Research Procedures

This section describes the concrete steps taken by the researcher in collecting research data. This section does not present the steps carried out in the research. Examples of data collection procedures are online data collection, direct data collection, and research settings (class meetings, interviews, FGDs, and others).

3.7 Data Analysis

In writing a thesis, research can be carried out through primary or secondary data collection. Primary data is data obtained by researchers in the field through interviews, observations,

questionnaires, or other direct measurement results. Primary data is also referred to as original data collected by researchers for the specific purpose of the research. Secondary data is data obtained by utilizing the results of other studies. Secondary data (from other researchers) may be sourced from research whose objectives are different from the research objectives of thesis students.

In quantitative research, the data analysis carried out must include the descriptive statistical techniques used, namely:

- Frequency
- Proportion
- Central Tendency
- Variability
- and others

For Inferential Quantitative Research, the data analysis must also include several things, namely:

- Statistical Hypothesis
- Test Statistics
- Statistical Testing Criteria

For qualitative research, the data analysis carried out must include several things, namely:

- How to Organize Data
- Coding technique performed (e.g., open coding, axial coding)
- Data Interpretation Step

3.8 Timeline of Research Plans (only for Research Proposal Seminars)

This section describes the schedule for conducting the research, the length of the research process (in months), and the detailed stages of the research process in the form of a timeline.

CHAPTER IV RESEARCH AND RESULTS DISCUSSION

4.1 Research Results

In the Research Results section, the researcher reports the data obtained from the research. In addition to descriptions, research data can also be presented with illustrations (pictures, photos, diagrams, graphs, tables, etc.). The tables and graphs should be self-explanatory, meaning that all information must be in the tables and

graphs so that readers can understand them without referring to the text/script. Submission of research results using pictures, diagrams, graphs, and tables must follow the APA provisions in the Publication Manual of APA 6th Edition (2010). In the text, the results considered important according to the research question can be written. In the research results section, write down the sociodemographic description of the research participants, a description of the data, and then the findings that answer the research questions.

4.2 Discussion

The discussion aims to answer research questions through data analysis following the identification of problems, theories, concepts, relevant research results, and frameworks of thought. Therefore, the discussion is not repeating the data displayed in a sentence description but in the form of the meaning of the data obtained. The discussion is carried out by explaining the mechanism of the relationship between variables or aspects of the variables to answer research questions.

The discussion also describes the implications of the research. This presentation explains the impact of research results theoretically and/or practically by considering the parties involved following the usefulness of the research. The information presented in this section can be from new opinions, correction of old opinions, confirmation of old opinions, or subverting old opinions to explain the research position.

This discussion also describes the limitations of the study that limit the interpretation of the research results. Limitations of research can include limitations of generalization, its application in real life, and the use of research results. Sources of limitations include the chosen approach and/or research design, measurements, participant selection, procedures carried out, or unexpected things during the research process.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

Conclusions are brief, clear, and systematic statements of core findings in accordance with the research questions asked. This conclusion must first be discussed in the Discussion section so that the thing stated in the Conclusion section is not a statement that appears suddenly. Conclusions are not a summary of the results of the research. Conclusions are usually written in the form of paragraphs maximum of 2 paragraphs.

Suggestion is the proposal or opinion of the researcher related to solving the problem that is the object of research or the possibility of further research. Suggestions are prepared based on the implications and limitations of the research contained in the Discussion section by considering the parties concerned in accordance with the usefulness of the research. Suggestions should be concrete, realistic, and purposeful.

C. Final Section

The final section usually consists of :

- **Bibliography.** Bibliography writing procedures refer to the procedures for writing APA scientific papers (Publication Manual of APA 6th Edition, 2010). All references that are references to thesis preparation must be recorded in the bibliography, and vice versa.

- **Attachments.** This section does not contain raw data but contains tables, statistical calculations, evidence of data collection in the form of data recapitulation without including the participant's true identity, examples of questionnaires or written instruments used, and so on that are needed so that the reader gets an overall picture of the research conducted. If the expert judgment is used as one of the collections of evidence of validity, then the results of expert judgment opinions on measuring instruments must be attached. The attached statistical calculations are just a summary calculation of quantitative data or the overall results of data collection for qualitative research. It is also necessary to attach a permit or other things related to data collection, examples of respondents' willingness statements, as well as permission to use measuring instruments by the researcher who created it. If the measuring instrument used is a psychological test tool or measuring instrument used in the process of copyright management then the measuring instrument does not need to be attached.

