Implementation of the S3 Art Education Curriculum Faculty of Languages and Arts UNESA

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Abstract. The curriculum guidelines for the FBS UNESA Art Education S3 study program have been prepared and are ready to be implemented starting from the even semester of 2024. The study of the implementation of this curriculum is critical to be carried out at the beginning of the operational opening of this study program. The plan or program that has been created in accordance with the demands of the community, the conditions of the learning environment, and the characteristics of the students may all be evaluated with the help of this curriculum implementation study. This qualitative study looks at how the curriculum is being implemented in the Faculty of Languages and Arts' S3 Art Education study program, Faculty of Languages and Arts. Document studies, interviews, and observation are all used in the data collection process. Descriptive qualitative methods are used in the data analysis process. Data triangulation, which consists of source and technique triangulation, was done to preserve the validity of the data. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework description level 9 and Permendikbudristek No. 53 of 2023 concerning Quality Assurance of Higher Education serve as the framework for the curriculum of the Doctorate Program in Art Education at the Faculty of Languages and Arts, State University of Surabaya. The study program's curriculum design includes information about its advantages and special features, a graduate profile, learning outcomes, and a course structure that includes syllabuses, learning plans, assessments, and course descriptions.

Keywords: Implementation, Curriculum, Art Education.

1   Introduction

Educational policy involves decisions about the goals, content, methods, and evaluation that shape students' educational experiences. Conceptually, the curriculum is seen in three ways, namely as a substance, as a system, and as a study. Curriculum as a substance is a program or plan that contains a vision, mission, goals, learning outcomes, study materials, and courses used to produce graduates. Challenges in Implementation refer to the various obstacles or difficulties encountered when trying to apply a concept, method, or policy in real practice [10]. As a curriculum system, it is a unit of educational management, while in terms of study, the curriculum needs to be studied, researched, and developed to follow the needs of the community and the times.

The National Higher Education Standards for each Study Program, which include the development of intellectual intelligence, noble values, and skills, are consulted when developing the Higher Education Curriculum. The curriculum is a set of plans and arrangements regarding the objectives, content, and subject materials as well as the methods used as guidelines for the implementation of learning activities to achieve the goals of Higher Education, according to the National Standards for Higher Education (SN-Dikti), as regulated in Permendikbud Number 3 of 2020 Article 1, believes that the curriculum is an assortment of plans and arrangements pertaining to the goals, subject matter, and materials, as well as the techniques employed as instructions for carrying out learning activities in order to meet the objectives of higher education [4]. A requirement from the institution, the Higher Education Curriculum must be updated on a regular basis to reflect changes in science, technology, and needs as described in the Learning Outcomes. In order to create educated human resources, universities have to assess their graduates to see if their "abilities" meet the "abilities" (learning achievements) defined at the KKNI qualification level. In order to generate educated human resources, universities must assess their graduates to figure out if their "abilities" fulfill the "abilities" (learning achievements) defined at the KKNI qualification level [1].

Householders stressed the importance of curriculum innovation to keep up with technological advances, as well as the need for better teacher training and infrastructure updates to support industrial arts learning that is relevant to today's workplace [14]. The curriculum is a study program planning program to produce quality graduates for the needs of the community. The S3 Art Education Study Program is a new study program at the Faculty of Languages and Arts that is being operationalized. The curriculum has been compiled by the task force team according to the aim of producing arts education scientists. As is known, in Indonesia there are only 2 (two) doctoral study programs in Art Education, namely at the Indonesian University of Education and Semarang State University. Meanwhile, the S2 Art Education study program or its cognate is 5. This S2 Art Education (cognate) graduate has been accepted as a lecturer in various higher education institutions that have S1 Art Education (Sendratasik, Fine Arts, Visual Communication Design, Music Arts, and so on), and also in non-art education study programs such as Early Childhood Education (PAUD) and also Elementary School Teacher Education.

