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Progressiveness Of The Magister Study Program Of Fine Art Education In The Industry 4.0 Revolution Era

Robby Hidajat

Coordinator of Postgraduate Study Program of Fine Art Education
Faculty of Letters, Malang State University

ABSTRACT : Research background is the concern about how to obtain better management for art education regarding to the fact that it still struggles at Industry 3.0 level. Institutions for fine art education mostly deliver the teaching in classical way, which is textbook based or reyling on demonstrative technique. In the other hand, lecturers still inform techniques, principles and substances of art teachings in a way that forces students to learn it manually. Therefore, current scholars assume that such art education is stagnant and incapable to serve market's demand for skilled workers. This assumption was discussed by the coordinator organization for Indonesian postgraduate study programs, FORPIMPAS (*Forum Pimpinan Pascasarjana*) in Parapat, Medan, on September 26-29, 2019, which was attended by higher education institutions for teachings (LPTK) throughout Indonesia. The Forum expects that the discussion will touch the mind of policy makers. Type of this research is a documentative descriptive review. The data include papers, books, articles, and minutes of FORPIMPAS's intensive discussion. Result of analysis is summarized as follows. Art education can realize its progressive action when it (1) does curriculum transformation, (2) has a capability to adapt with social problems, and (3) has a capability of management at proper effectiveness, flexibility and quality.

KEYWORDS: *higher education, fine art, and industry 4.0 revolution*

I.   INTRODUCTION

This research attempts to explore the progressiveness of art education institutions (in this research, represented by magister study program of fine art education) toward Industry 4.0 revolution era. What can be achieved by human capability from time to time in the factual performance dimension has nowadays been arranged in many types of documents that can be accessed by common people. Such high accessibility is characterized by digitalization, knowledge base, data access, and internet operation (Gotz, Marta & Jankowska, Barbara, 2017). This condition has forced art education institutions (including magister study program of fine art education, and the institutions of other art), to do self-introspection. Progressiveness of art education still holds out at Industry 3.0 level (.......l), where the education still greatly relies on technical skills, scientific adaptive orientation, and conventional teaching. This progressiveness is a reasonable consequence of progressive law that requires every entity, including art education institutions, to be critical to social change (Huaman, 2011). Progressiveness helps the entity to achieve learning outcomes and outputs that align with the intention of Industry 4.0 Revolution. Learning outcomes of art education students are original result of authentic skills. The achieved quality of their learning is determined more by skills that they have achieved rather than duplicative materials, classical learning method, and textbook. Art education institutions that orient toward Industry 3.0 Era are characterized by its mechanic pattern, the use of technology as industrial support base, and global connectivity (Savitri, 2019:40-45). The centuries of journey of art learning orientation greatly emphasize on skill development, exploration of sensitivity, and high spontaneity. Within Industry 4.0 Revolution Era, art education institutions need strategic thought that can be transformed into creative, innovative and transformative behaviors. Hereby, art learning system shall emphasize on experiences, processes, or activities that enable art learners to develop independency. It is consistent with student/child-oriented education concept that counts heavily on the importance of a process to prepare the impact of learning in the future (Doddington & Hilton, 2010:67). Art teaching can induce changes through art works by producing critical mindset among students as individual or member of social groups after they understand art as their learning outcomes (McNicholl, & Blake. 2013). Some students can understate the art works, while some others appreciate and treat the art works properly despite the change of its function. In current days, art objects are managed as if it does not have value at all, and as a result, it losses its esthetical element. The owners do not see as necessary to provide room of existence for their own art objects.

In reality, art education needs to balance with the pace of change and it is done by being progressive in space and time. Industry 4.0 Revolution Era has made people to aware that only having art potentials is not enough, and therefore, they must enter dimensions of distance, space and time that cannot be understood only with denotative meanings, but also with a synergy of connotative, collaborative, and transformative elaborations.

Art education so far is always classical, textbook based, and relying on demonstrative technique. Sooner or later, it will be replaced with social media technology. This social media technology not only enables humans to do mechanistic things but also threats their existence. Humans who are less competitive will only find their skills suppressed and their work performance marginalized, especially when their work mostly involves muscles.

Nowadays, art education students have free access to many kinds of information. They prefer of learning based on temporary demand and desire. In the other hand, lecturers still inform about techniques, principles and substances of art teaching that requires students learning it manually. Lecturers still use manual assignment and duplication to develop students' understanding. Therefore, art education is said to be stagnant and failing to serve the demand for skilled workers. This issue has been discussed by policy makers who attend a conference held by the coordinator organization for Indonesian postgraduate study programs, FORPIMPAS (Forum Pimpinan Pascasarjana). The synergy in building institutions and collaborative works is an transformative action to produce dependable and progressive work quality that can be accessed through publicative media.

II. METHOD

This research is a documentative descriptive review that uses data comprising papers, books, articles, and minutes of FORPIMPAS's intensive discussion. Indonesian higher education institutions for teachings were gathering at a conference that FORPIMPAS held in Parapat,Medan, on September 26-29, 2019.Member of FORPIMPAS is the leadership of postgraduate study programs. The conference was held periodically, usually once a year, and considered as an effective gathering to produce self-introspection and to develop collaborative performance. Data analysis is done by separating, grouping and sorting the understandings into several units (Sugiyono, 2016:367). Data interpretation is done by the researcher who in this research acts as instrument, and who by then will take some actions, including grouping many aspects related to research theme, interpreting statements, and connecting those statements into a causality relationship.

