

Art Manager Education in Creating a Humanist Art Ecosystem

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Abstract

Art and culture management have very strategic roles in building a humanist arts ecosystem. ISI Yogyakarta responded to these importance of formal education for prospective art managers by establishing the Undergraduate Program in Art Management or Tata Kelola Seni/TKS departement in 2014. Until 2022, Art Management ISI Yogyakarta is the first and the only study program in Indonesia which is specifically designed to provide formal education for art managers. Since 2018, TKS departement has begun to graduate alumni spreaded throughout Indonesia and work in various fields, both in the fields of art management and in the more general fields. Nevertheless, competency evaluations for alumni have never been conducted. This research aimed to examine the suitability of the learning outcomes that had been formulated by TKS departement, with the reality of the competencies needed in the marketplace as humanizing art managers. The data has been collected by in-depth interviews with alumni majoring in the Bachelor of Arts Management. The main informants for this research were alumni of the TKS undergraduate study program whose work in the fields of arts management. The results of the data analysis found input to develop the learning curriculum in the TKS department based on three aspects, namely knowledge, skills, and attitudes. This mapping is important to contribute the process of producing art managers who can support the art ecosystem which has humanizing priorities.

Keywords

art management, art managers education, art ecosystem

Introduction

The management of arts and culture plays a very strategic role in the development of Indonesia's civilization. The success of cultural and artistic management is undoubtedly closely related to the quality of human resources in the field of arts management. Despite the increasing need for skilled and professional arts managers, formal educational institutions providing arts management education in Indonesia are still scarce. ISI Yogyakarta responded to the importance of formal education for future arts managers by establishing the Department/Undergraduate Program in Arts Management (TKS) in 2014. As of 2022, the Arts Management program at ISI Yogyakarta is the first and only one in Indonesia specifically designed to provide formal education for arts managers.

The Arts Management program produced its first alumni in 2018. Graduates from the TKS program are spread across Indonesia and work in various fields, both in arts management and in other areas. Although theoretical knowledge and practical experience in arts management are provided during their studies, the demands for specific arts management skills in the field are rapidly evolving. Comprehensive research is needed to map the gap between the actual competency needs of arts managers in the workplace and the learning outcomes formulated by the program.

This research is conducted to assess the alignment of the learning outcomes formulated by the TKS program with the actual competencies required in the arts management field. The research is conducted using a survey method involving online questionnaires and interviews. The primary informants for this research are alumni of the TKS program whose job fields are relevant to arts management. Data analysis is conducted to identify competency indicators needed by alumni based on three aspects: knowledge, skills, and attitudes. It is hoped that this research will provide valuable input for the development and evaluation of the curriculum in the TKS department.

The outcomes of this research will include a formulation of basic arts management competencies and documentation for evaluating learning outcomes. Through periodic curriculum and learning outcome development, the Arts Management program at ISI Yogyakarta aims to produce high-quality graduates who meet the needs of the workforce, especially in the field of arts and culture management.

Literature Review

The study of arts management is vast and highly interesting to explore, and it can be examined from various perspectives. These findings are in line with the views of Evard and Colbelt, who state that the field of arts management can be considered a new discipline due to its distinct contributions compared to general management [1].

Research on arts management has been conducted with several important focuses, including event venue management [2], articles on arts management [3], arts organizational structures [4], art marketing management [5], leadership management in arts organizations [6], performing arts in developing countries [7] and human resource management in performing arts institutions [8]. Literature reviews in arts management have been conducted, particularly in mapping the variety of research in visual arts management [9].

In the realm of arts management education, research has been conducted on various topics, such as recruitment strategies for prospective arts management students [4], the knowledge transfer process within arts institutions [10], training programs in arts management [11], arts entrepreneurship education [12], and methodologies in arts management education [13]. The literature mapping of studies on arts management education can be seen in the following figure.

