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|-----------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------|-----|-----------|---------------------------------|-----------------|
|  |                                         | <div>Universitas Negeri Surabaya</div> <div>Fakultas Ilmu Pendidikan</div> <div>Program Studi S2 Bimbingan Dan Konseling</div>                                                                                                                                                                                                                                                                                                                                                                                |           |                                               |     |           | <div>Kode Dokumen</div>         |                 |
| <div>RENCANA PEMBELAJARAN SEMESTER</div>                                          |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                               |     |           |                                 |                 |
| MATA KULIAH (MK)                                                                  |                                         | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Rumpun MK | BOBOT (sks)                                   |     |           | SEMESTER                        | Tgl Penyusunan  |
| Pendekatan dan Teori Bimbingan dan Konseling Multibudaya                          |                                         | 8610103001                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | T=3                                           | P=0 | ECTS=6.72 | 2                               | 7 Desember 2025 |
| OTORISASI                                                                         |                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Koordinator RMK                               |     |           | Koordinator Program Studi       |                 |
|                                                                                   |                                         | <div>.....</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <div>Dr. Bakhruddin Ali Habsy,<br/>M.Pd</div> |     |           | <div>ELISABETH CHRISTIANA</div> |                 |
| Model Pembelajaran                                                                | Project Based Learning                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                               |     |           |                                 |                 |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-1                                   | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                                                                                                                                                                                                                                                         |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-2                                   | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                                                                                                                                                                                                                                                    |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-3                                   | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                                                                                                                                                                                                            |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-4                                   | Mengembangkan diri secara berkelanjutan dan berkolaborasi.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-11                                  | Mengembangkan model evaluasi dan instrumen untuk keperluan asesmen dalam bimbingan dan konseling                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-12                                  | Mengembangkan sistem manajemen, strategi dan media layanan bimbingan dan konseling                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-13                                  | Mengembangkan desain, melaksanakan, dan mengevaluasi pembelajaran pada program S2 dan profesi bimbingan dan konseling                                                                                                                                                                                                                                                                                                                                                                                         |           |                                               |     |           |                                 |                 |
