



ACADEMIC MANUSCRIPT **FOR CURRICULUM DEVELOPMENT**

**International Relations Study Programme
Undergraduate (Bachelor) Programme**

*International Relations Study Programme
Undergraduate (Bachelor) Programme
Faculty of Social and Political Sciences
Universitas Padjadjaran
2023*

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION	3
1.1 Background	3
1.2 Objectives	4
CHAPTER 2 CURRICULUM DEVELOPMENT	5
2.1 2016 Integrated Curriculum	5
2.2 2020 Outcome-Based Education Curriculum	6
CHAPTER 3 OUTCOME-BASED CURRICULUM	9
3.1 Programme Educational Objectives	10
3.2 Graduate Profiles	10
3.3 Programme Learning Outcomes	11
3.4 Curriculum Structure	13
3.5 Curriculum Map	20
CHAPTER 4 OUTCOME-BASED TEACHING AND LEARNING	21
4.1 Syllabus	21
4.2 Learning Activities	21
4.3 Teaching Methods	22
CHAPTER 5 OUTCOME-BASED ASSESSMENT AND EVALUATION	23
5.1 Courses Assessment Methods and Instruments	23
5.2 Courses Assessment Implementations	23
APPENDICES	24
Editorial Team	24
Legal Frameworks	24
Documentation	25

CHAPTER 1 INTRODUCTION

1.1 Background

The Department of International Relations, Universitas Padjadjaran, one of Indonesia's oldest International Relations Study Programmes (since 1965), has long experience equipping students with the skills to master global issues. The IR Study Programme has a vision to become an internationally renowned international relations studies institution. To achieve this vision, the IR Study Programme has six main missions, which are as follows:

1. Carrying out learning and education in the field of International Relations that is locally, nationally, regionally, and globally competitive and capable of meeting the demands of the community that utilises International Relations graduates;
2. Carrying out research in the field of International Relations that is able to contribute to solving problems in social, national, and state life as well as to the development of international relations science;
3. Carry out community service to support learning and progress in science and technology for the academic community, government, industry, and society;
4. Carry out management of study programs that implement the Tri Dharma of higher education in a professional and accountable manner by applying quality assurance principles;
5. Forming an academic community with integrity, character, competitiveness, and global insight; and
6. Establishing cooperation with various domestic and foreign strategic partners on an ongoing basis.

The IR Study Programme has a Programme Educational Objectives (PEO) to provide students with the ability to analyse international relations phenomena using the theory and methods of international relations to offer alternative solutions to problems at the global, regional, national, and local levels and to build the capacity of students to operate independently or in groups while continuously advancing one's professional potential through education, research, and other activities that support careers as diplomats, scholars, analysts, or activists in the field of international relations. Furthermore, The IR Study Programme has the PEO to foster and develop leaders that are religious, serving, accountable, ethical, responsible, critical, flexible, respect multiculturalism, and uphold the noble development of law and the environment in national development. The other objectives of the IR Study

Programme are to produce graduates who are excellent, competent, competitive, productive, creative, and innovative in using technology and have the ability to collaborate and communicate effectively with the public in Indonesian and foreign languages.

The IR Study Programme has prepared a curriculum that refers to the National Higher Education Standards (NHES) and the Indonesian National Qualification Framework (INQF) to achieve these objectives. The NHES and INQF have been prepared by the Ministry of Education, considering that universities must equip students with various new literacy skills for facing challenges in a rapidly changing world. Graduates from Indonesian universities are expected to meet the qualifications outlined by the INQF and be capable of taking on global challenges and competition.

Since 2016, the IR Study Programme has started developing a curriculum based on the competency achievements that graduates must possess, namely Outcomes Based Education (OBE). The IR Study Programme periodically updates the curriculum, and currently, we are implementing the 2020 OBE curriculum. Curriculum updates consider current developments to produce graduates who meet local, national, regional, and global needs.

1.2 Objectives

This academic manuscript's goal is to create a strong foundation for updating the curriculum of the IR Study Programme Faculty of Social and Political Sciences Universitas Padjadjaran. Apart from referring to the NHES and the INQF, updating the IR Study Programme curriculum is also based on several educational rules and philosophies, as will be explained in more detail in the following chapters.

CHAPTER 2 CURRICULUM DEVELOPMENT

The International Relations Study Programme is a higher education program that carries out the process of forming intellectual resources for various targets. That's why an appropriate curriculum is needed as an academic policy that is rational and responsive to dynamic situations and builds competence for handling them within the field of IR studies. This academic policy includes the vision, mission, and objectives of the IR Study Programme, with reference to the provisions of the Faculty of Social and Political Sciences (FISIP); Universitas Padjadjaran (Unpad); Ministry of Research, Technology, and Higher Education (Kemristekdikti). Apart from that, also pay attention to the desire for sustainable development (SDGs). As a form of adaptation to current developments, the IR Study Programme has implemented two forms of curriculum, namely the 2016 Integrated Curriculum, and the Outcome-Based Education curriculum. In its development, in 2017 and 2018, curriculum adjustments were made as a response to the demands of the times and competitive adjustments. Furthermore, in 2020, the IR Study Programme implemented an OBE-based curriculum, namely curriculum development based on the profile and Graduate Learning Outcomes (GLO). The OBE-based curriculum also adopts the Emancipated Learning-Independent Campus (ELIC/*MBKM*) program in 2022 in accordance with Minister of Education and Culture Regulation No. 3 of 2020 in line with the Ministry of Education and Culture's policy regarding ELIC/*MBKM*. In welcoming this policy, the IR Study Programme made curriculum adjustments by adjusting graduate profiles, graduate learning outcomes, adopting hybrid learning methods and a spirit of independent learning in three semesters of study. Further description is presented below.

2.1 2016 Integrated Curriculum

Efforts to fulfil the vision, mission, and objectives of the IR Study Programme are integral to all levels of higher education (S1, S2, S3) run by the university. The curricular integration of the IR Study Programme in question is the formation of linkages between courses in the IR Study Programme which are found in bachelor's and master's programs as well as doctoral programs. In addition to organising the relationship between the generalisation of IR and concentration or specialisation in Security and International Studies, it is also to support subsequent IR specialisations while paying attention to Glocal or

Global potential and Total Diplomacy. Curricular integration also emphasises the continuity of the learning process between levels of higher education (Bachelor, Masters, Doctorate) in the IR Study Programme. This includes reasoning regarding graduate and alumni profiles, main or supporting competencies and skills, materials and resources and learning processes, along with methods, techniques, and tools towards a consistent expertise roadmap, research umbrella, community service, and career path (occupation) in the field of IR.

The integrated curriculum structure of the IR Study Programme can be interpreted by combining the study program profiles at each level of higher education into a comprehensive picture. Through this interpretation, it is also possible to distinguish between generic arrangements and specific arrangements. The generic structure is based on considerations regarding representation and/or relevance (vision, mission, objectives, courses) between study program levels. The specific arrangement is based on considerations regarding specificity/specialisation at certain levels or stages throughout. Furthermore, curricular integration between levels of the IR study program includes the togetherness of the entire academic community and all stakeholders. With this togetherness, the IR Study Programme has the opportunity to optimise the relevance of its results to the needs of its environment as a manifestation of superior achievement.

In the context of an integrated curriculum, a number of certain courses in undergraduate programs and in postgraduate programs contain thematic and/or substantial linkages. Certain courses must display curricular integration as defined by core subjects during the heyday of the IR paradigm or before the history and theory of IR ended. Managerially, the linkages in question tend to be dynamic and pragmatic (spatial, temporal, non-universal, non-disciplinary).