In determining the curriculum, there needs to be student involvement in the learning implementation process. In accordance with the theory of student involvement which emphasizes the importance of creating an interactive and interesting learning environment so that students are more active in the learning process. a concept that explains the extent to which students are actively involved in their learning process. This theory focuses on student participation and involvement as a whole, both in terms of cognitive, emotional, and behavioral, in learning activities. The higher the student involvement, the more likely they are to succeed in education [6].

Based on the results of a survey of S2 Art Education graduates (their cognates), it shows that those who have continued their S3 studies with a variety of study program options including the S3 Art Education study program, the Art Creation and Assessment study program, Cultural Studies, and some are included in the Educational Technology and Educational Management study programs. The distribution of study options outside of non-Art Education in general is due to the lack of S3 Art Education study programs, especially in the Eastern part of Indonesia. Meanwhile, at Semarang State University, student interest is very high.

The operation of the implementation of studies in the S3 Art Education Study program must certainly be based on a credible and adaptive curriculum [2]. The aforementioned statement aligns with the guidelines of Article 3 of Permendikbudristek Number 53 of 2023, which specifies that the National Standards for Higher Education strive to establish efficient, inclusive, and flexible higher education that adapts to the changing needs of society, science, and technology. In order to achieve the national education aim, each university must fulfil SN Dikti. [3]. The curriculum guidelines for the FBS UNESA (Universitas Negeri Surabaya / State University of Surabaya) Art Education S3 study program have been prepared and are ready to be implemented starting from the even semester of 2024. The study of the implementation of this curriculum is very important to be carried out at the beginning of the operational opening of this study program. Appropriate professional support, adequate resources, and teacher involvement in the change process are key factors for successful arts curriculum implementation [5]. This curriculum implementation study is very useful for evaluating the plan or program that has been prepared according to the characteristics of students, as well as the conditions of the learning environment, as well as its suitability with the needs of the community.

The results of this curriculum implementation study are also very necessary for the initial guidelines for study programs to step on improving the quality and the flexibility of the curriculum to produce innovative and creative doctoral graduates in art education. Benefits of Arts Curriculum Development of Creativity: A good arts curriculum can enhance students' creative skills and provide them with opportunities to express themselves through various art forms. Enhancement of Critical and Cognitive Skills: Arts education helps students develop critical thinking, problem-solving, and reflection skills. Contribution to Cultural Identity: Arts education can contribute to the preservation and development of local cultural identities, as well as introduce students to their cultural heritage [8].

2   Methods

This research is a qualitative study that examines the implementation of the curriculum in the S3 Art Education study program, Faculty of Languages and Arts, UNESA. Data sources come from person, paper, and place. The data source person is a designated informant who has ideas and concepts about the S3 Art Education study program, and also a person who provides information related to his or her response to this curriculum. Paper as a source of data is in the form of an S3 Art Education curriculum document that has been prepared by the curriculum task force team, while the place is the place or location where this Art Education study program carries out lecture operations.

The data collection technique uses observation, interviews, and document studies. Observation was carried out by directly observing the S3 Art Education curriculum documents, and their instruments, as well as the implementation of this curriculum in the form of lecture planning (RPS) and lecture implementation. Interviews were conducted with resource persons using frank techniques. Document studies are carried out to examine curriculum documents.

The data analysis technique uses descriptive qualitative techniques. The analysis was carried out with the stages of data reduction, data presentation, verification, and drawing conclusions. Data reduction is carried out by sorting and selecting the data that has been collected, which is then continued by presenting data that contains processing existing data both from the curriculum, as well as data from experts in *curriculum sequencing*. The processed data is then compiled with a coherent format or systematics, dialogued with existing concepts and theories to produce verification/conclusions. To maintain the validity of the data, data triangulation was carried out consisting of source triangulation, and method triangulation.