|                                                                                   | CPL-18                                  | Menguasai berbagai teori, konsep serta hasil penelitian yang relevan dengan paradigma atau kerangka kerja penelitian dalam bidang Bimbingan dan Konseling                                                                                                                                                                                                                                                                                                                                                     |           |                                               |     |           |                                 |                 |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 1                                | Mempunyai ketulusan, komitmen, kesungguhan hati untuk mengembangkan sikap, nilai, dan kemampuan peserta didik.                                                                                                                                                                                                                                                                                                                                                                                                |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 2                                | Mampu menerapkan pengetahuan, keterampilan, dan keahliannya dalam bidang bimbingan dan konseling multibudaya berlandaskan nilai-nilai kependidikan kepada peserta didik dan kepada orang tua.                                                                                                                                                                                                                                                                                                                 |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 3                                | Menguasai secara mendalam konsep dasar, prinsip-prinsip, teori-teori yang berkaitan dengan bimbingan dan konseling multibudaya dan mampu menyelesaikan masalah yang berkaitan dengan bimbingan dan konseling multibudaya sesuai prosedur                                                                                                                                                                                                                                                                      |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 4                                | Mampu merancang dan mengimplementasikan program bimbingan dan konseling multibudaya dalam konteks pendidikan secara komprehensif, melalui riset dengan pendekatan multi atau transdisiplin, yang mendapat pengakuan nasional dan/atau internasional.                                                                                                                                                                                                                                                          |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 5                                | Mampu memecahkan permasalahan pendidikan yang terkait dengan bidang bimbingan dan konseling multibudaya dalam konteks yang lebih luas sehingga menghasilkan karya yang kreatif, original, teruji yang bermanfaat bagi pengembangan ilmu pendidikan dan kemaslahatan umat manusia.                                                                                                                                                                                                                             |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 6                                | Memiliki kepribadian kepribadian konselor dapat dilihat dari sikap dan pelayanan terhadap bimbingan dan konseling multibudaya melalui praktek secara langsung dalam melaksanakan layanan bimbingan dan konseling.                                                                                                                                                                                                                                                                                             |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 7                                | Terampil berpikir logis untuk pemecahan masalah di bidang bimbingan dan konseling yang berkaitan dengan multibudaya, mampu merencanakan, melaksanakan, mengevaluasi untuk menyelesaikan permasalahan sekaligus juga mengoptimalkan layanan bimbingan dan konseling multibudaya berdasarkan prinsip-prinsip dan prosedur dalam konteks pembelajaran, layanan dan riset yang terkait.                                                                                                                           |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 8                                | Terampil dalam dunia pendidikan untuk pemecahan masalah di bidang bimbingan dan konseling untuk peserta didik yang berkaitan dengan multibudaya, mampu merencanakan, melaksanakan, mengevaluasi untuk menyelesaikan permasalahan peserta didik, sekaligus juga mengoptimalkan potensi peserta didik berdasarkan prinsip-prinsip dan prosedur dalam konteks pembelajaran, layanan dan riset.                                                                                                                   |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 9                                | Terampil bekerja mandiri, bekerja sama di dalam tim kolaboratif, bertanggung jawab baik tugas individu maupun tim, serta mengkomunikasikan ide, pendapat, dan argumentasi secara lisan/tertulis berkaitan dengan bimbingan dan konseling multibudaya, mampu merencanakan, melaksanakan, mengevaluasi untuk menyelesaikan permasalahan peserta didik, sekaligus juga mengoptimalkan potensi peserta didik berdasarkan prinsip-prinsip dan prosedur dalam konteks pembelajaran, layanan dan riset yang terkait. |           |                                               |     |           |                                 |                 |