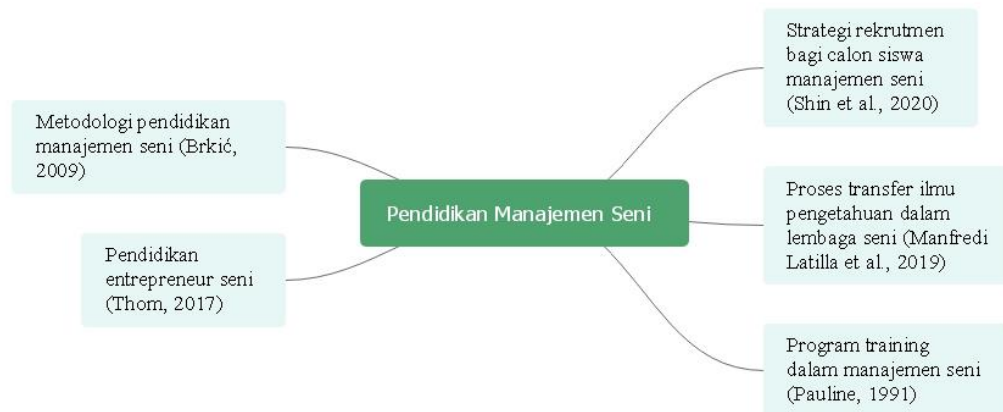


Figure 1. Studies in arts management education

Based on the literature review conducted, it can be concluded that research on the alignment of the arts management curriculum with workplace practices is not yet widely available. Therefore, this research is highly important to undertake. Theoretical research in arts management needs to continue to be developed to achieve excellence in the field of arts management knowledge. The period from 2014 to 2023 is focused on basic research to examine the practices of arts management in Indonesia. In 2024-2025, research in the field of arts management is focused on applied research. In 2026, arts management research will be conducted to develop arts management theories in line with the existing practices in Indonesia.

Arts Manager Competencies

Competence is a characteristic possessed by individuals and used appropriately and consistently to achieve desired performance [14]. Every worker must have sufficient competence to carry out their tasks and responsibilities, including arts managers. Arts managers are required to be professionals in their work. Professionalism in the field of arts management refers to a set of attitudes and behaviors associated with the unique organizational form of the arts management field [15].

Managerial competence is developed through a series of learning processes so that an individual achieves competencies in the form of knowledge, skills, and attitudes in their chosen profession. Competencies used in higher education (DIKTI) are based on Minister of Education and Culture Regulation No. 3 of 2020 on National Higher Education Standards (SN-DIKTI) Article 5, paragraph (1), which states that Graduate Competency Standards (SKL) are the minimum criteria for the qualifications of graduates, encompassing attitudes, knowledge, and skills expressed in the formulation of Graduate Learning Outcomes (CPL) [16]. As per government regulations and guidelines, arts management education is conducted to achieve three main aspects: knowledge, skills, and attitudes. Learning is a series of mental and physical activities to bring about a change in behavior as a result of an individual's experiences in interacting with their environment, involving cognitive, affective, and psychomotor aspects [17]. The learning process brings about changes in these three aspects, as presented by Bloom and Krathwohl [18]:

1. Cognitive Aspect

The cognitive aspect consists of 6 indicators, namely: a. Knowledge (remembering, memorizing); b. Understanding (interpreting); c. Application (using concepts, solving problems); d. Analysis (explaining a concept); e. Synthesis (combining values, methods, ideas, etc.); f. Evaluation (assessing values, ideas, methods, etc.).

2. Affective Aspect

The affective aspect consists of 5 levels of indicators, namely: a. Recognition (willingness to accept, awareness of something); b. Response (active participation); c. Valuing (acceptance of values, loyalty to values); d. Organization (connecting believed values); e. Internalization (making values a part of one's lifestyle).

3. Psychomotor Aspect

The psychomotor aspect consists of 5 indicators, namely: a. Imitation (imitating movements); b. Utilization (using concepts to perform movements); c. Precision (performing movements accurately); d. Coordination (performing multiple movements correctly); e. Naturalization (performing movements naturally).

In the context of formal education, competencies are developed through the design of the curriculum. The Directorate General of Higher Education under the Ministry of Education and Culture of the Republic of Indonesia provides regulations and procedures for the development of higher education curricula. The curriculum is formulated by the program managers of each university.