An integrated curriculum is also defined as a characteristic of IR studies in each university. This marks the portion of attention each IR Study Programme pays to the diversity of the field of IR studies. Apart from that, it can also be interpreted as a curricular unit that differentiates the Undergraduate IR Study Programme from the Masters or Doctoral IR Study Programme at the same university. Apart from the nomenclature, content, references, plans, and GLO, it also concerns the competencies and profiles of graduates. However, the basis of the curriculum can be equated according to the four pillars of education (learning to know, learning to do, learning to be, learning to live together) recommended by UNESCO (The International Commission on Education for the 21st Century) in the framework of lifelong learning.

2.2 2020 Outcome-Based Education Curriculum

The development of international relations as a discipline has been towards multidisciplinary and interdisciplinarity in terms of issues and research. In this study programme, several program learning objectives (PLOs) are designed to support the multidisciplinary competencies and skills of students. For example, one objective aims to produce graduates that have both knowledge and competencies in understanding the international relations phenomenon through theory and methodology to provide applicative and alternative solutions to address challenges at global, regional, national, and local levels. The other objective also pinpoints that graduates are expected to have the capacity to collaborate and communicate effectively in both Indonesian and international languages.

The curriculum currently applicable to the IR Study Programme is a curriculum based on Outcome-Based Education (OBE). The OBE curriculum focuses on Program Learning Outcomes (PLOs) and is evaluated periodically in order to respond to developments in science and technology in the era of Industrial Revolution 4.0 and Society 5.0, community needs, graduate users, and government policies. The OBE curriculum is in accordance with Unpad Chancellor's Regulation Number 46 of 2016 concerning the Implementation of Education at Unpad. In this OBE curriculum, the IR Study Programme updates the Education Organizer's Objectives, Graduate Profiles, Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLO). This PLO is turned into CLOs and Sub-CLO by considering HOTS (Higher Order Thinking Skills) and LOTS (Lower Order Thinking Skills) in preparing the Course Semester Learning Plan for each course. CLO and Sub-CLO in the learning plan must be able to be evaluated, measured, and assessed and can be applied by students at each stage of learning and cumulatively illustrate the achievement of the PLO charged in the course. The OBE curriculum also adapts the Emancipated Learning-Independent Campus (MBKM) program to pay attention to its compatibility with the PLOs and courses in the study programme and also involves mature cooperation agreements with partners.

In order to adapt to these needs and increase the employability of IR Study Programme graduates, several new courses have appeared in the 2020 MBKM curriculum, such as Diplomacy and Cyber Security, Food Security and Sovereignty, Environmentalism, System Dynamics in International Relations, and Big Data Analysis in International Relations. Apart from that, in terms of credit weight, lectures in the form of practicum/field practice are given more credit weight by including elective courses in the form of 8 MBKM activity areas

which can be taken in full in 2 semesters with a maximum credit conversion of 20 credits per semester.

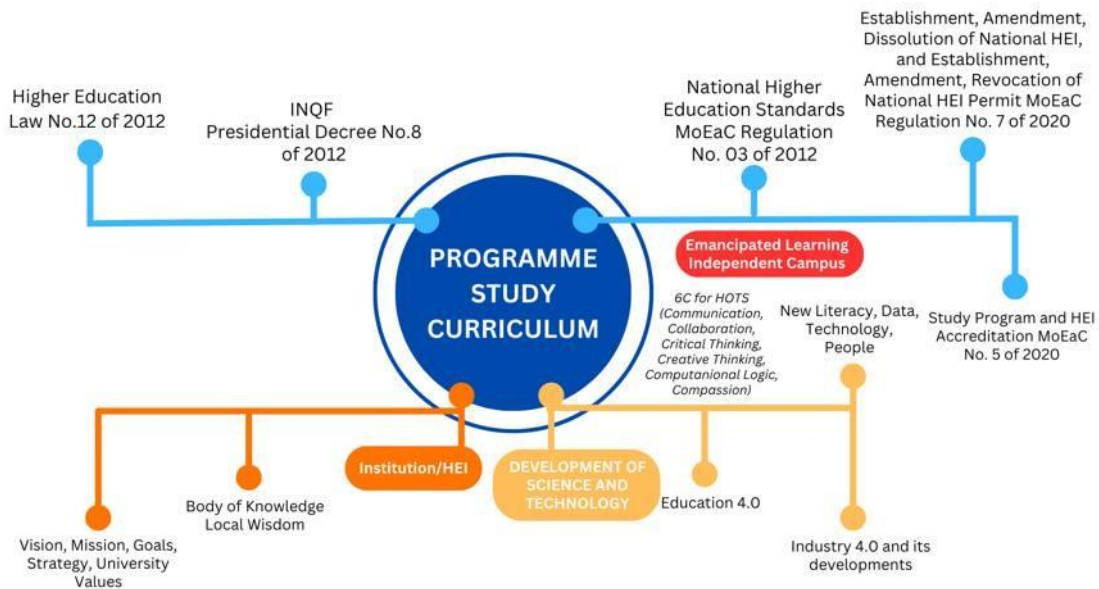


Figure Legal Basis, National Policies, Institutional Policies of Higher Education Curriculum Development in Indonesia

Source: Dirjen Dikti, 2020

CHAPTER 3 OUTCOME-BASED CURRICULUM

The IR Study Programme curriculum refers to the vision, mission, and objectives of the program by accommodating scientific developments in international relations as well as the regulations and frameworks from the national to institutional level concerning National Higher Education Standards, Qualification Frameworks, and association-based competencies development. As previously explained, the freedom of learning-independent campus (FLIC/MBKM) policy framework serves as the fundamental base of the currently implemented curriculum in the study program. The framework highlights the direction of outcome-based education philosophy, focusing on the idea of an emancipated learning process and the development of programs that aim to promote the multidisciplinary competencies and skills of students.