|                                                                                   | CPMK - 10                               | Menerapkan budaya inklusif dalam menjalankan tugas sebagai pendidik PDBK dan wirausaha berlandaskan agama, moral dan etika                                                                                                                                                                                                                                                                                                                                                                                    |           |                                               |     |           |                                 |                 |
| Matrik CPL - CPMK                                                                 |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                               |     |           |                                 |                 |

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<table><tr><td>CPMK</td><td>CPL-1</td><td>CPL-2</td><td>CPL-3</td><td>CPL-4</td><td>CPL-11</td><td>CPL-12</td><td>CPL-13</td><td>CPL-18</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-5</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-6</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-7</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-8</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-9</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-10</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CPMK      | CPL-1 | CPL-2 | CPL-3  | CPL-4                                                                            | CPL-11 | CPL-12 | CPL-13 | CPL-18 | CPMK-1              | ✓  |    |                 |    |  |  |   | CPMK-2 |   |   | ✓ |   |   |   |   | CPMK-3 |    |    |    | ✓  |    |    |        | CPMK-4 |  |  | ✓ |  |  |  |  | CPMK-5 |  |  | ✓ |  |  |  |  | CPMK-6 |   |  |  | ✓ |  |  |  | CPMK-7 |  |  |  | ✓ |  |  |  | CPMK-8 |        |  |  |  | ✓ |  |  | CPMK-9 |  |  | ✓ |  |  |  |  | CPMK-10 |  |        |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |   |   |   |  |         |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |
|                                                                  | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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                                                                                                             | CPL-2     | CPL-3 | CPL-4 | CPL-11 | CPL-12                                                                           | CPL-13 | CPL-18 |        |        |                     |    |    |                 |    |  |  |   |        |   |   |   |   |   |   |   |        |    |    |    |    |    |    |        |        |  |  |   |  |  |  |  |        |  |  |   |  |  |  |  |        |   |  |  |   |  |  |  |        |  |  |  |   |  |  |  |        |        |  |  |  |   |  |  |        |  |  |   |  |  |  |  |         |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |   |   |   |  |         |  |  |  |  | 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|                                                                  | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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|                                                                  | CPMK-10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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✓ |  |  |  | ✓ |
| CPMK                                                             | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| CPMK-1                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-2                                                           | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| CPMK-3                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-4                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-5                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-6                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-7                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-8                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-9                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| CPMK-10                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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The Counseling Psychologist, 49, 534 - 567.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |        |                                                                                  |        |        |        |        |                     |    |    |                 |    |  |  |   |        |   |   |   |   |   |   |   |        |    |    |    |    |    |    |        |        |  |  |   |  |  |  |  |        |  |  |   |  |  |  |  |        |   |  |  |   |  |  |  |        |  |  |  |   |  |  |  |        |        |  |  |  |   |  |  |        |  |  |   |  |  |  |  |         |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |   |   |   |  |         |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |
| Dosen Pengampu                                                   | Prof. Dr. Najlatun Naqiyah, M.Pd.<br>Dr. Ari Khusumadewi, S.Pd., M.Pd.<br>Dr. Bakhrudin All Habsy, M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| Mg Ke-                                                           | Kemampuan akhir tiap tahapan belajar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |       |       |        | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |        |        |        |        | Materi Pembelajaran |    |    | Bobot Penilaian |    |  |  |   |        |   |   |   |   |   |   |   |        |    |    |    |    |    |    |        |        |  |  |   |  |  |  |  |        |  |  |   |  |  |  |  |        |   |  |  |   |  |  |  |        |  |  |  |   |  |  |  |        |        |  |  |  |   |  |  |        |  |  |   |  |  |  |  |         |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |   |   |   |  |         |  |  |  |  | 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|     | (Sub-CPMK)                                                                                      | Indikator                                                                                                                                                                          | Kriteria & Bentuk                                                                                                                             | Luring<br>(offline)                  | Daring (online)      | [ Pustaka ]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | (%) |
|-----|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| (1) | (2)                                                                                             | (3)                                                                                                                                                                                | (4)                                                                                                                                           | (5)                                  | (6)                  | (7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (8) |
| 1   | Mahasiswa mampu membentuk sikap positif terhadap kegiatan dan perkuliahan konseling multibudaya | 1.Mampu membentuk sikap positif terhadap kegiatan dan perkuliahan konseling multibudaya<br>2.Mampu membentuk sikap positif terhadap kegiatan dan perkuliahan konseling multibudaya | <b>Kriteria:</b><br>Mampu Menyelesaikan menyerahkan tugas-tugas kuliah tepat waktu<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Problem Based Learning<br>2x50 menit | Daring<br>2x50 menit | <b>Materi:</b><br>Introduction to Multicultural<br><b>Pustaka:</b> Lee, W.M, Blando, J.A, Mizzele, N.D, Orozco, L. (2007).<br><i>Introduction To Multicultural Counseling For Helping Professional (2nd Ed) . New York: Taylor &amp; Francis Group.</i><br><br><b>Materi:</b><br>Multicultural competence<br><b>Pustaka:</b> Wilson, K.B., Pitt, J.S., Raheem, M.A., Acklin, C.L., & Wilson, J.M. (2020).<br><i>Multicultural Counseling Competencies. Multicultural Instructional Design.</i> | 6%  |
| 2   | Mahasiswa mampu membentuk sikap positif terhadap kegiatan dan perkuliahan konseling multibudaya | 1.Mampu membentuk sikap positif terhadap kegiatan dan perkuliahan konseling multibudaya<br>2.Mampu membentuk sikap positif terhadap kegiatan dan perkuliahan konseling multibudaya | <b>Kriteria:</b><br>Mampu Menyelesaikan menyerahkan tugas-tugas kuliah tepat waktu<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Problem Based Learning<br>2x50 menit | Daring<br>2x50 menit | <b>Materi:</b><br>Introduction to Multicultural<br><b>Pustaka:</b> Lee, W.M, Blando, J.A, Mizzele, N.D, Orozco, L. (2007).<br><i>Introduction To Multicultural Counseling For Helping Professional (2nd Ed) . New York: Taylor &amp; Francis Group.</i><br><br><b>Materi:</b><br>Multicultural competence<br><b>Pustaka:</b> Wilson, K.B., Pitt, J.S., Raheem, M.A., Acklin, C.L., & Wilson, J.M. (2020).<br><i>Multicultural Counseling Competencies. Multicultural Instructional Design.</i> | 6%  |

|   |                                                                                                                   |                                                                                                                 |                                                                                                                                                                                                                                                                                             |                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
