

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p style="text-align: center;"><b>Universitas Negeri Surabaya</b><br/> <b>Fakultas Ilmu Pendidikan</b><br/> <b>Program Studi S1 Bimbingan Dan Konseling</b></p>                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                         |     |           | <p>Kode Dokumen</p>              |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
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| <b>RENCANA PEMBELAJARAN SEMESTER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <b>MATA KULIAH (MK)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>KODE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Rumpun MK</b>                                                                                                                                                                                        | <b>BOBOT (sks)</b>                      |     |           | <b>SEMESTER</b>                  | <b>Tgl Penyusunan</b> |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| Konseling Multibudaya                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 8620102080                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mata Kuliah Wajib Program Studi                                                                                                                                                                         | T=2                                     | P=0 | ECTS=3.18 | 7                                | 25 Maret 2026         |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <b>OTORISASI</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Pengembang RPS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                         | <b>Koordinator RMK</b>                  |     |           | <b>Koordinator Program Studi</b> |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Ari Khusumadewi, S.Pd, M.Pd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                         | Prof. Dr. Najlatun Naqiyah, S.Ag., M.Pd |     |           | EVI WININGSIH                    |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <b>Model Pembelajaran</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <b>Capaian Pembelajaran (CP)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>CPL-PRODI yang dibebankan pada MK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>CPL-7</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Menguasai konsep dan praktik bimbingan dan konseling dalam berbagai konteks dan permasalahan                                                                                                            |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>CPL-10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mampu melaksanakan layanan bimbingan dan konseling dengan memilih metode, teknik, dan multimedia yang relevan serta memperhatikan kebutuhan sasaran layanan yang berasal dari keberagaman sosial budaya |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>CPMK - 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mahasiswa mampu memahami konsep budaya dalam pelayanan bimbingan dan konseling                                                                                                                          |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>CPMK - 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mahasiswa mampu mengkaji permasalahan budaya dalam pelayanan bimbingan dan konseling.                                                                                                                   |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Matrik CPL - CPMK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">CPMK</td> <td style="width: 20%;">CPL-7</td> <td style="width: 20%;">CPL-10</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> </tr> </table>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                         |     |           |                                  |                       | CPMK      | CPL-7 | CPL-10 | CPMK-1 | ✓  |    | CPMK-2 |    | ✓  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CPL-7                                                                                                                                                                                                   | CPL-10                                  |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                                                                                                                                                                                                       |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                                                                                                                                                                                       |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>CPMK-1</td> <td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</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><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td> </tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                         |     |           |                                  | CPMK                  | Minggu Ke |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                                                                                                                                                                                       | 3                                       | 4   | 5         | 6                                | 7                     | 8         | 9     | 10     | 11     | 12 | 13 | 14     | 15 | 16 |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓                                                                                                                                                                                                       | ✓                                       | ✓   | ✓         | ✓                                | ✓                     | ✓         | ✓     |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       | ✓      | ✓      | ✓  | ✓  | ✓      | ✓  | ✓  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <b>Deskripsi Singkat MK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mengkaji hakikat konseling multi budaya, pengertian budaya dan kebudayaan, model konseling multi budaya, konsep konseling multi budaya saat ini, pengertian ras dan pemberian label yang berpengaruh terhadap identitas budaya, pengaruh identitas budaya terhadap perilaku sosial, isu-isu gender dalam konseling multi budaya, perkembangan identitas psikologi sosial dalam konseling multi budaya, standar konselor multi budaya, etika profesional dalam konseling multi budaya, pelatihan konseling multi budaya dalam pendidikan konselor. |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
| <b>Pustaka</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Utama :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                         |     |           |                                  |                       |           |       |        |        |    |    |        |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |
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| Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                             |                                                                                     |                                                                                                                                |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |
| Dosen Pengampu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                             |                                                                                     |                                                                                                                                |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |
| Dr. Elisabeth Christiana, S.Pd., M.Pd.<br>Prof. Dr. Najlatun Naqiyah, M.Pd.<br>Dr. Ari Khususmadewi, S.Pd., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                             |                                                                                     |                                                                                                                                |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                             | Penilaian                                                                           |                                                                                                                                | Bantuan 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Menguasai konsep tentang hakikat konseling lintas budaya, pengertian budaya dan kebudayaan. | Dapat menjelaskan konsep dasar perspektif lintas budaya dan konseling lintas budaya | <b>Kriteria:</b> terlampir<br><br><b>Bentuk Penilaian :</b> Aktifitas, Partisipasi, Penilaian Hasil Project / Penilaian Produk | Ceramah dan tanya jawab<br>2 X 50                                                |                 | <b>Materi:</b> konsep dasar perspektif lintas budaya dan konseling lintas budaya<br><b>Pustaka:</b> Berry, JW. dkk. 1999. <i>Psikologi Lintas Budaya: Riset dan Aplikasi</i> . Jakarta: Gramedia.<br><br>Brown, D, Srebalus, D.J. 2003. <i>Introduction To The Counseling Profession (3rd Ed)</i> . Washington, DC: Allyn & Bacon.<br><br>Journal Of Counseling and Development – September/ Oktober 1991 – Vol.70 special of multicultural counseling.<br><br>Journal Of Counseling | 2%                  |

