

ACADEMIC SCRIPT
DOCTORAL PROGRAM IN PSYCHOLOGY
OUTCOME-BASED EDUCATION (OBE) CURRICULUM



DOCTORAL PROGRAM IN PSYCHOLOGY
FACULTY OF PSYCHOLOGY
UNIVERSITAS PADJADJARAN

2022

1. PREFACE

All praise and thanks be to Allah, the One True Almighty God, that this Academic Draft of the Universitas Padjadjaran's Faculty of Psychology's Doctoral Program in Psychology can be completed by the Faculty of Psychology's Doctoral Program and Ad Hoc Team. This draft was prepared in order to build a strong foundation for the curriculum to be implemented in Universitas Padjadjaran's Faculty of Psychology's Doctoral Program.

The making of this curriculum for the Doctoral Program in Psychology refers to the Indonesian Qualification Framework (IQF), Agreement of *Asosiasi Penyelenggara Pendidikan Tinggi Psikologi Indonesia* (literal translation: Indonesian Association of Higher Education Institutions in Psychology) (AP2TPI), and policies of Universitas Padjadjaran. On this occasion, the Faculty of Psychology's Doctoral Program and the Ad Hoc Team would like to express our deepest gratitude to several parties who have facilitated, encouraged, and assisted in the completion of this Academic Draft, to the Honorable:

1. Dean of the Faculty of Psychology of Universitas Padjadjaran,
2. Associate Dean (I) of the Faculty of Psychology of Universitas Padjadjaran,
3. Associate Dean (II) of the Faculty of Psychology of Universitas Padjadjaran,
4. Head, Secretary, and members of the Academic Senate of the Faculty of Psychology of Universitas Padjadjaran,
5. Managers in fields related to the Faculty of Psychology of Universitas Padjadjaran, and all resource persons that we cannot mention separately.

This Academic Draft is expected to bring benefits to Unpad's Faculty of Psychology in general and for the operation of the Doctoral Program in Psychology in particular.

Sincerely,

Adhoc Team of Unpad's Faculty of Psychology's Doctoral Program:

Dr. Marina Sulastiana, M.Si., Psikolog. (Graduate Psychology Program Director)

Dr. Efi Fitriana, M.Si.

Rezki Ashriyana, M.Psi., Psikolog.

2. CONTENTS

PREFACE	i
CONTENTS	ii
APPENDIX	iv
CHAPTER I INTRODUCTION	1
CHAPTER II LEGAL BASIS	2
2.1	2
2.2	2
2.3	2
2.4	3
2.5	3
CHAPTER III CURRICULUM OF DOCTORAL PROGRAM IN PSYCHOLOGY	4
3.1	4
3.2	4
3.2.1	4
3.2.2	5
3.2.3	5
3.2.4	6
3.2.5	6
3.2.6	6
3.2.7	7
3.2.8	7
3.2.9	8
3.2.10	8
3.3	8
3.3.1	8
3.3.2	14
3.3.3	16
3.3.4	17
3.3.5	18
CHAPTER IV CONCLUSION	21

3. APPENDIX

Appendix 1. Decision of AP2TPI No. 03/Kep/AP2TPI/2019 on Core Curriculum of
Doctoral Program in Psychology

Appendix 2. Matrix of CPL and Courses

Appendix 3. Course Roadmap

CHAPTER I

INTRODUCTION

This draft was prepared in order to build a strong foundation for making a curriculum for the Universitas Padjadjaran's Faculty of Psychology's Doctoral Program in Psychology 2020/2021. The Doctoral Program in Psychology at the Faculty of Psychology, Universitas Padjadjaran (A accredited) is a research-based doctoral program. Referring to the Decision of Rector No. 555/UN6.RKT/Kep/HK/2020 on Educational Guidelines for Doctoral Programs in Universitas Padjadjaran, the curriculum of a research-based doctoral shall be based on the credit system measured by Credit Hours (SKS).

With orientation to a biopsychosocial approach through experimental, quantitative, and qualitative research with a modeling approach, this program invites the prospective Doctors to develop the most recent sciences. This program invites prospective doctors to produce and publish scientific articles at national and international levels and to continue balancing the theoretical advancement and its application in the field.

CHAPTER II

LEGAL BASIS

II.1 Laws

- a) Law of the Republic of Indonesia No. 20 of 2003 on National Education System
- b) Law of the Republic of Indonesia No. 12 of 2012 on Higher Education
- c) Law of the Republic of Indonesia No. 36 of 2014 on Health Workers

II.2 Presidential Regulations

- a) Government Regulation No. 51 of 2015 on the Statute of Universitas Padjadjaran
- b) Government Regulation No. 80 of 2014 on the Enactment of Universitas Padjadjaran as an Incorporated State University (PTNBH)
- c) Presidential Regulation No. 8 of 2012 on the Indonesian Qualification Framework (IQF)
- d) Government Regulation No. 66 of 2010 on the Revision to Government Regulation No. 17 of 2012 on Management and Administration of Education
- e) Government Regulation No. 19 of 2005 on the National Standards for Higher Education

II.3 Regulations of the Minister of National Education

- a) Regulation of the Minister of Education and Culture No. 3 of 2020 on National Standards for Higher Education Institution
- b) Regulation of the Minister of Research, Technology, and Higher Education No. 44 of 2015 on National Standards for Higher Education Institution
- c) Regulation of the Minister of Education and Culture No. 49 of 2014 on National Standards for Higher Education (Revision)
- d) Regulation of the Minister of Education and Culture No. 73 of 2013 on the Implementation of IQF for Higher Education

- e) Regulation of the Minister of Education and Culture No. 50 of 2014 on Quality Assurance System for Higher Education
- f) Regulation of the Minister of Education and Culture No. 5 of 2020 on the Accreditation of Study Program and Higher Education Institution
- g) Regulation of the Minister of Education and Culture No. 87 of 2014 on Accreditation
- h) Regulation of the Minister of Education and Culture No. 81 of 2015 on Diploma and Diploma Supplement (SKPI)
- i) Decision of the Minister of National Education No. 045/U/2002 on Core Curriculum for Higher Education
- j) Decision of the Minister of National Education No. 232/U/2000 on the Guidelines for Making Curriculum of Higher Education and Evaluation of Student Competence

II.4 Provisions of the Indonesian Association of Higher Education Institutions in Psychology (AP2TPI)

Provision of AP2TPI used for the curriculum making is Decision No. 03/Kep/AP2TPI/2019 on Core Curriculum for Doctoral Program in Psychology.