HOW TO WRITE A THESIS

The procedure for writing a thesis refers to the Guidelines for the Preparation and Writing of Thesis of the Universitas Padjadjaran Undergraduate Program (2011).

1) Materials used

- a) The paper used for typing the thesis is HVS paper 80 grams size A4 (21 cm x 29.7 cm) white color.
- b) For the outer cover (outer skin) set a paper cover (hard cover). The material used is buffalo or linen cartons, with a yellow base color.
- c) Each chapter is bounded with doorslag paper, with a light-yellow color.

2) Typing

a. Paper Lay-Out (see Appendix 1)

Lay-out paper, for typing the thesis manuscript using a computer is as follows:

- Upper margin: 4 cm from the edge of the paper
- Paper left margin: 4 cm from the edge of the paper
- Bottom margin: 3 cm from the edge of the paper
- Paper right margin: 3 cm from the edge of the paper

b. How to Type

- Typing is carried out only on one face of the paper, not double-sided.
- Typing is done with a computer.
- The font used is a standard font, namely Times New Roman, Arial, Arial Narrow, Book Antiqua, Tahoma, or Courier New.
- The font size used must be Standard, which is a size 12.
- The ink on the computer used Black.
- When using a computer, the printing must be of good quality (letter quality or near letter quality).
- The propagation was carried out with as many as 2 copies submitted to the library of the Faculty of Psychology Unpad along with a CD containing the final manuscript of the thesis after being revised in pdf format.

d. Space

- The distance between one row and the next is two spaces.
- The distance between the chapter pointer (CHAPTER I) and the chapter heading (INTRODUCTION) is two spaces.

- The distance between the chapter heading and the first text was written, or between the chapter heading, and the subchapter heading is four spaces.
- The distance between the heading of the subchapter and the first line of text is two spaces, and the paragraph is typed into five taps (or 1 tab on the computer keyboard). If it has reached the bottom of the paper, the heading of the subchapter with the first sentence of the text should not split the page.
- The distance between the end line of the text and the next subchapter heading is four spaces.
- The distance between the text and the table, figure, graph, diagram, or caption is three spaces.
- The new paragraph is typed five taps from the left margin of the text. The distance between one paragraph and the other is two spaces.
- Chapter pointers and headings always start with a new page.

e. Citation

- Citation in the scientific work of Psychology refers to the APA Publication Manual (2010).
- A direct citation (it can be in the original language or its translation), which is less than four lines, can be inserted into the text with a fixed distance of two spaces, followed by the author's name, year, and page.
- Direct citation (can be in the original language or translation), consisting of four or more lines, typed separately from the text, with a distance of one space and jutting in five taps from the left margin of the text, followed by the author's name, year, and page.
- The distance between the line of text and the direct citation in item (2) above, and the distance between the direct citation line and the next starting line of text is two spaces.
- The use of ideas or thoughts of an author of a book, article, etc., although compiled using the words of the thesis student himself, must include the name of the author referred to (if necessary can also be included in the title of his writing and the

year the book/article was written, in accordance with the habits of the author in each discipline).

- Direct citation or use of footnotes is allowed.

3) Header

a) Each header is typed on a new page with a capital letter placed in the middle, and not given an underline.

b) The heading in question is:

- ABSTRAK
- ABSTRACT
- STATEMENT LETTER
- INTRODUCTION
- TABLE OF CONTENTS
- LIST OF TABLES
- LIST OF FIGURES
- LIST OF ATTACHMENTS
- CHAPTER I: INTRODUCTION
- CHAPTER II: LITERATURE REVIEW
- CHAPTER III: RESEARCH METHODS
- CHAPTER IV: RESEARCH AND DISCUSSION
RESULTS
- CHAPTER V: CONCLUSIONS AND
SUGGESTIONS

- BIBLIOGRAPHY
- ATTACHMENT

4) Abstrak (in Indonesian) and Abstract (in English)

a. Abstrak Typing

- The spacing distance in abstract typing is one space.
- The distance between the ABSTRACT title and the first text of the abstract is four spaces.
- The distance between one paragraph and the other is one and a half-spaces.
- The newly typed paragraph juts into five taps from the left margin of the text.

b. Abstract Typing

The abstract is the English version of Abstrak. Therefore, its typing is the same as the above (a) item.

c. Abstrak Length/Abstract

- Abstrak and abstract empirical research contains at least the following:
- Written a maximum of 300 words for quantitative research and a maximum of 500 words for qualitative research

- Equipped with 3-5 keywords
- Abstracts are written in the form of past tenses, except for the problem justification section.

