DARMAJAYA INSTITUTE OF INFORMATICS & BUSINESS FACULTY OF ECONOMICS AND BUSINESS DIGITAL BUSINESS STUDY PROGRAM			
FORM			
LEARNING CONTRACT			
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Course Name : Design Thinking Innovation
MK Code : BDG21201
Credits : 2/2
Semester : 1
Day/Time : -
Lecturer : Lilla Rahmawati, S.Sos., MM
Semester/Academic Year : Ganjil/2024-2025

1. **Course Benefits**

The Design Thinking Innovation course provides significant benefits in shaping a creative and innovative mindset among Digital Business Study Program students. Through a design thinking approach, students are encouraged to understand user needs, explore problems from various perspectives, and develop solutions that focus on relevant and practical innovations. This course not only trains critical and analytical thinking skills, but also the collaborative and communication skills required in a multidisciplinary work environment. In addition, students will be better prepared to face the challenges of the dynamic business world, by having a mindset that is open to change and constantly looking for ways to create added value through innovation. Mastery of Design Thinking Innovation will provide students with a strong foundation in the science of entrepreneurship and business innovation, which is very relevant in the digital world. Students will have essential skills in understanding consumer behavior and creating products or services that can provide real solutions in the market. With this ability, students will be able to become adaptive change leaders, continuing to evolve following technological trends and market needs. Mastery of this knowledge will also strengthen students' competitiveness in developing technology-based startups, creating market-fit digital products, and encouraging cross-disciplinary collaboration in a dynamic digital business ecosystem.

2. **Brief Description of Courses**

The Design Thinking Innovation course is a course that learns how to solve complex problems using the design thinking approach, which is a creative and innovative solution-based approach that focuses on people. This course discusses the basic concepts of design thinking. How to understand human problems with the step of understanding, digging further and validating the problem with the observation

stage, looking at the core of the problem with the Define of View stage, and the stage of creating a solution with the Ideate step, realizing the solution into a prototype, testing the prototype with a test, and conducting a re-evaluation process and continuing to repeat until achieving the best results with the Reflect stage. In the final stage of the design thinking process, students can develop their business models and can present the idea well to stakeholders/investors. The output that will be produced from the design thinking innovatiaon course is that students are able to make a prototype of a digital product that can solve human problems, so that the prototype product (goods/services) becomes a creative and innovative solution

3. Course Learning Outcomes (CPMK)

CPMK-1 Students are able to deeply understand the theoretical concept of Design Thinking, including the urgency of its application in creating innovative solutions. Students are also expected to be able to identify situations and challenges that require a Design Thinking approach as an effective problem-solving method in the digital era.

CPMK-2 Students are able to master the theoretical concept of the seven stages of the Design Thinking method, namely Empathize, Define, Ideate, Prototype, Test, Iterate, and Reflect, as well as understand the importance of divergent thinking in the exploration of ideas and convergent thinking in filtering the most relevant and effective solutions.

CPMK-3 Students are able to analyze problems critically and systematically by using problem statement tools to formulate the root of the problem appropriately. This capability includes the ability to break down complex problems into manageable and solvable components.

CPMK-4 Students are able to make in-depth observations of the problems they face, as well as get new perspectives and empathy from users through the use of empathy map tools. Thus, students will be able to see the problem from the perspective of the user more broadly and understand their needs in more detail.

CPMK-5 Students are able to narrow down the problem through the Define Point of View stage on the Design Thinking approach, by using How Might We (HMW) questions to identify opportunities for innovative

solutions that can be developed. This stage helps students reformulate the focus of the problem so that the resulting solution is more on target.

CPMK-6 Students are able to create creative and innovative ideas that have the potential to be problem solutions by using the brainstorming method. Students are also trained to think without boundaries, exploring possible solutions through open team discussion sessions.

CPMK-7 Students are able to compile and present ideas that have been developed as solutions that can be applied to solve customer problems. Students will also be trained to communicate ideas effectively and convincingly in a variety of situations, both within the team and in front of a wider audience.