II.5 Regulations/Decisions of the Rector on the University's and Faculty's Vision and Mission Statements

- a) Universitas Padjadjaran 2020-2024 Strategic Plan of Universitas Padjadjaran
- b) Decision of Dean of the Faculty of Psychology of Universitas Padjadjaran No. 149/UN6.I/Kep/OT/2020 on Universitas Padjadjaran's Faculty of Psychology's 2020-2024 Vision, Missions, Goals, and Strategic Plan
- c) Decision of Dean of Faculty of Psychology of Universitas Padjadjaran No. 836/UN6.I/KEP/EP/2021, dated June 15, 2021, on Program's Vision, Missions, and Academic Vision

CHAPTER III

CURRICULUM OF

DOCTORAL PROGRAM IN PSYCHOLOGY

III.1 Identity of the Program

The doctoral psychology program made its debut in 1983 under the coordination of Universitas Padjadjaran's graduate program. In 2007, the doctoral psychology program began to be managed by the Universitas Padjadjaran's Faculty of Psychology. Today, it holds the status of an A accredited program. Prospective students of the doctoral psychology program are the graduates of bachelor's and master's programs in psychology and non-psychology. Each educator in this program possesses a doctoral qualification and holds a functional position as a professor or an associate professor.

III.2 Vision, Missions, and Goals

III.2.1 Vision of Universitas Padjadjaran

Unpad's vision in Renstra 2020-2024 (The 2020-2024 Strategic Plan) is to "Become a University of World-class Reputation with Social-wide Impact" that is based on the Core Scientific Pattern of "Bina Mulia Hukum dan Lingkungan Hidup". A world-class reputation is a must for the continuity of its existence at the international level and to ensure the realization of Tridharma (the Three Pillars) of Higher Education. A university with a world-class reputation has indicators as follows:

1. The ability to build a teaching-learning and research ecosystem that can produce competent human resources, excellent graduates (competent, competitive, productive, having strong characters, researches with a global reputation);
2. The ability to establish a partnership system with industries and businesses that can support the quality and relevance of teaching and research activities of international standards;
3. The ability to quickly adapt to the advancement of science and technology at the international level and to innovate accordingly;

4. The ability to utilize good governance that meets the standards that the international community has in accomplishing the Three Pillars of Higher Education and their supporting activities.

University with a social-wide impact is a university that can promote the quality of higher education, advocate education for all, support law enforcement and the environment, economic growth, social security, and cultural preservation.

III.2.2 Missions of Universitas Padjadjaran

1. To earn academic excellence and gain recognition both nationally and internationally;
2. To enhance the relevance and innovation of education, research, and community service;
3. To achieve independence of internal resource capitalization and strategic partnership;
4. To boost Unpad's contribution to problem-solving that can increase the welfare of the people of West Java and Indonesia;
5. To build leadership with collective culture, professionalism, and integrity for the continual management of the university.

III.2.3 Goals of Universitas Padjadjaran

Like the Vision, strategic goals to achieve are also stated.

1. Achieve the continuity of institutional and human resource productivity in responding to global changes;
2. Achieve the production of graduates with strong local character and global competitiveness;
3. Earn the excellence in research and innovation with international recognition based on Core Scientific Pattern;
4. Achieve the institutional independence with the support of good governance and strategic partnership at home and abroad;

5. Promote the contribution to the development of West Java and Indonesia based on quality and relevance with the advancement of science, technology, and innovation; realization of recognition of Unpad's world-class reputation.

III.2.4 Vision of Faculty of Psychology

The 2020-2024 Vision: To become a higher education institution with international standards in the development of science and the application of psychology for human welfare.

III.2.5 Missions of Faculty of Psychology

1. To administer pentadharma (teaching, research, community service, student activities, and partnership) in an integrated manner and with regional competitiveness that can meet the demand of higher education users;
2. To develop psychology with international standard that is relevant to the public needs and the advancement of science and technology through strategic partnership;
3. To manage professional and accountable caturdharma to gain trust and a good image of the Faculty of Psychology;
4. To produce academic people with leadership character who are oriented to the greatness of local and national cultures under the diversity of global cultures and the psychological code of ethics as well.

III.2.6 Educational goals of Faculty of Psychology

1. Becomes an institution and a program that excels in reputation internationally;
2. Establishes a conducive academic setting for the administration of pentadharma;
3. Produces graduates with strong leadership character and global competitiveness who respect local culture and code of ethics in psychology;
4. Generates excellent results in psychological research and innovation based on Unpad's Core Scientific Pattern and psychological code of ethics;

5. Promotes psychological welfare through psychological services to the public by pentahelix concept;
6. Establishes cooperation with other parties for the administration of pentadharma;
7. Develops and integrates the use of information technology to improve the quality of service according to public needs;
8. Develops accountable governance according to laws and regulations, and gains financial resources that support the stable administration of pentadharma;
9. Establishes an excellent identity by virtue, excellence in performance, and psychological code of ethics;
10. Develops resources that support the excellence in academy and profession;
11. Obtains capable and professional human resources in the administration of pentadharma.

III.2.7 Vision of Doctoral Program in Psychology

The vision is to become an excellent and leading education institution that holds a doctoral program in psychology with international standards in developing psychology as a science that is oriented to the useful application for human welfare.

III.2.8 Missions of Doctoral Program in Psychology

1. To administer a learning process with scientific, contextual, interactive, and holistic characteristics and orientation to critical thinking and independent actions;
2. To develop a learning process that prioritizes research within the context of establishing mono- or multidisciplinary that is innovative, sustainable, based on the latest technology, and beneficial for the human welfare and national competitiveness;
3. To enhance activities that encourage the use of results of psychological research for the better human welfare;

4. To foster institutional cooperation, both nationally and internationally, for a better quality of learning, research, and community service.