Humanist Arts Ecosystem

Artworks are produced and can be enjoyed by society through collective effort. Each artwork is born from the involvement of a number of individuals or often a large number of people [19]. There are three main networks that play a role in the art production process, namely the conceptual network, production network, and distribution network [20].

a) Conceptual Network

Wickham states that the conceptual network involves individuals who participate in developing, designing, and researching artistic concepts. Individuals included in the conceptual network may be family members, peers, mentors, and others involved in the creative process of an artist. Through this network, artists receive significant input in the development of their work's concepts.

b) Production Network

The production network includes individuals and organizations that contribute to the construction, fabrication, or production of artworks. The production network also includes individuals who may be employed (either paid or voluntary) due to their specialized skills or experience required in areas where the artist lacks expertise or in the use of specific technologies or media. This production network is often required when an artwork has a certain scale or level of complexity that necessitates a large workforce.

c) Distribution Network

The distribution network consists of individuals or organizations involved in disseminating and marketing artworks. The distribution network includes exhibition management, event management, transportation, commercial galleries, public institutions, promotion, media, and publications. The conceptual, production, and distribution networks have many points of intersection and contribute to the success of art production. The relationships between these art production networks can be seen in Figure 2.

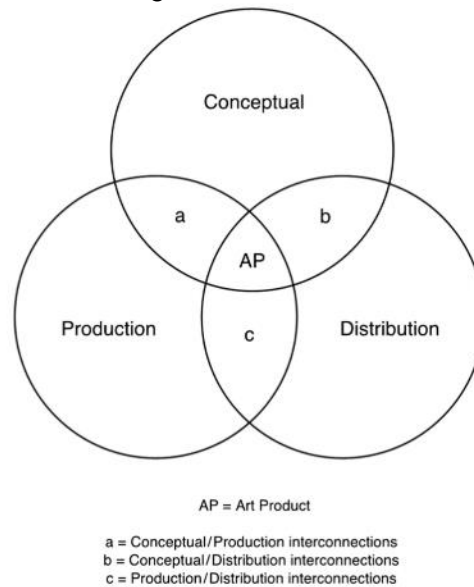


Figure 1. Arts Production Main Network (Wickham et al., 2020)

Through mapping these networks, it is evident that art production relies not only on the competence of the artist but also on the technical skills of those involved in the conceptual and production networks. This mapping also demonstrates that arts managers play a crucial role in both the conceptual and distribution aspects of artwork.

Methods

This research employs a mixed-method approach combining both quantitative and qualitative methods. The research subjects are alumni of the Arts Management Program who graduated between 2018 and 2022. The quantitative method involves administering questionnaires to all alumni of the Arts Management Program. The qualitative method is used to collect data on the alignment of the learning outcomes formulated by the Arts Management Program with the actual competencies required in the field of arts management. Data collection techniques used in this research include questionnaires and in-depth interviews with alumni of the Arts Management Program. Interviewees are alumni whose job fields are relevant to arts management. The selection of interviewees is carried out using purposive sampling, interviewing alumni who are deemed representative of the work practices in their respective fields.

Data analysis is conducted to map competency indicators required by alumni based on three aspects: knowledge, skills, and attitudes. This research is a qualitative descriptive analysis with

the aim of providing input for curriculum development in the Arts Management Program at ISI Yogyakarta.

Results and Discussion

The Curriculum of Bachelor of Arts Management Departement

Education for humanistic arts managers should be managed and implemented based on a well-structured curriculum. Curriculum is defined as a set of plans and arrangements regarding the objectives, content, and teaching materials, as well as the methods used as guidelines for conducting learning activities to achieve higher education goals [16]. In accordance with the regulations of the Ministry of Education and Culture, the curriculum of the Arts Management Program is formulated according to the guidelines provided by the Directorate General of Higher Education of the Republic of Indonesia. The curriculum of the study program is developed through four stages, namely the analysis stage, planning stage, development stage, implementation stage, and evaluation stage. The following is an overview of the curriculum formulation scheme provided by the Directorate General of Higher Education of the Republic of Indonesia:



Figure 3. Curriculum Cycle in Higher Education.

