



**DARMAJAYA INSTITUTE OF INFORMATICS & BUSINESS
FACULTY OF ECONOMICS AND BUSINESS
DIGITAL BUSINESS STUDY PROGRAM**

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4FM-DP40103

SEMESTER LEARNING PLAN (RPS)

Revision No. **1** of 9

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COURSE	MK CODE	SEMESTER	WEIGHT CREDITS
Design Thinking Innovation	BDG21201	Three (3)	2/2
Authorization/Authentication	RPS Developer Lecturer Lilla Rahmawati, S.Sos., MM	Coordinator for Science (KBK) Trufi Murdiani S.T., M.A	Head of Study Program M. Ariza Eka Yusendra S.P., M.M
Graduate Learning Outcomes (CPL)	CPL-S		
	S-2	Have responsibility, professionalism, confidence, emotional maturity and sensitivity to the social environment, ethics and awareness to become lifelong learners	
	S-3	Have a spirit of independence, struggle and entrepreneurship	
	CPL-KU		
	KU-1	Able to apply logical, critical, systematic, creative and innovative thinking by utilizing information technology to produce solutions embodied in scientific documents and the implementation of integrity in areas of expertise	
CPL-P			

	CPL-P1	Able to explain the concepts and theories of digital entrepreneurship related to the exploration of digital business ideas, business planning and digital business project management along with their risks, building a business team, business model design, digital marketing development, capital strategy and digital business feasibility studies
	CPL-KK	
	CPL-KK1	Able to develop business ideas, create business model innovations and business development strategies with the application of digital technology
	CPL-KK2	Able to identify market needs and develop digital products/applications/platforms or services that are relevant and in accordance with customer demands
Course Learning Outcomes (CPMK)	CPMK-1	Students understand the basic concepts of Design Thinking and the importance of applying this method in creating innovative solutions, and are able to identify problems that are suitable to be solved with this approach.
	CPMK-2	Students master the seven stages of the Design Thinking method (Empathize, Define, Ideate, Prototype, Test, Iterate, Reflect), and understand the importance of divergent thinking for idea exploration and convergence to choose the best solution.
	CPMK-3	Students are able to analyze problems using problem statements to formulate the root of the problem precisely and systematically.
	CPMK-4	Students conduct in-depth observations and understand the user's perspective through the empathy map to get new and in-depth perspectives.
	CPMK-5	Students are able to compile the focus of the problem through Define Point of View by using How Might We (HMW) questions to formulate innovative solution opportunities.
	CPMK-6	Students are able to generate creative and innovative ideas through brainstorming sessions as potential solutions to the problems they face.
	CPMK-7	Students can present developed solutions and communicate ideas effectively in a variety of contexts.
	CPMK-8	Students create simple digital product prototypes with a focus on the Minimum Viable Product (MVP) to test the proposed solution.

CPMK-9	Students are able to test prototypes made with users to get constructive feedback.
CPMK-10	Students are able to analyze feedback from prototype testing and understand areas that need improvement.
CPMK-11	Students improve prototypes based on feedback to increase product benefits for users.
CPMK-12	Students understand the concept of a business model and compile a lean canvas as a valid business model design tool.
CPMK-13	Students are able to present a business model from a prototype developed using a lean canvas and explain its commercial potential.
CPMK-14	Students prepare a pitch deck and present a prototype with an explanation of each stage of Design Thinking to convince the audience or investors.

Correlation of CPMK to Sub-CPMK

Sub-CPMK	CPMK													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Sub-CPMK-1.1	√													
Sub-CPMK-1.2	√													
Sub-CPMK-1.3	√													
Sub-CPMK-2.1		√												
Sub-CPMK-2.2		√												
Sub-CPMK-2.3		√												
Sub-CPMK-3.1			√											
Sub-CPMK-3.2			√											
Sub-CPMK-4.1				√										
Sub-CPMK-4.2				√										
Sub-CPMK-5.1					√									
Sub-CPMK-5.2					√									
Sub-CPMK-5.3					√									
Sub-CPMK-6.1						√								
Sub-CPMK-6.2						√								
Sub-CPMK-7.1							√							
Sub-CPMK-7.2							√							
Sub-CPMK-8.1								√						
Sub-CPMK-8.2								√						
Sub-CPMK-9.1									√					
Sub-CPMK-9.2									√					
Sub-CPMK-9.3									√					

