



INSTITUTE SENI INDONESIA PADANGPANJANG
FACULTY OF VISUAL AND DESIGN ART
CRAFT ART STUDY PROGRAM

SEMESTER LESSON PLAN (RPS)

SUBJECT		CODE	Course Design	Credit Semester System (sks)	Semester	Preparation Date
Design Thinking		6040402MKK23	Expertise Course	3	3	March 20, 2024
AUTHORIZATION		Coordintaor RPS		Head of Study Programme		
		Ahmad Bahrudin, S.Sn., M. Sn. Taufik Akbar, M.Sn.		Hendra, S.Sn., M.Sn.		
Learning Outcomes (CP))	CPL-PRODI (Learning Outcomes of Study Program Graduates					
	P.1	Mastering art science and craft research methods.				
	P.2	Mastering art science in craft creation methods.				
	P.3	Mastering the concept of traditional, contemporary, industrial craft design.				
	P.4	Mastering the principles of designing craft works				
	P.5	Have the ability to design thinking in the field of craft				
	KK.1	Able to design, create and develop craft products.				
	KK.4	Able to master technology in creating and developing craft works.				
	KK.5	Able to design craft works according to the needs of the community				
	KU.6	Able to examine the implications of the development or implementation of science and technology in accordance with their expertise based on scientific principles, procedures and ethics.				

	S.6	Cooperate and have social sensitivity and concern for society and the environment.
	CPMK (Course Learning Outcomes)	
	CPMK1	Able to know and understand design as a thinking process to solve problem solving (P.2, P.3, P.4, KK.1, KK.5)
	CPMK2	Able to know and understand the importance of innovation in craft science (P.2, P.5, KK.4, KK.5)
	CPMK3	Understand the correlation between basic principles and elements of art/design and solving problems/human needs (P.2,3,4, KK.1,5, KU.6, S.6)
	CPMK4	Able to analyze and apply craft knowledge to innovate (KK.4,5, KU.6)
	CPMK5	Able to think critically and innovatively and cooperate in seeing a problem, especially those related to the field of science and craft skills (KK.5, KU.6, S6)
Brief Course Description	The Design Thinking course contains learning about thinking about designing or design thinking as well as its application and development in various products/crafts. This course uses a project-based learning approach or method that is able to hone students' creativity and innovation based on problems or needs of individuals or a community group. In learning, students are equipped with important principles in the process of design thinking from empathy, ideas, to prototypes. In addition, this course also emphasizes on students to be able to have sensitivity and concern for society and the environment with all its problems in general and specifically related to the field of craft and crafts..	
Study Material	1. Basic concepts of design thinking 2. Empathy 3. Idea 4. Innovation 5. Design Principles 6. Design Ethics 7. Product segmentation (craft) 8. Project management	
Bibliography	1. An Introduction to Design Thinking: PROCESS GUIDE 2. Stanford d.school Design Methods: The Bootcamp Bootleg 3. Santoso, E.M. (2018). Teknik Dasar Menggambar Bentuk: Cara Mudah Belajar Menggambar. Penerbit Andi. 4. Christian Mueller-Roterberg. 2018. Handbook of Design Thinking. Innovation Ratgeber 5. Brown, T., & Katz, B. (2019). Change by design: how design thinking transforms organizations and inspires innovation (Vol. 20091). HarperBusiness 6. Dobrigkeit, F., de Paula, D., &Uflacker, M. (2019). InnoDev: a software development methodology integrating design thinking, scrum and lean startup. In Design	

Team Teaching	Ahmad Bahrudin, S.Sn.,M.Sn.. Taufik Akbar, M.Sn.
Learning Media	Computer/Laptop, LCD proyektor, Whiteboard, markers
Course requirements	-

MEET ING	ABILITIES THE FINAL OUTCOMES PREFERRED (Sub CPMK)	STUDY MATERIAL (LEARNING MATERIAL)	LEARNING METHOD /STRATEGY	ASSESSMENT			TIME ALLOCATION	REFERENCES
				ASSESSMENT CRITERIA- INDICATOR	FORM OF LEARNING EXPERIENCE	ASSESSMENT SCALE		
1	Understand the lecture rules and overview of the course.	1. Lecture contract. 2. Course overview and course correlation with other courses 3. Assessment rules 4. Reference of the course 5. Global introduction to the course description.	Lecture, discussion	Knowing the overview of Design Thinking lectures		5%	3 x50 minutes (1 face-to-face meeting).	1,2,3,4
2	Able to know understand the basic concepts of Design Thinking and innovation	1. Definition of Design Thinking 2. Basic concepts of Design Thinking	Lecture, discussion, brainstorming	Students are able to understand and know the importance of Design Thinking learned in the science and skills of the craft field.	Discussion	5%	3 x50 minutes (1 face-to-face meeting)	1,2,3,4, 5, 6
3-4	Able to know and understand the stages of Design Thinking (Empathy and Define)	1. Stages of Empathy in Design Thinking 2. Define Stage	Lecture, discussion, brainstorming	Students are able to explain the essence of the Empathy and Define stages	Lecture, discussion	10%	6 x50 minutes (1 face-to-face meeting)	1,2,3,4
5-6	Able to know and understand the stages	1. Ideation Stage in Design	Lecture, discussion,	Students are able to understand and	Lecture, discussion	10%	6 x50 minutes (2	1,3,4