Source: Guidelines for Curriculum Development from the Directorate General of Higher Education

As of 2023, the Arts Management Program has been in operation for more than 9 years. The step-by-step curriculum development process has been undertaken by the program managers of the Arts Management Program. Approaching the 10th year of arts management education at ISI Yogyakarta, the program managers need to conduct a comprehensive evaluation of the curriculum and the learning outcomes of the program. Evaluation is carried out both in a formative and summative manner. Formative evaluation is done to assess the quality of the learning design,

while summative evaluation is used to measure learning outcomes. The Arts Management Program was established in 2014 and graduated its first alumni in 2018. According to ISI's tracer study data, as of 2023, there are 55 alumni whose activities can be tracked. Alumni of the Arts Management Program work in various professions, both in the field of arts management and outside of it.

Profile of Graduates of the Arts Management Program

The Profile of Graduates of the Study Program is determined by the Study Program, taking into account alumni profiles, professional associations, and program associations. The graduate profile is the role that graduates can perform in a specific field of expertise or occupation after completing their studies [16]. The profile of alumni from the Arts Management Program is established based on a study of the needs of the job market required by the government and the business or industry world, as well as the need for advancing knowledge and technology. Graduates of the Arts Management Program are designed to be capable of:

- a) Examining the field of arts and culture management
 - 1) Art examiner
 - 2) Academic
 - 3) Curator
- b) Managing the field of arts and culture
 - 1) Arts manager
 - 2) Archivist
 - 3) Bureaucrat

Based on the analysis of questionnaire data with alumni respondents from the Arts Management Program, it is found that 80% of alumni work in positions related to arts management. This proportion indicates that the curriculum and the educational process in the Arts Management Program are aligned with the needs of the arts management job market. 13% of alumni from the Arts Management Program have jobs that are not closely related to arts management, while 7% of alumni state that they work in fields completely unrelated to arts management. These findings serve as an initial indicator for the Arts Management Program to conduct further research on the reasons why some alumni do not work in fields related to arts management. The detailed breakdown of alumni based on the suitability of their job fields can be seen in Figure 4.

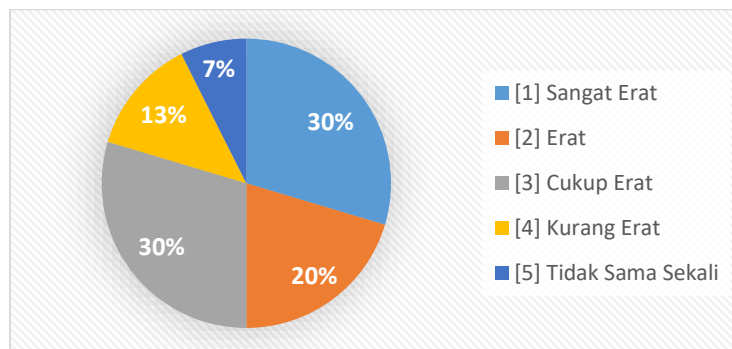


Figure 4. Analysis of Arts Management Program Alumni Based on Job Fields

Arts Management Education for Building a Humanistic Ecosystem

The Arts Management Program was established in 2014 and graduated its first alumni in 2018. Graduates of the Arts Management Program work in various professions, both in the field of arts management and outside of it. Arts managers play a crucial role in the production of performing arts, particularly encompassing aspects of the production and distribution networks. Paul DiMaggio divided the functional areas of arts management into seven parts: planning and development, marketing and public relations, personnel management, financial management, board relations, labor relations, and government relations (DiMaggio, 1987). To carry out their main tasks in these seven areas, arts managers must build good relationships with the government, employees, the community, consumers, artists, and all other supporting elements of the arts infrastructure.

Expertise in arts management is essential in building a humanistic art ecosystem, and arts management skills can be divided into aspects of knowledge, skills, and attitudes. Arts management expertise plays a crucial role in managing relationships among the key components of art production. Arts managers are not only a part of the core aspects of art production but also play a role in managing relationships among the key components of the art production network.

