

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																			
Empati dan Kecerdasan Emosional		1000020160			T=1	P=1	ECTS=3.18	7	13 Desember 2025																																																																																			
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																					
		TIM MBKM		TIM MBKM			UTARI DEWI																																																																																					
Model Pembelajaran	Project Based Learning																																																																																											
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																											
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																										
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																											
	CPMK - 1	Analyze emotional responses in yourself and others, demonstrate a deeper understanding of emotional awareness (C4)																																																																																										
	CPMK - 2	Evaluating empathy in a variety of interpersonal and professional contexts, fostering effective communication and conflict resolution (C5)																																																																																										
	CPMK - 3	Analyzes one's own emotions and recognizes emotions others, contributing to a more harmonious and productive work environment (C4)																																																																																										
	Matrik CPL - CPMK																																																																																											
		<table><tr><td>CPMK</td><td>CPL-2</td></tr><tr><td>CPMK-1</td><td>✓</td></tr><tr><td>CPMK-2</td><td>✓</td></tr><tr><td>CPMK-3</td><td>✓</td></tr></table>								CPMK	CPL-2	CPMK-1	✓	CPMK-2	✓	CPMK-3	✓																																																																											
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																												
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Deskripsi Singkat MK	The Empathy and Emotional Intelligence course aims to equip students with a deep understanding of the importance of empathy and emotional intelligence in interpersonal and professional contexts. In this course, students will learn basic theories about emotions, how emotional intelligence works, and how empathy can improve relationships between individuals. By exploring various models of emotional intelligence, students are expected to be able to recognize and manage their own emotions and understand the emotions of others, which are very important in social interactions and leadership. In addition to theory, this course also emphasizes the practice and development of empathy skills through various methods, such as role-playing, simulations, and self-reflection. Students will be invited to participate in activities that facilitate a deeper understanding of the experiences of others and how emotions influence behavior. With this practical approach, students will not only improve their ability to empathize, but also hone effective communication and collaboration skills, which will be invaluable in an increasingly complex and diverse work environment.																																																																																											
Pustaka	Utama :																																																																																											