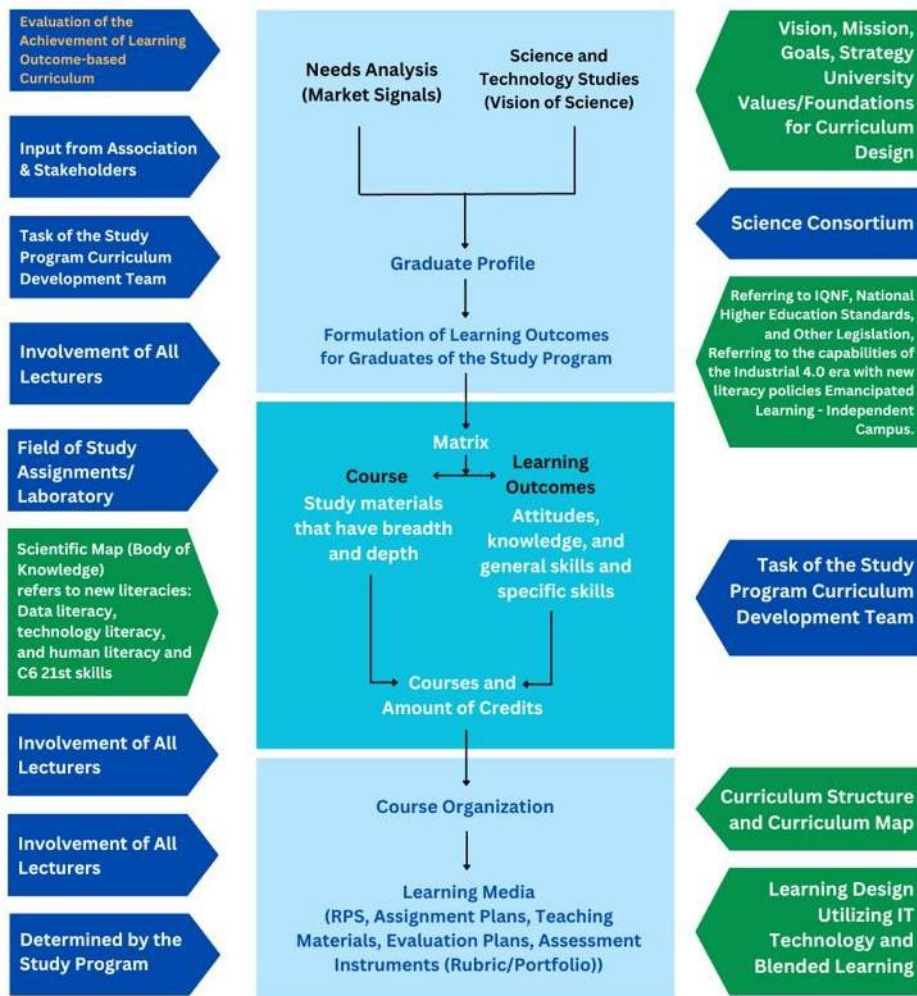


Figure ... Stages of Curriculum Development
Source: Dirjen Dikti, 2020

The program curriculum development and update is periodically conducted every 4-5 years through curriculum workshops involving both internal and external stakeholders. The internal stakeholders include faculty members (lecturers), administrative staff, and students. The external stakeholders are experts and members of the Indonesian Association of International Relations Studies (AIHII), alumni including the Alumni Association of International Relations UNPAD (IKAHI), users from government institutions, non-governmental institutions, private sectors, public sector organisations, and many more. The goal of this continuous update and development is for the curriculum to be in line with scientific and methodological developments, relevant government agendas supporting the SDGs, science and technology, the needs of users of graduates, as well as for there to be a match between learning outcomes, graduate profiles, and qualification frameworks levels. The program monitors curriculum implementation annually so that it is possible to make minor or major changes to the curriculum under certain conditions.

3.1 Programme Educational Objectives

The Programme Education Objectives (PEO) of the study program are developed as an integral part of the overall development of the curriculum. Currently, the Programme Educational Objectives IR Study Programme is to produce graduates with:

1. The knowledge and skills in understanding international relations phenomena through International Relations theory and methodology to provide alternative solutions to global, regional, national, and local problems;
2. The ability to work independently and/or in groups by always developing one's potential professionally based on knowledge and career-supporting activities for diplomats, academics, analysts, and activists in the field of international relations;
3. Leadership attitudes that are religious, serving, accountable, ethical, responsible, critical, flexible, respect multiculturalism, and uphold the noble development of law and the environment in national development;
4. Excellence, competencies, and who are competitive, productive, creative, and innovative in using technology;
5. The ability to collaborate and communicate effectively with the public in Indonesian and foreign languages.

3.2 Graduate Profiles

The competencies of IR Study Programme graduates refer to the Indonesian National Qualifications Framework (INQF) and the agreement of the Indonesian International Relations Association (AIHII). The bachelor study program curriculum meets INQF level 6 which is equivalent to the European Qualification Framework (EQF) level 6. The current curriculum refers to the Indonesian Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards.

The graduate profiles of the IR Study Programme are as follows:

1. **Diplomats**, who are able to represent states/sub-states and non-states in the diplomatic sphere through protection, representation, negotiation, reporting, and promotion.
2. **Academics**, who are able to master the theoretical and methodological aspects of International Relations studies
3. **Analysts**, who are able to examine international relations to facilitate program development, policy-making, and decision-making
4. **Activists** who are able to carry out community empowerment movements in international relations activities

3.3 Programme Learning Outcomes

The IR Study Programme implements a curriculum based on graduate Programme Learning Outcomes (PLO) in accordance with Unpad Rector's Regulation No. 46 of 2016 concerning the Conduct of Education (Teaching and Learning) at Universitas Padjadjaran (Unpad, 2016), and also based on the 2020 Higher Education Institutions' Curriculum Formulation Guidelines (Dirjen Dikti, 2020). Furthermore, this PLO is reduced to CLO (Course Learning Outcomes) and Sub-CLO (Course Learning Sub-Outcomes) by considering HOTS (Higher Order Thinking Skills) and LOTS (Lower Order Thinking Skills) in preparing the syllabus for each course.

Bloom's Taxonomy (Cognitive Domain)

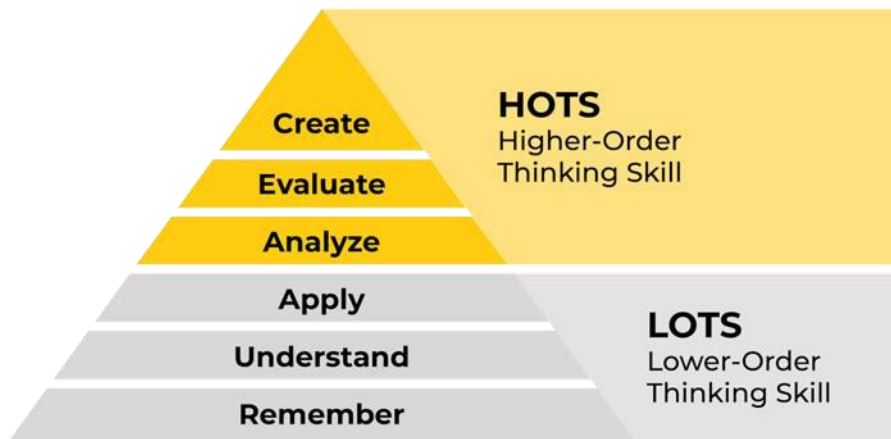


Figure ... Bloom's Taxonomy on Cognitive Domain for HOTS and LOTS
(Source: <https://gizmologi.id/news/zenius-education-hots/>)

The PLO is formulated by referring to the INQF and NHES qualification levels. PLO consists of elements of attitude, general skills, specific skills, and knowledge. Elements of attitudes and general skills refer to NHESi as minimum standards, which can be added by study programs to characterise college graduates. Meanwhile, the elements of special skills and knowledge are formulated by referring to the INQF descriptors according to the level of education. Each item in the graduate PLO formula at least contains the abilities that must be possessed and study materials that students must study.

Therefore, in formulating the PLO, it is necessary to carry out a needs analysis to find out what abilities are needed by stakeholders and what studies are needed from the development of disciplines in the field of knowledge (body of knowledge) in the study program to determine the study material that will be studied by students. Each PLO item contains abilities (behaviour/cognitive processes) and study material (subject matters), and context can even be added (Tyler, 2013; Anderson & Krathwohl, 2001).