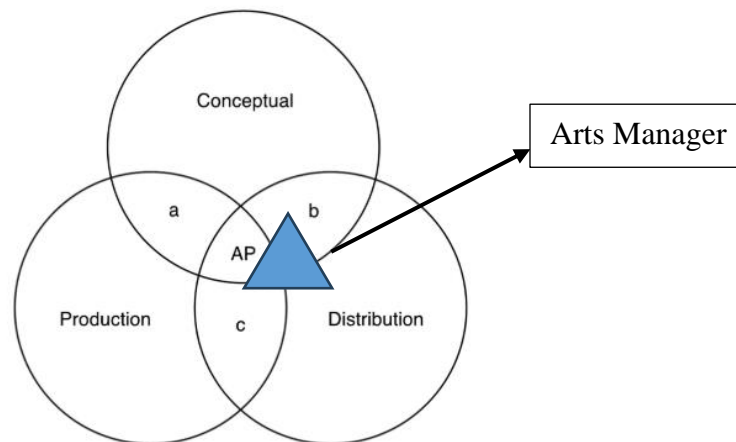


Figure 5. The Role of Arts Managers in the Art Production Network

Arts Manager Knowledge

The knowledge aspect of arts management involves the ability to remember, comprehend concepts, use concepts to solve problems, analyze, synthesize, and evaluate art projects. Based on interview data analysis, it is known that alumni of the Arts Management Program state that they have gained sufficient knowledge to embark on a professional career. The knowledge aspect required to pursue a career as an arts manager is divided into 13 points, as shown in Figure 6.

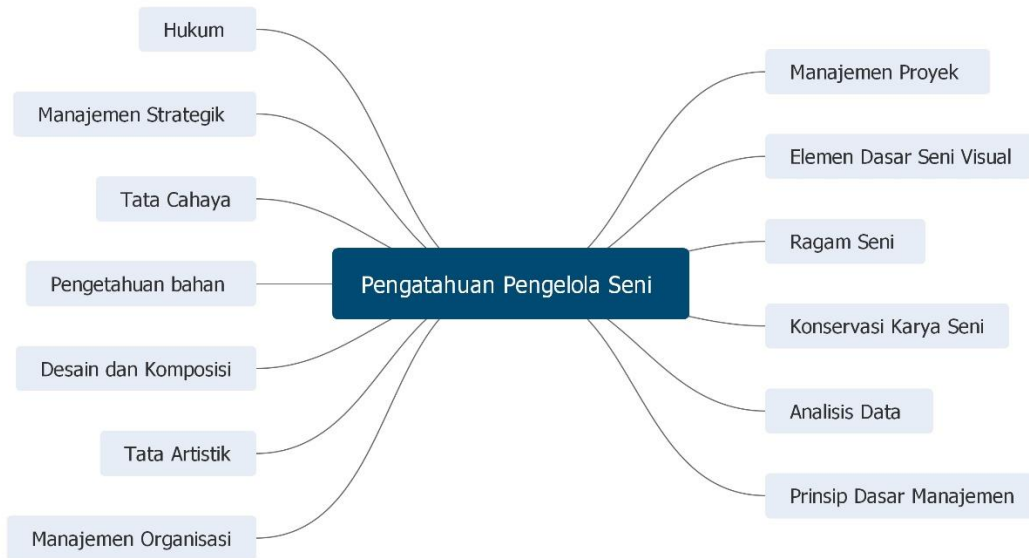


Figure 6. Pengetahuan Pengelola Seni

The findings regarding the knowledge aspect by these alumni align with the formulated knowledge aspects set by the program as follows:

- a. Mastery of the theory and basic principles of management in the management of cultural arts.
- b. Ability to solve various issues in arts management using general theories of arts and cultural management.
- c. Capability to evaluate and assess methods and principles of cultural arts management planning stages.
- d. Proficiency in the principles of management and documentation of cultural arts management.
- e. Ability to assess various environmental factors, both internal and external, and their influence on strategies and behaviors in cultural arts management.

The Attitude of Arts Managers

The attitude of arts managers is related to their ability to recognize, respond to, appreciate, and remain loyal to values, as well as to organize the values they believe in and practice them as part of their lifestyle. One of the important values for arts managers is ethics. Based on data analysis, it is known that 31% of alumni stated that their education in the Arts Management Program has been very effective in producing alumni with strong ethics. The detailed proportion of alumni perceptions about the education process for building ethics can be seen in Figure 7 below.