3   Results and Discussion

Permendikbudristek No. 53 of 2023 concerning Quality Assurance of Higher Education and Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) description level 9 are the foundations upon which the curriculum of the Doctoral Program in Art Education at the Faculty of Languages and Arts (FBS), State University of Surabaya is prepared. The curriculum design of the study program includes course descriptions, syllabi, learning goals, evaluations, learning achievements, graduation profile, and course structure. The study program's curriculum is created with the goals, breadth, and depth of the subject matter in mind. The courses are arranged to support the development of graduate competences in line with the level 9 definition;

a. Capable of conducting research in their scientific field or professional practice to develop new knowledge, technology, and/or art;

b. Capable of using inter, multi, and transdisciplinary approaches to solve problems in science, technology, and/or art in their scientific fields;

c. Capable of managing, leading, and developing research and development that is beneficial for mankind and able to receive national and international recognition.

3.1   Uniqueness or Excellence of Study Programs

Arts education must evolve with global changes to remain relevant and effective [15]. The advantages and uniqueness of the proposed FBS UNESA Art Education Doctoral Study Program are based on similar study programs in the scope of art education and equivalent based on KKNI level 9, namely the Art Education Doctoral Program of the State University of Semarang (UNNES) and the Indonesian University of Education (UPI), which includes aspects; 1. scientific development reflected in the scientific vision; 2. Study of learning outcomes, especially aspects of special knowledge and skills; and 3. The curriculum of similar study programs, especially the determination of courses and curriculum structure.

The FBS (Fakultas Bahasa dan Seni / The Faculty of Language and Art) Art Education Doctoral Study Program at the State University of Surabaya aims to realize art education doctoral graduates who excel in attitudes, knowledge, and skills so that they are able to develop art education that is beneficial to the sciences of art, culture, and universal humanity, based on inter/multi/transdisciplinary research, and gain national and international recognition. Based on these objectives, the uniqueness and excellence of the FBS UNESA Art Education Doctoral Study Program, are;

a. Capable to develop art education based on the archipelago's cultural capital, especially East Java culture comprehensively and its professional practice through scientific research based on the paradigm of positivism, post-positivism, criticism, and constructivism, to produce scientific works with *novelty* value;

b. Capable of resolving the issue of art education by utilizing the archipelago's cultural capital, particularly East Javanese culture, and the advancement of learning technologies via an interdisciplinary, multidisciplinary, and transdisciplinary approach.

c. Capable of overseeing, developing, and leading research and development in the field of art education based on cybertechnology and new media, as well as archipelago cultural capital, which is advantageous for raising the standard of human resources and gaining recognition on a national and worldwide level.

3.2   Profile of Study Program Graduates

Academic Vision of the Study Program. Realizing a doctor of art education who is capable of controlling, evolving, and resolving issues in art education using an interdisciplinary, multidisciplinary, and transdisciplinary method to generate innovative, tested, and nationally and internationally recognized work.

Mission of Study Program:
1. Creating an academic climate with integrity and professionalism is able to ensure the achievement of quality and superior performance of the *tridharma* of higher education in doctoral education in art education.
2. Realizing a global network of arts education doctoral education to ensure accountable, transparent, responsive, and adaptive governance to the development of science and changes in society.

3. Realizing doctoral education in art education based on inter/multi/transdisciplinary research, supported by an academic climate of national or international standards that ensures the realization of the quality of graduates who receive national and international recognition.
4. Creating graduates who excel in attitudes, knowledge, and skills so that they are able to develop art education that is beneficial to science and humanity.

Study Program Objectives:
1. Producing graduates who excel in attitudes, knowledge, and skills so that they are able to develop art education that is beneficial to science, culture, and humanity.
2. Producing graduates who are experts in art education research in a broad, in-depth, and novel value, based on an inter/multi/transdisciplinary approach to gain national/international recognition.
3. Producing graduates who are able to present the results of thought and research in national/international scientific forums and publish them in accredited scientific journals/reputable international scientific journals.