5) Chapter Numbering, Sub Chapter, and Paragraph

In addition to having to follow the format exemplified in this book, typing, in general, must follow the rules of writing Enhanced Spelling (EYD).

- a. The numbering of chapters on the chapter pointer (BAB) using the roman numerals of capital, the typing of which is placed in the middle.
- b. Subchapters and paragraphs numbering using Arabic numerals, typed on the left margin.
- c. The numbering of subchapters and paragraphs is adjusted to the chapter number.

6) Page Numbering

a. Beginning Section

- The numbering of the pages of the beginning of the thesis, ranging from the 'inner title' page to the 'attachment list' page, uses small Roman numerals.
- The 'inner title' page and the 'supervisor's approval' page are not numbered in the sort of the

page but are counted as page i and page ii (the page number is not typed).

- Abstract pages up to the attachment list page are numbered with small Roman numerals, which is a continuation of the 'inner title' page and the 'supervisor's approval' page.
- The page number is placed on the upper space on the right, three spaces away from the top margin (the first line of text on that page) and the last number of the page number is straight with the right margin of the text.
- On each page titled, from the abstract to the Attachment List, the page number is placed on the lower space exactly in the middle, three spaces away from the bottom margin (the final line of text on that page).

b. Core Section

The number assigned to the core part of the thesis is set as follows:

- Numbering the core parts of the thesis, ranging from Chapter I: INTRODUCTION to Chapter V:

CONCLUSIONS AND SUGGESTIONS, using Latin numerals (1, 2, 3 etc.

- The page number is placed on the upper space on the right, three spaces away (the first line of text on that page).
- On each page titled, from Chapter I: INTRODUCTION to Chapter V: CONCLUSIONS AND SUGGESTIONS, the page number is placed on the lower space exactly in the middle, three spaces away from the bottom margin (the final line of text on that page).

c. End Section

The number at the end of the thesis is done as follows:

- Numbering the end of the thesis, ranging from BIBLIOGRAPHY to CURRICULUM VITAE (if any), using Latin.
- The page number is placed on the top right standard three spaces away from the upper margin (the first line of text on that page) and the last number of the page number is straight by the right margin.

- On each titled page, from the BIBLIOGRAPHY to the CURRICULUM VITAE (if any), the page number is placed on the bottom standard exactly in the middle, three spaces away from the lower margin (the final line of text on that page).

7) Outer Cover/ Outer Skin

Outer cover material/ outer skin in accordance with the provisions in section 1) The material used points (b). Writing and placement of thesis titles, subtitles (if any), the inscription of THESIS, student names and Student Identification Number (SIDN/NPM), Unpad symbols, university and faculty/department names, cities and years of completion of the thesis, on the outer cover and inner cover, following the following provisions:

a. Title and Subtitle

The writing of the title and child title is set as follows:

- The title of the thesis is written in the top line, with all capital letters, with a distance from the edge of the paper top at least 6 cm.
- Long titles are written into two or more lines, with a logical cut of the title, according to the rules of the Indonesian. The distance between the two title

lines is set rather tightly. The number of words in the title is a maximum of 14 words, excluding conjunctions. In the title, you can see the variables to be studied, methods, research samples, and research locations.

- The subtitle (if any) is written under the title, with capital letters all smaller than the title letter (the font wherever possible is the same), with a distance of about 1.5 cm from the title line at the bottom.
- A long subtitle is written into two or more lines, with a logical cut of the title, according to the rules of the Indonesian. The distance between the two rows is set rather tightly.
- Neither the title nor the title child ends with a dot (.).

Example:

**CORRELATION BETWEEN SELF SILENCING
AND DEPRESSION IN ADULT WOMEN AGED 20-25
YEARS**

b. The Inscription of THESIS

- The inscription of THESIS is written in all capital letters, placed in the middle, with the same font and size as the subtitle.
- The location of the inscription of THESIS is about two and a half cm below the subtitle. If there is no subtitle, the thesis is about 5 cm from the bottom of the title line.
- Under the inscription THESIS, with a distance of about 1 cm, the following explanatory sentences are included:

Submitted to Take a Bachelor's Exam at the Faculty of
Psychology, Universitas Padjadjaran

c. Student Name and SIDN

- The student's name is written in all capital letters, placed in the middle, with the same font and size as the subtitle.
- Place the name of the student about 2.5 cm below the writing of the Universitas Padjadjaran in point b(3) above.
- SIDN is written in all capital letters, placed in the middle, under the student's name, with the same

type and size as the title. The number line is set a little closer to the student name line.