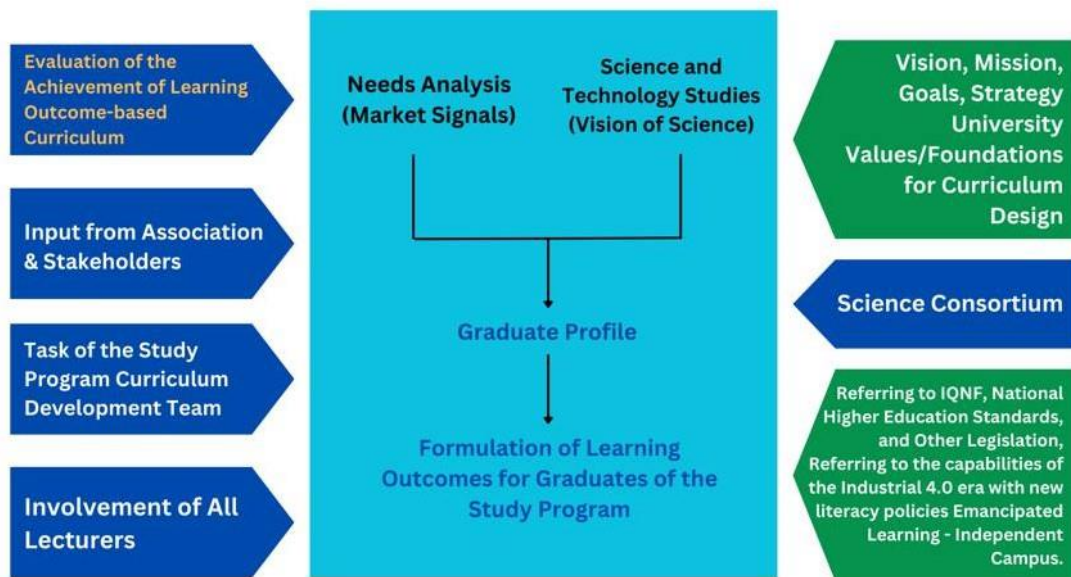


Figure ... Stage of Programme Learning Outcomes Formulation

Source: Dirjen Dikti, 2020

It is recommended that the PLO formulation contain the capabilities needed in the industrial era 4.0, including capabilities regarding:

1. data literacy, the ability to understand, read, analyse, and use data and information (big data) in the digital world;
2. technological literacy, the ability to understand how machines work, technology applications (coding, artificial intelligence, and engineering principles);
3. human literacy, the ability to understand humanities, communication, and design;
4. 21st-century skills that foster HOTS (high-order thinking skills), including Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion, and Civic responsibility
5. understanding the industrial era 4.0 and its developments;
6. an understanding of knowledge to be put into practice for the collective benefit locally, nationally, and globally.

7. additional learning outcomes and competencies that can be achieved outside the study program through the FLIC/ MBKM program.

Based on the above process, the Programme Learning Outcomes agreed upon and implemented in the IR Unpad Study Programme are as follows:

1. Master and understand perspectives, theories, concepts, methodologies, and international relations issues at local, national, regional and global levels;
2. Able to analyze challenges and problems at local, national, regional, and global levels by utilizing science, technology, and art in the field of International Relations in solving problems and being able to adapt to the situations faced;
3. Able to make appropriate decisions in the field of International Relations based on data analysis by utilizing information technology and able to provide guidance in choosing various alternative solutions independently and in groups;
4. Able to apply the basic principles and practices of diplomacy using at least one foreign language for academic purposes and cross-cultural communication;
5. Able to apply learning and research in the field of International Relations according to principles, norms, and rules based on cosmopolitanism and nationalism in the context of sustainable development.

3.4 Curriculum Structure

In semesters 1 and 2, students are required to take the course package provided by the study programme. The course package in semester 1 consists of 8 courses with a weight of 20 credits, courses that must be taken by students, consisting of 11 credits of university courses, 6 credits of faculty courses, and 1 study programme course with a weight of 3 credits. Meanwhile, in semester 2 there are 21 course credits available for students, including 1 faculty course with a weight of 3 credits and 6 study program courses with a weight of 18 credits.

Smtr 1	Smtr 2	Smtr 3	Smtr 4	Smtr 5	Smtr 6	Smtr 7	Smtr 8	TOTAL
20	21	18	19	19	20	20	7	144

Students in semesters 3, 4, and 5 are given the right to take courses in other study programs at Unpad with a maximum total of 20 credits. Furthermore, students in semesters 6 and 7 are also given the right to take MBKM activities in full, namely 20 credits in semester 6 and 20 credits in semester 7. Therefore, in semesters 6 and 7 students can totally take part in MBKM learning activities outside the study program without having to take part in lecture activities on campus.

In general, the IR Study Programme courses can be divided into 2 types, namely normal learning courses and independent campus courses. The minimum number of credits that must be taken by IR Study Programme students as a requirement to graduate is 144 credits. Students are given 3 choices of learning pathways, namely: Normal Learning, Emancipated Learning, and Semi-Emancipated Learning. The number of course credits that must be taken from each pathway is:

- Normal Study (normal study courses totaling 144 credits);
- Emancipated Learning (60 credits of MBKM courses plus 84 credits of normal learning courses, a total of 144 credits);
- Semi-Emancipated Learning (<60 credits of MBKM courses plus >84 credits of normal study courses for a total of 144 credits)

Independent Campus courses consist of two types, namely courses outside the study programme and conversion courses for 9 independent campus activity areas which include: internships, humanitarian projects, teaching assistantships, entrepreneurship, independent studies, village development, research, student exchanges, and national defense. Course organisers outside the study program are other study programs at FISIP Unpad or other study programs outside FISIP Unpad. Determination of courses outside the study program offered to students and approval of course conversions for the 9 MBKM activities that students can take are carried out by the Head of the IR Study Program.

Normal learning courses consist of mandatory courses and elective courses with a total of 144 credits. The number of mandatory courses is 100 credits while the number of elective courses is 44 credits. Meanwhile, if we look

at the characteristics of the courses, the courses consist of university courses (11 credits), faculty courses (15 credits), and study program courses (118 credits). Elective courses can be divided into field-of-study elective courses, method elective courses, and language elective courses. The study elective courses are divided into 6 sub-fields of International Relations, namely: Global Governance, Foreign Policy & Diplomacy, Global Politics, Global Security, Global Political Economy, and Globalisation.

The study materials that are the basis for preparing the International Relations Study Programme Curriculum are as follows:

1. Global Governance

This study material is prepared to support the achievement of program learning outcomes (attitudes, knowledge, general skills, and special skills) by focusing on material regarding theories, concepts, phenomena, and issues within the scope of International Organizations and Global Governance, which include: International Environment Law, International Business Law, Multinational Companies, International Cooperation, ASEAN Studies, and International Non-Governmental Organizations.

2. Foreign Policy and Diplomacy

This study material is prepared to support the achievement of program learning outcomes (attitudes, knowledge, general skills, and special skills) by focusing on material regarding theories, concepts, phenomena, and issues within the scope of Foreign Policy and Diplomacy, which includes: Foreign Policy Analysis, Decision Making in Foreign Policy, Public Diplomacy, Economic Diplomacy, Digital Diplomacy, Gastro Diplomacy, Defense Diplomacy, ParaDiplomacy.

3. Global Politics

This study material is prepared to support the achievement of program learning outcomes (attitudes, knowledge, general skills, and special skills) by focusing on material regarding theories, concepts, phenomena, and issues within the scope of Global Politics, which includes: War and Peace, Transnational Relations, Islam and IR, International Migration, Civil Studies, and Conflict Resolution.

4. Global Security

This study material is prepared to support the achievement of program learning outcomes (attitudes, knowledge, general skills, and special skills) by focusing on material regarding theories, concepts, phenomena, and issues within the scope of Global Security, which includes: National Security, Non-Traditional Security, Terrorism and Counter-Terrorism, War and Cyber Security, Energy Security, Food Security and Sovereignty, and Human Security.