III.2.9 The Academic Vision of Doctoral Program in Psychology

Psychology is the scientific study of human behavior and the mental processes behind the behavior. In studying human behavior, it proposes the development of human behavior model based on mono- or multidisciplinary, comprehensive, and sustainable research with an orientation to improving human welfare.

III.2.10 Educational Goals of Doctoral Program in Psychology

Doctoral Program in Psychology aims to produce graduates who:

1. Have high moral integrity; respect the diversity of values, perspectives, social, and cultures; and bear the responsibility according to the professional demands and prevailing code of ethics.
2. Are capable of developing knowledge and methodology in psychology through original, innovative, and complex research to contribute to addressing public issues and promoting the welfare of the community;
3. Are capable of processing and publishing results of psychological research for developing knowledge and promoting the welfare of the community both nationally and internationally;
4. Are committed to long-life learning for the development of psychology with an orientation to human welfare.

III.3 Graduate's Profile and Competencies

III.3.1 Graduate's Profile

1. Educator

Definition: the graduate who becomes a professional educator and scientist in the field by utilizing psychological knowledge and principles according to their main tasks.

2. Psychological scientist

Definition: the graduate who develops inter- and multidisciplinary knowledge in the field of psychology in order to gain recognition from scientific publications both nationally and internationally.

3. Science Advisor

Definition: the graduate who is capable of holding a leadership role in research development, processing inter- and multidisciplinary psychological research in order to gain recognition from scientific publications both nationally and internationally.

4. Practitioner

Definition: the graduate who is capable of developing and applying psychology into practices that promote human welfare individually, collectively, organizationally, and socially.

5. Middle and Top Manager

Definition: graduates who are capable of applying psychology for making strategies and policies with an orientation to improving competitiveness and promoting human welfare.

III.3.1.2 Formulation of Graduate's Learning Outcomes

Graduate's Learning Outcomes (*Capaian Pembelajaran Lulusan*) (CPL) is formulated by the graduate's profile and competencies and tailored to accommodate the Regulation of the Minister of Education and Culture No. 3 of 2020 on National Standards for Higher Education, Level 9 IQF, and provisions of AP2TPI. The Graduate's Learning Outcomes consist of three domains that are determined under the National Standards for Higher Education, i.e., attitude, knowledge, and skills. The table below elaborates in more detail the derivatives of CPL for the Doctoral Program in Psychology.

Table 1
Derivation of Learning Outcomes of a Graduate of Doctoral Program in Psychology

Qualification of Graduate's Capability	Minimum Learning Outcomes of a Doctor in Psychology	Learning Outcomes of a Graduate of Doctoral Program in Psychology
Attitude	Being devoted to the One True God and capable of showing a religious attitude	CPL 1: Being capable of showing the attitude of a psychological scientist with integrity and great respect for humanity for the human welfare
	Being highly respectful of humanity in doing tasks according to religious values, morality, and ethics	
	Providing contributions to enhancing the quality of the life of the people and the nation and promoting civilized life based on Pancasila	
	Showing patriotism, nationalism, and responsibility to the nation and the state	
	Recognizing the diversity of cultures, religious views, beliefs, and opinions or original ideas of others	
	Cooperating and having social awareness and concern for the people's lives and the environment	
	Being disciplined and compliant with the law in the social and national life	
	Internalizing academic values, norms, and ethics	
	Showing responsibility at work in own field of expertise in an independent manner	
	Internalizing the independence, entrepreneurship, and fighting spirit	

	Anticipating and adapting to the strategic environmental changes in technology and their impacts on social life	
Knowledge	Being capable of evaluating, developing, and promoting psychological concepts and theories through mono-, inter-, multi-, or transdisciplinary approaches to explain and/or predict psychological indications in individuals, groups, organizations, and community	CPL 2: Being capable of advancing ideas for developing original, innovative, and complex knowledge through research that make use of the latest technology with a strategic orientation to the human welfare
	Being capable of criticizing data of technology and its effectiveness for the development of science	
Skills I	Being able to discover or develop new scientific theories/concepts/ideas and contribute to the development and application of science and/or technology in own field of expertise with concern for humanity by carrying out research based on scientific methodology and logical, critical, systematic, and creative thinking	CPL 3: Being capable of managing and leading research activities in the psychological field with integrity and professionalism
	Being able to prepare inter-, multi-, or transdisciplinary research - including theoretical study and/or experiment in the fields of science, technology, art, and innovation - and to produce dissertations and papers published in reputable international journals	
	Being able to choose the most appropriate, latest, and most advanced research that bring the most benefits to mankind through inter-, multi-, or	

	<p>transdisciplinary approach in order to develop and/or provide problem-solving in the fields of science, technology, art, or social, based on the results of studies on the availability of internal and external resources</p>	
	<p>Being able to develop a research roadmap with an inter-, multi-, or transdisciplinary approach based on studies on the key objective of research and its constellation towards wider objectives</p>	
	<p>Being able to prepare argument and solution in the fields of science, technology, or art based on a critical view of facts, concepts, principles, or theories with due accountability in scientific, academic, and ethical terms, and to communicate it through mass media or directly to the public</p>	
	<p>Being able to show academic leadership in managing, developing, and supervising resources and organization he/she is in charge of</p>	
	<p>Being able to manage, including store, audit, secure, and recall data and information gained from research he/she is in charge of</p>	
	<p>Being able to develop and maintain a collegial relationship in one's environment or through collaboration with the community of researchers from different institutions</p>	

Skills II	Being able to evaluate, adapt, and develop instruments of assessment and measurement, as well as to run procedures of observation, interview, and collection of other data according to the Indonesian Psychological Code of Ethics for the sake of research and development of knowledge	CPL 4: Being capable of solving complex problems through psychological research with a mono-, or multidisciplinary approach based on research ethics
Being able to develop research to provide alternative solutions to current and future problems as well as psychological intervention models for promoting science and the welfare of the community		
Being able to develop and elaborate data and technology for the development of science		
Being able to respond to the advancement of information and communication technology for the development of psychology and its use for the human welfare		
Being able to carry out basic or applied research with an orientation to developing psychology by using quantitative and qualitative research methods with inter-, multi-, or transdisciplinary perspective		
Skills III	Being able to build a professional and interpersonal relationship in order to develop research in the psychological field with integrity and professionalism	CPL 5: Being capable of publishing results of psychological research nationally and