D. Unpad Symbol

The Unpad symbol has a diameter of about 3.5 cm. The midpoint is located approximately in the middle between the student identification number (SIDN/NPM) row and the university name row (Universitas Padjadjaran).

e. Name of University, Faculty, Department, City, and Year of Compilation

- The names of universities (Universitas Padjadjaran), faculties (Faculty of Psychology), city (Bandung), and the year of thesis preparation are written in all capital letters, with the same type and font size as the sub-title, sequentially as in the example below.
- In the final year of writing the thesis written at the bottom, it is placed about 3.5 cm from the bottom edge of the paper.
- Name of University, Faculty, City, and Year of Compilation are written in succession as in the example below:

Example: (capitalization and spacing adjusted to the provisions)

**UNIVERSITAS PADJADJARAN
FACULTY OF PSYCHOLOGY
BANDUNG
2020**

Placement of writing on the outer cover (which is the same as the title page), must pay attention to the balance of the top, bottom, left, and right margins.

f. Inner Title

The inner title is the same as the outer cover, only printed on A4 paper.

Supervisor Approval Page (see Appendix 6)

The layout of the supervisor approval page is as follows:

1. The title of the thesis is typed at a distance of 4 cm from the top edge of the paper. All title sentences are typed in capital letters, with tight line spacing.
2. The subtitle line is typed below the title, with a distance of about 1 cm from the last line of the title. All are typed in capital letters.
3. The name of the student is typed below the subtitle, with a distance of about 1 cm from the last line of the subtitle. All typed in capital letters
4. SIDN is typed under the student's name, with a meeting distance.
5. The time of approval is only written in the month and year, typed behind the word 'Bandung'.
6. The layout of 'approved', and 'Guidance' is arranged with due regard to the balance on this

page. The supervisor's name is 4 cm from the bottom edge of the paper.

8) Writing Bibliography

Bibliography, although it is the last part of the thesis (so it is often not prepared seriously), has an important function and role in determining the scientific quality of a thesis. The inclusion of the bibliography must be absolutely perfect because the bibliography is the full responsibility of the thesis writer. A good bibliography should:

- Contains all libraries that are (only) used in the thesis script;
- Written completely and in alphabetical order, so readers who want to browse the original library will be able to do so easily;
- List only published literature;
- Use an international writing system for the author's name (last name as an entry), regardless of whether the author's last name is a surname or not.

The way of writing the bibliography refers to the APA (Publication Manual of the American Psychologist Association 6th, 2010). In general, writing references or bibliography can be distinguished from the type of literature used, namely:

a) Periodic

- Periodic includes regularly published literature such as journals, newspapers, bulletins, and magazines.
- The form of writing is as follows:

Author, A. A., Author, B. B., & Author, C. C (year).

Article title. Periodical title, xx, stuff.

DOI: xx.xxxxxxxxxx

- Write down the DOI (digital object identifier) number if there is
- If there is no DOI number, write the homepage URL from a journal, newsletter, or magazine.

Format:

Author, A. A., Author, B. B., & Author, C. C., (year).

Article title. Periodical title, xx, p. -

Thing. Downloaded from <http://www.xxxxxxxx>

Example of writing references from journals (with DOD):

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi:10.1037/0278-6133.4.2.225

Example of writing references from journals (without DOD):

Silick. T.J., & Schutte, N.S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 442(2), 38-48. Downloaded from <http://ojs.lib.swin.edu.au/index.php/ejap>

Example of reference writing from a magazine article:

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: *Occupational*

health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

b) Books, book references, and book chapters

- This category includes books, reference books such as encyclopedias, dictionaries, and field-specific reference books (eg DSM).
- This includes books that are only published in electronic form.
- For the entire book, the format is :

Author, A. A. (year). Book title. Location: Publisher

Author, A.A. (year). Book title. Downloaded from <http://www.xxxxxxx>

Author, A.A. (year). Book title. doi:xxxxxxx Editor, A. A. (Ed.). (year). Book title. Location: Publisher.