|   |                                         |                                                 |                                                                                                                                       |                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
|---|-----------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   |                                         |                                                 |                                                                                                                                       |                                         |  | <p>and Development-Summer/Fall 2010 - Vol 88.</p> <p><i>Journal Of Counseling and Development-Winter 2011 - Vol 89.</i></p> <p>Lee, W.M, Blando, J.A, Mizzele, N.D, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professional (2nd Ed)</i> . New York: Taylor &amp; Francis Group.</p> <p>Matsumoto, D. 1994. <i>People: Psychology from Cultural Perspective</i> . California:Brooks/Cole Pub</p> <p>Matsumoto, D. 1996. <i>Culture and Psychology</i> . California: Brooks/Cole Publishing.</p> <p>Patterson, C.H. <i>Journal of Counseling and Development. Multicultural Counseling: From Diversity to Universality.</i> 1996</p> <p>Sue, D.W, Sue, D. 2003. <i>Cultural Competence in Treatment of Ethnic Minority Populations</i> . Washington, DC: APA Press.</p> |    |
| 2 | Menguasai model Konseling Lintas budaya | Dapat menjelaskan model konseling lintas budaya | <p><b>Kriteria:</b> Terlampir</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | Ceramah, Diskusi dan tanya jawab 2 X 50 |  | <p><b>Materi:</b> model Konseling Lintas budaya</p> <p><b>Pustaka:</b> Lee, W.M, Blando, J.A, Mizzele, N.D, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professional (2 nd Ed)</i>. New York: Taylor &amp; Francis Group.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2% |
| 3 | Menguasai model Konseling Lintas budaya | Dapat menjelaskan model konseling lintas budaya | <p><b>Kriteria:</b> Terlampir</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>                                             | Ceramah, Diskusi dan tanya jawab 2 X 50 |  | <p><b>Materi:</b> model Konseling Lintas budaya</p> <p><b>Pustaka:</b> Brown, D, Srebalus, D.J. 2003. <i>Introduction To The Counseling Profession (3 rd Ed)</i>. Washington, DC: Allyn &amp; Bacon.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2% |

|    |                                                                                                                                                              |                                                                                                                                                      |                                                                                                                                      |                                   |  |                                                                                                                                                                                                                                                                                                                                                                                            |     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4  | Menguasai konsep tentang konseling multikultural saat ini.                                                                                                   | Dapat menjelaskan pandangan konseling multikultural, redefinisi konseling multikultural dan implikasinya.                                            | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian</b><br>: Aktifitas Partisipatif                                             | Ceramah dan tanya jawab<br>2 X 50 |  | <b>Materi:</b> konsep tentang konseling multikultural saat ini.<br><b>Pustaka:</b> Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (Eds.). (2016). <i>Handbook of multicultural counseling</i> . Sage Publications.                                                                                                                                                        | 2%  |
| 5  | Menguasai pengertian ras dan pemberian label yang berpengaruh terhadap identitas budaya. Menguasai konsep pengaruh identitas budaya terhadap perilaku sosial | Dapat menjelaskan tentang golongan atau ras yang mempengaruhi identitas budaya. Menjelaskan pengaruh budaya atas perilaku sosial dan pola komunikasi | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian</b><br>: Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Ceramah dan tanya jawab<br>2 X 50 |  | <b>Materi:</b> konsep pengaruh identitas budaya terhadap perilaku sosial<br><b>Pustaka:</b> Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (Eds.). (2016). <i>Handbook of multicultural counseling</i> . Sage Publications.                                                                                                                                               | 2%  |
| 6  | Menguasai pengertian ras dan pemberian label yang berpengaruh terhadap identitas budaya. Menguasai konsep pengaruh identitas budaya terhadap perilaku sosial | Dapat menjelaskan tentang golongan atau ras yang mempengaruhi identitas budaya. Menjelaskan pengaruh budaya atas perilaku sosial dan pola komunikasi | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian</b><br>: Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Ceramah dan tanya jawab<br>2 X 50 |  | <b>Materi:</b> konsep pengaruh identitas budaya terhadap perilaku sosial<br><b>Pustaka:</b> Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). <i>Multicultural and social justice counseling competencies: Guidelines for the counseling profession</i> . <i>Journal of Multicultural Counseling and Development</i> , 44(1), 28-48.             | 2%  |
| 7  | Isu-isu gender dalam konseling lintas budaya                                                                                                                 | Dapat menjelaskan tentang pentingnya peran gender. Mengetahui cara sosialisasi gender melalui budaya.                                                | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian</b><br>: Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Ceramah dan tanya jawab<br>2 X 50 |  | <b>Materi:</b> konsep pengaruh identitas budaya<br><b>Pustaka:</b> Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (Eds.). (2016). <i>Handbook of multicultural counseling</i> . Sage Publications.                                                                                                                                                                        | 3%  |
| 8  | USS                                                                                                                                                          | USS                                                                                                                                                  | <b>Kriteria:</b><br>USS<br><br><b>Bentuk Penilaian</b><br>: Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk       | USS<br>2 X 50                     |  | <b>Materi:</b> -<br><b>Pustaka:</b> Brown, D, Srebalus, D.J. 2003. <i>Introduction To The Counseling Profession</i> (3 <sup>rd</sup> Ed). Washington, DC: Allyn & Bacon.                                                                                                                                                                                                                   | 20% |
| 9  | Menguasai pengetahuan dan pemahaman tentang perkembangan identitas psikologi sosial dalam konseling lintas budaya                                            | Memahami perkembangan identitas psiko-sosial dan konteks kemunculan dan perkembangan konseptual konseling lintas budaya                              | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian</b><br>: Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Ceramah dan tanya jawab<br>2 X 50 |  | <b>Materi:</b> perkembangan identitas psikologi sosial dalam konseling lintas budaya<br><b>Pustaka:</b> Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). <i>Multicultural and social justice counseling competencies: Guidelines for the counseling profession</i> . <i>Journal of Multicultural Counseling and Development</i> , 44(1), 28-48. | 5%  |
| 10 | Menguasai pengetahuan, sikap dan keterampilan dan pemahaman tentang standar kompetensi, etika Konselor lintas budaya                                         | Memahami dan mampu menjelaskan standar kompetensi konselor lintas budaya, etika profesional konseling lintas budaya                                  | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian</b><br>: Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Ceramah dan tanya jawab<br>2 X 50 |  | <b>Materi:</b> -<br><b>Pustaka:</b> Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (Eds.). (2016). <i>Handbook of multicultural counseling</i> . Sage Publications.                                                                                                                                                                                                       | 5%  |