CPMK-8 Students are able to create digital product prototypes in the form of simple but functional sketches, with a focus on the Minimum Viable Product (MVP) to test the proposed ideas quickly and efficiently. Students will understand the principles of user-oriented product development.

CPMK-9 Students are able to test the prototypes that have been made, by involving real users to get constructive feedback. This test will help students to assess whether the developed solution really answers the needs of users.

CPMK-10 Students are able to capture and analyze feedback from the test results on the prototype at the reflect stage, as well as understand the areas that need to be improved. This trains students' reflective abilities to continue to improve the solutions produced.

CPMK-11 Students are able to make improvements to the prototype based on the feedback received from users, with the aim of increasing the value and benefits of the prototype for users. This capability reflects an iterative cycle in the ever-evolving digital product innovation process.

CPMK-12 Students are able to master the theoretical concept of business models and develop valid business models using lean canvas tools. Students will learn to identify key elements in a strong business model, including customers, value propositions, and revenue streams.

CPMK-13 Students are able to compile and present business models from prototypes that have been developed using lean canvas tools, as well

as articulate how innovative ideas can be implemented commercially and provide value for customers and companies.

CPMK-14 Students are able to compile a comprehensive pitchdeck and present a prototype as a whole, accompanied by an in-depth explanation of the process that goes through each stage of Design Thinking. Students are also trained to convince audiences or investors about the feasibility of the product and its potential success in the market.

4. Course Learning Achievement Indicators (CPMK)

CPMK-1 Indicator Students are able to explain the concept of Design Thinking clearly and precisely, including the definition, basic principles, and relevance of application in the context of business and digital product innovation. The student's explanation should include real-life examples that are relevant to the current situation in the industry.

CPMK-2 Indicator Students are able to accurately explain each stage in Design Thinking (Understand, Observe, Define Point of View, Ideate, Prototype, Test, Reflect), and are able to describe in detail the divergent and convergent thinking processes, including when and how the two approaches are used in the innovation development process.

CPMK-3 Indicator Students are able to compile clear and focused problem statements, in accordance with real problems faced by users or customers. Students must show accuracy in identifying the core of the problem based on data analysis and initial observations made.

CPMK-4 Indicator Students are able to compile in-depth and structured interview questions, which produce comprehensive user insights data that is relevant to the problem at hand. The depth of the data produced is measured based on the relevance of the insights obtained to the understanding of user needs and problems.

CPMK-5 Indicator Students were able to narrow down the focus of the problem in accordance with the interview findings, ensuring that the problem raised was the most relevant and significant for the user. The suitability of the focus of the problem will be assessed

	from the accuracy of the student in choosing the main insight from the interview that has been conducted.
CPMK-6 Indicator	Students are able to generate various creative ideas through a structured brainstorming process and using relevant techniques. From several ideas that emerge, students must be able to choose the most innovative and feasible main idea to be further developed as the main solution in solving problems.
CPMK-7 Indicator	Students are able to compile complete, structured, and informative presentation materials. The presentation should include a thorough explanation of the problem, solution ideas, as well as the expected outcome of the implementation of the solution, complete with visualizations that support their arguments.
CPMK-8 Indicator	Students are able to make initial sketches of prototypes that reflect the solutions developed. The sketch should contain key elements that comply with the Minimum Viable Product (MVP) principles, including key features that will be tested in the early stages of development.
CPMK-9 Indicator	Students provide a test sheet that has been filled out complete with the results of the test on the user. The test sheet should include test records, feedback from users, and an assessment of the functionality and usability of the prototype being tested.
CPMK-10 Indicator	Students are able to fill in the "I Like, I Wish, I Wonder" tool as part of the user feedback evaluation. These tools should include user opinions about what they like, expectations for improvement, and potential for further innovation. Students are expected to be able to summarize the results of this evaluation clearly.
CPMK-11 Indicator	Students are able to improve prototypes based on feedback received from users. Improved prototypes must show improvements in terms of usability, functionality, and relevance to user needs.
CPMK-12 Indicator	Students are able to build a Lean Canvas that describes the business model of the resulting solution, covering all key elements such as proposition value, customer segments, distribution channels, revenue sources, and costs. The compiled

	Lean Canvas should reflect the business feasibility of the proposed solution.
CPMK-13 Indicator	Students are able to compile a Lean Canvas based on a prototype that has been developed, covering all relevant aspects of the business model. Students must be able to explain how the prototype can generate added value for users and become a sustainable solution in business.
CPMK-14 Indicator	Students are able to create a complete and attractive pitch deck, covering the entire innovation process from the Design Thinking stage to prototype development. The pitch deck should be able to describe the idea thoroughly and persuade the audience about the potential solution produced, accompanied by supportive visualization.