- For chapters in books or entries in reference books, the format is :

Author, A. A., & Author, B. B. (year). Chapter title. In A. Editor, B. Editor, & C. Editor (Eds.). Title of book (p.xxx-xxx). Location: Publisher

Author, A. A., & Author, B. B. (year). Chapter title. In A. Editor, B. Editor, & C. Editor (Eds.). Title of book (p.xxx-xxx). Downloaded from <http://www.xxxxxxxxx>

Author, A. A., & Author, B. B. (year). Chapter title. In A. Editor, B. Editor, & C. Editor (Eds.). Title of book (p.xxx-xxx). Location: Publisher. doi:xxxxxxxxx

Note: If there are no page numbers, the chapter title will suffice.

Example of writing a reference from a book (entire)

Shotton, M. A. (1989). Computer addiction? A study of computer dependencies. London, England: Taylor & Francis.

Shotton. M.A. (1989). Computer addiction? A study of computer dependencies [DX Reader Version]. Downloaded from <http://www.ebookstore.tandf.co.uk/html/index.asp>

Schiraldi, G. R. (2001). The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth [Adobe Digital Editions version]. doi:10.1036/0071393722

Example of writing a reference from a chapter in a book

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.). The science of subjective well-being (pp.17—43). New York, NY: Guilford Press.

c) Seminars and Symposiums

Proceedings of seminars and symposiums can be published in books or periodical form. To cite

proceedings published in book form, use the format of writing references from books or chapters of books. To cite proceedings that are published regularly, use the periodic reference writing format. For writing references from symposium results, written presentations, or poster presentations that are not formally published, use the following form:

Symposium:

Contributor, A. A., Contributor B. B., Contributor, C. C., & Contributor D. D., (Year, Month). Contribution title. In E. E. Chairman (Chairman). Symposium title. Symposium hosted by Organization Name, Location.

Paper presentation or poster presentation

Presenter, A. A. (Year, Month). Title of paper or poster. Writing or poster presented on Organization Name, Location.

Examples of writing references from symposium contributions

Muellbauer, J. (2007, September). Housing, credit, and consumer expenditure. In S. C. Ludvigson (Chairman). Housing and consumer behavior. The symposium was hosted by the Federal Reserve bank of Kansas City, Jackson Hole, WY.

Examples of writing references from proceedings published in book form.

Katz, I., Gabayan, K., & Aghajan, H. (2007). A Multi-touch surface using multiple cameras. In J. Blanc-Talon, W. Phillips, D. Popescu, & P. Scheunders (Eds.), *Lecture Notes in Computer Science: Vol. 4678. Advanced Concepts for Intelligent Vision Systems* (pp.97-108). Berlin, Germany: Springer-Verlag. DOI: 10.1007/978-3-540-74607-2_9

d) Doctoral Dissertation and Master Thesis

- Dissertations and theses can be obtained from the archives of institutional databases and personal websites. However, there are also unpublished dissertations and theses.
- For dissertations and theses available in the database service, the form of writing is as follows:

Author, A. A. (year). Title of dissertation or thesis (Dissertation or Thesis). Downloaded from Database Name (Access or Order No.)

- For unpublished dissertations or theses, the form of writing is as follows:

Author, A. A. (year). Title of dissertation or thesis (Unpublished Dissertation or Thesis). Institution Name. Location.

Example of writing a reference from a thesis from a commercial database

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussed growing up with an alcoholic*

mother (Thesis). Available in the Dissertation and Thesis Proquest Database. (UMI No. 1434728)

Example of writing a reference from a thesis from an institutional database :

Adams, R. J. (1973). Building a foundation for evaluation of instruction in higher education and continuing education (Dissertation). Downloaded from <http://www.ohiolink.edu/edu.etc/>

For reference writing from other sources (audiovisual, documents, etc.) see the Publication Manual of the American Psychological Association 6th Edition (2010).

9) Tables and Figures

Loading tables and figures as well as typing their titles are done as follows:

a. Table (see Appendix 7)

- The table is loaded approximately in the middle of the page.
- The title is typed above the table, following the width of the table taking into account page balance.
- The table number consists of two parts, namely:
 - the first part shows the number
 - of the chapter in which the table is loaded;
 - the second part shows the serial number of the table in that chapter.

For example, Table 2.4, shows that the table is in Chapter II and is the fourth-order table in that chapter.