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| 3 | Mahasiswa mampu mengambil keputusan yang kontekstual dalam konteks penelitian bimbingan dan konseling multibudaya | Kriteria : ketepatan dan kesesuaian<br>Bentuk non-tes: presentasi dan kinerja (hasil identifikasi dan analisis) | <p><b>Kriteria:</b><br/>keputusan yang kontekstual dalam konteks penelitian bimbingan dan konseling multibudaya<br/>Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Praktik / Unjuk Kerja</p> | Project Base Learning<br>2x50 menit | 2x50 menit | <p><b>Materi:</b> konteks penelitian bimbingan dan konseling multibudaya<br/><b>Pustaka:</b> Sue, D.W, Sue, D. (2003). <i>Cultural Competence in Treatment of Ethnic Minority Populations</i>. Washington, DC: APA</p> <hr/> <p><b>Materi:</b> Konteks penelitian bimbingan dan konseling multibudaya<br/><b>Pustaka:</b> Wilson, K.B., Pitt, J.S., Raheem, M.A., Acklin, C.L., &amp; Wilson, J.M. (2020). <i>Multicultural Counseling Competencies. Multicultural Instructional Design</i>.</p> <hr/> <p><b>Materi:</b> keputusan yang kontekstual dalam konteks penelitian bimbingan dan konseling multibudaya<br/><b>Pustaka:</b> Hamzati, N., Naqiyah, N., Mariana, N., &amp; Khusumadewi, A. (2021). <i>Bimbingan Dan Konseling Multibudaya Dengan Latihan Empati Guru Di SD Namira Kraksaan Probolinggo Pasca Pandemi Covid-19. Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat</i>, 1(2), 102-107.</p> | 6% |
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| 4 | Mahasiswa mampu mengambil keputusan yang kontekstual dalam konteks penelitian bimbingan dan konseling multibudaya | Kriteria : ketepatan dan kesesuaian<br>Bentuk non-tes: presentasi dan kinerja (hasil identifikasi dan analisis) | <p><b>Kriteria:</b><br/>keputusan yang kontekstual dalam konteks penelitian bimbingan dan konseling multibudaya<br/>Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Praktik / Unjuk Kerja</p> | Project Base Learning<br>2x50 menit | 2x50 menit | <p><b>Materi:</b> konteks penelitian bimbingan dan konseling multibudaya<br/><b>Pustaka:</b> Sue, D.W, Sue, D. (2003). <i>Cultural Competence in Treatment of Ethnic Minority Populations</i>. Washington, DC: APA</p> <p><b>Materi:</b> Konteks penelitian bimbingan dan konseling multibudaya<br/><b>Pustaka:</b> Wilson, K.B., Pitt, J.S., Raheem, M.A., Acklin, C.L., &amp; Wilson, J.M. (2020). <i>Multicultural Counseling Competencies. Multicultural Instructional Design</i>.</p> <p><b>Materi:</b> keputusan yang kontekstual dalam konteks penelitian bimbingan dan konseling multibudaya<br/><b>Pustaka:</b> Hamzati, N., Naqiyah, N., Mariana, N., &amp; Khusumadewi, A. (2021). <i>Bimbingan Dan Konseling Multibudaya Dengan Latihan Empati Guru Di SD Namira Kraksaan Probolinggo Pasca Pandemi Covid-19. Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat</i>, 1(2), 102-107.</p> | 6% |
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| 5 | Mahasiswa mampu merancang teknik bimbingan kelompok yang memperhatikan keberagaman budaya dan perspektif multibudaya. | Mampu mengimplementasikan nilai humaniora dalam pengembangan ilmu pengetahuan dan teknologi di bidang bimbingan dan konseling | <b>Kriteria:</b><br>Implementasi nilai humaniora<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Portofolio                                                                                 | Project Base Learning<br>2x50 Menit |  | <b>Materi:</b> Teknik bimbingan kelompok yang memperhatikan keberagaman budaya dan perspektif multibudaya.<br><b>Pustaka:</b> Lee, W.M, Blando, J.A, Mizzele, N.D, Orozco, L. (2007). <i>Introduction To Multicultural Counseling For Helping Professional (2nd Ed) . New York: Taylor &amp; Francis Group.</i><br><b>Materi:</b><br>Keberagaman Budaya dan Perspektif Multibudaya<br><b>Pustaka:</b> Berry, J.W, Poortinga, Y.H, Breugelmans, S.M, Chasiostis, A, Sam, D. L. (2011). <i>Cross-Cultural Psychology: Research and Application . UK: Cambridge University Press.</i> | 6% |
| 6 | Mampu menyesuaikan teknik bimbingan klasikal untuk diterapkan dalam konteks multikultural                             | Kriteria : ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan)                                  | <b>Kriteria:</b><br>Ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Tes | Case Study<br>2x50 Menit            |  | <b>Materi:</b><br>menyesuaikan teknik bimbingan klasikal untuk diterapkan dalam konteks multikultural<br><b>Pustaka:</b> Berry, J.W, Poortinga, Y.H, Breugelmans, S.M, Chasiostis, A, Sam, D. L. (2011). <i>Cross-Cultural Psychology: Research and Application . UK: Cambridge University Press.</i><br><b>Materi:</b><br>menyesuaikan teknik bimbingan klasikal untuk diterapkan dalam konteks multikultural<br><b>Pustaka:</b> Matsumoto, D. (1996). <i>Culture and Psychology . California: Brooks/Cole Publishing.</i>                                                        | 6% |

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| 7 | Mahasiswa mampu mengembangkan teknik konseling individual yang responsif terhadap keberagaman budaya. |  | <b>Kriteria:</b><br>Kriteria : ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                                                                                                                        | Project Base Learning<br>2x50 Menit |  | <b>Materi:</b> teknik konseling individual yang responsif terhadap keberagaman budaya.<br><b>Pustaka:</b> Sue, D.W, Sue, D. (2003). <i>Cultural Competence in Treatment of Ethnic Minority Populations</i> . Washington, DC: APA<br><br><b>Materi:</b> teknik konseling individual yang responsif terhadap keberagaman budaya.<br><b>Pustaka:</b> Killian, T., Peters, H.C., & Floren, M. (2023). <i>Development and Validation of the Multicultural and Social Justice Counseling Competencies-Inventory. Measurement and Evaluation in Counseling and Development</i> , 56, 329 - 346. | 6% |