	Being able to communicate and publish results of research to national and international academic forums and to reputable international scientific journals	internationally for the development of science
Authority and Ethical Responsibility	Being able to account for work results according to the Indonesian Psychological Code of Ethics	CPL 6: Being capable of implementing ethical principles in developing and publishing the results of psychological research
	Holding an authority and responsibility to maintain the psychological well-being of research subjects	
	Being able to implement ethical principles in developing and publishing results of psychological research	

III.3.2 Provision of Study Resources

Study resources are derived from the Graduate's Learning Outcomes and provisions of AP2TPI in Decision No. 03/Kep/AP2TPI/2019 on the core curriculum for the psychology doctoral program.

Table 2
Provision of Study Resources

The Basis for the Provision of Study Resources	Study Resources
AP2TPI for Doctoral Program in Psychology	Study resources should at least include: <ol style="list-style-type: none"> 1. Philosophy of Science 2. Psychological Paradigms, Concepts, and Theories 3. Literature Studies and Meta-analysis 4. Development of Psychological Measurement 5. Advanced Research Methodologies 6. Advanced Statistics 7. Academic Writing 8. Scientific Publication

	9. Psychological Research Ethics
<p>CPL 1:</p> <p>Being capable of showing the attitude of a psychological scientist with integrity and great respect for humanity for the human welfare</p>	<ol style="list-style-type: none"> 1. Philosophy of Science and Research Ethics 2. Independent Class 3. Psychology for Public Policies 4. Research Proposal Seminar (<i>Seminar Usulan Riset</i>) (SUR) 5. Publication of a Scientific Article in a Reputable International Journal 6. Research Result Seminar (<i>Seminar Hasil Riset</i>) (SHR) 7. Dissertation Draft Review (<i>Penelaahan Naskah Disertasi</i>) (PND) 8. Doctoral Dissertation Defense (<i>Sidang Promosi Doktor</i>) (SPD)
<p>CPL 2:</p> <p>Being capable of advancing ideas for developing original, innovative, and complex knowledge through research that make use of the latest technology with a strategic orientation to the human welfare</p>	<ol style="list-style-type: none"> 4. Advanced Research Methods 5. Advanced Statistics 6. Development of Psychological Measurement 7. Independent Class 8. Research Proposal Seminar 9. Publication of a Scientific Article in a Reputable International Journal 10. Research Result Seminar 11. Dissertation Draft Review 12. Doctoral Dissertation Defense
<p>CPL 3:</p> <p>Being capable of managing and leading research activities in the psychological field with integrity and professionalism</p>	<ol style="list-style-type: none"> 1. Philosophy of Science and Research Ethics 2. Advanced Statistics 3. Development of Psychological Measurement 4. Independent Class 5. Research Proposal Seminar 6. Publication of a Scientific Article in a Reputable International Journal 7. Research Result Seminar

	8. Dissertation Draft Review 9. Doctoral Dissertation Defense
CPL 4: Being capable of solving complex problems through psychological research with a mono-, or multidisciplinary approach based on research ethics	1. Philosophy of Science and Research Ethics 2. Publication of a Scientific Article in a Reputable International Journal 3. Research Result Seminar 4. Dissertation Draft Review 5. Doctoral Dissertation Defense
CPL 5: Being capable of publishing results of psychological research nationally and internationally for the development of science	1. Advanced Research Methods 2. Advanced Statistics 3. Development of Psychological Measurement 4. Academic Writing 5. Publication of a Scientific Article in a Reputable International Journal 6. Research Result Seminar 7. Dissertation Draft Review 8. Doctoral Dissertation Defense
CPL 6: Being capable of implementing ethical principles in developing and publishing the results of psychological research	1. Philosophy of Science and Research Ethics 2. Academic Writing 3. Publication of a Scientific Article in a Reputable International Journal 4. Research Proposal Seminar 5. Research Result Seminar 6. Dissertation Draft Review 7. Doctoral Dissertation Defense

III.3.3 Establishing Courses, Determining Credit Hours, and Mapping Curriculum

According to provisions by AP2TPI and the Ministry of Education and Culture, the study load required to complete the Doctoral Program in Psychology is a

minimum of 40 credit hours with a maximum study period of 14 semesters. According to Decision of Rector No. 38 of 2021, the minimum number of credit hours required is 42. Establishing a course involves merging and elaborating the previously determined study resources. Establishing a course and determining credit hours also consider the study period.

Course	Credit Hours	Semester
Qualification for Doctoral Candidate		
Philosophy of Science and Research Ethics	2 (1-1)	Semester 1
Independent Class	2 (0-2)	Semester 1-2
Advanced Research Methods	2 (1-1)	Semester 1
Development of Psychological Measurement	2 (1-1)	Semester 2
Advanced Statistics	2 (1-1)	Semester 2
Academic Writing	2 (1-1)	Semester 2
Research Proposal Seminar (SUR)	5 (0-5)	Semester 2-3
Research Proposal Seminar (SUR)	5 (0-5)	Semester 2-3
Scientific Publication		
Publication of Scientific Article in a Reputable International Journal	9 (0-9)	Semester 3-8
Dissertation		
Research Result Seminar (SHR)	5 (0-5)	Semester 4-6
Dissertation Draft Review (PND)	6 (0-6)	Semester 5-8
Doctoral Dissertation Defense (SPD)	5 (0-5)	Semester 6-8
Total Credit Hours	44	

III.3.4 Semester Plan

The Semester Plan (*Rencana Pembelajaran Semester*) (RPS) for each course is flexible and can be adjusted periodically according to the result of the learning process evaluation and tracer study. See the appendix for RPS.