5. Global Political Economy

This study material has been prepared to support the achievement of program learning outcomes (attitudes, knowledge, general skills, and special skills) by focusing on material regarding theories, concepts, phenomena, and issues within the scope of Global Political Economy, which includes: Global Trade, International Development, International Business and Management, International Marketing, International Logistics, Financial Technology, and Digital Business.

6. Globalisation

This study material has been prepared to support the achievement of program learning outcomes (attitudes, knowledge, general skills, and special skills) by focusing on material regarding theories, concepts, phenomena, and issues within the scope of Intercultural Studies, which includes: Gender and Sexuality in International Relations, Identity and Culture in IR, Culture and Politics in Africa, Global Media and Communication, Environmentalism in IR, and Global International Relations.

Table 1 Course Structure

SEMESTER I		
NO	COURSE	Credits
1	Religion Studies	2
2	Indonesian Language	2
3	Creativity and Entrepreneurship Field Exercise (OKK)	3
4	Pancasila Studies	2
5	Civic Education	2
6	Introduction to Social Sciences	3
7	Introduction to Political Sciences	3
8	Introduction to International Relations	3
Semester I Credits		20
SEMESTER II		

NO	COURSE	Credits
1	Social Statistics	3
2	International Law	3
3	International Organizations and Global Governance	3
4	Global Politics	3
5	Regional International Relations Studies and Regionalism	3
6	Indonesia's Foreign Policy	3
7	Global Security	3
Semester II Credits		21
SEMESTER III		
NO	COURSE	Credits
1	Quantitative Social Research Method	3
2	Global Political Economy	3
3	Diplomacy	3
4	International Relations in Europe	3
5	<i>Elective Courses* (choose two of the following)</i>	6
	International Cooperation	3
	War and Peace	3
	Transnationalism	3
	Foreign Policy Analysis	3
	Gastro-Diplomacy	3
	National Security	3
	International Development	3
	Democracy and Human Rights	3
	Other Courses offered at Unpad	3
Other Courses offered at Unpad	3	
Semester III Credits		18
SEMESTER IV		
NO	COURSE	Credits
1	Field Work	3
2	Qualitative Social Research Method	3
3	International Relations in Asia Pacific	3
4	International Relations in America	3
5	<i>Elective Courses* (choose one of the following)</i>	4
	Framing and Content Analysis	4
	Modelling and Simulation in International Relations	4
	Other Courses offered at Unpad	4
6	<i>Elective Courses* (choose one of the following)</i>	3
	Non-governmental International Organization	3
	Islam and International Relations	3
	Cyber Diplomacy	3

	Public Diplomacy	3
	Non-Traditional Security	3
	Food Security and Sovereignty	3
	Management and International Business	3
	Environmental Studies in International Relations	3
	Other Courses offered at Unpad	3
Semester IV Credits		19

SEMESTER V		
NO	COURSE	Credits
1	Philosophy and Methodology of International Relations	3
2	Theory of International Relations	3
3	Globalization Studies	3
4	International Relations in the Middle East and Africa	3
5	<i>Elective Methodology Courses* (choose one of the following)</i>	4
	Mixed Method in Social Research	4
	Discourse Analysis	4
	Other Courses offered at Unpad	4
6	<i>Elective Courses* (choose one of the following)</i>	3
	Multinational Corporations	3
	International Migration	3
	Decision Making in Foreign Policy	3
	Terrorism and Counter Terrorism	3
	Global Marketing	3
	International Marketing	3
	Global Trade	3
	Media and Global Communication	3
	Other Courses offered at Unpad	3
Semester V Credits		19

SEMESTER VI		
NO	COURSE	Credits
	<i>Kampus Merdeka Courses</i>	20
Study Programme Courses		
1	Big Data Analysis in International Relations	4
2	Qualitative Data Analysis in International Relations	4
3	<i>Elective Courses* (choose three of the following)</i>	9
	ASEAN Studies	3
	International Business Law	3

	Border Studies	3
	Economy Diplomacy	3
	Energy Security	3
	Digital Business and Finance Technology	3
	Global International Relations	3
	Sexuality and Gender in International Relations	3
4	<i>Elective Foreign Language Courses I* (choose one of the following)</i>	3
	Arabic Language I	3
	Mandarin Language I	3
	French Language I	3
	Russian Language I	3
	Spanish Language I	3
	Japanese Language I	3
	Korean Language I	3
Semester VI Credits		20
SEMESTER VII		
NO	COURSE	Credits
	<i>Kampus Merdeka Courses</i>	20
Study Programme Courses		
1	Quantitative Data Analysis in International Relations	4
2	System Dynamics in International Relations	4
3	<i>Elective Courses* (choose three of the following)</i>	9
	International Environmental Law	3
	Conflict Resolution	3
	Paradiplomacy	3
	Defence Diplomacy	3
	Cyber Warfare and Security	3
	International Logistics	3
	Politics and Culture in Africa	3
	Culture and Identity in International Relations	3
4	<i>Elective Foreign Language Courses II* (choose one of the following)</i>	3
	Arabic Language II	3
	Mandarin Language II	3
	French Language II	3
	Russian Language II	3
	Spanish Language II	3
	Japanese Language II	3
	Korean Language II	3

Semester VII Credits		20
SEMESTER VIII		
NO	COURSE	Credits
1	Research Proposal/Final Project Seminar	3
2	Thesis/Final Project Report	4
Semester VIII Credits		7



3.5 Curriculum Map

In general, the curriculum map for the International Relations Study Program can be described based on the type of course ownership and by semester level. Based on the source, courses can be divided into university courses, faculty courses, and study programme courses. University courses consist of Joint Learning Stages courses (Religion, Indonesian Language, Creativity and Entrepreneurship Field Exercise, Pancasila, and Citizenship) and Community Service Program (KKN). Then the faculty courses consist of basic faculty courses including Basics of Political Science and Basics of Social Science; and basic research courses, namely Social Statistics, Quantitative Social Research Methods, and Qualitative Social Research Methods.

Meanwhile, study program courses can be divided into:

1. Compulsory courses are courses that must be taken by all students
2. Elective courses are courses that students can choose, consisting of:
 - A. Elective courses in the field of studies are courses based on the 6 categories of the International Relations Study Programme electives.
 - B. Method elective courses consist of various courses that fall into a variety of research methods consisting of: Content Analysis and Framing, Simulation and Modeling and International Relations, Mixed Social Research Methods, and Discourse Analysis.
 - C. Foreign language elective courses, consisting of courses belonging to a variety of language skills including Arabic, Mandarin, French, Russian, Japanese, and Spanish. Foreign language learning is given in two semesters which are divided into foreign language I and foreign language II.