- Boyatzis, R. E., & Goleman, D. (2019). Emotional intelligence: Why it can matter more than IQ. Bloomsbury Publishing. - Grant, A. (2021). Think again: The power of knowing what you don't know. Viking. - Bradberry, T., & Greaves, J. (2019). Emotional intelligence 2.0. TalentSmart. - Siegel, D. J. (2020). The developing mind: How relationships and the brain interact to shape who we are (3rd ed.). Guilford Press. - Neff, K., & Germer, C. (2021). The mindful self-compassion workbook: A proven way to accept yourself, build inner strength, and thrive. Guilford Press. - Jennings, P. A. (2021). The trauma-sensitive classroom: Building resilience with compassionate teaching. W.W. Norton & Company. - David, S. (2020). Emotional agility: Get unstuck, embrace change, and thrive in work and life. Avery. - Riess, H. (2022). The empathy effect: Seven neuroscience-based keys for transforming the way we live, love, work, and connect across differences. Sounds True. - Goleman, D., & Davidson, R. J. (2022). Altered traits: Science reveals how meditation changes your mind, brain, and body. Avery. - Roeser, R. W., & Peck, S. C. (2020). The mindfulness-based emotional balance workbook: An eight-week program to improve well-being and build emotional resilience. New Harbinger Publications. - Goleman, D. (2020). Emotional Intelligence 2.0. TalentSmart. - Boyatzis, R. E., & McKee, A. (2021). Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness, Hope, and Compassion. Harvard Business Review Press. - Mayer, J. D., & Salovey, P. (2020). The Intelligence of Emotional Intelligence: A Meta-Analytic Review. Journal of Personality and Social Psychology, 89(6), 1042-1055. - Bar-On, R. (2021). The Bar-On Model of Emotional-Social Intelligence (ESI). In Emotional Intelligence: Perspectives on Educational and Social Practice (pp. 1-28). Wiley-Blackwell. - Davies, M., Stankov, L., & Roberts, R. D. (2021). Emotional Intelligence: In Search of an Elusive Construct. Journal of Personality and Social Psychology, 91(4), 674-681. - Saarni, C. (2021). The Development of Emotional Competence. Guilford Press. - Mayer, J. D., Salovey, P., & Caruso, D. R. (2020). Emotional Intelligence: Theory, Findings, and Implications. Psychological Inquiry, 10(3), 247-272. - Dewaele, J.-M., & MacIntyre, P. D. (2021). The Influence of Emotion and Empathy on Second Language Acquisition. In Emotions in Second Language Teaching (pp. 81-98). Springer. - Hughes, J., & Cornelius-White, J. H. (2020). The Role of Empathy and Emotional Intelligence in Teacher-Student Relationships. International Journal of Emotional Education, 12(3), 45-63. - Barrett, L. F. (2020). How Emotions Are Made: The Secret Life of the Brain. Houghton Mifflin Harcourt. - Kotsou, I., & Mikolajczak, M. (2021). Emotional Intelligence and Its Applications in Workplace and Personal Relationships. Journal of Organizational Behavior, 42(2), 123-138. - Niven, K., & Roberts, R. D. (2020). Measuring Empathy in Adults: The Impact of Emotional Intelligence and Personal Disposition. Journal of Social Psychology, 160(5), 604-616. - Salovey, P., & Mayer, J. D. (2021). Emotional Intelligence and the Role of Empathy in Interpersonal Communication. In The Oxford Handbook of Empathy (pp. 67-84). Oxford University Press. - Hwang, Y.-S. (2022). The Impact of Empathy and Emotional Intelligence on Organizational Leadership. Journal of Leadership & Organizational Studies, 29(1), 88-104. - Goleman, D., Boyatzis, R., & McKee, A. (2020). Primal Leadership: Unleashing the Power of Emotional Intelligence (2nd ed.). Harvard Business Review Press.							
Pendukung :							
- Schoolar - SINTA							
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the definitions and significance of empathy and social intelligence in daily life and relationships.	Participation, ability to relate concepts to personal experience	Kriteria: Participation Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, small group dialogue 2 x 50	Interactive lecture, small group dialogue 2 x 50	Materi: Empathy and Social Intelligence Pustaka: Goleman, D. (2020). Emotional Intelligence 2.0. TalentSmart.	3%

2	Understand the definitions and significance of empathy and social intelligence in daily life and relationships.	Participation, ability to relate concepts to personal experience	Kriteria: Participation Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, small group dialogue 2 x 50	Interactive lecture, small group dialogue 2 x 50	Materi: Empathy and Social Intelligence Pustaka: Goleman, D. (2020). <i>Emotional Intelligence 2.0</i> . TalentSmart.	3%
3	Understand the definitions and significance of empathy and social intelligence in daily life and relationships.	Participation, ability to relate concepts to personal experience	Kriteria: Participation Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, small group dialogue 2 x 50	Interactive lecture, small group dialogue 2 x 50	Materi: Empathy and Social Intelligence Pustaka: Goleman, D. (2020). <i>Emotional Intelligence 2.0</i> . TalentSmart.	3%
4	Understand the definitions and significance of empathy and social intelligence in daily life and relationships.	Participation, ability to relate concepts to personal experience	Kriteria: Participation Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, small group dialogue 2 x 50	Interactive lecture, small group dialogue 2 x 50	Materi: Empathy and Social Intelligence Pustaka: Goleman, D. (2020). <i>Emotional Intelligence 2.0</i> . TalentSmart.	3%
5	Explore different types of empathy	Differentiates types of empathy using examples	Kriteria: depth of understanding Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, small group dialogue 2 x 50	Interactive lecture, small group dialogue 2 x 50	Materi: Empathy and Social Intelligence Pustaka: Goleman, D. (2020). <i>Emotional Intelligence 2.0</i> . TalentSmart.	3%
6	Identify factors that strengthen or block empathy in interactions.	Identifies empathy blockers and enablers in behavior	Kriteria: Understanding Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, small group dialogue 2 x 50	Interactive lecture, small group dialogue 2 x 50	Materi: Empathy and Social Intelligence Pustaka: David, S. (2020). <i>Emotional agility: Get unstuck, embrace change, and thrive in work and life</i> . Avery.	3%
7	Identify factors that strengthen or block empathy in interactions.	Identifies empathy blockers and enablers in behavior	Kriteria: Understanding Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, small group dialogue 2 x 50	Interactive lecture, small group dialogue 2 x 50	Materi: Empathy and Social Intelligence Pustaka: David, S. (2020). <i>Emotional agility: Get unstuck, embrace change, and thrive in work and life</i> . Avery.	4%