	Sub-CPMK-10.1										√				
	Sub-CPMK-10.2										√				
	Sub-CPMK-11.1											√			
	Sub-CPMK-11.2											√			
	Sub-CPMK-12.1												√		
	Sub-CPMK-12.2												√		
	Sub-CPMK-13.1													√	
	Sub-CPMK-13.2													√	
	Sub-CPMK-14.1														√
Brief Description of the Course	<p>The Design Thinking Innovation course learns how to solve complex problems through a design thinking approach, which focuses on creative and innovative solutions based on human needs. Students will learn the stages of understanding to understand the problem, observe to explore and validate the problem, Define Point of View to formulate the core of the problem, and Ideate to create a solution. Next, students make a prototype, test it at the test stage, and make improvements through reflect. At the end, students will develop a business model and present ideas to stakeholders. The output is a prototype of a digital product that becomes an innovative solution for users.</p>														
Study Materials / Learning Materials	<ol style="list-style-type: none"> 1. Basic Design Thinking Methods and Principles of Design Thinking 2. Tahap Understand Merumuskan Problem Statement 3. Observe Stage Creating an Empathy Map 4. Define the How Might We Question Stage 5. Ideate, Prototype, Test, and Reflect Brainstorming Stages, Creating a Minimum Viable Product (MVP), and Testing Sheet 6. Lean Canvas Business Model Development 7. Pitching Putting Up a Pitch Deck 														
Book	<p>Main</p> <ol style="list-style-type: none"> 1. Michael Lewrick, Patrick Link & Larry Leifer (2020). The Design Thinking Toolbox. John Wiley & Sons.inc <p>Supporter</p> <ol style="list-style-type: none"> 1. Michael Lewrick (2017). The Design Thinking PlayBook. Elex Media Komputindo 														

Required Courses		-					
Week to -	Sub-CPMK (Final ability of each stage of learning)	Study Materials (Learning Materials)	Forms and Methods of Learning (Media and Learning Resources)	Time (minutes)	Valuation		
					Criteria and Form	Indicator	Weight (%)
1	Students are able to: 1. Understand the theoretical concepts of Design Thinking in depth. 2. Explaining the urgency of applying Design Thinking in creating innovative solutions. 3. Identify situations and challenges that can be overcome with a Design Thinking approach. 4. Applying Design Thinking as a problem-solving method in the digital era.	Introduction to Design Thinking and the Urgency of Its Implementation	Shape: Lecture, Response, Case Studies Activities in the classroom : Method: Discussion Media: Computer/laptop and internet	200 min	Criterion: • Accuracy and mastery of the material • Case analysis depth Shape: • Non test, • Case Studies	Students can explain Design Thinking, its basic principles, and its relevance in business and digital product innovation with real examples from the industry.	2

2	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Master the seven stages of the Design Thinking method: Empathize, Define, Ideate, Prototype, Test, Iterate, and Reflect. 2. Understand the importance of divergent thinking for the exploration of ideas. 3. Understand the importance of convergent thinking for the screening of relevant and effective solutions. 	Stages and Divergent and Convergent Thinking in Design Thinking	<p>Shape: Lecture, Response, Case Studies</p> <p>Activities in the classroom : Method: Discussion</p> <p>Media: Computer/laptop and internet</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can explain each stage of Design Thinking and outline the process of divergent and convergent thinking and its application in innovation.	5
3	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Analyze the problem critically using the problem statement tool. 2. Formulate the root of the problem appropriately. 3. Breaking down complex problems into smaller, manageable components. 	Problem Analysis and Problem Statement	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet Problem Statement Template: https://en.dt-toolbook.com/ files/ugd/fc35c65e922b0634be47578e3b285ecb40e2d4.pdf</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project • 	Students can compile clear and focused problem statements, according to real user problems, based on data analysis.	5

4	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Make in-depth observations of the problems faced. 2. Use empathy maps to get new perspectives from users. 3. Understand the needs of users in more detail through their perspective. 	In-depth Observation Using Empathy Map	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Komputer/laptop, internet, Empathy Map Tamplate: https://en.dt-toolbook.com/files/ugd/fc35c6e2a567aa2fa24c35afbc182177a1e476.pdf</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can compile structured interview questions to generate user insights that are relevant to user needs.	5
5	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Use How Might We (HMW) questions to narrow down the problem. 2. Identify opportunities for innovative solutions from problem formulation. 3. Reformulate the focus of the problem so that the resulting solution is more on target. 	Narrowing Down Problems with Define Point of View and HMW Questions	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can narrow down the focus of the problem based on the findings of the interview, choosing the key insights that are most significant to the user.	10