III.3.5 Graduate's Learning Assessment

Achieving the Graduate's Learning Outcomes is measured by two methods, i.e., course assessment and program assessment. Course assessment is designed and carried out by the lecturer team for the said course. To match the course assessment to the learning process and the learning outcomes, the program shall hold a semester planning workshop, in which it discusses the assessment. Meanwhile, program assessment is designed and carried out by the program department. The chart below shall elaborate on the program assessment.

	Graduate's Learning Outcome	Data Source	Criteria
1	CPL 1: Being capable of showing the attitude of a psychological scientist with integrity and great respect for humanity for the human welfare	What to evaluate: 1. Philosophy of Science and Research Ethics 2. Research Result Seminar (SHR) 3. Dissertation Draft Review (PND) 4. Doctoral Dissertation Defense (SPD)	A (80-100): the student can show an integrated attitude and prioritize the human welfare in every research activity B (68-79): the student may on occasions fail to prioritize the human welfare in his/her duty as a psychological scientist C (56-67): the student prefers personal interest to the welfare of other people in his/her duty and responsibility as a psychological scientist D: the student fails to consider the human welfare in his/her duty as a psychological scientist E: the student fails to learn how a psychological scientist shows responsibility and an appropriate attitude
2	CPL 2: Being capable of advancing ideas for developing original, innovative, and complex knowledge through research that make use of the latest technology with a	What to evaluate: 1. Research Proposal Seminar (SUR)	A (80-100): research idea refers to a new research method that is different from previous research Research idea refers to a model framework consisting of more than 3 variables Research idea brings benefits for the welfare of the community at large

	strategic orientation to the human welfare		<p>B (68-79): research idea refers to a model that replicates previous research Research idea refers to a model framework consisting of 3 variables Research idea brings benefits for the welfare of the community in a certain scope</p> <p>C (56-67): research idea is a duplication of previous research Research idea refers to a model framework consisting of only 2 variables Research idea brings no benefit to the welfare of the community</p> <p>D: research idea shows no novelty or brings no benefit</p> <p>E: student fails to hold Research Proposal Seminar (SUR)</p>
	<p>CPL 3: Being capable of managing and leading research activities in the psychological field with integrity and professionalism</p>	<p>What to evaluate:</p> <ol style="list-style-type: none"> 1. Research Result Seminar (SHR) 2. Dissertation Draft Review (PND) 3. Doctoral Dissertation Defense (SPD) 	<p>A (80-100): the student can manage research processes independently and finish the research in time according to the principles of research management</p> <p>B (68-79): the student can manage research processes with intensive feedback from the promotor and finish it in time according to the principles of research management</p> <p>C (56-67): the student can manage research processes with an intensive guide from the promotor, but cannot finish it in time</p> <p>D: research processes are managed by other parties</p> <p>E: research processes are not completed</p>
	<p>CPL 4: Being capable of solving complex problems through</p>	<p>What to evaluate:</p> <ol style="list-style-type: none"> 1. Research Result Seminar (SHR) 	<p>A (80-100): the student can produce research that provides alternative solutions to problems by integrating psychology with other disciplines</p>

	<p>psychological research with a mono-, or multidisciplinary approach based on research ethics</p>	<ol style="list-style-type: none"> 2. Dissertation Draft Review (PND) 3. Doctoral Dissertation Defense (SPD) 	<p>B (68-79): the student can produce research that provides alternative solutions to problems only by using psychological discipline</p> <p>C (56-67): the student can produce alternative solutions</p> <p>D: the student cannot produce research that provides alternative solutions to problems</p> <p>E: the student cannot finish the research</p>
	<p>CPL 5: Being capable of publishing results of psychological research nationally and internationally for the development of science</p>	<p>What to evaluate:</p> <ol style="list-style-type: none"> 1. Scientific Publication 	<p>A (80-100): one published writing in a Q1 or Q2 or Web of Science (WoS) journal with an impact factor or two writings published and accepted in a Q3 journal</p> <p>B (68-79): one published writing in a Q3 journal</p> <p>C (56-67): No published research in any required journal</p> <p>D: No published scientific research</p> <p>E: No research is conducted</p>
	<p>CPL 6: Being capable of implementing ethical principles in developing and publishing the results of psychological research</p>	<p>What to evaluate:</p> <ol style="list-style-type: none"> 1. Philosophy of Science and Research Ethics 	<p>A (80-100): the student can implement psychological ethics according to prevailing research ethics</p> <p>B (68-79): the student can implement psychological ethics in psychological research</p> <p>C (56-67): the student fails to learn about psychological ethics in research</p> <p>D: Most of the processes in research fail to follow psychological ethics</p> <p>E: the student ignores psychological research ethics</p>

CHAPTER II

CONCLUSION

The making of the curriculum in the Universitas Padjadjaran's Faculty of Psychology's Doctoral Program in Psychology in this Academic Draft was meant to serve as a reference for education in the doctoral program for 2020/2021. This curriculum had several changes in the structure of the learning process and the number of credit hours. Development of this curriculum can serve as an effort to improve program quality to gain national and international recognition.

Curriculum Making Team of the Unpad's Faculty of Psychology's Doctoral Program in Psychology:

Dr. Marina Sulastiana, M.Si., Psikolog (Graduate Psychology Program Director)

Dr. Efi Fitriana, M.Si.

Rezki Ashriyana, M.Psi., Psikolog



DECREE
INDONESIAN ASSOCIATION OF
HIGHER EDUCATION INSTITUTIONS IN PSYCHOLOGY
(AP2TPI)
No. 03/Kep/AP2TPI/2019

CONCERNING

CORE CURRICULUM OF DOCTORAL PROGRAM IN PSYCHOLOGY

Considering:

- a. That curriculum development is necessary and must refer to national standards for education to realize national education;
- b. That higher education curriculum needs to be developed by each higher education institution by referring to National Standards for Higher Education which cover the development of knowledge, attitude, and skills;
- c. The development of policies and regulations on National Standards for Education and the Indonesian Qualification Framework (IQF) need to be properly responded to by the Association of Higher Education Institutions in Psychology, and to be implemented by all members of the association for the better quality of psychology education in Indonesia;
- d. That it is mandated in the National Standards for Higher Education that formulation of the minimum learning outcomes need to refer to the provisions stated in the National Standards for Higher Education and to the agreement between the related study programs;
- e. That the Association of Higher Education Institutions in Psychology on the core curriculum of the Doctoral Program in Psychology that has been mutually agreed

upon needs to stay relevant to changes and development oriented to the demand of education market in the Fourth Industrial Revolution;

- f. That, based on considerations referred to in letters a, b, c, d, e, and f, it is necessary to establish the nationally-acceptable Core Curriculum for the Undergraduate Program in Psychology.