- The first sentence of the table title is written after the table number, with a distance of two beats.
- The beginning of the table title row is below the beginning of the table title (not under the table number).

b. Images (see Appendix 8)

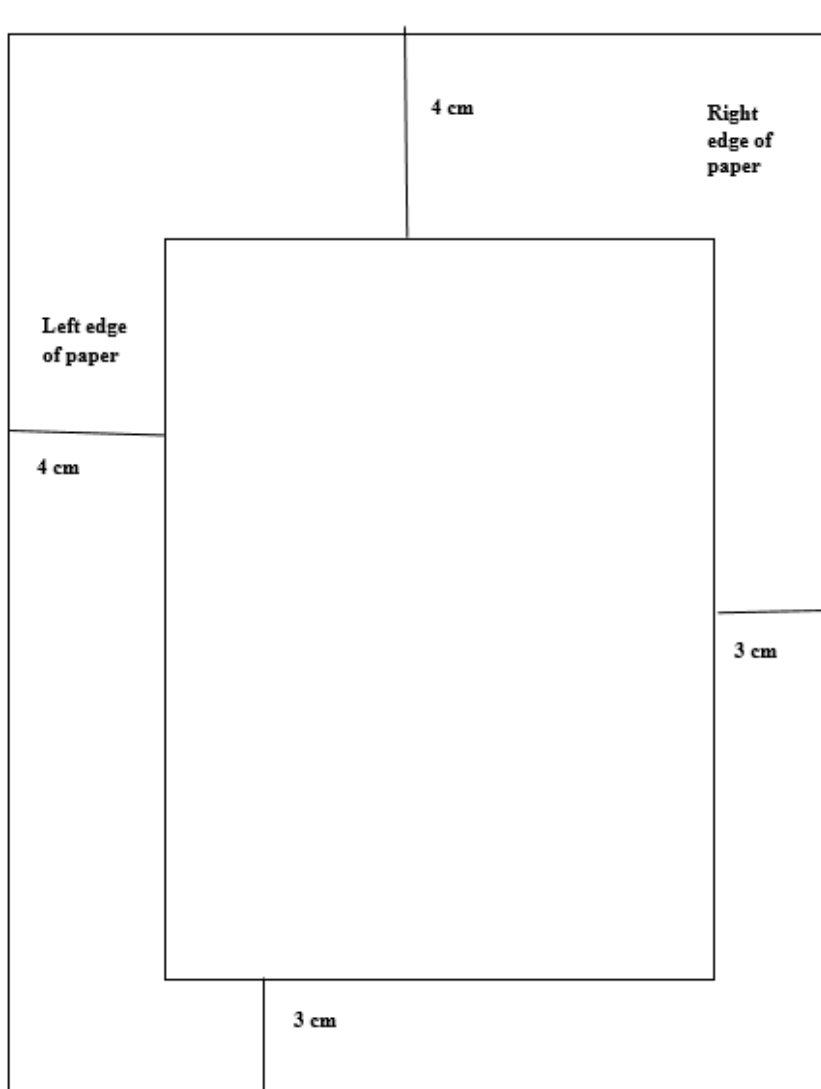
- Images consist of pictures, diagrams, and graphs.
- The image loads approximately in the middle of the page.
- The title is typed below the image, following the width of the image, taking into account page balance.
- The image number consists of two parts, namely:
 - the first part indicates the chapter number where the image is loaded;
 - the second part shows the serial number of the pictures in that chapter.

For example, figure 3.8, shows that the picture is in chapter III and is the eighth-order picture in that chapter.

- The first sentence of the image title is written after the image number, with a distance of two taps.
- The beginning of the second line of the image title is below the beginning of the image title (not under the image number)

Appendix 1

Example of paper layout:



Appendix 2

Example of spacing :

CHAPTER I INTRODUCTION



4 spacing

1.1 Research Background

Development activities carried out intensively in all fields, accompanied by the rapid development rate of science and technology, apparently..... in the development of adolescent proportional motives.



4 spacing

1.2 Problem Identification

From the things described in Research Background.....
There has been a lot of research done to look relation
between.....

1.5 Location and Time of Research

2 spacing



2 spacing

Appendix 3

Example of citation:

.....aggressive behavior that is potentially risky or harmful, carried out “ for purpose- goals that are considered eligible by culture” (Sears dkk., 1965 : 113), “ in the control of others” (Sears dkk., 1965 : 112). Briefly, aggression.....