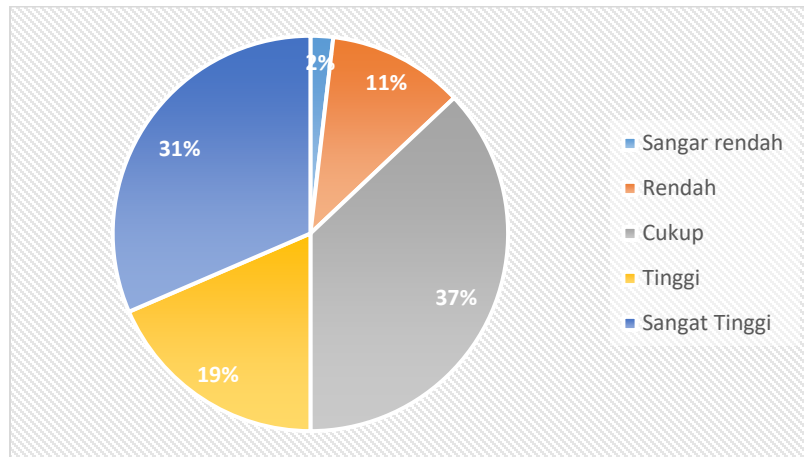


Figure 7. Perceptions of Ethics Levels Among Graduates of the Arts Management Program

Arts Management Skills

Arts management skills include the ability to imitate work movements, use arts management equipment, perform arts management practices accurately, and assemble arts management concepts. Based on questionnaire data analysis, it was found that education in the Arts Management Program was considered to have provided the majority of alumni with excellent competencies in these skills. The detailed proportion of alumni perceptions about arts management skills can be seen in Figure 8 below.

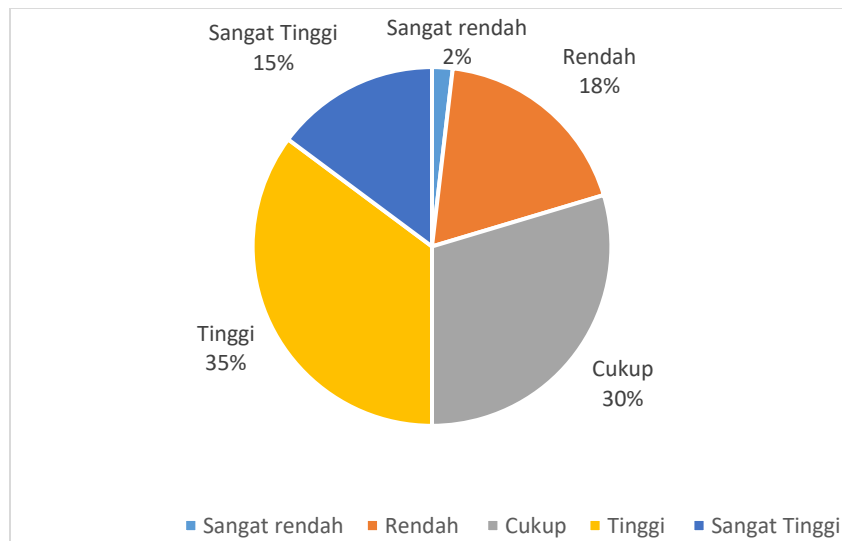


Figure 8. Perceptions of the Level of Skills Among Graduates of the Arts Management Program

Conclusion

The Bachelor of Arts Management (S-1 Tata Kelola Seni) program at ISI Yogyakarta develops its curriculum based on the regulations and guidelines from the Directorate General of Higher Education. The curriculum cycle in the Bachelor of Arts Management program consists of

five stages. To produce arts managers capable of creating a humanistic art ecosystem, the curriculum for arts managers must be developed based on adequate needs analysis and scientific studies. The curriculum in the Arts Management Program needs to be specifically developed, especially in the field of skills. The world of arts management is evolving rapidly, and skills such as data analysis and other digital skills are in high demand. Research to assess the quality of alumni from the perspective of graduate users is also essential.

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Biographies



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