Permendikbudristek Number 53 of 2023 Article 9 specifies that graduates of doctoral study programs must possess the following core competencies: a) mastery of scientific philosophy in the field of science and skills; and b) the ability to deepen and expand science and technology through research or the creation of original and tested works. [3]. By having these abilities, graduates of doctoral study programs can carry out the roles stated in their profiles and contribute to scientific development in their respective fields. Graduates of doctoral study programs who have these competencies are also expected to become scientists or professionals who contribute significantly to the development of science, technology, and professional practice, and have high social and ethical responsibility. Based on the vision, mission, and objectives of the study program, the profile of graduates of the FBS UNESA Art Education Doctoral Study Program is determined as follows:

Table 1. The objectives and profile of the study program of graduates of the FBS UNESA Art Education Doctoral Study Program

It	Graduate Profile	Competency Description
1	Professional Educators	a. Able to organize art learning in formal educational institutions based on superior academic, professional, social, and personality competencies so that it has an impact on the quality of art education at large. b. Able to develop community-based art education to increase the productivity and creativity of certain communities through intensive mentoring, collaboration, advocacy, and transformation.
2	Professional Art Education	a. Able to develop the science of art education based on human values and the cultural values

	Expert/Researcher	of the archipelago through an inter/multi/transdisciplinary approach.
		b. Able to develop art education research that is relevant to the needs of the community and publish at the national and international levels.
		c. Able to apply art education science in an interesting, inspiring, and innovative manner in the art community in the community to increase art creativity.
3	Arts Education Development Consultant	a. Able to educate the development of art education in a structured manner in formal/non-formal educational institutions to improve knowledge and skills in the field of art.
		b. b. Able to develop the art ecosystem at large and have an impact on productivity, creativity, and art innovation in the community.

3.3   Learning Outcomes (CP)

The learning outcomes, which are the curriculum's objectives, are the basis for selecting the study materials for the FBS UNESA S3 Art Education curriculum. The internationalization and accumulation of knowledge, skills, abilities, and competences attained through a structured educational process that incorporates a particular field of knowledge or expertise or through work experience is known as learning outcomes.

Referring to Permendikbud-ristek No. 53 of 2023 concerning Higher Education Quality Assurance article 8 paragraph (2) Graduate learning outcomes as referred to in paragraph (1) pay attention to: a. the vision and mission of higher education; b. Indonesia's national qualification framework; c. the development of science and technology; d. the need for work competencies from the world of work; e. the scientific domain of study programs; f. the main competencies of graduates of study programs; and g. the curriculum of similar study programs. Paragraph (3) states that the learning outcomes of these graduates are informed to students in the study program, then in paragraph (4) it is stated that this CPL is compiled into courses and emphasized in paragraph (5) the course has course learning outcomes that contribute to special learning outcomes [3]. Based on the Permendikbud-Research and Technology, the summary of the learning outcomes of graduates of the FBS UNESA Art Education Doctoral Study Program is as follows.

Table 2. The summary of the learning outcomes of graduates of the FBS UNESA Art Education Doctoral Study Program

It	Learning Outcomes (CP)	Referral Source
I	**Attitude Aspects**	Attachment to Permendikbud Number 3 2020 about SN-Dikti. Presidential Regulation No.8 of 2012 concerning the Indonesian National Qualifications Framework
	I.1 Fear God Almighty and Capable show a religious attitude	
	I.2 Acknowledge the diversity of people's cultures, religions, and beliefs as well as their unique perspectives and discoveries. should also be accountable for own work in the field of competence.	
II	**Knowledge Aspect**	Characteristics of the S2 and S3 Association of Indonesian Arts and Arts Education AS2PS2I and AP 2SR study programs Presidential Regulation No.8 of 2012 concerning the Indonesian National Qualifications Framework
	2.1 Able to analyze theories of philosophy of science, philosophy of Art Education, and Philosophy of Cultural Arts as the foundation of comprehensive, critical, and reflective thinking. 2.	
	2.2 Able to analyze art theories, art education, and culture as well as theories in other fields of science that are useful for the development of art education.	
	2.3 Able to build a theoretical framework 3. comprehensive in art education research based on archipelago cultural capital.	
	2.4 Able to develop art education models based on a useful multiculturalism approach for the praxis of art education in Indonesia.	
	2.5 Able to develop innovative design, digital technology, and multimedia art learning.	
III	**General Skills Aspects**	1. Permendikbud No. 3 Year 2020 concerning the National Standards for Higher Education (SN-Dikti) 2. Description of
	3.1 Capable of discovering or creating intriguing scientific theories, conceptions, or ideas; making contributions to the advancement and application of science and/or technology that consider and incorporate the importance of humanities	