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	of finding Ideation and prototype in the Design Thinking stage	Thinking 2. Prototype		provide examples of ideas as a solution	and independent work		face-to-face meeting)	
7	Able to understand the user (user) of the product designed by the mind and market segmentation	1. User of Design Thinking products 2. Market segment (especially for craft products)	Discussion	Students understand the importance of users and can explain examples of design thinking products that can accommodate user needs.	Discussion, lecture	10%	3 x50 minutes (2 face-to-face meeting)	3,4
8-9	Able to understand the basic principles and ethics of design	1.Design principles 2.Design ethics	Discussion, lecture	Students are able to explain design principles and ethics	Discussion, lecture	10%	3 x50 minutes (2 face-to-face meeting)	1, 2, 3,4
10-11	Able to simulate the stages in design thinking based on one simple problem and need independently.	1. Stages of design thinking 2. Empathy 3. IdeationInovasi 4. Manajement Project	<i>PBL</i>	Students are able to present simulations of the stages in design thinking in designing an innovative product complete with design drawings.	Independent work, consultation, presentation	10%	3 x50 minutes (2 face-to-face meeting)	1, 2, 3, 4, 5,6
12-13	Able to understand the correlation between the science of design thinking in general and the skills of designing craft products	1. Innovatio n 2. Empathy 3. Design principles 4. Design ethics	Lecture, discussion	Students are able to understand the steps in design thinking to be later applied to the design of works / craft products	Lecture, discussion	10%	6x50 minutes (2 face-to-face sessions),	1, 2, 3, 4

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		5. Market segment						
14-15	Able to simulate the stages in design thinking design of craft products based on one simple problem and needs in groups.	1.Innovation 2.Empathy 3.Design principles 4.Design ethics 5.Market segment	<i>PBL</i>	Students have a simulation design of the stages in design thinking in designing an innovative craft product complete with prototype design drawings.	Group work, discussion, consultation	10%	6x50 minutes (2 face-to-face sessions),	1, 2, 3, 4
16	FINAL SEMESTER EXAMINATION	UAS	Presentation	Students are able to present a simulation design of the stages of design thinking for products/crafts in groups accompanied by the desired prototype image.	Presentation	20%	3x50 minutes (1 face-to-face sessions),	
TOTAL						100%		

Indicators, Criteria and Assessment Scales

Scoring Rubricbrik Penilaian

Data validity, data analysis results, Presentation and Teamwork		
Description/Work indicators	Number/Scores	Level/Grade
• The paper on the stages of design thinking with the PBL method is complete, sequential and according to the stages. • The desired product prototype design accommodates the needs/problem solving. • The prototype design fulfills the principles and ethics of design • The product prototype design has an innovative and interesting value (invites many forum responses in class). • The product can be presented clearly and completely and communicatively.	91-100	Satisfying
• The paper on the stages of design thinking with the PBL method is complete, sequential and according to the stages. • The desired product prototype design accommodates the needs/problem solving. • The prototype design meets the principles and ethics of design • The product prototype design has innovation value and (invites many forum responses in class) • The product can be presented clearly and completely but not yet communicative.	86-90	Very Good
• The paper on the stages of design thinking with the PBL method is complete, sequential and according to the stages. • The desired product prototype design accommodates the needs/problem solving. • The prototype design meets the principles and ethics of design. • The product prototype design has innovation value and (invites a lot of forum responses in class) • Product is presented less clearly and completely	80-85	Good

Data validity, data analysis results, Presentation and Teamwork		
Description/Work indicators	Number/Scores	Level/Grade
● The paper on the stages of design thinking with the PBL method is complete, sequential and according to the stages. ● The desired product prototype design accommodates the needs/problem solving. ● The prototype design fulfills the principles but does not fulfill the design ethics. ● The product prototype design lacks innovation value and (does not invite much response from the forum in class). ● Product is presented less clearly and completely	76-79	More than Enough
● The paper on the stages of design thinking with the PBL method is complete, sequential and according to the stages. ● The desired product prototype design accommodates the needs/problem solving. ● The prototype design has not fulfilled the principles and ethics of design ● The product prototype design lacks innovation value and (does not invite much response from the forum in class). ● Product is presented less clearly and completely	65-75	Enough
● The paper on the stages of design thinking with the PBL method is complete, sequential and according to the stages. ● The desired product prototype design has not accommodated the needs/problem solving. ● The prototype design has not fulfilled the principles and ethics of design ● The product prototype design lacks innovation value and (does not invite much response from the forum in class)	60-64	Less
● The paper on the stages of design thinking with the PBL method is not complete, sequential and according to the stages. ● The desired product prototype design does not accommodate the needs/problem solving. ● Prototype design does not fulfill design principles and ethics ● Product prototype design has no innovation value and (does not invite much response from the forum in class).	0-59	Fail