III. ANALYSIS AND RESULT

Art education in Indonesia, especially the study program of fine art education, needs to be progressive to produce high-quality dependable graduates with high commitment to their profession. Factual performance of these graduates is obtained from the directors of study program of fine art education. Researcher has conducted a review on article about the performance of Strata 1 study program of theatrical art education (Hidajat, 2019). It was found that Industry 4.0 Revolution Era is a progressive wave where individuals cannot any longer perform alone and therefore, must build a synergy or collaboration with others. Collaborative work allows individuals to develop a bond and an interdependence across disciplines. The Chair of FORPIMPAS, Yenni Rozimela, stated that the revolution toward Industry 4.0 has given challenges and also opportunities to higher education institutions for teachings (LPTK) to improve their performance. The impact of global reality, including globalization, is inevitable, and progressiveness is a positive response to this reality. All life aspects have moved forward into transformative society (Tillaar, 2002:3). Transformative education is a positive reaction that awakes consciences among educated persons to realize the importance of change (Retnawati, 2015). In this context, education is an effort to make every student aware of the reality of job competition (Hidajat, 2019).

Fine art education institutions, and also other institutions that teach other kinds of art, are indeed in progressive action but they are not yet taking reactive steps institutionally. Result of review is arranged in the following:

(1) Curriculum Transformation

Art education in Indonesia has ben oriented to skills building. Skill is considered as a base that must be empowered sustainably. Researcher, at certain degree, agrees with this position when it comes to understand that writing thesis requires certain skill. The chairs of art education study program from any institutions have discussed in FORPIMPAS the importance of art skills, and they decide to set a goal of delivering graduates on time, usually in 3-4 semesters. In the beginning, this goal is difficult to achieve. The existing curriculum needs to be evaluated and restructured to facilitate the achievement of this goal. Strategic solution to this goal is to intensify research object, or in the other words, to require students to participate into lecturer's project. Therefore, lecturer is not only acting as supervisor over the student but also working along with them in scientific collaboration.

Changing the curriculum needs a social change. Introducing students to the on-going situation and condition of culture can initiate the change of human resource. Lecturer as teaching staff is realizing the fact that observable action is the better source of knowledge than teaching something from textbook.

General features of curriculum, such as structure, distribution, and description, are already in position. However, the instruments to implement the curriculum, such as Semester Lecture Plan (RPS), textbook, and learning media, are not yet reliable. It needs a collaboration across the study programs to be supportive on one to another. The strategic option is a collaboration between higher education institutions and students to ensure that each study program in different institution has same name for lecture subject, same required number of semester credit system, and same method of evaluation. Each study program may agree on same condition concerning with the visiting professor.

(2) Adaptiveness to Social Problems

At certain level of teaching, education transformation is aimed to develop attitudes to realize the less than perfect conditions and unstable situations that hamper the teaching of students to adapt to social problems. The mandate of transformative education in Industry 4.0 Revolution Era is to build a sensitivity to social change (Savitri, 2019:161). Art education presents itself in dialogic and creative postures that set out innovative aspects. Education activities are implemented by directly referring to social problems and social change. Students must be supportive to various social and cultural aspects to produce stable conditions. Unclearly defined value system in social life and the change of attitudes and value orientation will be the factors that urge lecturers to adapt education process to the emerging social issue. Knowledge gap among the chairs of art education institutions (including magister study program of fine art education) has led them to be more progressive, and the selected strategy is to create the association of study programs that allows art education institutions to be adaptive to social problems, and develop a collaboration.

This progressiveness has a holisic and general implication, and also produced a comprehensive academic impact on education institutions, lecturers, students, teaching materials and learning media.

(3) Transformation of Study Program Management

The chair of the magister study program of fine art education begins to realize that only managing the study program in mechanistic and circulative ways is not enough because the management must also change the existing paradigm to no longer see students as education object. Students shall be recognized as a vital part of academic life. Students, lecturers, and academic staffs must be effectively put as the components that will be used for achieving scientific development. This objective can be realized by giving open access to academic management and strengthening the aspects that constitute higher education institutions, students and lecturers. Any opportunities that lecturers can take benefit from are practically opportunities for students too. Targets of conducting effective learning and completing study on time are the priority points. Performance cannot only be measured from achieving these targets. Another operational aspects may also be important for developing academic life quality.

IV. CONCLUSION

Magister study program of fine art education in Indonesia is expected to be progressive. To be called progressive, it must have strategic plans derived from systematic process. Good relationship across art education institutions in Indonesia can only be attained with a synergistic collaboration that orients toward not only factual and measurable academic climate, but also publicative performance standard. This strategic goal is only achieved by three concrete steps, such as transformative curriculum; adaptive, innovative and creative teachings; and the effective management of study program that cares to students' demands for flexibility and orientation toward social change. Performance goal shall be achievable in the next 5-10 years, and the achiever study program is that has effective collaboration with others supported by the highly sensitive policy makers in each higher education institutions.

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