	within their area of expertise; producing scientific research grounded in scientific methodology; and engaging in rational, critical, methodical, and creative thought.	
	3.2 Capable of gathering research that is interdisciplinary, multidisciplinary, or transdisciplinary; this includes theoretical and/or experimental studies in the domains of science, technology, art, and innovation; these can be presented as dissertations or papers that have appeared in esteemed international publications.	level 9 (nine) of the Indonesian National Qualifications Framework (KKNI) following the Presidential Decree Number 8 of 2012.
	3.3 Capable of developing arguments and solutions in the fields of science, technology, or the arts that are based on a critical analysis of ideas, theories, concepts, or facts that can be ethically and scientifically validated and shared with the public or the media.	
IV	**Special Skills Aspects**	1. Permendikbud No. 3 Year 2020 concerning the National Standards for Higher Education (SN-Dikti) 2. Description of level 9 (nine) of the Indonesian National Qualifications Framework (KKNI) under the Presidential Decree Number 8 of 2012.
	4.1 Designing an art education model based on the paradigm of positivism, post-positivism, criticism, and constructivism.	
	4.2 Develop art education research with quantitative/qualitative /mixed methods and cutting-edge theoretical frameworks.	
	4.3 Menghasilkan artikel ilmiah yang dipublikasikan ke dalam jurnal ilmiah nasional dan internasional terindeks/bereputasi.	

Alternative approaches to arts curriculum development can provide richer and more diverse learning experiences for students [7]. Based on the learning achievements, the study materials for the Doctoral Program in Art Education are:

1. Science of Art Education:
   a. organizing art learning in formal educational institutions based on superior academic, professional, social, and personality competencies so that it has an impact on the quality of art education in general.
   b. developing community-based art education to increase the productivity and creativity of certain communities through intensive mentoring, collaboration, advocacy, and transformation.
2. Science of Art and Education Research:

    a. developing art education science based on humanitarian values and Nusantara cultural values through an inter/multi/transdisciplinary approach.

    b. developing art education research that is relevant to the needs of the community and publishing it at the national and international levels.

    c. applying art education science in an interesting, inspiring, and innovative way in the art community in society to increase artistic creativity.

3. Development of Art Education Institutions:

    a. developing structured art education in formal/non-formal educational institutions to increase knowledge and skills in the field of art.

    b. developing an art ecosystem in general and having an impact on productivity, creativity, and art innovation in society.

3.4 Curriculum Structure

Referring to Permendikbud-ristek No. 53 of 2023 concerning Quality Assurance of Higher Education, article 20 states that in the doctoral program, the curriculum is designed for 6 semesters consisting of: a) 2 semesters of learning that support research, and b) 4 semesters of research [8]. The Doctoral Program in Arts Education, FBS UNESA determines the courses and their credit weights. The formation of courses is carried out by reviewing institutional courses which are compulsory courses for doctoral programs at the university level totaling 6 credits, compulsory study program courses totaling 13 credits, elective courses as Dissertation Supporting Courses (MKPD) 6 credits, and Final Project courses totaling 26 credits. With a total of 57 credits offered, students are required to take 45 credits with details of 13 credits in semester 1, 9 credits in semester 2, 8 credits in semester 3, 3 credits in semester 4, and 12 credits in semester 5. Compulsory study program courses are courses that aim to strengthen the profile of a researcher, with the assumption that a doctor must have a strong foundation in conducting research aimed at finding a theory. Determination of the credit weight is based on the characteristics of the doctoral program. Concerning this, the Doctoral Program in Art Education, FBS UNESA, determines it with the consideration that the doctoral program emphasizes more on strengthening scientific or theoretical concepts to build new theories, through the research process. Designing a flexible curriculum allows for adaptation to changing student needs and interests [13].