| 8 |                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                    | Project Base Learning<br>2x50 Menit |  | <b>Materi:</b> Multibudaya dalam Penerapan Layanan Bimbingan dan Konseling<br><b>Pustaka:</b> Berry, J.W, Poortingga, Y.H, Breugelmans, S.M, Chasiostis, A, Sam, D. L. (2011). <i>Cross-Cultural Psychology: Research and Aplication</i> . UK: Cambridge University Press.                                                                                                                                                                                                                                                                                                               | 7% |
| 9 | Mahasiswa mampu menyesuaikan teknik konseling kelompok untuk diterapkan dalam konteks multikultural.  |  | <b>Kriteria:</b><br>teknik konseling kelompok untuk diterapkan dalam konteks multikultural. Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun non digital ; Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun non digital<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Project Base Learning               |  | <b>Materi:</b> Teknik Konseling Kelompok Multibudaya<br><b>Pustaka:</b> Berry, J.W, Poortingga, Y.H, Breugelmans, S.M, Chasiostis, A, Sam, D. L. (2011). <i>Cross-Cultural Psychology: Research and Aplication</i> . UK: Cambridge University Press.                                                                                                                                                                                                                                                                                                                                     | 6% |

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|----|--------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | Peran guru sebagai model, inspirasi dan motivator ramah budaya untuk membimbing siswa di sekolah dasar |  | <p><b>Kriteria:</b><br/>Kriteria : ketepatan dan kesesuaian<br/>Bentuk non-tes: presentasi dan kinerja (hasil rancangan)</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p> | Project Base Learning<br>2x50 Menit |  | <p><b>Materi:</b> Mampu Memahami peran guru sebagai model, inspirasi dan motivator ramah budaya untuk membimbing siswa di sekolah dasar</p> <p><b>Pustaka:</b><br/><i>Hamzati, N., Naqiyah, N., Mariana, N., &amp; Khusumadewi, A. (2021). Bimbingan Dan Konseling Multibudaya Dengan Latihan Empati Guru Di SD Namira Kraksaan Probolinggo Pasca Pandemi Covid-19. Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat, 1(2), 102-107.</i></p> <p><b>Materi:</b> Mampu Memahami peran guru sebagai model, inspirasi dan motivator ramah budaya untuk membimbing siswa di sekolah dasar</p> <p><b>Pustaka:</b> <i>Killian, T., Peters, H.C., &amp; Floren, M. (2023). Development and Validation of the Multicultural and Social Justice Counseling Competencies-Inventory. Measurement and Evaluation in Counseling and Development, 56, 329 - 346.</i></p> | 7% |
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|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 11 | Mahasiswa mampu mengidentifikasi strategi untuk mengembangkan sikap, nilai, dan kemampuan peserta didik dengan ketulusan, komitmen, dan kesungguhan hati | <p>1. Identifikasi strategi untuk mengembangkan :</p> <p>1. Sikap 2. Nilai kemampuan peserta didik dengan ketulusan, komitmen, dan kesungguhan hati.</p> <p>2. Kriteria : ketepatan dan kesesuaian</p> <p>Bentuk non-tes: presentasi dan kinerja (hasil rancangan)</p> | <p><b>Kriteria:</b></p> <p>Identifikasi strategi untuk mengembangkan : 1. Sikap 2. Nilai kemampuan peserta didik dengan ketulusan, komitmen, dan kesungguhan hati</p> <p>Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun non digital</p> <p><b>Bentuk Penilaian :</b></p> <p>Aktifitas Partisipatif, Praktik / Unjuk Kerja</p> | Project Base Learning<br>2x50 Menit |  | <p><b>Materi:</b></p> <p>Identifikasi strategi untuk mengembangkan : 1. Sikap 2. Nilai kemampuan peserta didik dengan ketulusan, komitmen, dan kesungguhan hati</p> <p>Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun non digital</p> <p><b>Pustaka:</b></p> <p>Matsumoto, D. (1996). <i>Culture and Psychology</i>. California: Brooks/Cole Publishing.</p> <hr/> <p><b>Materi:</b></p> <p>Identifikasi strategi untuk mengembangkan : 1. Sikap 2. Nilai kemampuan peserta didik dengan ketulusan, komitmen, dan kesungguhan hati</p> <p>Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun non digital</p> <p><b>Pustaka:</b> Ridley, C.R., Sahu, A., Console, K., Surya, S., Trần, V., Xie, S., &amp; Yin, C. (2021). <i>The Process Model of Multicultural Counseling Competence</i>. <i>The Counseling Psychologist</i>, 49, 534 - 567.</p> | 7% |