5. Learning Strategies

Learning will be carried out with innovative learning that combines several approaches and methods, such as lectures, responses/discussions, *case-based learning*, and *project-based learning*. Lecturers will encourage and facilitate students to actively seek and find various concepts that must be mastered as well as learning outcomes that have been determined. To meet these conditions, there are three main activities that will be carried out in lectures

1. **Lecturers as facilitators in teaching and learning activities**. At the first meeting, he introduced himself enthusiastically and conveyed the outline of the RPS, including the entire material that will be studied in one semester. The division of tasks and groups was also informed and agreed upon at the 1st meeting. In each class discussion, the lecturer also has the obligation to present an exposure as a clarification of the material discussed in the class discussion.
2. **Assignments**, including individual and group assignments, starting from identifying problems and Problem Statement Formulation, User Observation and Use of Empathy Map, Preparation of HMW Questions and Define Point of View, Brainstorming Ideas and Selection of Main Solutions, Creation of Solution Idea Presentation Materials, Prototype Sketching, Prototype Testing to Users, Feedback Analysis and Prototype Improvement, Preparation of Lean Canvas and Business Model, Business Model Development from Prototype, Pitch Deck Preparation, Pitch Deck Presentation Simulation, to Final Presentation.
3. **Class Discussion**. Each group gets the opportunity for group presentations and

class discussions. At the end of each class discussion, the lecturer must provide briefing and input to clarify the material discussed in the discussion.

4. **Classroom Assistance**. A program where lecturers or lecturer assistants help students in the Design Thinking Innovation course for learning activities both in technical and academic forms. Classroom assistance plays a role in supporting students to explain more complex materials to students, facilitating discussions, providing practical guidance related to business meeting practices, negotiations, business presentations and correcting assignments or projects given by lecturers.

6. Assignment

A. Individual & Team Project-Based

1) Learning Objectives:

The Design Thinking Innovation course aims to equip students with the ability to design innovative solutions that are user-centered, as well as apply the Design Thinking methodology in identifying problems, developing creative ideas, and creating prototypes of products or services with business potential. Through Project-Based Learning (PjBL)-based tasks, students will master various skills, such as problem analysis, user observation, brainstorming ideas, prototyping, and product testing. At the end of the lecture, students are expected to be able to design the right business model, make a pitch deck presentation, and validate the innovative solutions they have developed, so that they are ready to be applied in the real world.

2) Project Topics:

Each project team in the Project-Based Learning (PjBL) assignment of the Design Thinking Innovation class, students are asked to solve real problems around them, such as environmental, social, or public service issues. This project covers all stages of Design Thinking, from problem observation, formulating problem statements, generating creative ideas, to making and testing prototypes. Students will collect feedback from users to refine solutions and build simple business models. At the end of the project, they will present the results through a pitch deck, demonstrating relevant and

tangible impactful innovations.

3) Project Description.

The Project-Based Learning (PjBL) project in the Design Thinking Innovation course is designed to invite students to work in small groups with a maximum of 4 people. Each group will choose a real problem around them, whether in a campus, community, or residential environment, that requires innovative solutions. This project covers the entire Design Thinking process. Teamwork is highly emphasized in this project to train collaboration, creativity, and problem-solving skills in solving real challenges.