3.5 Research Focus

By setting clear goals, integrating theory and practice, and employing innovative planning and implementation strategies, educators can create valuable learning experiences for students. Developing a curriculum that not only teaches art and design skills but also promotes creativity and critical thinking [9]. This section contains an explanation of the scientific fields that are the focus of student research and is adjusted to the lecturer's publication track record and the support of the facilities provided:

Table 3. The scientific field that is the focus of student research and adjusted to the lecturer's publication track record and the facility support provided

It	Graduate Profile	Research Focus
1.	Professional Educator	a. Research and development (R&D) that produces models or products that are useful for improving the quality of art learning. b. Experimental research, case studies, evaluations, and action research that are useful for developing art learning
2.	Professional Arts Education Expert/Researcher	a. Development of art education research design with an inter/multi/transdisciplinary approach based on qualitative/quantitative data
3.	Arts Education Development Consultant	b. Development of research instruments, and quantitative data analysis techniques using descriptive and inductive statistics for surveys, policy analysis, education evaluation, decision making, predicting symptoms, etc. c. Development of qualitative data analysis techniques to reveal the meaning of various art and cultural education phenomena that are developing in society.

3.6   Semester Learning Plan

In a study program, lecturers separately or in a group with specialists in science and/or technology create the Semester Learning Plan (RPS). This is stated in Permendikbud Number 3 of 2020 Article 12 paragraph (2). As stated in paragraph (3), the RPS includes the following information: a) the name of the study program; b) the learning outcomes of graduates assigned to the course; c) final abilities planned at each stage of learning to meet the learning outcomes of graduates; d) study materials related to the abilities to be achieved; e) learning methods; f) time provided to achieve abilities at each stage of learning; g) student learning experiences manifested in descriptions of tasks that must be completed by students during one semester; h) criteria, indicators, and assessment weights; and i) list of references used. S3 Art Education FBS UNESA has compiled an RPS as a learning process plan for each course, and contains at least:

a. Name of study program, name and code of course, semester, credits, name of lecturer;
b. Learning outcomes assigned to the course (CPMK);
c. Final abilities planned for each learning topic to fulfill CP (Sub-CPMK);
d. Study materials related to the abilities to be achieved;
e. Learning methods;
f. Time provided to achieve abilities in each learning topic;
g. Student learning experiences manifested in descriptions of assignments that must be completed by students during one semester;
h. Assessment criteria, indicators, and weights; and
i. List of references used

4   Conclusion

Developing a curriculum that is more responsive to the local needs and cultural contexts of students. This includes incorporating local and cultural elements into the arts curriculum [11]. The curriculum of the Doctoral Program in Arts Education, Faculty of Languages and Arts (FBS), State University of Surabaya is compiled based on Permendikbudristek No. 53 of 2023 concerning Quality Assurance of Higher Education and Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) description level 9 (nine). In order to improve the quality of higher education, Permendikbudristek No. 53 of 2023 focuses on the transformation of national standards, quality assurance, and implementation of a sustainable higher education quality assurance system. The curriculum guidelines for the Doctoral Program in Arts Education, FBS UNESA, have been compiled and are ready to be implemented starting from the even semester of 2024. The study of curriculum implementation is very useful for evaluating plans or programs that have been prepared according to student characteristics, as well as learning environment conditions, and their suitability to community needs.

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