In view of:

1. Law of the Republic of Indonesia No. 20 of 2003 on National Education System (State Gazette Year 2003 No. 78, Supplement to State Gazette No. 4301);
2. Law of the Republic of Indonesia No. 12 of 2012 on Higher Education;
3. Government Regulation No. 19 of 2005 on National Standards for Education;
4. Regulation of the President of the Republic Indonesia No. 8 of 2012 on the Indonesian Qualification Framework;
5. Regulation of the Minister of Education and Culture No. 49 of 2014 on National Standards for Higher Education;
6. Regulation of the Minister of Research, Technology, and Education No. 44 of 2015 on National Standards for Higher Education;
7. Circular Letter of the Director-General for Learning and Student Affairs, Ministry of Research, Technology, and Education, No. 255/B/SE/VIII/2016 on Guidelines for Making Curriculum of Higher Education;
8. Circular Letter of the Director-General for Higher Education No. 1030/D/T/2020 dated August 26, 2010, on the Arrangement of the Nomenclature of Psychology, Communication, Computer, and Landscape Programs;
9. Notarial Deed No. 40 dated May 26, 2022, on the Establishment of the Indonesian Association of Higher Education Institutions in Psychology.

HAS DECIDED

To enact: Core Curriculum of Bachelor's Program in Psychology

Article 1

- (1) A curriculum is a set of plans and arrangements on objectives, contents, learning materials, and methods used as the guidelines for administering learning activities in order to achieve particular goals of an education program.
- (2) The Core Curriculum of the Doctoral Program in Psychology is the signature of the main competencies of a Doctor of Psychology. It shall serve as the minimum standard reference for administering the program and be applicable nationally as a mutual agreement between the Indonesian Association of Higher Education Institutions in Psychology (AP2TPI) and the Indonesian Psychological Association (Himpsti) by considering feedback from various parties.

Article 2

- (1) The purpose of the Doctoral Program in Psychology is to produce Doctors of Psychology who are:
 - a. Capable of developing new concepts in his/her discipline or profession through research;
 - b. Capable of administering, organizing, and leading research programs;
 - c. Capable of conducting scientific approaches in psychology that can be supported by inter-, multi-, or transdisciplinary application of his/her professional skills;
 - d. Capable of conducting research to develop or invent new concepts, models, or theories for the human welfare;
 - e. Capable of recognizing, observing, and performing reasoning scientifically on problems to find new solutions in the field of psychology by considering scientific ethics.
- (2) Graduates of the Doctoral Program in Psychology shall bear the title Doctor of Psychology (Dr.) and are capable of working as:
 - a. Psychological scientist, a developer of knowledge in psychology
 - b. Science Advisor, a leader in research development through inter-, multi-, or transdisciplinary approach.

Article 3

- (1) Learning Outcomes are the internalization and accumulation of sciences, practical knowledge, skills, affection, and competencies gained through a structural education process in a particular discipline/skill area or from working experience.
- (2) Learning outcomes of the Bachelor's Program in Psychology are in the Indonesian Qualification Framework (IQF) equal to Level 6.
- (3) Descriptors of the Indonesian Qualification Framework (IQF) level 6 qualification of graduates produced by Bachelor's Program in Psychology are as follows:

DESCRIPTORS OF LEVEL 9 IQF QUALIFICATION FOR GRADUATES PRODUCED BY DOCTORAL PROGRAM IN PSYCHOLOGY

Generic description of level 9 (first paragraph)

Capable of developing knowledge and methodologies in psychology through research to produce innovative, original, and reliable works.

Specific description:

1. Capable of evaluating psychological theories and making an in-depth comparison between the psychological theories.
2. Capable of formulating results from reviewing psychological theories in the form of thesis/propositions/hypotheses and developing them into new alternative theories/models/explanations.
3. Capable of making arguments and scientific solutions with novelty characteristics, and developing science by applying advanced research methods suitable to the complexity of research problems to eventually produce innovative, original, and reliable work(s).
4. The novelty referred to above may include inventing new concepts and theories, developing theory models, or finding explanations with relevance to the characteristics, cultures, and values in Indonesia.

**DESCRIPTORS OF LEVEL 9 IQF QUALIFICATION FOR GRADUATES
PRODUCED BY DOCTORAL PROGRAM IN PSYCHOLOGY**

Generic description of level 9 (second paragraph)

Capable of solving complex human problems using psychology through inter-, multi-, or transdisciplinary approach based on research ethics.

Specific description:

Capable of identifying and criticizing phenomena within social reality and mastering psychological theories and approaches to solve psychological problems and improve individual and social welfare through inter-, multi-, or transdisciplinary approaches based on the Indonesian Psychological Code of Ethics.

Generic description of level 9 (third paragraph)

Capable of managing, leading, and developing research in psychology with high integrity and professionalism.

Specific description:

Capable of planning, managing, and building psychological research networks on a large scale independently and with integrity, based on scientific principles that can be accounted for in a professional manner and by paying the utmost respect for human dignity.

Generic description of level 9 (fourth paragraph)

Capable of publishing results of research in psychology at national and international levels for the development of science and for the benefit of mankind.

Specific description:

1. Capable of conducting and completing research for the development of science beneficial for mankind.
2. Capable of reporting research results and publishing them by complying with the principles of scientific writing and scientific honesty, in national and international academic forums, and in a reputable international journal.