4) Project Steps:

a. Learning will be carried out offline
b. The lecturer will explain in general the lecture learning that will be carried out for one semester from RPS, inform PjBL related to the Design Thinking Innovation course and its assessment, and divide the group into groups at meeting 1.
c. Each lecturer meeting will give lectures and hold discussions and assignments to strengthen material understanding and project preparation.
d. Students will create groups, determine 1 real problem topic around them whether in the campus environment, community, or residence that needs innovative solutions.
e. They will solve the problem according to the design thinking step; Starting from identifying problems, observing users, formulating problem statements, to producing solutions through brainstorming creative ideas. Students will create and test prototypes, get feedback from users, and then refine their products. This is in accordance with the material stages at the lecture meeting.
f. At the end of the project, each group will put together a simple business model and present a solution in the form of a pitchdeck.
g. As a result of the lecture output, students will present their work by printing the products/services they produce on A2/16 R (60 x 40) size posters that have been printed and neatly framed.

7. Learning Materials and Resources

Main

1. Michael Lewrick, Patrick Link & Larry Leifer (2020). The Design Thinking Toolbox. John Wiley & Sons.inc

Supporter

1. Michael Lewrick (2017). The Design Thinking PlayBook. Elex Media Komputindo

8. Assessment Criteria

The assessment is carried out by lecturers using the following criteria:

Range	Value	Weight	Information
80-100	A	4	Pass
75-79,5	A-	3,75	Pass
70-74,5	B+	3,5	Pass
65-69,5	B	3	Pass
55-64,5	C	2	Pass
30-54,5	D	1	Pass
<30	E	0	Not Graduated

The final value uses the following weightings:

Component	Percentage
UTS	20%
UAS	20%
Assignment	20%
Attendance	20%
Ethics	20%
Total	**100%**

Ethics Score = (Task value + Attendance score)/2

9. Lecture Schedule

Meeting to	Topics of Discussion

Week-1	Introduction to Design Thinking and the Urgency of Its Implementation
Week-2	Stages and Divergent and Convergent Thinking in Design Thinking
Week-3	Problem Analysis and Problem Statement
Week-4	In-depth Observation Using Empathy Map
Week-5	Narrowing Down Problems with Define Point of View and HMW Questions
Week-6	Creative Ideation and Brainstorming
Sunday-7	Solution Idea Presentation
Sunday-8	**UTS**
Sunday-9	Making a Prototype Sketch
Week-10	User Testing Process
Sun-11	Evaluasi Feedback Menggunakan "I Like, I Wish, I Wonder"
Week-12	Prototype Enhancements
Sun-13	Introduction to Business Model and Preparation of Lean Canvas
Sunday-14	Preparation of Business Models Based on Prototypes
Week-15	Pitch Deck Preparation and Presentation
Sun-16	**UAS**

10. Rules of Conduct

a. Presence : - Students who do not attend, whether with notice or not, more than 20% of the total meetings are considered non-graduates and receive an E grade

b. Delay :
- Delays of 1-15 minutes are allowed to fill out the attendance list
- Late attendance of more than 15 minutes is not allowed to fill out the attendance list
- Delays in submitting assignments for 1-7 days from the set deadline will receive a reduction of 20 points from a total of 1-100 points.

			- Delays in submitting assignments for more than 7 days from the set deadline will get a score of 0.
c.	Not Taking the Exam/Not Submitting Assignments	:	- Students who do not take the exam or do not submit assignments without notice will be given a D grade on the exam/assignment.
d.	Academic Cheating	:	- Students are required to comply with standards, rules and policies on academic honesty and avoid acts of plagiarism and cheating in exams. Acts of plagiarism and cheating in the exam will be given an E grade on the exam. - If the task given uses AI tools, it is mandatory to make it a citation in accordance with the applicable format
e.	Ethics in Offline Classes	:	- Students are not allowed to wear clothes that show aurat (tight/transparent). - Students do not use communication tools for purposes unrelated to learning. - Students do not make noise that disturbs the order of learning. - Students use the dress code that has been determined by the Digital Business study program IIB Darmajaya
f.	Ethics in online classes (if done)		- Students are not allowed to wear clothes that show aurat (tight/transparent). - Students are required to display their identity in the form of writing, images, or videos. - Students are required to turn on the camera feature when in a video conference. - Students are not allowed to turn on the microphone if they are not welcome

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Bandarlampung,.....

Lecturer, Student

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