		FIELD OF STUDY										
SMT	CRD	IR Theory	Regional IR & Regionalism	Foreign Language	METHODS in IR	Global Governance	Global Politics	Diplomacy & Foreign Policy	Global Security	Global Political Economy	GLOBALIZATION	MBKM Programmes
VIII	07			BTE RPS								
VII	20			Foreign Language II	QuanDAIR SDFIR	IEL	CR	ParaDiplo DD	CWaS	InterLog	PaCinAf CalIR	MBKM 2 Programme
VI	20			Foreign Language I	QualDAIR BDAiIR	ASEANst IBL	BS	ED	ES	DBaFT	GIR SaGiIR	MBKM 1 Programme
V	19	PaMoIR TIR	GS IRiMEaAf		MMISR DA	MNC	IMig	DMIFP	TaCT HS	IMar GT	MGC	Outside IR 1 Outside IR 2
IV	19	IRiAspas	IRiAm	CSP	QualSRM FaCA MaSiIR	NGIO	Islam & IR	CD PD	NTS FSaS	MalB	ESiIR	Outside IR 1 Outside IR 2
III	18	GPE	DIPLO	IRIE	QuantSRM	IC	WaP Transnat	FPA GD	National Security	IntDev	DaHR	Outside IR 1 Outside IR 2
II	21	IL RIRaR	IO & GG IFP	GP GS	Social Statistics							
I	20	ITIR CE	RS BI	PS CaE	ITPS ITSS							


MBKM CURRICULUM MAP
OBE & HYBRID LEARNING ORIENTED
INTERNATIONAL RELATIONS STUDY PROGRAMME


Based on the semester, the courses can be divided into courses from semester I to semester VIII. All university courses are given in semester I, while faculty courses are spread over semesters I-IV. The study program courses are spread from semesters I-VIII.

1. Semester I: all University Joint Learning Stages courses, the majority of faculty courses, and one study program course, namely Introduction to International Relations.
2. Semester II: only one faculty course, namely social statistics, and the rest are study program courses
3. Semester III: only one faculty course, namely Quantitative Social Research Methods, and the rest are study program courses
4. Semester IV: one university course, namely Community Service, and one faculty course, namely Qualitative Social Research Methods, and the rest are study program courses
5. Semester V: all of them are study program courses, both mandatory and elective courses
6. Semester VI: all study program courses, both mandatory and elective courses, including foreign language elective courses
7. Semester VII: all study program courses, both mandatory and elective courses, including foreign language elective courses
8. Semester VIII: all study program courses consisting of Research Proposal Seminar and Thesis courses.

CHAPTER 4 OUTCOME-BASED TEACHING AND LEARNING

4.1 Syllabus

Teaching and learning activities in the IR Study Programme are basically carried out based on a curriculum that has been prepared which is then designed and implemented in the form of a course syllabus. A course syllabus is a learning program document designed to produce graduates who have abilities according to the determined programme learning outcomes, so that it must be able to be carried out by students at every stage of learning in related subjects.

The course syllabus is developed by lecturers by referring to the guidelines mainly regulated under the 2020 Higher Education Institutions' Curriculum Formulation Guidelines (Dirjen Dikti, 2020, p. 43-47). In principle, the course syllabus development should follow the science and technological changes, and focus on guiding students to learn in achieving the abilities according to the programme learning outcomes of graduates in each course accordingly. It also should highlight the learning approach which focuses on students (student-centred learning).

There is no specific technical format for the course syllabus set by national regulations or guidelines. Each university is allowed to develop its own course syllabus format as long as it fits and fulfils the principles and elements of course syllabus development. According to the National Standards of Indonesian Higher Education Chapter 12, the course syllabus should at least be built upon the following elements:

1. name of study program, name and course code, semester, credits, name of the team teaching (lecturers);
2. graduate learning outcomes assigned to courses;
3. achievable skills and abilities planned at each learning stage to meet the graduate learning outcomes;
4. study materials related to the abilities to be achieved;
5. learning and teaching methods;
6. the time provided to achieve abilities at each stage of learning;

7. student learning experiences which are explained in the assignments' details or descriptions that must be completed by students during one semester;
8. criteria and indicators of assessment
9. list of references used in the course.

Following the minimum elements above, lecturers in the IR Study Programme are required to develop their course syllabus for one semester using the agreed format. Therefore, practically they have to construct the course materials, learning schedules, teaching and learning methods, students' individual and group assignments, lecture formats (online, offline, hybrid), and course assessment.

4.2 Learning Activities

Unpad IR Study Programme students will undergo various learning activities, including:

1. Interactive lectures.
 - A. The lecturer will explain the lecture material for 30 minutes and then continue with activities involving students, for example, live question and answer, where the lecturer asks questions to test student understanding, this can be in the form of a quiz or in the form of direct question and answer, students are also given the opportunity to explore further the lecture material.
 - B. Directed Discussion. After carrying out activity A, students are asked to conduct group discussions with direction from the lecturer. The lecturer asks questions related to the lecture material and to answer them, students hold discussions with their group colleagues. This discussion will continue with a discussion outside of class, where they are given the task of writing an argumentative essay to answer this question.
2. Case-based learning. The lecturer will provide a number of cases and students are asked in groups to analyze the cases through collaborative discussion. They are asked to implement various IR theories that have been studied to analyze and then recommend solutions to the cases being studied.
3. Project-based learning. The lecturer divides the students into a number of groups and gives them the task of designing a product that is appropriate to IR studies. For

example, a policy brief contains recommendations to the government on a particular issue at the regional and global level, such as the issue of refugees or border conflicts; create conflict resolution scenarios to resolve certain conflicts in the region, and so on.

4. Independent campus. In this program, the learning activities carried out by students are studying directly at an institution or company. In accordance with the MBKM program from the Ministry of Education and Culture, Independent Campus activities include 8 activities, namely: internship, Thematic Community Service Program, Teaching Assistantship, Student Exchange, Research, Entrepreneurship Activities, Independent Study, and Humanitarian Projects.

4.3 Teaching Methods

The application of learning methods in the IR Study Programme is a method used to facilitate student learning activities that are oriented towards predetermined learning outcomes. The learning methods developed for each topic or learning stage of a course are adjusted to the learning outcomes of that course (Sub-CLO). The Sub-CLO is written in the form of final abilities that students are expected to internalize. Thus, learning methods in a course in the IR Study Programme are varied (multi-methods) depending on the CLO orientation. In SN-Dikti article 14 several learning methods are mentioned, the essence of which is student-centered, namely group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of program learning outcomes. Learning methods and forms are chosen according to the characteristics of each course in the IR Study Programme to achieve certain abilities specified in the courses in an effort to fulfil the PLOs.

The IR Study Programme as a unit of educational and learning activities, has a specific curriculum and learning methods that are effective according to the characteristics of each course. This learning method is a way of achieving certain abilities set out in courses in a series of fulfilling graduate learning outcomes. Learning methods are based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards and the Regulation of the Chancellor of Unpad Number 46 of 2016 concerning the Implementation of Education at Unpad. In detail, the learning methods in the IR Study Program also refer to the 2020 Higher Education Curriculum Preparation Guide published by the Directorate General of Higher Education, Ministry of Education and Culture. The learning methods in question include group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based

learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes in the IR Study Programme.

Mixed learning held in the International Relations Study Program has become popular in line with the rapid development of ICT, namely the combination of internet networks and computing capabilities (IoT) enabling more efficient and effective learning in developing learning outcomes for students studying International Relations. The Sub-CLO is one of the considerations in choosing learning methods and forms in each course, so that the choice of learning methods and forms is based on the certainty that the expected abilities have been determined in a learning stage in accordance with the PLO. The choice of learning methods for courses in the IR Study Programme is an effort to find the right strategy so that students can meet their learning outcomes in each course, by developing active interaction between students, lecturers, and learning resources. Each course in the IR Study Programme can use one or a combination of several learning methods above and be accommodated in a form of learning. The forms of learning referred to in the IR Study Programme can take the form of lectures, responses and tutorials, seminars, practicums, or field practice.