6	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Creating creative and innovative ideas through the brainstorming method. 2. Practice thinking without limits in open team discussion sessions. 3. Exploring various possible solutions to the problem at hand. 	Creative Ideation and Brainstorming	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: - Komputer/laptop, internet, tamplate Brainstorming: https://en.dt-toolbook.com/files/ugd/fc35c6_5b06c469b1e044cc9a884d6b1a3a8d72.pdf - http://www.dt-toolbook.com/nabc-en</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can generate creative ideas through structured brainstorming and choose innovative key ideas for problem solving.	10
7	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Formulate ideas that have been developed as solutions to customer problems. 2. Present the solution in an effective and convincing way. 3. Practice communication in a variety of situations, both within a team and in front of a wider audience. 	Solution Idea Presentation	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet https://www.canva.com/</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can compile a complete and structured presentation about problems, solutions, and implementation results, complete with visualizations.	5
8	UTS						

9	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Create digital product prototypes in the form of simple and functional sketches. 2. Focuses on the Minimum Viable Product (MVP) for rapid testing. 3. Understand the principles of user-oriented product development. 	Making a Prototype Sketch	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet MVP Tamplaate: https://en.dt-toolbook.com/files/ugd/fc35c6407ea91ab2b246f9abba657a2c024015.pdf</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can make initial sketches of prototypes according to the principle of Minimum Viable Product (MVP) with key features to be tested.	5
10	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Testing prototypes that have been made. 2. Invite real users to provide constructive feedback. 3. Assess whether the developed solution is in accordance with the user's needs. 	User Testing Process	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet Test: https://en.dt-toolbook.com/files/ugd/fc35c60e83fef7ba824fb5919d44000c572a8e.pdf https://en.dt</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can provide a complete test sheet with test records, user feedback, and assessments of the prototype.	5

11	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Capture and analyze feedback from prototype test results. 2. Understand areas that need improvement based on feedback. 3. Train reflective skills to continuously improve the resulting solutions. 	Evaluasi Feedback Menggunakan "I Like, I Wish, I Wonder"	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet https://en.d-toolbook.com/files/ugd/fc35c67052b262c2ba4deca05604bc1ac1ee32.pdf</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can fill in the "I Like, I Wish, I Wonder" tool to evaluate user feedback and summarize the results clearly.	10
12	<p>Students can afford to:</p> <ol style="list-style-type: none"> 1. Make improvements to the prototype based on user feedback. 2. Increase the value and benefits of prototypes for users. 3. Understand the iterative cycle in the digital product innovation process. 	Prototype Enhancements	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can improve prototypes based on user feedback, demonstrating improvements in usability and relevance.	5

13	<p>Students can afford to:</p> <ol style="list-style-type: none"> 1. Mastering the theoretical concepts of the business model. 2. Build a valid business model using lean canvas tools. 3. Identify critical elements in the business model, such as customers, value propositions, and revenue streams. 	Introduction to Business Model and Preparation of Lean Canvas	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet</p> <p>Lean Canvas Tamplate: https://en.dt-toolbook.com/files/ugd/fc35c6_6990852c79fe4888b827454ebc9f2367.pdf</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can build a Lean Canvas that includes key elements of the business model, reflecting the feasibility of the proposed solution.	5
14	<p>Students can:</p> <ol style="list-style-type: none"> 1. Compile and present a business model from the prototype that has been developed. 2. Use lean canvas tools to structure business models. 3. Articulate how innovative ideas can be implemented commercially. 	Preparation of Business Models Based on Prototypes	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can compile a Lean Canvas from a prototype, explaining the added value for users and the sustainability of their business.	15

15	<p>Students can:</p> <ol style="list-style-type: none"> 1. Construct a comprehensive pitch deck for the prototype. 2. Present the process that goes through in each stage of Design Thinking. 3. Convincing the audience or investors about the feasibility and potential success of the product in the market. 	Pitch Deck Preparation and Presentation	<p>Shape: Lectures, Responses, Assistance</p> <p>Activities in the classroom : Method: Project discussion and assignment</p> <p>Media: Computer/laptop, internet</p>	200 min	<p>Criterion:</p> <ul style="list-style-type: none"> • Accuracy and mastery of the material • Project implementation <p>Shape:</p> <ul style="list-style-type: none"> • Assistance • Project 	Students can create a complete pitch deck, describe the entire innovation process and convince the audience of the potential solutions produced.	13
16	Final Semester Exams (8)						