

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

		SEME	STER LESSON PLAN (RPS	S)					
SUBJECT		CODE	Course Design Credit Ser 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	I (Learning Outcomes of Study Program Graduates							
(01))	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 (Cours	se 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 proble (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 Study Material	development in creativity and i important princ students to be related to the fi					
	4. Innovation 5. Design Principles 6. Design Ethics 7. Product segmentation (craft) 8. Project management					
Biblioghraphy	 2. Stanford of 3. Santoso, E 4. Christian E 5. Brown, T. 20091). H 6. Dobrigkei 	Listing to Design Thinking: PROCESS GUIDE Listing Methods: The Bootcamp Bootleg E.M. (2018). Teknik Dasar Menggambar Bentuk: Cara Mudah Belajar Menggambar. Penerbit Andi. Mueller-Roterberg. 2018. Handbook of Design Thinking. Innovation Ratgeber , & Katz, B. (2019). Change by design: how design thinking transforms organizations and inspires innovation (Vol. arperBusiness t, F., de Paula, D., & Uflacker, M. (2019). InnoDev: a software development methodology integrating design thinking, 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	-

MEDIE	ABILITIES	CTUDY MATERIAL	LEARNING	ASSESMENT			TIME	
MEET ING	THE FINAL OUTCOMES PREFERRED (Sub CPMK)	STUDY MATERIAL (LEARNING MATERIAL)	METHOD /STRATEGY	ASSESSMENT CRITERIA- INDICATOR	FORM OF LEARNING EXPERIENCE	ASSESSMENT SCALE	ALLOCATION	REFERENCES
1	Understand the lecture rules and overview of the course.	 Lecture contract. Course overview and course correlation with other courses Assessment rules Reference of the course 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	 Definition of Design Thinking 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)	 Stages of Empathy in Design Thinking 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	Ideation Stage in Design	Lecture, discussion,	Students are able to understand and	Lecture, discussion	10%	6 x50 minutes (2	1,3,4

14000	ABILITIES		LEARNING	ASSESMENT			TINE	
MEET ING	THE FINAL OUTCOMES PREFERRED (Sub CPMK)	STUDY MATERIAL (LEARNING MATERIAL)	METHOD /STRATEGY	ASSESSMENT CRITERIA- INDICATOR	FORM OF LEARNING EXPERIENCE	ASSESSMENT SCALE	TIME ALLOCATION	REFERENCES
	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	 User of Design Thinking products 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.	Stages of design thinking Empathy IdeanationInovasi Manajement Project	PBL	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
12-1	Able to understand the correlation between the science of design thinking in general and the skills of designing craft products	 Innovatio Empathy Design principles 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

MEET	ABILITIES THE FINAL OUTCOMES PREFERRED (Sub CPMK)	STUDY MATERIAL (LEARNING MATERIAL)	LEARNING METHOD /STRATEGY	ASSESMENT			TUDAE	
MEET ING				ASSESSMENT CRITERIA- INDICATOR	FORM OF LEARNING EXPERIENCE	ASSESSMENT SCALE	TIME ALLOCATION	REFERENCES
		5. Market segment						
14-1 5	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	PBL	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),	
		ТО	TAL			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	s results, P	Presentation a	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