CHAPTER 5 OUTCOME-BASED ASSESSMENT AND EVALUATION

5.1 Courses Assessment Methods and Instruments

Course learning assessment refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning SN Dikti and Minister of Education and Culture Regulation No. 53 of 3023 concerning Quality Assurance of Higher Education. Each course is welcome to use assessment methods and instruments that are in accordance with their respective course syllabus and especially the PLO. The assessments carried out can be in the form of formative and summative assessments with the following description:

Form of Assessment	Assessment Objectives	Assessment Methods/ Techniques	Assessed PLO	Assessment Instrument
Formative	<ul style="list-style-type: none"> a. monitor student learning progress; b. provide feedback so that students meet their learning outcomes, And c. improve the learning process. 	Observations, presentation, interview (oral exam)	Attitude	<ul style="list-style-type: none"> 1. Rubric for process and/or assessment 2. Portfolio or design work for assessment of results
Summative	to assess the achievement of student learning outcomes as a basis for determining course completion and study program graduation, by referring to the fulfillment of graduate learning outcomes.	written exams, oral exams, project assessments, assignment assessments, competency tests, and/or	Knowledge, General Skills, and Specific Skills	

		other similar forms of assessment.		
--	--	------------------------------------	--	--

Assessment of learning outcomes is carried out in the areas of attitudes, knowledge, and skills, which are explained in detail as follows:

- Assessment of the attitude domain is carried out through observation, self-assessment, and assessment between students (students assess the performance of their colleagues in one field or group) in the form of an assessment rubric called peer-review.
- Assessment of knowledge domains through various forms of written and oral tests which technically can be carried out directly or indirectly. Directly means lecturers and students meet face to face during assessments, for example during seminars, thesis exams, theses, and dissertations. Meanwhile, indirectly, for example, using written exam question sheets.
- Assessment of skills domains through performance assessments which can be carried out through diplomatic practices, community service program, research methods practices, and others.

5.2 Courses Assessment Implementations

Course assessment implementation in the International Relations Program is conducted in all learning processes based on the course planning and graduate profile. Assessment implementation can be varied depending on the course's teaching method and learning objectives. In general, exams can be conducted in a form of quiz either weekly or monthly, mid-term exams and final exams. The objective of the course assessment is to monitor and evaluate student's learning progress.

In addition, there are also assessments that involve different methods such as individual or group paper assignments or in-class presentations and discussions with peer-to-peer review. These are methods that allow students to evaluate each other's works although the final evaluation is still given by the lecturer or course's instructor. The objective of this method is to create an academic freedom atmosphere that allows students to review and criticise other groups' papers and presentation performances.

In order to evaluate the course and learning process, by the end of the semester there is a survey for the students to fill out in their student internet account (PACIS). The survey comprises questions in mixed method to evaluate the whole learning process that has been undergone for the full semester. Subsequently, the result of the survey is distributed to all course instructors as a feedback for the learning process in the next semester.

The curriculum evaluation is also conducted by organising workshops and distributing surveys, including tracer study, to graduates and alumni in order to receive feedback and update the curriculum to meet competencies and professional needs. The workshop and survey are conducted once every five years in a form of Focus Group Discussions with alumni and stakeholders that are closely relevant with the International Relations program's graduate profiles. As globalisation developed rapidly, the feedback from alumni and stakeholders is important to update and adjust the curriculum to meet contemporary trends in international relations.

APPENDICES

Editorial Team

1. Dadan Suryadipura, S.IP., M.IPOL
2. Dr. Akim, S.IP., M.Si
3. Anggia Utami Dewi, S.IP., M.IS., Ph.D.
4. Dr. Windy Dermawan, S.IP., M.Si
5. Dr. Dina Yulianti, S.S., M.Si
6. Dr. Deasy Silvy Sari, S.IP., M.Si
7. Dr. Arfin Sudirman, S.IP., M.IR.

Lengkapi dengan surat tugas dari Dekan

Legal Frameworks

I. Law

1. Law of the Republic of Indonesia (UU Republik Indonesia) No. 20 year 2003 concerning the National Education System (tentang Sistem Pendidikan Nasional).
2. Law of the Republic of Indonesia (UU Republik Indonesia) No. 12 year 2012 concerning Higher Education (tentang Pendidikan Tinggi).
3. Law of the Republic of Indonesia (UU Republik Indonesia) No. 36 year 2014 concerning Health Workers (tentang Tenaga Kesehatan).

II. Presidential Regulation (Peraturan Presiden)

1. Government Regulation of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 51 year 2015 concerning the Statute of Universitas Padjadjaran
2. Government Regulation of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 80 year 2014 concerning Designation of Universitas Padjadjaran as a Legal Entity State University (PTNBH).
3. Regulation of the President of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 8 year 2012 concerning the Indonesian National Qualifications Framework (KKNI).
4. Government Regulation of the Republic of Indonesia (Peraturan Pemerintah Republik Indonesia) No. 66 year 2010 concerning

Amendments to Government Regulation No. 17 year 2010 concerning Management and Implementation of Education.

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

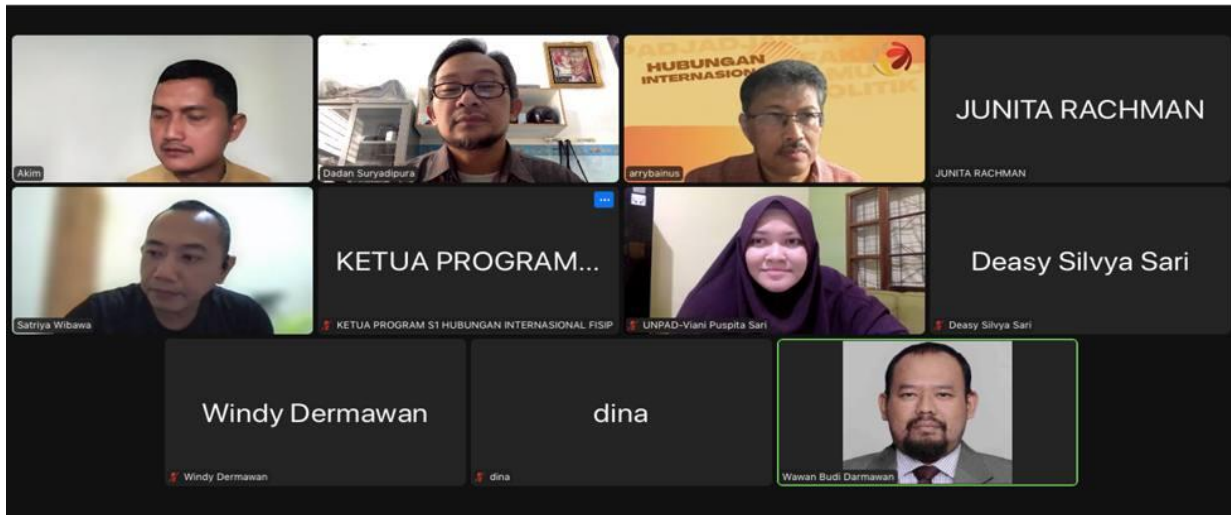
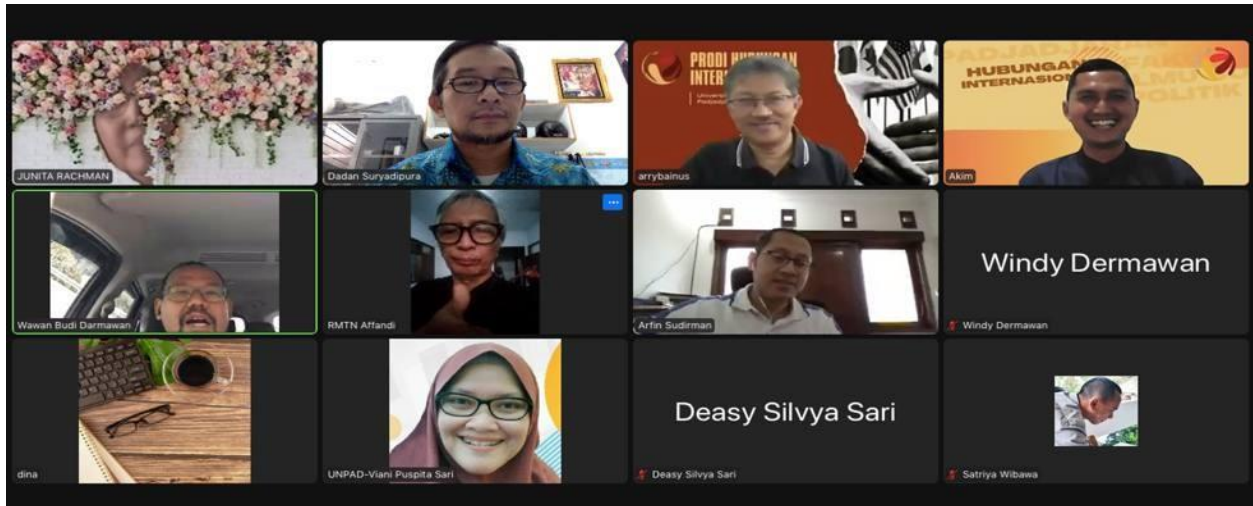
III. Regulation of the Minister of National Education (Peraturan Menteri Pendidikan Nasional)