Graduate's Learning Outcomes of the Doctoral Program in Psychology according to the IQF are:

No	Domain	Aspect	Minimum Learning Outcomes of a Doctor of Psychology (as the baseline)
1	Attitudes and values	Enacted by SNPT	<p>(Referring to Appendix of Regulation of the Minister of Research, Technology, and Higher Education No. 44 of 2015 on SNPT)</p> <ul style="list-style-type: none"> a. Being devoted to the One True God and capable of showing a religious attitude; b. Being highly respectful of humanity in doing tasks according to religious values, morality, and ethics; c. Providing contributions to enhancing the quality of life of the people and the nation and promoting civilized life based on Pancasila; d. Showing patriotism, nationalism, and responsibility to the nation and the state; e. Recognizing the diversity of cultures, religious views, beliefs, and opinions or original ideas of others; f. Cooperating and having social awareness and concern for the people's lives and the environment; g. Being disciplined and compliant with the law in the social and national life; h. Internalizing academic values, norms, and ethics; i. Showing responsibility at work in own field of expertise in an independent manner; j. Internalizing the independence, entrepreneurship, and fighting spirit; k. Anticipating and adapting to the strategic environmental changes in technology and their impacts on social life.
2	Mastery of Knowledge/ Science	Psychological Concepts and Theories	<ul style="list-style-type: none"> a. Being capable of evaluating, developing, and promoting psychological concepts and theories through mono-, inter-, multi-, or transdisciplinary approaches to explain and/or predict psychological

No	Domain	Aspect	Minimum Learning Outcomes of a Doctor of Psychology (as the baseline)
			<p>indications in individuals, groups, organizations, and society;</p> <p>b. Being capable of criticizing data of technology and its effectiveness for the development of science.</p>
3	General Work Skills	Enacted by SNPT	<p>(Referring to Appendix of Regulation of the Minister of Research, Technology, and Higher Education No. 44 of 2015 on SNPT)</p> <p>a. Being able to invent or develop new scientific theories/concepts/ideas and contribute to the development and application of science and/or technology in own field of expertise with concern for humanity by carrying out research based on scientific methodology and logical, critical, systematic, and creative thinking;</p> <p>b. Being able to prepare inter-, multi-, or transdisciplinary research - including theoretical study and/or experiment in the fields of science, technology, art, and innovation - and to produce dissertations and papers published in reputable international journals;</p> <p>c. Being able to choose the most appropriate, latest, and most advanced research that bring the most benefits to mankind through inter-, multi-, or transdisciplinary approach in order to develop and/or provide problem-solving in the fields of science, technology, art, or social, based on the results of studies on the availability of internal and external resources;</p> <p>d. Being able to develop a research roadmap with an inter-, multi-, or transdisciplinary approach based on studies on the key objective of research and its constellation towards wider objectives;</p> <p>e. Being able to prepare argument and solution in the fields of science, technology, or art based on a critical</p>

No	Domain	Aspect	Minimum Learning Outcomes of a Doctor of Psychology (as the baseline)
			<p>view of facts, concepts, principles, or theories with due accountability in scientific, academic, and ethical terms, and to communicate it through mass media or directly to the public;</p> <p>f. Being able to show academic leadership in managing, developing, and supervising resources and organization he/she is in charge of;</p> <p>g. Being able to manage, including store, audit, secure, and recall data and information gained from research he/she is in charge of;</p> <p>h. Being able to develop and maintain a collegial relationship in one's environment or through collaboration with the community of researchers from different institutions.</p>
4	Specific Work Skills	4.1. Ability for Psychological Assessment and Measurement	Being able to evaluate, adapt, and develop instruments of assessment and measurement, as well as to run procedures of observation, interview, and collection of other data according to the Indonesian Psychological Code of Ethics for the sake of research and development of knowledge.
		4.2. Ability to Solve Psychological Problems and for Psychological Intervention	Being able to develop research to provide alternative solutions to current and future problems as well as psychological intervention models for promoting science and the welfare of the community.
		4.3. Data Literation and Responsiveness to Technological Advancement	<p>a. Being able to develop and elaborate data and technology for the development of science;</p> <p>b. Being able to respond to the advancement of information and communication technology for the development of psychology and its use for human welfare.</p>
		4.4.	Being able to conduct basic or applied research with an orientation to developing

No	Domain	Aspect	Minimum Learning Outcomes of a Doctor of Psychology (as the baseline)
		Ability for Research	psychology by using quantitative and qualitative research methods with inter-, multi-, or transdisciplinary perspectives.
		4.5. Ability for Professional and Interpersonal Relationship	Being able to build a professional and interpersonal relationship in order to develop research in the psychological field with integrity and professionalism.
		4.6. Ability for Communication and Scientific Publication	Being able to communicate and publish results of research to national and international academic forums and to reputable international scientific journals.
5	Authority and Ethical Responsibility	Ethical Responsibility	<ul style="list-style-type: none"> a. Being able to account for work results according to the Indonesian Psychological Code of Ethics; b. Holding an authority and responsibility to maintain the psychological well-being of research subjects; c. Being able to implement ethical principles in developing and publishing results of psychological research

Article 4

- (1) To achieve learning outcomes, graduates of the Doctoral Program in Psychology require study resources at least as follows:
- a. Philosophy of science
 - b. Psychological paradigms, concepts, and theories
 - c. Literature review and meta-analysis
 - d. Psychological assessment and measurement
 - e. Advanced research methodologies
 - f. Advanced multivariate statistics
 - g. Making and development of psychological instruments
 - h. Academic writing

- i. Scientific publication
- j. Psychological code of ethics

(2) Study resources referred to in clause (1) shall be used as the basis to prepare courses in the curriculum for each program.

Article 5

The study load to complete the Doctoral Program in Psychology is a minimum of 40 credit hours for students with Bachelor's and Master's Degrees in Psychology or a minimum of 52 credit hours for students with Bachelor's and Master's Degrees in non-psychology.

Article 6

- (1) The institution administering the Doctoral Program in Psychology shall be provided with the opportunity to make adjustments according to this Decision Letter no longer than 2 (two) years after the signing of this letter.
- (2) In the event of errors herein, duly revisions shall be made.