Or

Gefland and Hartmann says:

“Based on social learning theory, both questioning the definition - definition of altruism that do not include the possibility of reinforcement from external, and they suggest to removing unobservable traits” (in Eisenberg, 1982 :168).

Or

Although there are different definitions, most experts agree that altruistic behavior in humans is a voluntary action with the purpose of benefit of others, and the purpose of behavior itself is to obtaining external rewards (Bar – Tal, 1976; Mussen dan Eisenberg – Berg, 1977; Staub, 1979).

Appendix 4

Example of numbering the chapter, sub chapter and paragraph

BAB II LITERATUR REVIEW

2.1

2.4 Review the Results of Research on Prosocial Behavior

2.4.1 Characteristics of Prosocial Behavior

2.4.2 Variable of Personality

Differences in prosocial behavior between individual are partly..... Particularly including age, gender, aspect of cognitive development, and personality traits.

2.4.2.1 Age

.....

2.4.2.2 Personality Traits

Based on the assumption that personality traits are related to prosocial behavior, a number of studies were conducted to investigate this. Some of research that needs to be disclosed are:

(1)

(2)

etc.

Appendix 5

**THE EFFECT OF EXPERIENTIAL LEARNING ON
IMPROVEMENT EGO RESILIENCE AND ADOLESCENTS
CONTROL EGO**

A Model of Treatment and Evaluation of Ego Function

THESIS

Submitted for undergraduate exams
at the Faculty of Psychology, Universitas Padjadjaran

TAUFIK MULYANA
SIDN 190110120026



UNIVERSITAS PADJADJARAN
FACULTY OF PSYCHOLOGY
BANDUNG
2020

Appendix 6

TITLE : THE EFFECT OF EXPERIENTIAL
LEARNING ON IMPROVEMENT EGO RESILIENCE AND
ADOLESCENTS CONTROL EGO

SUB TITLE : A MODEL OF TREATMENT AND
EVALUATION OF EGO FUNCTION

COMPILERS : TAUFIK MULYANA

SIDN : 190110120026

Bandung, _____ 2020

Acquaint:
Advisor

NIP

Appendix 7

Table 2.4

Comparison of The Median Score of Ego Resilience of Experimental Groups and Control Groups

Ego Resilience	Group		ZM- W	p score
	Experiment	Control		
1.Prates Score				
Median	5	4	0,90	0,360
Range	1-9	1-10		
2.Pascates Score				
Median	7	4	4,40	<0,01
Range	4-10	2-8		