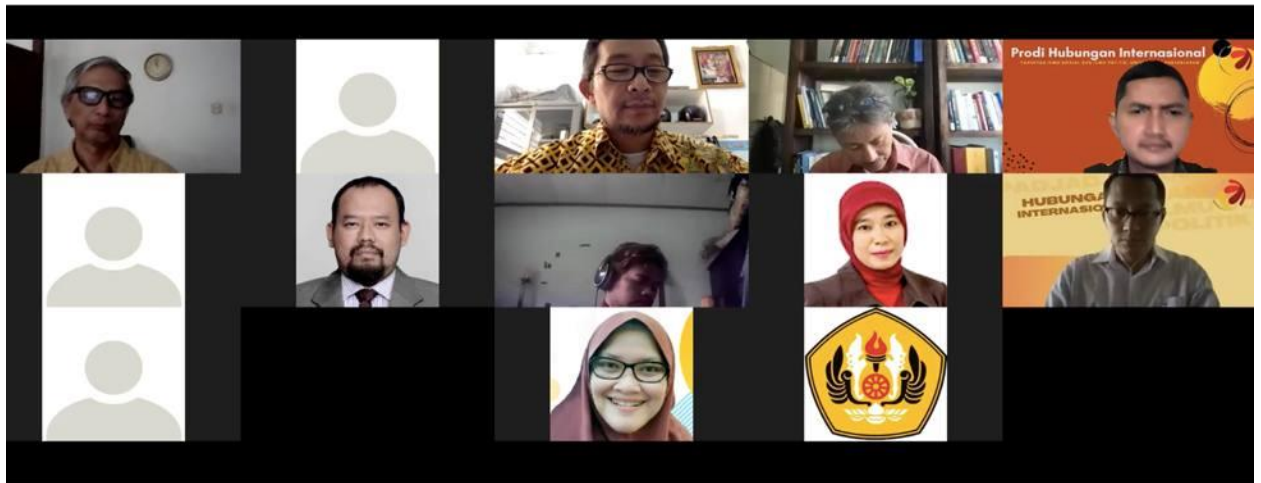
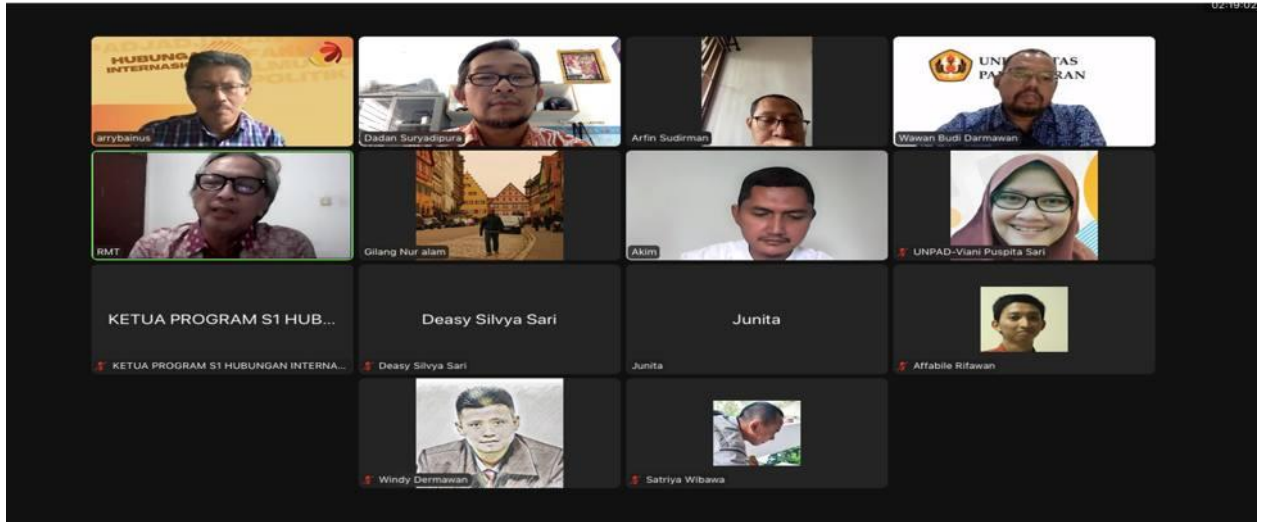
1. Permendikbud No. 3 year 2020 concerning National Standards for Higher Education.
2. Permenristekdikti No. 44 year 2015 concerning National Standards for Higher Education.
3. Permendikbud No. 49 year 2014 concerning SNPT Dikti (Revised).
4. Permendikbud No. 73 year 2013 concerning the Implementation of KKNI in the Field of Higher Education.
5. Permendikbud No. 50 year 2014 concerning SPM Dikti.
6. Permendikbud No. 5 year 2020 concerning Accreditation of Study Programmes and Universities.
7. Permendikbud No. 87 year 2014 concerning Accreditation.
8. Permendikbud No. 81 year 2014 concerning Diploma and SKPI.
9. Kepmendiknas No. 045/U/2002 concerning Higher Education Core Curriculum.
10. Kepmendiknas No. 232/U/2000 concerning Guidelines for Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes.

IV. Universitas Padjadjaran Rector's Regulation

1. Unpad Rector's Regulation No. 46 of 2016 concerning the Conduct of Education (Teaching and Learning) at Universitas Padjadjaran

Documentation







Buku Panduan Penyusunan Kurikulum
Buku Panduan OBE dan Hybrid Learning Unpad
Buku Panduan Blended Learning Unpad
Buku Panduan Akademik FISIP
Buku Panduan Akademik Prodi HI