| 12 | Mahasiswa mampu mengenal model konseling Pancawaskita                                                                                                    | Mampu mengenal model konseling Pancawaskita                                                                                                                                                                                                                            | <p><b>Kriteria:</b></p> <p>Kriteria : ketepatan dan kesesuaian</p> <p>Bentuk non-tes: presentasi dan kinerja (hasil rancangan)</p> <p><b>Bentuk Penilaian :</b></p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p>                                                                                            | Project Base Learning<br>2x50 Menit |  | <p><b>Materi:</b></p> <p>Konseling Pancawaskita</p> <p><b>Pustaka:</b> Sujadi, E. (2015). <i>Konseling Pancawaskita untuk Membentuk Problem Focused Coping</i>. <i>Jurnal Konseling Dan Pendidikan</i>, 3(1), 7-15.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 7% |

|    |                                                                                    |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                       |  |                                                                                                                                                                                                                                                                                                                                   |     |
|----|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | Mahasiswa mampu mengenal model Konseling, Intensif, Progresif dan Struktur (KIPAS) | Mampu mengenal model konseling Konseling, Intensif, Progresif dan Struktur (KIPAS)           | <b>Kriteria:</b><br>Kriteria : ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Tes                                                                                                                                                                                                              | Project Base Learning 2x50 Menit                      |  | <b>Materi:</b> Model Konseling, Intensif, Progresif dan Struktur (KIPAS)<br><b>Pustaka:</b> Habsy, B. A., & Wahyuni, F. (2019). <i>Scientific Foundation Of Nusantara Culture Based Counseling Model: Kipas (Konseling Intensif Progressif Adaptif Struktur)</i> . <i>European Journal of Education Studies</i> .                 | 7%  |
| 14 | Mahasiswa mampu mengenal model Konseling catur murti                               | Mampu mengenal model Konseling catur murti                                                   | <b>Kriteria:</b><br>1.Kriteria : ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan)<br>2.Model pelatihan konseling multi budaya Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun non digital<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Mampu mengenal model Konseling catur murti 2x50 Menit |  | <b>Materi:</b> Mampu mengenal model Konseling catur murti<br><b>Pustaka:</b> Habsy, B. A. (2022). <i>Konseling Catur Murti. Media Nusa Creative (MNC Publishing)</i> .                                                                                                                                                            | 7%  |
| 15 | Mahasiswa mampu mengenal model Konseling ta'lim muta'alim                          | Kriteria : ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan) | <b>Kriteria:</b><br>1.Kriteria : ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan)<br>2.Model pelatihan konseling multi budaya Pustaka utama, internet, referensi/sumber belajar/media lain baik digital maupun non digital<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                                                                    | Project Base Learning 2x50 Menit                      |  | <b>Materi:</b> model Konseling ta'lim muta'alim<br><b>Pustaka:</b> Habsy, B. A., Rizal, A., Madoni, E. R., Rachmania, N., & Kadri, N. M. (2024). <i>Construction of Ta'lim Muta'allim Counseling Based on the Book of Imam Al-Zarnuji: A Hermeneutical Study</i> . <i>Al-Hayat: Journal of Islamic Education</i> , 8(2), 649-664. | 7%  |
| 16 |                                                                                    | Kriteria : ketepatan dan kesesuaian Bentuk non-tes: presentasi dan kinerja (hasil rancangan) | <b>Bentuk Penilaian :</b> Tes                                                                                                                                                                                                                                                                                                                                                                                                             | Cas Study 2x50 Menit                                  |  |                                                                                                                                                                                                                                                                                                                                   | 10% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 53.08%     |
| 2. | Penilaian Hasil Project / Penilaian Produk | 9.58%      |
| 3. | Penilaian Portofolio                       | 5.92%      |
| 4. | Penilaian Praktikum                        | 1.17%      |
| 5. | Praktik / Unjuk Kerja                      | 14.75%     |
| 6. | Tes                                        | 15.5%      |

**Catatan**

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **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.
9. **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.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.