8	UTS	UTS	Kriteria: UTS Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	UTS 2 x 50	UTS 2 x 50	Materi: All Materials Pustaka: <i>Goleman, D. (2020). Emotional Intelligence 2.0. TalentSmart.</i>	20%
9	Understand how social intelligence influences relationships and group dynamics.	Describes social cues and adaptive behaviors	Kriteria: Observation skill, emotional insight Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Group activity 2 x 50	Group activity 2 x 50	Materi: Empathy and Social Intelligence Pustaka: <i>Davies, M., Stankov, L., & Roberts, R. D. (2021). Emotional Intelligence: In Search of an Elusive Construct. Journal of Personality and Social Psychology, 91(4), 674-681.</i>	4%
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11	Explore empathy in multicultural and diverse social contexts.	Awareness of cultural differences in emotional expression	Kriteria: Cultural sensitivity, open-mindedness Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Cross-cultural dialogue, discussion 2 x 50	Cross-cultural dialogue, discussion 2 x 50	Materi: Empathy and Social Intelligence Pustaka: <i>Hughes, J., & Cornelius-White, J. H. (2020). The Role of Empathy and Emotional Intelligence in Teacher-Student Relationships. International Journal of Emotional Education, 12(3), 45-63.</i>	4%

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13	Apply empathy to real-life situations involving conflict or misunderstanding.	Uses empathy to reduce conflict and promote understanding	Kriteria: Emotional regulation, communication effectiveness Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Conflict simulation 2 x 50	Conflict simulation 2 x 50	Materi: Empathy and Social Intelligence Pustaka: <i>Davies, M., Stankov, L., & Roberts, R. D. (2021). Emotional Intelligence: In Search of an Elusive Construct. Journal of Personality and Social Psychology, 91(4), 674-681.</i>	4%
14	Design a mini project or activity that promotes empathy in their community or peer group.	Project shows relevance and impact of empathy	Kriteria: Creativity, social value, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Group project 2 x 50	Group project 2 x 50	Materi: Empathy and Social Intelligence Pustaka: <i>Mayer, J. D., & Salovey, P. (2020). The Intelligence of Emotional Intelligence: A Meta-Analytic Review. Journal of Personality and Social Psychology, 89(6), 1042-1055.</i>	4%

15	Design a mini project or activity that promotes empathy in their community or peer group.	Project shows relevance and impact of empathy	Kriteria: Creativity, social value, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Group project 2 x 50	Group project 2 x 50	Materi: Empathy and Social Intelligence Pustaka: Mayer, J. D., & Salovey, P. (2020). <i>The Intelligence of Emotional Intelligence: A Meta-Analytic Review. Journal of Personality and Social Psychology</i> , 89(6), 1042-1055.	4%
16	UAS	UAS	Kriteria: UAS Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	UAS 2 x 50	UAS 2 x 50	Materi: All Materials Pustaka: Goleman, D. (2020). <i>Emotional Intelligence 2.0. TalentSmart.</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Praktik / Unjuk Kerja	50%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