|    |                                                                                   |                                                                                     |                                                                                                                                                    |                                   |  |                                                                                                                                                                                                                  |     |
|----|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | Mengaplikasikan perspektif lintas budaya ke dalam program bimbingan dan konseling | Merancang program Bimbingan dan Konseling dengan perspektif konseling lintas budaya | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                       | Diskusi<br>2 X 50                 |  | <b>Materi:</b> -<br><b>Pustaka:</b> Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). <i>Counseling the culturally diverse: Theory and practice</i> . John Wiley & Sons.                                  | 5%  |
| 12 | Mengenal Pelatihan Konseling Lintas budaya dalam Pendidikan Konselor              | Memahami dan mampu menjelaskan model pelatihan konseling lintas budaya              | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                       | Ceramah dan tanya jawab<br>2 X 50 |  | <b>Materi:</b> -<br><b>Pustaka:</b> Lee, W.M, Blando, J.A, Mizzele, N.D, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professional (2 nd Ed)</i> . New York: Taylor & Francis Group. | 5%  |
| 13 | Merancang pelatihan konseling lintas budaya                                       | Merancang dan mempresentasikan rancangan pelatihan konseling lintas budaya          | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                       | Workshop<br>2 X 50                |  | <b>Materi:</b> -<br><b>Pustaka:</b> Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). <i>Counseling the culturally diverse: Theory and practice</i> . John Wiley & Sons.                                  | 5%  |
| 14 | Merancang pelatihan konseling lintas budaya                                       | Merancang dan mempresentasikan rancangan pelatihan konseling lintas budaya          | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                       | Workshop<br>2 X 50                |  | <b>Materi:</b> -<br><b>Pustaka:</b> Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). <i>Counseling the culturally diverse: Theory and practice</i> . John Wiley & Sons.                                  | 5%  |
| 15 | Merancang pelatihan konseling lintas budaya                                       | Merancang dan mempresentasikan rancangan pelatihan konseling lintas budaya          | <b>Kriteria:</b><br>Terlampir<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                       | Workshop<br>2 X 50                |  | <b>Materi:</b> -<br><b>Pustaka:</b> Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). <i>Counseling the culturally diverse: Theory and practice</i> . John Wiley & Sons.                                  | 5%  |
| 16 | UAS                                                                               | UAS                                                                                 | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja | UAS<br>2 X 50                     |  | <b>Materi:</b> -<br><b>Pustaka:</b>                                                                                                                                                                              | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 24.5%      |
| 2. | Penilaian Hasil Project / Penilaian Produk | 55.5%      |
| 3. | Penilaian Praktikum                        | 10%        |
| 4. | Praktik / Unjuk Kerja                      | 10%        |
|    |                                            | 100%       |

#### 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.

RPS ini telah divalidasi pada tanggal 24 Juli 2024

Koordinator Program Studi S1  
Bimbingan Dan Konseling



EVI WININGSIH  
NIDN 0018048902

**UPM** Program Studi S1  
Bimbingan Dan Konseling



NIDN 0002098101

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