Description: ZM-W = Mann-Whitney Test

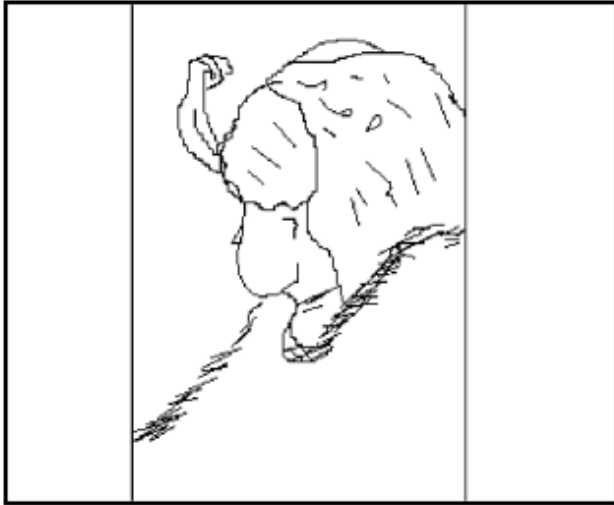
Appendix 8

Figure 3.8. Faces That Can Be Seen as Old and Young Women

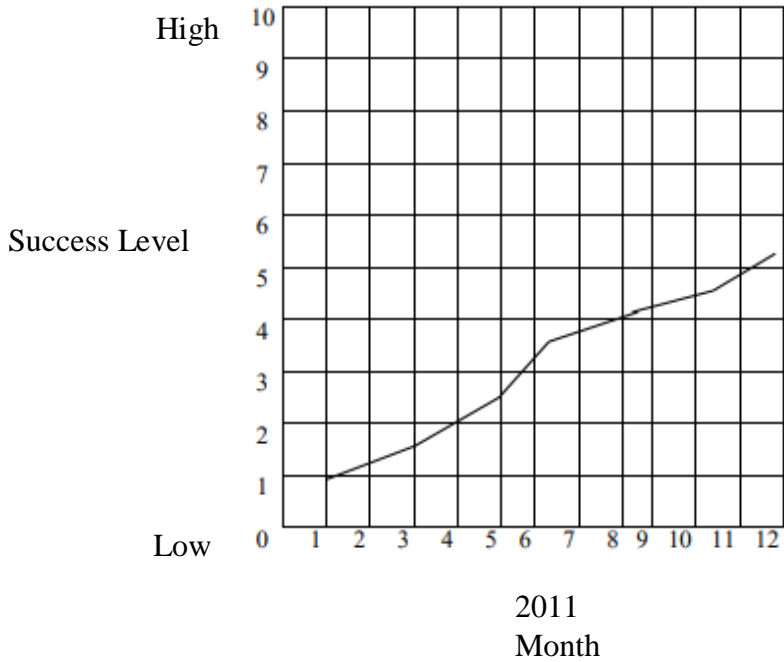
Appendix 9

Figure 4.5 Food Production Success Curve in West Java in 2011

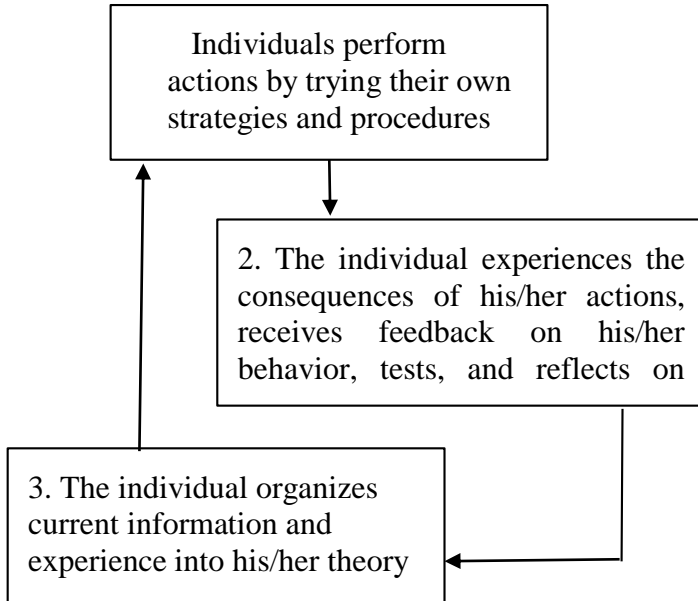
Appendix 10

Figure 1.1 Recycling Experience in Process

Experiential Learning (Source: Johnson & Johnson, 1987: 18)

Appendix 11**LOGBOOK THESIS COURSES**

Students Name :
Students ID Number (SIDN):
Advisor :
Number of SK :
Research Title :

FACULTY OF PSYCHOLOGY
UNIVERSITAS PADJADJARAN
BANDUNG
2020

THESIS GUIDANCE ACTIVITIES

Date/ Time	Activity Description	Action Plan/Task	Follow-up (filled in on the next guidance)	Signature of Advisor

THESIS ACTIVITIES

Date/Time	Activity Description	Signature of Advisor

THESIS SEMINAR ACTIVITIES

Date/ Time	Activity Description	Action Plan/Task	Follow-up (filled in on the next guidance)	Signature of Advisor

THESIS EVALUATION

Instructions:

- 1) Evaluation using a score in the form of a quality number, with a range 0.00 – 4.00
- 2) Minimum thesis final score to take the undergraduate exam is 2.00
- 3) The final score of the thesis is combined with the comprehensive score:
 - Thesis final score: 60% (Advisor, discussant UP and forum)
 - Thesis trial exam score : 40% (thesis exam and comprehensive exam)

No	Evaluation Aspect	Advisor Score		
		I	II	III
1	Systematics of Writing			
2	Content (proposed problems, relevance, language, meaning for the development of science, and practical usefulness)			
3	Analysis (discussion and withdrawal of conclusions: formulation of problems, use of literature, practical experience during research, integration of empirical and theoretical data, data analysis)			
4	Mastery of factual knowledge (comprehensive regarding thesis)			
5	How to respond to and solve problems (justice, creativity, originality, views, work objectivity, and scientific ethics)			

Number of score from advisors			
FINAL SCORE (averages score from advisors)			

1. _____
NIP.
2. _____
NIP.
3. _____
NIP.