Enacted in Bandung
On September 14, 2019
Head of AP2TPI,

Signed by,
Dr, Nurul Hartini, M.Kes., Psikolog



**ELUCIDATION OF DECISION
INDONESIAN ASSOCIATION OF
HIGHER EDUCATION INSTITUTIONS IN PSYCHOLOGY
(AP2TPI)
No. 03/Kep/AP2TPI/2019**

Article 1

Self-explanatory

Article 2

Self-explanatory

Article 3

Self-explanatory

In the elaboration on learning outcomes:

1. Attitude
Self-explanatory, referring to SNPT
2. Knowledge
Added with a learning outcome related to becoming literate in data and technology literacy, referring to the Fourth Industrial Revolution, i.e., being capable of criticizing data of technology and its effectiveness for the development of science
3. General Work Skills
Self-explanatory, referring to SNPT
4. Specific Work Skills
Along with the added aspect of knowledge, this domain is also added with the aspect of data literacy and responsiveness to technological advancement, which is elaborated in two learning outcomes:
 - a. Being able to develop and elaborate data and technology for the development of science; and
 - b. Being able to respond to the advancement of information and communication technology for the development of psychology and its use for human welfare.
5. Related to the need for elucidation regarding the standard in accreditation evaluation, especially on the outcomes and outputs of a curriculum, the *outcome* is defined as an explanation of learning outcomes, while the *output* is defined as concrete results representing the quality and excellence of a graduate's products, such as, among others:
 - a. Dissertation with novelty characteristic. Novelty referred to here may include inventing new concepts and theories, developing theory models, or finding explanations with relevance to the characteristics, cultures, and values in Indonesia;
 - b. A scientific article published in national and international academic forums and in a reputable international journal.

Article 4

1. Minimum study resources are a collection of teaching materials that must be included in the curriculum of the psychology doctoral program. These teaching materials are not courses themselves. They serve as the basis for setting up a set of courses in the curriculum of each study program. One or more study resources can be designed to be included in one course.
2. These minimum study resources apply for psychology doctoral programs that administer their education by course or by research (without course).
3. In relation to the psychological code of ethics, students in the psychology doctoral program must satisfy ethical clearance before taking data of their research.

Article 5

Self-explanatory

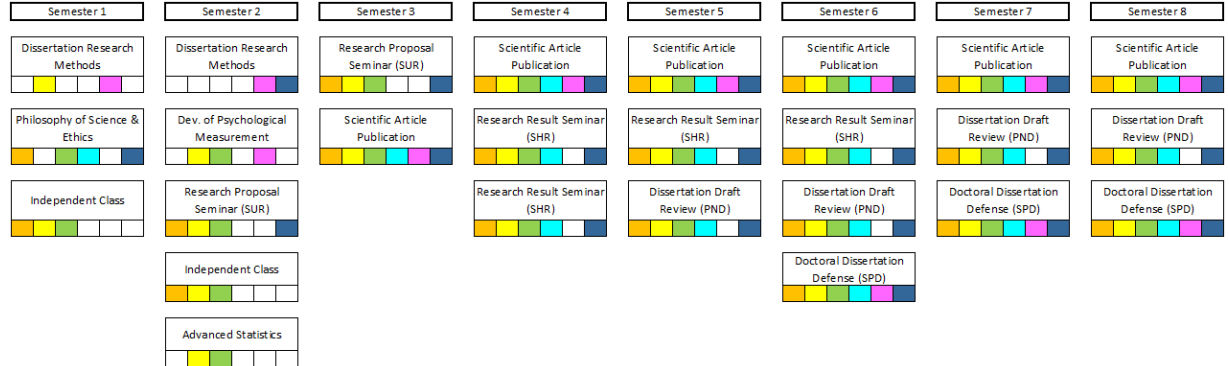
Article 6

Self-explanatory

Appendix 2. Matrix of CPL and Courses

Course	CPL 1	CPL 2	CPL 3	CPL 4	CPL 5	CPL 6	Semester
Philosophy of Science and Research Ethics (1-1)	×		×	×		×	Semester 1
Independent Class (0-2)	×	×	×				Semester 1-2
Advanced Research Methods (1-1)		×			×		Semester 1
Development of Psychological Measurement (1-1)		×	×		×		Semester 2
Advanced Statistics (1-1)		×	×		×		Semester 2
Academic Writing (1-1)					×	×	Semester 2
Research Proposal Seminar (SUR) (0-5)	×	×	×			×	Semester 2-3
Publication of Scientific Article in a Reputable International Journal (0-9)	×	×	×	×	×	×	Semester 3-8
Research Result Seminar (SHR) (0-6)	×	×	×	×		×	Semester 4-6
Dissertation Draft Review (PND) (0-6)	×	×	×	×		×	Semester 5-8
Doctoral Dissertation Defense (SPD) (0-5)	×	×	×	×	×	×	Semester 6-8

Appendix 3. Course Roadmap



Proper Study Period up to Semester 8

Program Learning Objectives :	
1	Being capable of showing the attitude of a psychological scientist with integrity and great respect for humanity for the human welfare
2	Being capable of advancing ideas for developing original, innovative, and complex knowledge through research that make use of the latest technology with a strategic orientation to the human welfare
3	Being capable of managing and leading research activities in the psychological field with integrity and professionalism

4	Being capable of solving complex problems through psychological research with a mono- or multidisciplinary approach based on research ethics
5	Being capable of publishing results of psychological research nationally and internationally for the development of science
6	Being capable of implementing ethical principles in developing and publishing the results of psychological research

EVALUATION FORM FOR DOCTORAL DISSERTATION DEFENSE (SPD)

No.	Aspect to evaluate	Weight (in %)	Numerical Score	Final Score
1	Significance of Research Background	15		
2	Relevance and Recentness of the Literatures\	10		
3	Accuracy of the Formulation of Framework, Premises/ Propositions, and Hypotheses	15		
4	Suitability of Research Method	10		
5	Originality of Research	10		
6	Sharpness of Analysis and Coherence of Ideas	15		
7	Contribution to Science, Technology, and Development	10		
8	Solidity and Quality of Conclusion and Proposed Suggestions	10		
9	Ability to Write Scientific Work	5		
	Total Final Score			